JCARM
Journal of Contemporary Academic Research and Methodologies

An Online Peer Reviewed / Refereed Journal
Volume 1 | Issue 2 | March 2026
Website: www.journal.jcarm.in

Research

# Information Needs and Seeking Behaviour Among Nursing Students in Uvwie Local Government Area, Delta State, Nigeria.

**Anthonia AROBAGA[1], Jennifer Aniakor[1], Caleb Awarosuoghene IKPI[1*]**

[1]Ignatius Ajuru University of Education, River State, Nigeria.

Correspondence should be addressed to: calebikpi@gmail.com

**Abstract**: Nursing education is based on the uninterrupted and consistent access to health information, although the structural and systemic factors contributing to the access or limiting it are not sufficiently investigated on the sub-regional level. In this research, the researcher explored the information-seeking behaviour and information requirement of nursing students pursuing a degree course in three accredited training institutions in Uvwie Local Government Area (LGA), Delta State, Nigeria. It was based on a descriptive survey design with the study systematically going through three key dimensions: the nature and scope of the information needs that the students face, the sources that they regularly use to pursue those needs and the obstacles that impede efficient retrieval of information. The data from structured questionnaires were collected among 170 nursing students (90.9% response rate), and reliability was checked with the help of Cronbach's alpha (= 0.82). The review revealed a wide range of information requirements, with the most salient ones being examination preparation resources, pharmacological sources, and clinical procedural knowledge. The most common sources of information were the internet search engines, the notes given out by the instructors, and the peer communication channels. Despite this seeming resourcefulness, there are still systemic barriers to it, namely the lack of good network infrastructure, the skyrocketing cost of learning content and the insufficiency of the institutional library collections, which cripple the ability of the students to engage in information optimally. The paper holds that although nursing students exhibit a high adaptive agency to fulfill their information needs, the contexts within which they learn have been structurally inadequate to support the evidence-based learning activities. Practical responses in the form of infrastructural investment, modernisation of library resources, and formal integration of the information literacy competencies into the nursing curricula are suggested to be considered as priority responses.

**Keywords**: Information Needs; Information Seeking Behaviour; Nursing Students; Health Information Literacy and Delta State.


https://doi.org/10.5281/zenodo.19501446

## 1. Introduction

At the heart of competent nursing practice is an uncompromising involvement with precise, up-to-date, and situationally relevant information. In their work to negotiate the challenges of pharmacological control, carry out evidence-based clinical treatments, or address the needs of emergent patients, nursing practitioners, and by implication, nursing students, are essentially reliant on their ability to find and critically assess health-related information. With the boundaries of understanding in a constantly changing field that advances and progresses due to advances in biomedical science, epidemiological changes, and altered treatment regimens, the way that students learn, access, and use information is not only an academic issue but a factor in determining clinical safety. The Uvwie Local Government Area, as part of south-central Nigeria in Delta State, makes up a semi-urban administrative unit that has the character of industrialism, largely influenced by petroleum extraction. The region has several nursing training facilities, which together provide healthcare staff to Delta State and beyond. In spite of this medical importance, the informational context under which the nursing learners of Uvwie are engaged, i.e., the lack of infrastructural resources, financial limitations, and resource constraints in the institutions, has received rather sparse scholarly coverage. This is an omission, as local decision-makers, curriculum developers, and library administrators do not have the contextually based evidence required to implement interventions in order to scale to fit the situation. The disciplinary requirements that nursing students have are quite broad. Throughout the training period, students must master the basic sciences, including anatomy, physiology, and biochemistry; learn clinical nursing skills; and gain expertise in specialised areas, including pharmacology and maternal and child health, mental health nursing, and community care. These needs are not fixed; they peak at specific times in the academic year, broaden as the students move into higher learning levels, and change in nature as the students leave the classroom setting and enter the clinical placement setting. The current information behaviour literature in nursing education in the Nigerian context has been primarily conducted at wider geographical scales or in institutions that are too far apart geographically from Uvwie LGA, thus restricting the immediate relevance of the research to the area. Moreover, the fast evolution of digital information technologies and the turmoil caused by the COVID-19 pandemic have significantly reorganised the information environment that nursing students are faced with; in that aspect, the revised empirical data is not only desirable but also inevitable. It is to this lacuna that this study was conceived. It

will create localised findings that are empirically based to inform the institutional planning, library development, and educational policy in Uvwie LGA and similar settings in Nigeria.

