

Information Seeking Behaviour of Health Information Management Students, Obafemi Awolowo University Teaching Hospitals Complex (OAUTHC), Ile-Ife, Osun State, Nigeria

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Abstract: This study assessed information seeking behaviour of Health Information Management Students, Obafemi Awolowo University Teaching Hospitals Complex (OAUTHC), Ile-Ife, Osun State, Nigeria by means of survey research design. Information seeking behaviour was operationally defined in this study as the totality of human behaviour in relation to sources and channels of information including active and passive information need, information seeking and information use. A total of 119 students out of the 170 total enrolments were randomly selected for the study. The results of data analysis revealed that the student share similar information behaviours with other undergraduate students in other institutions as shown in the literature. Besides, a good number of the students reported significant benefits of information seeking through sharing with colleges rather than reading all alone. However, individual factors ($\beta = 0.751$, $P = 0.004$) was shown to significantly influenced students information sources utilization in the school. The study concluded that future studies should look into other areas of information seeking behaviours of health information management students with a view to contribute to knowledge in the field.

Keyword: Students, Information, Seeking Behaviour, Health Information Management.

I. Introduction

Information behaviour (IB) refers to the totality of human behaviour in relation to sources and channels of information including active and passive information need, information seeking and information use (Wilson, 2000). Information seeking behaviour involves the behaviour require active exposure to print and non-print information resources including exposure to mass media, the internet and other web-based social networks. To Wilson (2000) information seeking behaviour is purposive seeking of information as a consequence of a need to satisfy some goals and to interact with others.

Information seeking behaviour encompasses ignorance of the need for information and avoidance of information as well as active information seeking by using a variety of media, print and non-print resources once an information need has been recognized. During the process of information seeking, students may be presented with a variety of information related to their academic disciplines and or other information related to other general life issues. Each of these efforts may require professional verification that is not always present within the restricted close system of the school environment.

In many undergraduate information seeking behaviour studies, the sharing of information through interpersonal communication has been reported more frequently. Most of these activities are often found among those who have high interest in the complex informal social networks. In some instances however, students seek information with the sole purpose of satisfying curiosity while others may seek information to maintain wellbeing and to manage daily pressures and anxieties. The type of information need of health information students is diverse in nature as they come from diverse cultural and ethnic background. The emotional and psychological makeup of each student differs from person to person. The information need of health information management students may be influenced by factors such as the individual information seeking behaviour orientation, an understanding of the reason for seeking particular information, individual preferences for information derives, and a host of other factors.

The information seeking theory of Taylor (1968) highlighted four levels of information seeking of any user group: (1) the identification of a visceral need or vague sort of dissatisfaction that is unexpressed; (2) the formulation of a conscious need that is expressed as an ambiguous and rambling statement and which sometimes results in communicating the need to another person; (3) the construction of a formalized need, expressed as a qualified and rational statement of the need and (4) the establishment of a compromised need expressed in terms that fit the organization of the information system.

Bobinson (2010) argued that people seek information from both human and information repositories. This however will probably depend on the sources of information available to people at a particular point in

time. Sonnenwald and Lievrouw (1997); Sonnenwald and Pierce (2000) studied information behaviour qualitatively in a dynamic military work context of command and control, where they highlighted the phenomenon of interwoven situational awareness, defined as individual, intra-group and inter-group shared understanding of the situation. The authors identify the need for 'dense social networks' of frequent communications between participants, the work task they are involved with and the situation. They further identified a continuing necessity for information exchange during work operations. They also defined contested collaboration as a phenomenon where team members maintain a sense of cooperation while they actually work to further their own personal interests, which sometimes would challenge the nature of cooperation.

