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INFORMATION SEEKING BEHAVIOUR AND USAGE OF A MULTI-MEDIA PLATFORM AT NIGERIA FRENCH VILLAGE, BADAGRY

Adejo, A. Augustine Cln, Ph.D
Nigeria French Language Village, Badagry,
Lagos State, Nigeria

Abstract
The study investigated information-seeking behaviour and usage of a multi-media platform at Nigeria French Language Village, Badagry. A purposive sampling technique was adopted for this study. The population of the study was six thousand (6000) students. Questionnaire was used to collect data from ninety five (95) students at Nigeria French Language Village, Badagry to represent the population. The data were analysed descriptively using Statistical Package for Social Sciences (SPSS) version 26. The findings of the study revealed that Web was the major Multi-Media Platform available for seeking information at the Nigeria French Language Village, Badagry. Information Seeking Strategies are the major techniques utilised for information seeking at Nigeria French Language Village, Badagry; and lack of motivation was the major challenge faced in accessing the multi-media platform for information at Nigeria French Village, Badagry. The study recommended that other multi- media platforms such as Database, Electronic Journal, FTP (File Transfer Protocol), and Listserv should be made available to the students by the Federal Ministry of Education. Techniques for information seeking such as evaluation, location and access, and use of information should be highly utilized by the students at the Nigeria French Language Village, Badagry. Adequate time should be dedicated to accessing the multi-media platform for information by the students which will result at creating new ideas in accessing the multi-media platform for information.

Keywords: *Information, Seeking Behaviour, Multi-Media Platform, Nigeria French Language Village, Badagry.*

Introduction

Today, the multi-media platform is positioned as the main source of information for students and staff alike, which is why internet searching has

become one of the most active information tasks in higher education. Understanding users' information seeking behaviour has always interested information science professionals. This understanding is crucial to the provision of better services to users and the design of information systems.

Information seeking is a social behaviour that occurs when an individual realizes the need to acquire contextual information and deliberately takes action to resolve that need (Agarwal, 2018). Case & Given (2016) asserted that information seeking behaviour could be referred as to how human beings perceive their need for, pursuit and the need to use the information for specific objectives. To buttress further, the following strategies could be used for information seeking behaviour. (a) Consulting colleagues (b) Searching subject specific and scholarly data bases (c) Probing the Internet until the researcher is satisfied with his findings.

Nigeria French Language Village, Badagry

The Nigeria French Language Village is an Inter-University Centre for French Language Studies, situated along the Lagos-Seme highway, in the coastal and historical city of Badagry. The Village is located in Ajara-Badagry, about 50 kilometres away from Lagos and 15 kilometres to Seme, the border town between the Federal Republic of Nigeria and Benin Republic.

The proximity of the Village to Benin Republic is an added advantage in terms of the availability of Francophone junior workers and periodic international excursions. It also offers the Village the much-needed human contacts with the francophone culture and the French Language. The Nigeria French Language Village came into existence in 1992 as a result of the economic recession of the 1980s in Nigeria, which made it more difficult for the country to send students of French in our Universities and Colleges of Education to Francophone countries of Africa and Europe for their mandatory year abroad French Language Immersion Programme (LIP) (NFLV Registry Dept. 1992).

In 1988, the then Federal Minister of Education, Professor Jubril Aminu, set up a Committee that was saddled with the task of carrying out feasibility studies on the establishment of Centres for the active teaching and learning of French, Arabic and Nigerian Languages. (NFLV Registry's report, 1991) His successor, Professor Babatunde Fafunwa took giant strides towards the establishment of the Nigeria French Language Village.