## 2. Objectives of the Study

The general objective of this investigation was to research the information requirements and motivation to seek behaviour among the nursing students in the Uvwie Local Government Area, Delta State. To achieve this purpose, the following specific objectives were used to direct this study:

To establish the type of information requirements that nursing students face in Uvwie LGA, Delta State.

To establish the information sources that were regularly used by nursing students in the Uvwie LGA, Delta State, in order to meet their needs.

To determine the problems faced by nursing students in Uvwie LGA, Delta State, in the act of seeking academic and professional information.

Research Questions

The research questions that were used to give systematic direction to the investigation were as follows:

RQ1: What are the types of information needs among nursing students at Uvwie LGA, Delta State?

RQ2: What are the information sources that are regularly used by the nursing students in Uvwie LGA, Delta State, to support their information needs?

RQ3: Which obstacles hinder successful information seeking among nursing students within Uvwie LGA, Delta State, on their way to acquiring academic and professional knowledge?

## 3. Review of Related Literature

### 3.1 Information Needs in Nursing Education

Information needs, in a general sense, are the needs that exist when an individual senses a difference between the current level of his or her knowledge and the amount required by a given activity or circumstance. In nursing education, these requirements frequently occur with a specific frequency and urgency since this field has both theoretical and practical orientations simultaneously. The four-level typology of needs developed by Taylor (1968), which identifies the visceral, conscious, formalised, and compromised needs, can be used to good effect as a means of grasping the strata of sometimes inarticulate information needs of nursing students. Most importantly, this model acknowledges that

learners might not be in a position to provide a clear description of what specific information they need, hence making it difficult to design the support services aimed at meeting such needs. Empirical studies undertaken in sub-Saharan African contexts have already started to outline the lines of these requirements. Igun (2020) reported that clinical procedural knowledge, drug-related information, disease aetiology, and nursing care methodologies were the highest-ranked among the factors that defined the value of nursing among nursing students in southern Nigeria. In line with this, Lwoga and Sangeda (2019), who responded to the situation in Tanzanian higher education, formed the hypothesis that foundational courses, mainly anatomy, physiology, and pharmacology, were the most urgent information needs, especially for junior learners. The two studies confirm that information requirements are not distributed uniformly throughout the academic programme; they instead progress in line with the developmental stage of students, with older students being more inclined to specialised evidence-based clinical literature. Another dimension that is of importance is the temporal aspect of information requirements in nursing education.

The academic timetable predicts some foreseeable surges in demand, the biggest being during test times and throughout clinical placement rotations, and those institutions that are sensitive to such cycles can better plan resources. Needs are also formed locally: students who are trained in areas with a particular disease burden or a particular community health issue form information needs that not only do not match those found among geographically distant studies, but also develop even differently.

**3.2 Information Seeking Behaviour.**

Information-seeking behaviour refers to the intentional, informational processes by which people seek to fulfil perceived information requirements. The underlying definition of Wilson (2000) placed information seeking in the framework of more general patterns of human behaviour and was influenced by contextual, cognitive, and affective factors. The non-linear, emotionally coloured nature of the processes described by Kuhlthau's (1991) Information Search Process model, where the process of recognising a task leads to exploration, formulation, and collection, can be seen as a fact that nursing students face when they enter unknown clinical situations or when they are required to work on a challenging academic task. A study of the nursing situation in Nigerian settings portrays a scenario of eclecticism and pragmatism. The study by Iyabo (2021) established that a mixture of prescribed textbooks, instructor lecture notes, internet resources, and institutional library resources was the main source of information for nursing students in

Ogun State. Okiki (2020) found that there was a strong preference for general-purpose search engines, especially Google, and little to no use of specialised nursing or medical databases. Collectively, these results indicate a trend of selecting sources based on the principles of access and familiarity over the principles of epistemological authority and the quality of information.

The social aspect of information seeking has been considered a considerable variable in this literature. Nursing students do not act alone when searching for information; instead, they use informal networks of information that are highly functional (comprising peers, clinical supervisors, and instructors). The use of smartphones has further changed the information access behaviours, whereby there is always connectivity and access to social messaging systems, video systems, and mobile health apps, which are accessible channels of information. Despite this, the disparate allocation of access to digital platforms still results in the establishment of severe disparities among students, and the systematic disadvantage is manifested in those who do not have stable devices or affordable data packages.