The significance of learning tasks when measuring can be described as work tasks for the students in an educational setting (Allen & Wilson, 2003; Bartlett & Toms, 2005; Fidel & Green, 2004; Hansen & Järvelin, 2005; Leckie, 1996; Reddy & Jansen, 2008). The goal of a learning task is to help the learner achieve specified learning outcomes through interaction with the task description and the problem constraints to define and develop an evidence-based solution (Tanni&Sormunen, 2008). In a learning task, learners need to develop a solution over an extended period of time and they pursue their own ways of investigation that require them to identify what information is important to them, construct new meanings, and explain their new understandings through predefined stages in their learning task (Eskola, 2005a; Kuhlthau, 2004; Limberg, 2007). Learning tasks are initiated by a learning assignment that incorporates the whole process in which the task is introduced to the learners, and defines the requirements for the final documentary or presentational product of the task (McGregor and Streitenberger, 2004). Limberg (2007) argues that the concept of task is germane to information seeking in the context of learning, and describes learning tasks as similar to other tasks in that they have a beginning and end as well as specific goals to be accomplished throughout the task.

As shown above, not many of the cited authors wrote from the perspectives of Health Information Management Students (HIMS), hence, this justifies the basis for a study that will propose a practical model for a more general framework tailored to meeting the information needs of these categories of students. This study therefore seeks to empirically document the information seeking behaviours of HIMS in Obafemi Awolowo University Teaching Hospitals Complex, Ile-Ife with a view to contributing to existing literature in the field of information resources management.

II. Research Setting

School of Health information Management (OAUTHC) is one of the foremost Health Information Management Training School in Nigeria and Africa. At its 10th meeting held on Wednesday, 22nd and Thursday 23rd September 1982, the Management Board, Ife University Teaching Hospital Complex as it was named then approved the establishment of the School of Medical Records with effect from 29th October, 1982. The establishment of the school was in line with the policy of the government of Federal Republic of Nigeria as regards training of health professionals. The school took off on Monday, 29th October, 1982 under the headship of Mr. D. OnaAkanji [F.H.R.] the then scribe of the Nigeria Health Records Association [N.H.R.A.] and Assistant Director Health Records Services, as the course Coordinator. Shortly after his retirement in 1996, Mr. Akin Ibimilua, ably assisted by Mr. Samson Olatoki and a group of other competent officers took over the saddle and spiced the programme with dynamism and vigor. Today, the school is headed by an amiable and erudite scholar, who is also a product of the school years ago, Mr. Kayode ADEPOJU, a FELLOW of the profession, and National Secretary of the Health Information Managers Association of Nigeria (HIMAN). The school is presently situated within a magnificent building tastily equipped with modern facilities in a serene environment, specially built by the management of OAUTHC under the leadership of Professor SanyaAdejuyigbe, an internationally acclaimed Professor of paediatric surgery and Chief Medical Director/Chief Executive of OAUTHC, Ile-Ife. Presently, the school has gone beyond the original concept of its founders. It has not only made phenomenal impact in the training of Professional Health Information Managers in Nigeria, the school programme has recently undergone tremendous restructuring and redesigning, leading to the change of nomenclature of the training programme from medical Records to Health Information Management in line with the directive of International Federation of Health Records Organization [IFHRO], a subsidiary of World Health Organization [WHO].

III. Objectives of The Study

The overall objective of this study is to assess Information Seeking Behaviour of Health Information Management Students, Obafemi Awolowo University Teaching Hospitals Complex (OAUTHC), Ile-Ife, Osun State, Nigeria. This was achieved by means of the following specific objectives which are set to:

1. investigate students' information needs
2. ascertain students' sources of information
3. evaluate the frequency of information sources utilization
4. assess the benefits of Information Seeking to students

- investigate the barriers to students information seeking and information use

IV. Hypotheses

- There is no statistically significant relationship between students' information needs and information sources utilization
- There is no statistically significant relationship between students ethnic origin and their information sources utilization
- There is no statistically significant relationship between students level of study and their information sources utilization
- There is no statistically significant relationship between students ethnic origin and level of study
- There is no statistically significant effects of individual, institutional and technology factors on students' information sources utilization

V. Significance Of The Study

The dearth of literature on Health Information Management Students' Information Seeking Behaviour necessitated this study. In addition, it is expected that the outcome of this study will benefit not only the students but also lecturers in the schools of health information management across Nigeria. The study will also provide the dimensions of students information behaviour of students in mono-technic specialised institutions across the globe and help to make some generalization with other diploma and undergraduate students in polytechnics and other institutions of higher learning and perhaps, propose a model for a more general framework.