On Monday, December 16, 1991, the Lagos State Government officially handed over to the Federal Government, the site and the infrastructures of the former "Teachers' Training College", which it had earlier renovated for that purpose.(Lagos State Government official gazette, 1991) On January 6, 1992, the

Nigeria French Language Village received its pioneer batch of undergraduate students. (NLFV Registry, report, 1992). The Federal Government provided funds for infrastructural and Library development as well as staff recruitment and payment of their emoluments. The French Government through its embassy in Nigeria donated learning and teaching resourcesto the library for effective takeoff of the programme. The Village, as it is usually called, has been designed as a centre to replicate the realities of a francophone environment from both linguistic and socio-cultural perspectives. The strategy is to create an ambiance akin to that of the French-speaking countries where Nigerian students used to go for their year abroad programme.

In the Nigeria French Language Village, French is the lingua franca: studies, leisure activities and rendezvous with friends as well as interactions with the staff are all done in French. Everything is put in place to enhance a pragmatic and natural way of teaching and learning of French.

Statement of the Problem

In the emerging electronic environment, knowledge about the information seeking behaviour of students and staff of the multi-media platform is crucial for those willing to effectively assist themselves meet their information needs via the net. The way and manner researchers and students seek information have not attained an appreciable level. To this end, one can say that the quality of multi-media platform available has not been of benefit to these researchers and students. We believe that the study will add value to the existing knowledge for the development of quality multi-media platform, thus placing Nigeria French Language Village in a better position to respond appropriately with technology, information content and services to maximize the information seeking behaviour and usage of a multi-media platform.

Objectives of the Study

This study seeks to specifically achieve the following objectives:-

i. To find out the multi-media platforms available for seeking information at the Nigeria French Language Village, Badagry.
ii. To ascertain the techniques utilized for information seeking at the Nigeria French Language Village, Badagry.
iii. To identify the challenges faced by students while accessing the multi-media platform for information at the Nigeria French Language Village, Badagry.

Research Questions

The following research questions are set up to guide the study:

i What are the multi-media platforms available for seeking information at the Nigeria French Language Village, Badagry?

ii What are the techniques utilized for information seeking at the Nigeria French Language Village, Badagry?

iii What are the challenges faced by students while accessing the multi-media platform for information at the Nigeria French Language Village, Badagry?

Significance of the Study

The significance of this study would serve the purpose of knowledge sharing because it would afford learners and library users the opportunity to understand human and behavioural process through which multi-media platform is engaged at the Nigeria French Village, Badagry.

Literature Review

Information seeking behaviour can be defined as a purposive behaviour of user to find useful information using systems (Xie, 2011). Besides, the urge of information needs to gain the knowledge resulted in the behaviour of information search. Xie (2011) was of the opinion that information seeking behaviour is related to information retrieval where the strategy to search and information collection are included. Xie (2011) characterized it into several levels that included tactics such as user method when searching for information in the system, strategies and usage patterns, query formulation and reformulation based on analysis of transaction logs submitted to search engines. Therefore, information seeking behaviour is the attitude of users to search the information needed through the automated technologies such as online database. The behaviour can be narrowed to the user method and strategy when searching the information. Education required the students to search and gather information related as much as possible to study a course. Pal & Poyen (2017) have discussed information as a source of solving problems. The urge of searching information among students is normal in order to solve the problems in academic or to complete any tasks given by the lecturer as cited by Hjørland (2013).Shakeel & Vinayagamoorthy (2013) conducted a study of information seeking behaviour among students at Business School in Academic City, Dubai. They find out that students always looked for the sources or channels that are time and cost effective and allowed them to quickly copy and paste the information and easily do the printing.