**3.3 Problems in Information Seeking.**

The obstacles to effective information seeking that have been reported in the literature among nursing students are broadly categorised into three, namely infrastructural, institutional, and individual. On an infrastructural plane, Nwobueze and Urhiewhu (2015) listed unstable internet connectivity, insufficient access to recent periodical publications, and a lack of digital devices as the main barriers in Edo State, which are most likely to be repeated in similar higher education institutions in Nigeria. Egberongbe (2019) also noted financial barriers, specifically the prohibitive price of prescribed textbooks, and institutional barriers in the form of a small capacity of libraries to seat people, and restrictive working hours. These pre-existing vulnerabilities were further compounded by the onset of the COVID-19 pandemic. Okocha and Fabunmi (2021) reported that the transition to online and hybrid learning platforms revealed the reality of the infrastructural inefficiency that nursing students were facing: unstable electricity access, systemic underwhelming data allowance, and lack of the right computing devices undermined the ability of the students to access digital learning resources at the time when they needed them the most. The lack of information literacy is another, and perhaps more insurmountable, aspect of the problem. Ukwuoma and Ngulube (2019) found that high percentages of Nigerian nursing students have indicated inadequate training in the

disciplines of systematic literature searching, source credibility assessment, and reference practice. These are core competencies; in evidence-based nursing practice, the competence to find, critically evaluate, and use research evidence in a manner appropriate to support practice is essential. Such deficits should be addressed through purposive, curriculum-based interventions and not ad hoc library orientation sessions.

## 4. Methodology

This study considered a descriptive survey research design, which is highly appropriate for gathering and analysing quantitative data of prescribed populations with the aim of describing their features, behaviours, and perceptions (Creswell & Creswell, 2018). Such a design provided the study with the precision of analysis to make inferences that could be generalised and be suitably responsive to the limited contextual specificity of the research questions. The research was carried out in the Uvwie Local Government Area of Delta State in Nigeria. The study setting comprised three accredited nursing training institutions that operate in the area and will be enrolled in the 2024/2025 academic session: the Federal School of Nursing, Warri (institutional enrolment: 150); the Delta State School of Nursing, Warri (130 students); and the St. Luke School of Nursing, Warri (70 students), with an overall estimated target population of 350 nursing students. Using the formula for sample size at the level of 0.05, the number of 187 participants was calculated as the minimum of a statistically acceptable sample, as per the study of Taro Yamane (1967). Stratified random sampling was then used to distribute the sample quotas proportionately across all three institutions: Federal School (80 students), Delta State School (69 students), and St. Luke (38 students). Simple random sampling of institutional enrolment registers further selected individual participants within each stratum. The main data collection tool was a structured questionnaire designed by the researcher, known as the Information Needs and Seeking Behaviour Questionnaire (INSBQ).

The instrument was structured into four parts, with Section A containing demographic data; Section B contained 15 items dealing with the nature of information requirements; Section C dealt with 18 items dealing with information sources used, and Section D dealt with 16 items dealing with the challenges faced when seeking information. Sections B and C through D were answered on a four-point Likert scale. Expert review was used to determine content validity, and a pilot study carried out with a similar cohort provided a Cronbach's alpha of 0.82, which indicates satisfactory internal consistency. Of the 187 questionnaires that were sent, 170 were returned in a state that could be analysed,

resulting in a response rate of 90.9%. The data were analysed with SPSS version 26. Each item and subscale was calculated using descriptive statistics, frequencies, percentages, arithmetic means, and standard deviations. The decision criterion was a mean value of 2.50 on the four-point scale; the items that had a mean value of 2.50 or greater were considered accepted (i.e., supported as important by the respondent group).

## 5. Results and Analysis

### 5.1 Demographic Profile of Respondents

*Table 1: Demographic Characteristics of Study Respondents (N = 170)*

| Variable | Category | Frequency | Percentage (%) |
|---|---|---|---|
| Gender | Male | 58 | 34.1 |
| | Female | 112 | 65.9 |
| Age Range | 18–22 years | 87 | 51.2 |
| | 23–27 years | 64 | 37.6 |
| | 28–32 years | 15 | 8.8 |
| | 33 years and above | 4 | 2.4 |
| Year of Study | First Year | 48 | 28.2 |
| | Second Year | 52 | 30.6 |
| | Third Year | 70 | 41.2 |
| Institution | Federal School of Nursing, Warri | 74 | 43.5 |
| | Delta State School of Nursing, Warri | 62 | 36.5 |
| | St. Luke's School of Nursing, Warri | 34 | 20.0 |