VI. Theoretical Framework

Wilson Model of Information Behaviour (1999/2000)

Wilson model of information behaviour provides a strong direction for this study. The model suggests that information-seeking behaviour arises as a consequence of a need perceived by an information user, who, in order to satisfy that need, makes demands upon formal or informal information sources or services, which result in success or failure to find relevant information. If successful, the individual then makes use of the information found and may either fully or partially satisfy the perceived need or, indeed, fail to satisfy the need and have to reiterate the search process.

The model also shows that part of the information seeking behaviour may involve other people through information exchange and that information perceived as useful may be passed to other people, as well as being used (or instead of being used) by the person himself or herself. Nevertheless as earlier authors have argued, the limitation of this model, is that it does little more than provide a map of the area and draw attention to gaps in research: it provides no suggestion of causative factors in information behaviour and, consequently, it does not directly suggest hypotheses to be tested. The model also did not include the factors responsible for people not using information.

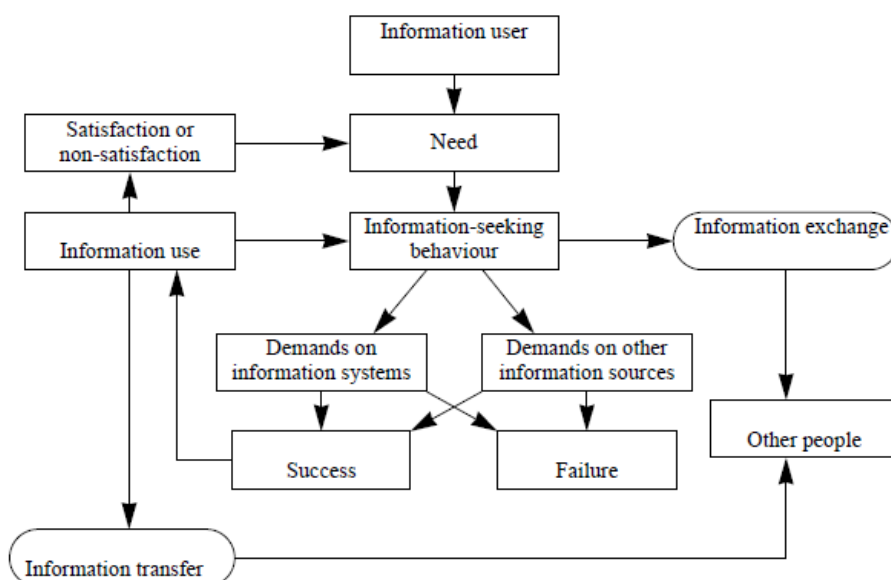


Figure 1. Wilson's model of information behaviour

VII. Methodology

This study adopted descriptive research design. Descriptive research is a kind of researcher that describes the existing situation instead of interpreting and making judgments. The main objective of the descriptive research is the verification of the developed hypotheses that reflect the current situation. During data collection stage, the undergraduate Diploma Health Information Management Students were asked to participate in a self-administered questionnaire. A total of 119 out of the 170 total students' enrolment for the present session completed a 4 page 84 items questionnaire with a total of 70% response rate. Data analysis was done by mean of percentage distribution, correlation and regression analysis with the aid of statistical package for social sciences version 20.

VIII. Reliability Analysis Of The Research Instrument

Face and content validity of the instrument was carried out by the researcher. Cronbachs alpha test of inter item consistencies was also carried out .The overall Cronbachs alphas of all variables items in the study were more than acceptable and recommended value 0.60. This shows that all the 84 items were reliable and valid to measure student information behaviour Test of reliability and validity in support of the results.