The use of multi-media platform has brought about a shift from print to digital information, which has created an impact on libraries and information

centres. Gbaje (2004) asserted that the use of multi-media in libraries and information centres has made online access to information resources and services and file transfer possible, with networking and sharing of information. It is important to note here that even if multi-media do not directly add quality to teaching and learning but by providing an efficient and effective information delivery system, it is sure to boost teaching and learning. Therefore, relevant resources and systems put in place for students to utilize will ensure their academic success. For the purpose of this study, the following multi-media platforms were examined:

- **Electronic Mail:** Transmission of letters and other documents from one computer or devise to another through a telecommunications network.
- **Listserv: A** widely used, US-originated, mail server program frequently used when setting up Mailing lists.
- **Web:** Short name of the World Wide Web (WWW), which is a network of a vast and growing number of information servers. It covers information on divergent subject areas in many forms. **The** medium of information searching is through automated technologies such as World Wide Web and online database (Hjørland, 2013).
- **FTP:** (File transfer protocol): a function that permits the logging on to a remote computer host, the location of publicly available files (e.g. electronic texts, programs, graphics files) and the downloading of those files to the home machine.
- **Online Catalog:** Up-to-date and complete list of a library's holdings accessible via a computer terminal.
- **Electronic Journal:** Usually an electronic counterpart to a conventional printed journal. Though some electronic journals do not have a printed equivalent.
- **Database:** File or systematically organized collection of bibliographic references or unit records representing original items, published literature or other recorded material; data that is stored in some form (usually electronic) which can be retrieved and manipulated; a collection of information that can be organized in some way (possibly very simple) to facilitate storage and retrieval of individual items. Today this implies computer storage, but it also could include card indexes.
- **Portal: It is a** gateway to the web, which is often subject-specific, that includes a search engine, other links to relevant sites, a new service, e-mail and chat groups as well as a list of search hits.

Tsai, Hsu & Tsai (2012) further observed searching strategies from a

perspective of implicit versus explicit strategies framework. They found that reading time and evaluation strategies were important predictors and therefore suggested a further examination on implicit strategies. On the other hand, Laxman (2010) found that training for Internet information searching strategies was required for students' ill-structured problem solving. Topics or contexts of online enquiries could be one of the factors that influence students' use of online information searching strategies. In order to help students effectively utilize multi-media platforms for information seeking, the "Big 6" suggested six stages that can be utilized. The stages are as follows: -

- **Task Definition:** In this step, the student determines exactly what the information problem is and the specific information related to the problem. For example when assigning a project, a student needs to know which questions need to be answered, what kind of information is needed to answer questions, when it is due, etc.
- **Information Seeking Strategies:** Once the problem is clearly expressed, attention turns to the range of possible information sources. Information Seeking Strategies involves making decisions and selecting sources appropriate to the defined task.
- **Location and Access:** This is where the information seeking strategy really begins. Once students have decided on the appropriate strategy, the strategy is carried out.
- **Use of Information:** Once students are able to locate and access a source, they must be able to read, view, listen or interact with the information and decide what is valuable for their particular situation. They must extract the information that they need using notes, copies, citations, etc.
- **Synthesis:** The restructuring or repackaging of information into new or different formats to meet the requirements of the task is synthesis. Synthesis can be as simple as relaying a specific fact. Synthesis can be very complex involving several sources, a variety of media or presentation formats, and the effective communication of abstract ideas. This is where the real learning takes place as new information is brought in and links are made to pre-existing knowledge.
- **Evaluation:** Evaluation determines how effectively and efficiently the information problem-solving process was conducted.

The introduction of multi-media platforms has brought benefits to many clients, but has unfortunately also presented challenges. These challenges were brought about by changes in the operational aspects of online information seeking behaviour. This resulted in the online users developing a negative attitude

towards online information resources which also led to a negative attitude towards learning, lack of motivation, lack of time, lack of knowledge about learning activities, lack of employer support, as well as the lack of new and creative ideas (Chan & Auster, 2003).

Methodology

Questionnaire was given to the respondents at the Nigeria French Language Village, Badagry. The study included a total population of six thousand (6,000) students purposely selected from all levels of studies: pre-diploma (Module), diploma, and degree programs. According to Mertens (2015), a purposive sample is the total number of individuals chosen to form the population. Each individual is chosen purposively. This enabled the researcher to select a sample that can adequately represent the target population. The sample size of ninety-five (95) students at the Nigeria French Language Village, Badagry was used to represent the population.