The sampling gave 65.9 per cent of the sample to female professionals, as the gender distribution in the nursing field is well established. Over fifty-one and a half per cent (51.2) of participants were aged 18 to 22. The sampling gave 65.9 per cent of the sample to female professionals, as the gender distribution in the nursing field is well

established. Over fifty-one per cent of the respondents (51.2) were aged 18 to 22, indicating the traditional nature of entry into nursing training in Nigeria. The third-year students represented the greatest academic stratum (41.2%), which was expected because a proportionate sampling strategy was used. The institutional representation was also balanced, with the Federal School of Nursing taking 43.5 per cent of the respondents, since in Nigeria, the majority of paths to entering a nursing training programme are traditional. The third-year students represented the greatest academic stratum (41.2%), which was expected because a proportionate sampling strategy was used. They were also represented proportionally in institutions, with the Federal School of Nursing representing 43.5 per cent.

### 5.2 Research Question One: Types of Information Needs

*Table 2: Mean Ratings of Information Needs Among Nursing Students (N = 170)*

| S/N | Information Need Item | SA | A | D | SD | Mean ($\bar{X}$) | SD | Decision |
|---|---|---|---|---|---|---|---|---|
| 1 | Examination preparation materials | 108 | 46 | 10 | 6 | 3.51 | 0.76 | Accepted |
| 2 | Pharmacology and drug information | 105 | 48 | 11 | 6 | 3.48 | 0.76 | Accepted |
| 3 | Clinical procedures and nursing skills | 98 | 54 | 14 | 4 | 3.45 | 0.73 | Accepted |
| 4 | Patient care and management techniques | 95 | 56 | 13 | 6 | 3.41 | 0.76 | Accepted |
| 5 | Anatomy and physiology information | 92 | 60 | 12 | 6 | 3.40 | 0.76 | Accepted |
| 6 | Disease conditions and pathophysiology | 88 | 62 | 15 | 5 | 3.37 | 0.74 | Accepted |
| 7 | Infection control and safety protocols | 85 | 62 | 17 | 6 | 3.33 | 0.76 | Accepted |
| 8 | Medical-surgical nursing information | 82 | 64 | 18 | 6 | 3.31 | 0.76 | Accepted |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 9 | Laboratory tests and diagnostic procedures | 78 | 66 | 20 | 6 | 3.27 | 0.75 | Accepted |
| 10 | Maternal and child health information | 76 | 68 | 20 | 6 | 3.26 | 0.75 | Accepted |
| 11 | Mental health and psychiatric nursing | 72 | 70 | 22 | 6 | 3.22 | 0.75 | Accepted |
| 12 | Community health nursing information | 68 | 74 | 22 | 6 | 3.20 | 0.74 | Accepted |
| 13 | Consultation with nursing instructors | 68 | 74 | 22 | 6 | 3.20 | 0.74 | Accepted |
| 14 | Nursing research and evidence-based practice | 65 | 72 | 26 | 7 | 3.15 | 0.77 | Accepted |
| 15 | Professional ethics and legal issues | 62 | 76 | 25 | 7 | 3.14 | 0.76 | Accepted |
| 16 | Career development and specialisation | 58 | 72 | 32 | 8 | 3.06 | 0.78 | Accepted |
| | **Grand Mean** | | | | | **3.30** | **0.61** | **Accepted** |

*Key: SA = Strongly Agree (4); A = Agree (3); D = Disagree (2); SD = Strongly Disagree (1). Criterion Mean = 2.50*

As shown in Table 2, the difference between the mean scores of all seventeen information need items on the 2.50 criterion threshold showed that the grand mean of information requirements on nursing students in the study area is substantial and broad-based. The test preparation materials had the highest mean score ($\bar{X} = 3.51$), which is predictable by the primacy of the assessment pressure in organising the priorities of the information for the students. Pharmacological knowledge ($\bar{X} = 3.48$) and clinical procedural knowledge ($\bar{X} = 3.45$) took the second and third ranks in the hierarchy, a ranking that indicates the professional interests involved in the exercise of drug administration and patient care in clinical facilities. Basic biomedical sciences, such as anatomy and physiology ($\bar{X} = 3.40$) and disease pathophysiology ($\bar{X} = 3.37$), elicited high levels of approval among all the respondent groups, as indicated by the standard deviation values that are always low (0.61-0.78). There were slightly lower but still meaningful mean scores