	N of Items	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
Students' Information needs	8	.720	.721
Information Sources available to students	21	.911	.909
Frequency of information sources utilization	21	.881	.877
Benefits of Information Seeking	10	.682	.729
Individual factors	5	.730	.746
Institutional factor	5	.730	.746
Technology factors	6	.688	.840

IX. Results And Discussion

Students Sociodemographic Characteristics

Tables 1 revealed that majority (84.2%) of the students were below the age of 26 years of which 35.8% were between 16 and 19 years. However, the ages of 15.8% were above 25 years. Reason for having some older students is due to the fact that the school is a professional school where working classes who already had their national diplomas can enroll in the higher national diploma classes. Other reason may be that some clerical staff in health information departments also enrolled for the programe to be able to acquire the needed skills for professional practice. Besides, the analysis showed that the school is dominated by females students (73.9%) while males accounted for 26.1%. With regards to the level of study, the highest percentage of them 39.5% were in ND 1, 27.7% ND 2, 18.5% in HND 1 while 14.3% were sampled in HND 2 classes respectively. It is worth emphasizing here that majority of the students are usually found in lower classes due to the fact that the higher the class, the lower the number of students for reason ranging from students willingness to proceed for their higher diploma in other schools; married and decide to look for job after National Diploma or even because of failure. It is also expected that as a professional programme, a good number of students usually experience some difficulties of coping with the professional National Diploma Qualifying examination to the higher national diploma levels.

Additionally, majority (89.1%) were singles as at the time of the study. The analysis further showed that (94.6%) of the students were from Yoruba ethnic origin while 5.4% were from other ethnic origin. This is however not surprising because the school is situated in the cradle of Yoruba land. It is also clear that there are other similar institutions in each of the geopolitical zones in Nigeria. Lastly, when it comes to language spoken, (50.6%) could speak Yoruba while 49.6% could speak other dialects such as Edo, Ibo to mention a few. Although, there were few students who were from other ethnic origin, the diversity in the language and culture of the student bring some mix feelings in behaviour, tastes, personality and relationship.

Distribution of students' information needs

Table 2 showed that on average, the top 'crucial' information require by SHIM students were their health information (60.2%) with a mean of 2.6 on a scale of 4 points and academic information (59.8%) with a mean of 2.6 on a scale of 4 points. This is quite interesting as it is expected that students in undergraduate programme will focus more on their academics. This agrees with the results of a study conducted by Opele (2013) on postgraduate students' knowledge sharing behaviour where majority (92.8%) with a mean of 3.26 shared more knowledge in their areas of studies. Besides, the analyses further showed that other information such as information for personal development, employment information, global information, information in other fields of study, sport information and fashionable information were equally important and somewhat important to all students. This implies that the students were exposed just like their counterparts in other tertiary

institutions in the country. Besides, it showed that the students also engaged in some other required information for young people despite their comprehensive academic curriculum.

Information Sources and frequency of information sources utilization

Table 3 showed that the Internet (mean = 3.6) was the most preferred information source to the majority of the students followed by lectures (mean =3.5) on a scale of 4 points. Others information sources available to students that were important and most important to students include libraries, textbooks, friends, colleagues, relatives, newspapers/magazines, churches, mosques, information centers, electronic resources and cd rom/flash drives each with a mean of 3.0 on the scale of 4 points. However, billboards and handbills, bulletins were the list sources of information to the students

Table 4 showed that most of the sources were utilized at least used weekly but the top utilized was lectures followed by religious centres, text books and the internet. The least utilized was posters with a mean of 1.7 on the scale of 4 points.

Benefits of Information Seeking

The highest reported benefit was that students perform academically well when working with others than working alone with a mean of 2.7 on the scale of 4. Other agreed and strongly agreed benefits includes sharing information with others is useful for learning new knowledge, mean = 3.5, I believe that sharing knowledge with others is useful for enhancing my learning performance, mean = 3.5, I believe that sharing knowledge with others will help me learn more efficiently, mean = 3.5 among others. This implies that nearly all the students across the four levels agreed and strongly agreed that seeking information is beneficial for at least one reason or the others.