For the purpose of this research, data were collected and analysed based on the answers and opinions of the respondents derived from the questionnaire. The data collected from the questionnaire were analysed using frequency and percentage presented in tables and bar chats for better representation. The data were analysed descriptively with the help of Statistical Package for Social Sciences (SPSS) version 26.

Data Presentation and Results

A total of ninety-five (95) copies of questionnaire were distributed to the students at Nigeria French Village, Badagry. The distribution was done according to each individual present. Only ninety-two (92) copies of the questionnaire were duly completed, returned and used for this study. The response rate was at 97%.

Table 1: Gender of the Respondents

Gender	Frequency	Percentage (%)
Male	19	20.7

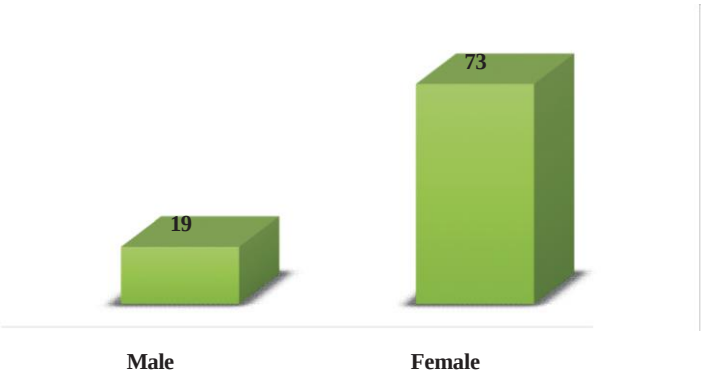


Figure 1: Gender of the Respondents

Female	73	79.3
Total	**92**	**100.0**

Table 1 and Figure 1 showed the gender of the students at the Nigeria French Language Village, Badagry where 19 (20.7%) were male while 73 (79.3%) of the respondents were female. This is because there are higher number of female students on language immersion programme and other programmes in the Nigeria French Language Village. This showed that the finding of this study was in the right direction as female counterparts tend to be more frequent with the use of multimedia platform than their male counterparts.

Options	Frequency	Percentage (%)
Module	10	10.9
Undergraduat E	81	88.0
Others	1	1.1
Total	**92**	**100.0**

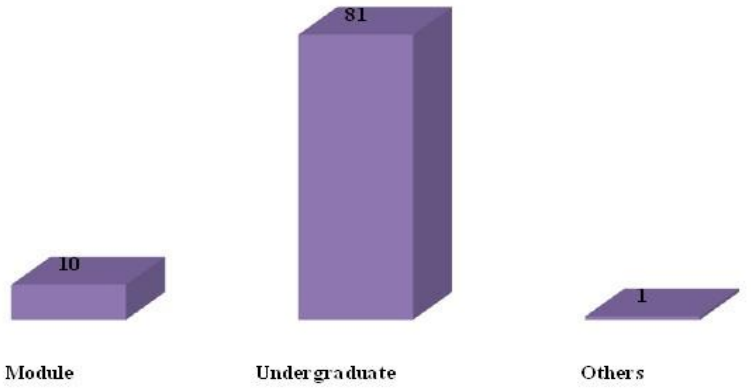


Figure 2: Categories of Students at the Nigeria French Language Village, Badagry.

Table 2 and Figure 2 revealed the categories of students at the Nigeria French Language Village, Badagry where 10 (10.9%) of the respondents are Module students, 81 (88.0%) of the respondents are undergraduate students while 1 (1.1%) of the respondents are students of other categories studying at the Nigeria French Language Village.

Research Question 1: What are the multi-media platforms available for seeking information at the Nigeria French Language Village, Badagry?

Table 3: Multi-Media Platforms Available for Seeking Information at the Nigeria French Language Village, Badagry.