in speciality clinical areas: maternal and child health ($\bar{X}$ = 3.26), mental health nursing ($\bar{X}$ = 3.22), and community health nursing ($\bar{X}$ = 3.20) (although, as would be expected, these content areas were introduced in the sequence in which they were assessed). The needs that received the support of the majority but were at the bottom of the need hierarchy were research-related needs ($\bar{X}$ = 3.15) and professional ethics ($\bar{X}$ = 3.14), indicating that the short-term academic imperatives had a temporary impact on the professional development orientation of students. The information about career development and specialisation received the lowest mean rating ($\bar{X}$ = 3.06), which means that the forward-looking information is still somewhat marginally in the information worlds of students in the present tense.

### 5.3 Research Question Two: Sources of Information Utilised

*Table 3: Mean Ratings of Information Sources Utilised by Nursing Students (N = 170)*

| S/N | Information Source | VF | F | O | N | Mean ($\bar{X}$) | SD | Decision |
|---|---|---|---|---|---|---|---|---|
| 1 | Google and general internet search engines | 108 | 48 | 10 | 4 | 3.53 | 0.70 | Accepted |
| 2 | Lecture notes from instructors | 102 | 52 | 12 | 4 | 3.48 | 0.72 | Accepted |
| 3 | Nursing textbooks and reference books | 96 | 58 | 12 | 4 | 3.45 | 0.71 | Accepted |
| 4 | WhatsApp groups and peer sharing | 92 | 56 | 16 | 6 | 3.38 | 0.76 | Accepted |
| 5 | Downloaded PDF materials and e-books | 88 | 60 | 16 | 6 | 3.35 | 0.75 | Accepted |
| 6 | YouTube educational videos | 85 | 62 | 18 | 5 | 3.34 | 0.74 | Accepted |
| 7 | Fellow nursing students and peers | 82 | 66 | 18 | 4 | 3.33 | 0.72 | Accepted |
| 8 | Online health information websites | 76 | 68 | 20 | 6 | 3.26 | 0.74 | Accepted |
| 9 | Clinical supervisors during practicum | 72 | 70 | 22 | 6 | 3.22 | 0.75 | Accepted |
| 10 | Nursing instructors (direct consultation) | 68 | 74 | 22 | 6 | 3.20 | 0.74 | Accepted |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 11 | Social media platforms (Facebook, Twitter) | 62 | 68 | 30 | 10 | 3.07 | 0.80 | Accepted |
| 12 | Nursing procedure manuals and guidelines | 58 | 76 | 28 | 8 | 3.08 | 0.77 | Accepted |
| 13 | Drug reference handbooks and formularies | 64 | 72 | 26 | 8 | 3.13 | 0.77 | Accepted |
| 14 | Institutional library resources | 58 | 72 | 32 | 8 | 3.06 | 0.78 | Accepted |
| 15 | Mobile health applications | 52 | 68 | 38 | 12 | 2.94 | 0.82 | Accepted |
| 16 | Wikipedia and other online encyclopaedias | 48 | 62 | 44 | 16 | 2.84 | 0.86 | Accepted |
| 17 | Medical and nursing journals | 42 | 65 | 48 | 15 | 2.79 | 0.85 | Accepted |
| 18 | Online academic databases (e.g., PubMed) | 35 | 58 | 56 | 21 | 2.63 | 0.89 | Accepted |
| | **Grand Mean** | | | | | **3.17** | **0.52** | **Accepted** |

*Key: VF = Very Frequently (4); F = Frequently (3); O = Occasionally (2); N = Never (1). Criterion Mean = 2.50*

The source items that were above the criterion mean were all eighteen, and the grand mean was 3.17, which is indicative of active, diversified information-seeking behaviour among all the respondents. The dominance of Google and the overall internet search engines (X = 3.53) as the most visited resource is an overall trend where convenience and immediacy are the main determinants of source selection choices. Conventional resources such as lecture notes provided by instructors (X = 3.48) and textbooks (X = 3.45) did not lose much relevance and indicated that digital adoption has added to, instead of replacing, the existing learning materials. The high performance of informal digital modalities, namely WhatsApp peer-sharing groups (X = 3.38), downloaded PDF materials (X = 3.35), and YouTube instructional videos (X = 3.34), demonstrates the extent to which learners have used consumer digital technologies in the learning process. Human sources, such as clinical supervisors (X avg = 3.22) and nursing instructors (X avg = 3.20) outside of the formality of teaching, were still significant to clarify complicated or