Barriers to students information seeking and information use

The barriers were classified as either individuals, institutional or technology related. The analysis thus revealed that the top individual barrier against information seeking and utilization was individual personality (mean = 3.0) on the scale of four points. With regards to institutional factors, inadequate provision of basic infrastructure such as electricity (mean = 3.0) was the most reported barrier and when it comes to technology barrier, unavailability of e-library for students use (mean =3.2) was the most identified barriers. These implies that there will always be challenges or barriers in seeking needed information at every point, nevertheless, this should not in any way total limit students’ academic achievement but rather students should adopt workable strategies for managing the various barriers.

X. Hypotheses Testing

The correlation analysis revealed a partial positive relationship between students’ information needs and information sources utilization (r = 0.081, p =0.38) between students ethnic origin and their information sources utilization (r = 0.139, p = 0.183) however, students’ ethnic origin and level of study were significantly correlated (r = -0.249, p = 0.016). Furthermore, the regression analysis revealed that overall, the model is statistically significant (F = 8.995, p = 0.000) with R= 44%. However individual factors (β = 0.751, P = 0.004) was shown to significantly influenced students information sources utilization in the School of Health Information Management, Obafemi Awolowo university teaching hospitals complex, Ile-Ife, Osun State, Nigeria.

Table 1: Respondents Sociodemographic Characteristics		
	Classification (N =119)	Percentage
Age	<20	35.8
	20-25	48.4
	> 25	15.8
	Total	100.0
Sex	Male	26.1
	Female	73.9
	Total	100.0
Religion	Islam	9.2
	Christianity	90.8
	Total	100.0
Level of Study	ND - 1	39.5
	ND - 2	27.7
	HND -1	18.5
	HND -2	14.3
	Total	100.0
Marital status	Single	89.1
	Married	10.9

	Total	100.0
Ethnic origin	Yoruba	94.6
	Others	5.4
	Total	100.0
Language spoken	Yoruba	50.6
	English	45.4
	Edo	1.1
	Ibo	0.6
	Others	2.3
	Total	100.0%

Table 2: Students' Information Needs

Required Information	Crucial	Important	Somewhat important	Not important	Mean	SD
Academic Information	59.8	38.5	.9	.9	2.6	0.6
Health Information	60.2	38.1	1.7	0	2.6	0.5
Information for personal development	42.7	54.7	2.6	0	2.4	0.5
Employment Information	41.7	43.5	14.8	0	2.3	0.7
Global Information	38.5	48.7	9.4	3.4	2.2	0.8
Information in other fields of study	27.6	55.2	15.5	1.7	2.1	0.7
Sport information	9.7	46.0	33.6	10.6	1.5	0.8
Fashionable information	7.6	44.9	30.5	16.9	1.4	0.9

Table 3: Information Sources available to students

Information sources	Most important	Important	Averagely important	Least important	Mean	SD
Internet	71.2	22.9	3.4	2.5	3.6	0.7
Lectures, Seminars	61.5	25.7	12.8	0	3.5	0.7
Libraries	56	27.6	12.9	3.4	3.4	0.8
Textbooks	51.8	29.8	13.2	5.3	3.3	0.9
Friends, colleagues, relatives	37.1	40.5	19	3.4	3.1	0.8
Newspapers/magazines	27.6	52.6	18.1	1.7	3.1	0.7
Churches, Mosques	44.5	31.8	17.3	6.4	3.1	0.9
Information centers	35.1	37.8	22.5	4.5	3.0	0.9
Electronic resources	33	40	16.5	10.4	3.0	1.0
CD ROM/Flash drives	39.3	35.9	13.7	11.1	3.0	1.0
Databases	31.6	36.8	26.3	5.3	2.9	0.9
Government publications	30.4	35.7	25.9	8	2.9	0.9
Television	26.5	40.2	22.2	11.1	2.8	1
Radio	24.8	43.6	22.2	9.4	2.8	0.9
Brochures and leaflets	17.8	41.4	31.4	9.3	2.7	0.9
School social groups	20.4	37	32.4	10.2	2.7	0.9
Posters	17.9	28.6	44.6	8.9	2.6	0.9
Journals	16.8	39.8	33.6	9.7	2.6	0.9
Theses/dissertation	21.8	34.5	28.2	15.5	2.6	1.0
Billboards	11.8	40	35.5	12.7	2.5	0.9
Handbills, Bulletins	11	39.4	37.6	11.9	2.5	0.8