Options	Frequency	Percentage (%)
Database	7	7.6
Electronic Journal	1	1.1
Electronic Mail	19	20.7
FTP (file transfer protocol)	4	4.3
Listserv	3	3.3
Online Catalog	12	13.0
Portal	16	17.4
Web	30	32.6
Total	**92**	**100.0**

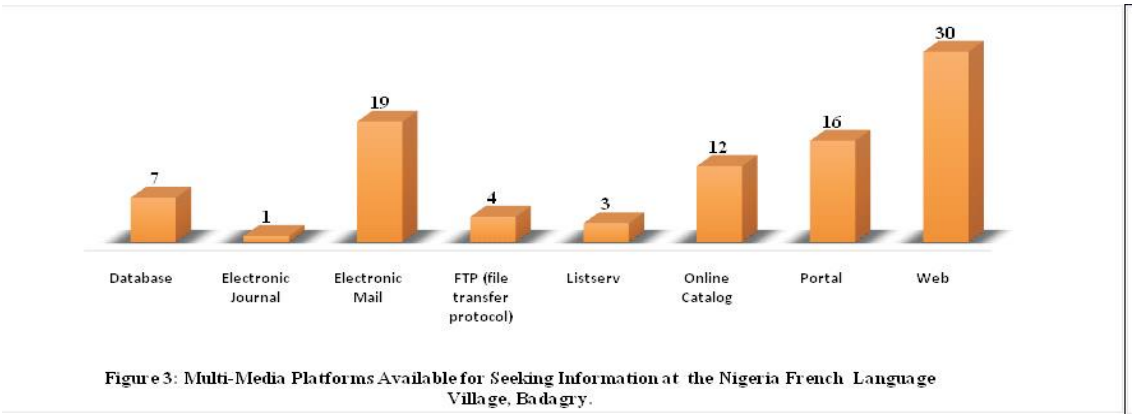


Figure 3: Multi-Media Platforms Available for Seeking Information at the Nigeria French Language Village, Badagry.

The first research question was on the Multi-Media Platforms Available for Seeking Information at the Nigeria French Language Village, Badagry. Table 3, and Figure 3 revealed the Multi-Media Platforms available for Seeking Information at the Nigeria French Language Village, Badagry. The availability of Database at the Nigeria French Language Village, Badagry was indicated by 7(7.6%) of the respondents, 1(1.1%) of the respondent indicated that Electronic Journal was available, 19(20.7%) of the respondents indicated that Electronic Mail was available, 4(4.3%) indicated that FTP (File Transfer Protocol) was available, 3(3.3%) of the respondents revealed that Listserv was available, 12(13.0%) revealed that Online Catalogue was available, 16(17.4%) of the respondents indicated that Portal was available, while 30(32.6%) of the respondents revealed that Web was available at the Nigeria French Language Village, Badagry.

Research Question 2: What are the techniques utilized for information seeking at the Nigeria French Language Village, Badagry?

Table 4: Techniques Utilized for Information Seeking at theNigeria French Language Village, Badagry.

Options	Frequency	Percentage (%)
Evaluation	4	4.3
Information Seeking Strategies	32	34.8
Location and Access	15	16.3
Task Definition	22	23.9
Use of Information	19	20.7
Total	**92**	**100.0**