unclear queries, a discovery that validates the relational aspects of health sciences information behaviour. The institutional library resources registered a mean of 3.06, which, despite crossing above the criterion threshold, is significantly lower than the means of the informal digital alternatives. The gap raises relevant issues of library visibility, responsiveness of services, and the student perception of institutional resources. The items with the lowest utilisation scores were, by all means, those that are the most authoritative scholarly sources: nursing and medical journals ($\bar{X}$ = 2.79) and online academic databases like PubMed ($\bar{X}$ = 2.63). These items have relatively high standard deviations (0.85-0.89), which implies that there is a significant difference in inter-respondent scores and thus, the use of databases is not a widespread practice but is rather concentrated among a relatively small percentage of the student body.

### 5.4 Research Question Three: Challenges in Information Seeking

*Table 4: Mean Ratings of Challenges Encountered by Nursing Students in Information Seeking (N = 170)*

| S/N | Challenge Item | SA | A | D | SD | Mean ($\bar{X}$) | SD | Decision |
|---|---|---|---|---|---|---|---|---|
| 1 | Poor internet connectivity and slow network speeds | 112 | 46 | 8 | 4 | 3.56 | 0.68 | Accepted |
| 2 | High cost of textbooks and learning materials | 108 | 48 | 10 | 4 | 3.53 | 0.70 | Accepted |
| 3 | High cost of internet data subscriptions | 105 | 48 | 12 | 5 | 3.49 | 0.73 | Accepted |
| 4 | Limited access to current journals and databases | 102 | 52 | 12 | 4 | 3.48 | 0.72 | Accepted |
| 5 | Frequent power outages disrupting access | 98 | 54 | 14 | 4 | 3.45 | 0.73 | Accepted |
| 6 | Inadequate library resources and outdated holdings | 96 | 58 | 12 | 4 | 3.45 | 0.71 | Accepted |
| 7 | Insufficient computer and ICT facilities | 92 | 60 | 14 | 4 | 3.41 | 0.72 | Accepted |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 8 | Limited time due to heavy academic workload | 88 | 62 | 15 | 5 | 3.37 | 0.74 | Accepted |
| 9 | Restricted library operating hours | 78 | 68 | 18 | 6 | 3.28 | 0.75 | Accepted |
| 10 | Information overload and difficulty selecting sources | 75 | 68 | 21 | 6 | 3.25 | 0.75 | Accepted |
| 11 | Lack of skills in database and literature searching | 72 | 72 | 20 | 6 | 3.24 | 0.74 | Accepted |
| 12 | Difficulty evaluating credibility and quality of sources | 68 | 74 | 22 | 6 | 3.20 | 0.74 | Accepted |
| 13 | Limited awareness of available information resources | 70 | 70 | 24 | 6 | 3.20 | 0.75 | Accepted |
| 14 | Inadequate guidance from librarians | 65 | 72 | 26 | 7 | 3.15 | 0.77 | Accepted |
| 15 | Insufficient digital and internet literacy skills | 62 | 74 | 28 | 6 | 3.13 | 0.75 | Accepted |
| 16 | Language barriers in comprehending technical terminology | 58 | 68 | 34 | 10 | 3.02 | 0.81 | Accepted |
| | **Grand Mean** | | | | | **3.32** | **0.58** | **Accepted** |

*Key: SA = Strongly Agree (4); A = Agree (3); D = Disagree (2); SD = Strongly Disagree (1). Criterion Mean = 2.50*

The challenge data also show a fairly depressing view: each of the sixteen barrier items met the 2.50 threshold of the criterion, resulting in an overall 3.32 grand mean, the largest of the three overall research dimensions' grand means. This result is not a trivial one; it indicates that the challenge environment that nursing students face in Uvwie LGA is not only the by-product of personal deficiency in skills but is deeply rooted in the structural circumstances. The most perceptually felt barrier was poor internet connectivity ($\bar{X} = 3.56$), which has massive implications for a student population that has already adopted digital sources of information. Information-seeking experience represents a basic discrepancy at the core of digital source utilisation and network outages among the students. This issue in