Table 4: Frequency of Information Sources Utilization

Information sources utilization	Used Daily	Used Weekly	Used Monthly	Used occasionally	Mean	SD
Lectures, Seminars	41.7	31.1	12.6	14.6	2.4	0.9
Churches, Mosques	47.2	13	17.6	22.2	2.3	1.0
Textbook	56.8	12.6	14.4	16.2	2.3	0.9
Internet	58.9	8.9	13.4	18.8	2.2	0.9
Government publications	23.4	18.9	18	39.6	2.2	1.1
Newspapers/magazines	40	21.7	9.6	28.7	2.1	0.9
Brochures and leaflets	21.6	18	16.2	44.1	2.1	1.1
Libraries	43.6	19.1	9.1	28.2	2.1	0.9
Databases	22.6	26.4	11.3	39.6	2.1	1.1
Electronic resources	48.7	16.8	8.0	26.5	2.1	0.9
Television	48.2	12.5	8.0	31.3	2.0	0.9
Information centers	43.5	12	12	32.4	2.0	1
School social groups	32.1	17.9	9.8	40.2	2.0	1
CD ROM/Flash drives	30.4	23.2	8.9	37.5	2.0	1
Friends, colleagues, relatives	56.4	5.5	7.3	30.9	1.9	0.8
Billboards	27.5	19.3	8.3	4.5	1.9	1
Radio	55.8	9.7	6.2	28.3	1.9	0.8
Handbills, Bulletins	18.2	22.7	10	49.1	1.9	1.1

Journals	19.4	20.4	11.1	49.1	1.9	1.1
Theses/dissertation	26.6	18.3	9.2	45.9	1.9	1
Posters	28.2	10.9	7.3	53.6	1.7	0.9

Table 5: Benefits of Information Seeking

Benefits of Information Seeking	Strongly Agree	Agree	Strongly Disagree	Disagree	Mean	SD
I perform academically well when working others than working alone	28.7	36.5	8.7	26.1	2.7	1.2
Sharing information with others is useful for learning new knowledge	55.6	41.0	1.7	1.7	3.5	0.6
I believe that sharing knowledge with others is useful for enhancing my learning performance	57.4	36.5	3.5	2.6	3.5	0.7
I believe that sharing knowledge with others will help me learn more efficiently	49.6	46.1	2.6	1.7	3.4	0.6
Discussing with others helps me to remember more easily	47.0	42.7	6.8	3.4	3.3	0.8
I believe that sharing knowledge with others gives me opportunity to learn from more people	65.0	31.6	2.6	.9	3.6	0.6
Contributing to discussions improves my confidence	57.5	37.2	3.5	1.8	3.5	0.7
I can now initiate friendly talks even with strangers	17.0	49.1	16.1	17.9	2.7	1.0
I have warm feelings towards others	23.2	55.4	9.8	11.6	2.9	0.9
I accept people readily	30.1	49.6	5.3	15.0	2.9	1.0