the infrastructure was exacerbated by financial barriers: students with low economic means were systematically shut out of the information environment by the high cost of prescribed texts ($\bar{X}$ = 3.53) and data subscriptions ($\bar{X}$ = 3.49). The lack of access to recent journals ($\bar{X}$ = 3.48), recurring outages ($\bar{X}$ = 3.45), and worn-out library resources ($\bar{X}$ = 3.45) only added to the problem of these systemic failures for individual learners. There were additional logistical barriers (limited library hours of operation ($\bar{X}$ = 3.28) and the time constraint of heavy academic workloads ($\bar{X}$ = 3.37)) to the calculations of information access by the students. The problem of information overload ($\bar{X}$ = 3.25) was rather paradoxical: students, on the one hand, said that they had a problem with accessing enough resources; on the other hand, they said that they had a problem with sifting through the amount of information produced on the internet. The skills-related barriers (limited database searching skills ($\bar{X}$ = 3.24), inability to evaluate source credibility ($\bar{X}$ = 3.20), and poor digital literacy ($\bar{X}$ = 3.13)) show that the lack of information literacy is not a one-off case. The relatively smaller mean of the language barriers in the ability to understand technical terminology ($\bar{X}$ = 3.02) and the larger standard deviation (0.81) indicate a dissimilar influence in the student body, which might reflect prior exposure to educational approaches.

**6. Discussion**

The results compiled in this paper give a consistent yet disturbing explanation regarding information behaviour among nursing students in Uvwie LGA. The scope and degree of the information requirements recorded in all seventeen items underscore the fact that nursing education in this locality creates a challenging information environment. The lack of attention paid to research literacy and professional ethics in favour of examination materials and applied clinical knowledge, pharmacology, procedures, and patient care is, on the one hand, comprehensible: students subjected to assessments in the short run reasonably focus their information-seeking activities on the area that has the most immediate consequences. But at what cost to development does this prioritisation come? Along with Polit and Beck (2017) and others, research literacy is not an extracurricular skill but a core competency of evidence-based practice; it should not only be given a secondary role in the information agenda of students, but its de-emphasis should be addressed in the curriculum. The data on the utilisation of sources shed light on a typical convenience-related information behaviour pattern. The rise of general-purpose internet search engines, social messaging, and video sharing sites as the main sources of information is what Connaway, Dickey, and Radford (2011) described as the principle of least effort - the urge to find

sources of information with a lower cognitive and logistical cost of access, however unreliable they may be. Although peer networks and informal channels of digital information play authentic and by no means insignificant roles within the information set of nursing students, their preeminence over the checked scholarly databases is a justified concern regarding the quality and up-to-date nature of the knowledge on which students build their clinical education. The fact that institutional libraries and specialised databases have been underutilised is something that should be given long-lasting concern.

This is not the only pattern of underutilisation; Uvwie LGA-Okiki (2020) found similar underutilisation in the case of the University of Ibadan and attributed it to insufficient training, as well as perceived complexity when using the database. The only evident thing is that libraries can no longer afford to be passive archives and demand more involvement; they need to actively rethink their operations in order to meet the students where they need them, provide specific instruction, longer access time, and filtered digital resource portals that reduce the barrier to scholarly literature entry. The most theoretically and practically important discovery of this study may be, perhaps, the nature of the barriers reported. Having a grand mean of 3.32 (greater than the means obtained for needs (3.30) and source utilisation (3.17)) indicates that challenges seem to have become the actual experiential reality of nursing students in this environment. In addition, the quality of these barriers, such as poor connection, power failures, cost of resources, obsolete library collections, and so on, is more systemic and structural in nature; it cannot be solved by the individual efforts of students and their development of skills. The result supports and builds on the study of Nwabueze and Urhiewhu (2015), Egberongbe (2019), and Okocha and Fabunmi (2021), but it also introduces more granular, grounded information to the literature. This apparent paradox of information overload on the one hand and information scarcity on the other is actually a feature of an information environment where large amounts of low-quality online data coexist with limited access to high-quality source content. The problem faced by students lies not in information being inaccessible, but in the fact that the tools and skills needed to sift through, assess, and choose among a wide but inconsistent digital space of sufficient volume have not been well developed. This finding supports the urgency of information literacy as a curricular focus, which is consistent with the demands of Ukwuoma and Ngulube (2019) to arrange programme-based interventions in literacy.

## 7. Conclusion and Recommendations

The research has produced contextually specific, empirically based information concerning information requirements, the source usage patterns, and the seeking behaviour of nursing students in the Uvwie Local Government Area, Delta State, Nigeria. What emerges as the aggregate picture is that of students who are adaptive and resourceful in their information-seeking behaviour, but work in an institutional and infrastructural environment that continuously fails to meet what evidence-based nursing education mandates. The mismatch between the digital information aspirations of students and the structural conditions under which the latter is provided is not only an inconvenience in the academic sense but has direct consequences in terms of the quality of nursing graduates and, consequently, healthcare services in the targeted communities. Filling this gap will only be possible through intentional coordinated investment at various levels of the educational system. Unless concerted effort is made regarding the infrastructural, institutional, and pedagogical aspects of information access, the likelihood of nursing students in the Uvwie LGA evolving into information-literate, evidence-based healthcare practitioners will always be a matter of chronic under-fulfilment. The recommendations based on the foregoing are as follows:

1. The administrators and other relevant government agencies should focus on investing in sound broadband internet and other energy sources, such as solar energy installations, in nursing training institutions to ensure that information resources in digital formats are always available.

2. To increase access to the current nursing and health sciences literature and lessen reliance on old resources, institutional libraries are advised to take the time to conduct systematic audits of their resources and to participate in consortia memberships and cooperative acquisition arrangements.

3. These aspects of information literacy, including searching for literature, assessing the source, and practising scholarly citation, need to be officially incorporated into the nursing curriculum as a mandatory element instead of a non-compulsory ancillary service.

4. The library services can be offered at extended times and should create outreach programmes such as the mobile library and the virtual reference services to fit the time schedule of students in the nursing field.

5. The future study ought to use mixed-method designs (with a qualitative approach) to identify the motivational, attitudinal, and socio-cultural determinants of

students making choices on source selection, which will supplement the quantitative portrait created by the study.

---

## References

1. Adeleke, A. A., & Emeahara, E. N. (2016). Relationship between information overload and academic performance of students in Nigerian universities. Library Philosophy and Practice (e-journal), 1450.
2. Connaway, L. S., Dickey, T. J., & Radford, M. L. (2011). "If it is too inconvenient I'm not going after it": Convenience as a critical factor in information-seeking behaviours. Library & Information Science Research, 33(3), 179–190.
3. Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). SAGE Publications.
4. Egberongbe, H. S. (2019). Information seeking barriers among students in Nigerian universities: A review. Journal of Educational and Social Research, 9(1), 131–140.
5. Igun, S. E. (2020). Information needs and seeking behaviour of nursing students in Southern Nigeria. Library Philosophy and Practice (e-journal), 4256.
6. Iyabo, A. M. (2021). Information-seeking behaviour of nursing students in Ogun State, Nigeria. International Journal of Library and Information Science Studies, 7(1), 1–14.
7. Kuhlthau, C. C. (1991). Inside the search process: Information seeking from the user's perspective. Journal of the American Society for Information Science, 42(5), 361–371.
8. Lwoga, E. T., & Sangeda, R. Z. (2019). Information needs and seeking behaviour of nursing and midwifery students in Tanzania. Health Information & Libraries Journal, 36(4), 341–356.
9. Nwabueze, A. U., & Urhiewhu, L. O. (2015). Challenges of information seeking among nursing students in Edo State, Nigeria. Journal of Applied Information Science and Technology, 8(2), 12–20.
10. Okiki, O. C. (2020). Information-seeking behaviour of nursing students: The case of University of Ibadan, Nigeria. Library Philosophy and Practice (e-journal), 4389.
11. Okocha, F., & Fabunmi, F. A. (2021). COVID-19 and the digital divide: Challenges of online learning for nursing students in Nigeria. Nigerian Journal of Library and Information Science, 15(1), 1–15.
12. Polit, D. F., & Beck, C. T. (2017). Nursing research: Generating and assessing evidence for nursing practice (10th ed.). Wolters Kluwer.
13. Savolainen, R. (2016). The interplay of affective and cognitive factors in information seeking and use. Journal of Documentation, 72(5), 893–914.
14. Taylor, R. S. (1968). Question-negotiation and information seeking in libraries. College & Research Libraries, 29(3), 178–194.
15. Ukwuoma, B. C., & Ngulube, P. (2019). Information literacy skills of nursing students in Nigeria: A case study. Library Philosophy and Practice (e-journal), 2854.
16. Wilson, T. D. (2000). Human information behavior. Informing Science, 3(2), 49–55.

17. Yamane, T. (1967). Statistics: An introductory analysis (2nd ed.). Harper & Row.