Table 6: Barriers to students information seeking and information use

Individual Factors	Crucial	Important	Somewhat important	Not important	Mean	SD
Individual personality	32.7	43.9	18.7	4.7	3.0	0.8
Individual's Attitude	26.4	45.5	18.2	10	2.9	0.9
Students' unwillingness/intention to share knowledge with others	11.8	48.2	27.3	12.7	2.6	0.9
Students' inability to communicate easily with others	16.5	47.2	26.2	14.6	2.6	0.9
Lack of Trust	17.4	44	18.3	20.2	2.6	1
In ability to belonging to a discussion group	17.6	40.7	25	16.7	2.6	1
Students' cognitive inability to Share knowledge with others	7.5	48.1	31.1	13.2	2.5	0.8
Institutional Factors						
Inadequate provision of basic infrastructure; e.g electricity	31.8	45.8	8.4	14	3.0	1
Poor university structure and culture for knowledge sharing	36.7	30	6.7	26.7	2.8	1.2
Lack of reward and motivation for knowledge sharing	27.4	35.8	19.8	17	2.7	1
Insufficient PG reading/seminar facilities in each faculty	26.9	35.2	23.1	14.8	2.7	1
Inadequate provision of basic infrastructure; e.g electricity	31.8	45.8	8.4	14	3	1
Technology Factors						
Unavailability of e-library for students use	39.6	45	10.8	4.5	3.2	0.8
Limited wireless internet services for students' use	38.5	38.5	16.5	6.4	3.1	0.9
Unavailability of internet facilities across the school	43	30.8	18.7	7.5	3.1	1
Lack of provision of intercom technology for knowledge sharing	31.5	44.4	13	11.1	3	0.9
Poor access to internet either on school or in the PG halls of resident	38.7	31.1	17	13.2	3	1

Testing of Hypotheses

1. There is no statistically significant relationship between students' information needs and information sources utilization
2. There is no statistically significant relationship between students ethnic origin and their information sources utilization
3. There is no statistically significant relationship between students level of study and their information sources utilization
4. There is no statistically significant relationship between students ethnic origin and level of study

5. There is no statistically significant effects of individual, institutional and technology factors on students' information sources utilization

Table 7: Hypotheses testing of the relationship between the variables

Hypotheses	Hypothesis Statements	r	P value	Remark
H ₁	Relationship between students' information needs and information sources utilization	0.081	0.380	Not Significant
H ₂	Relationship between students ethnic origin and their information sources utilization	0.139	0.183	Not Significant
H ₃	Relationship between students level of study and their information sources utilization	-0.021	0.824	Not Significant
H ₄	Relationship between students ethnic origin and level of study	-0.249*	0.016	Significant

*. Correlation is significant at the 0.05 level (2-tailed).

Table 8: Regression analysis of the effects of individual, institutional and technology factors on students' information sources utilization

Factors	Unstandardized Coefficients		Standardized Coefficients	t-statistic	Sig/p.value
	B	Std.error	Beta		
Intercept/ constant	22.325	3.570		6.254	0.000
Individual Factors	0.751	0.257	0.339	2.927	0.004
institutional factors	-0.323	0.411	0-.117	-.785	0.434
Technology factors	0.589	0.401	0.228	1.469	0.145
Summary Statistics					
R = .436	R² = .190	Adjusted R² = .169	F = 8.995	Sig. = .000	

a. Dependent Variable: Information sources utilization

b. Predictors: (Constant), technology factor, Individual Factors, institutional factors

The model of the relationship is given as: Information sources utilization= 22.325+0.751 (individual factor) - 0.323 (institutional factors) + 0.589 (Technology factors)

XI. Conclusion

It was concluded from this study that the information seeking behaviours of Health Information Management Students of Obafemi Awolowo University Teaching Hospitals Complex, Ile-Ife is peculiar as most of them preferred utilizing lectures, the internet and the information form religious centre than other information sources. Besides, individual factors were shown to significantly influenced students information sources utilization in the School. Also, limited studies was reported in this research,hence, future studies should look into other areas of information seeking behaviours of health information management students with a view to contribute to knowledge in the field.

XII. Limitations

The results of this study limit its generalization about the behaviours of health information students in other institutions in the country since only one school was selected. More evidence may be required to draw a perfect conclusion

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