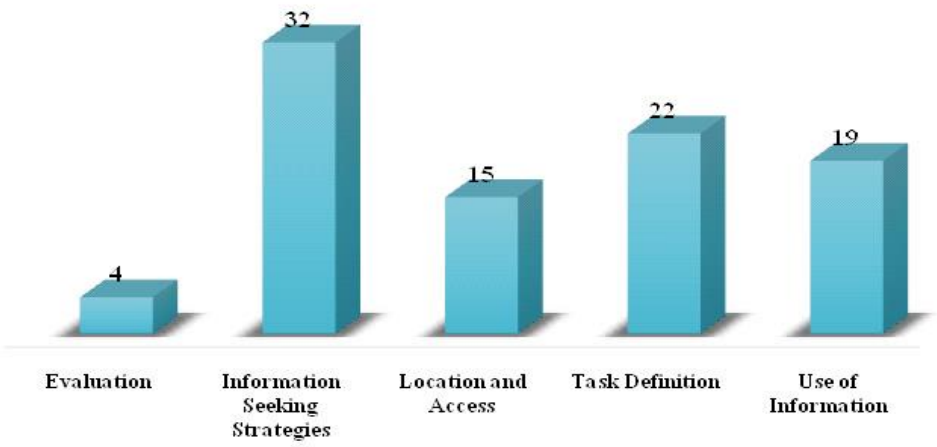


Figure 4: Techniques Utilized for Information Seeking at the Nigeria French Language Village, Badagry.

In table 4, and Figure 4, the techniques utilized for Information Seeking at theNigeria French Language Village, Badagry was ascertained. It was revealed by 4(4.3%) of the respondents that Evaluation was a technique utilized for information seeking at the Nigeria French Language Village, Badagry. 32(34.8%) of the respondents revealed that Information Seeking Strategies were utilized for information seeking at the Nigeria French Language Village, Badagry. 15(16.3%) revealed that Location and Access were utilized for information seeking, 22(23.9%) revealed that Task Definition was utilized, while 19(20.7%) of the respondents indicated that Use of Information was a technique utilized for information seeking at the Nigeria French Village, Badagry.

Research Question 3: What are the challenges faced by students while accessing the multi-media platform for information at Nigeria French Language Village, Badagry?

Table 5:Challenges faced by students while accessing the multi-media platform for information at the Nigeria French Language Village, Badagry.

Options	Frequency	Percentage (%)
Lack of appropriate online information seeking skills	21	22.8
Lack of knowledge about learning activities	19	20.7
Lack of motivation	32	34.8
Lack of new and creative ideas	12	13.0
Lack of time	8	8.7
Total	**92**	**100.0**

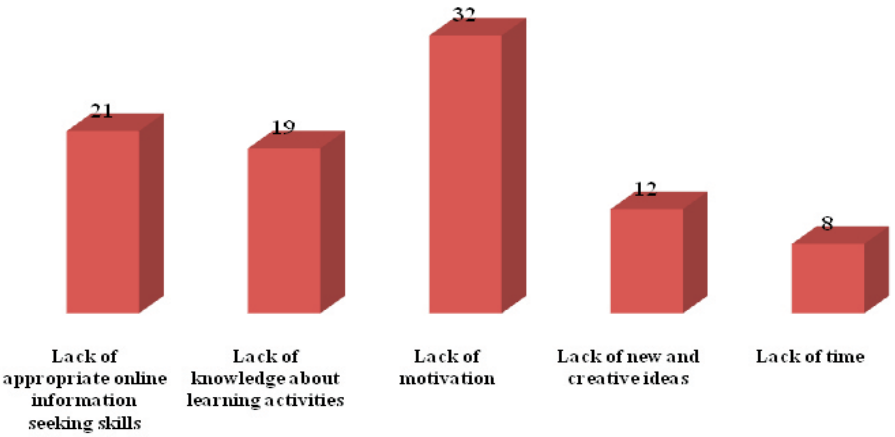


Figure 5: Challenges faced by students while accessing the multi-media platform for information at the Nigeria French Language Village, Badagry.

In table 5, and Figure 5, challenges faced by students while accessing the multi-media platform for information at the Nigeria French Language Village, Badagry were revealed. 21(22.8%) of the respondents indicated that lack of appropriate online information seeking skills was the challenge they faced while accessing the multi-media platform for information. 19(20.7%) of the respondents indicated that lack of knowledge about learning activities was the challenge they faced. 32(34.8%) of the respondents revealed that lack of motivation was their challenge, 12(13.0%) revealed that lack of new and creative ideas was their challenge, while 8(8.7%) of the respondents indicated that lack of time was the challenge they faced in accessing the multi-media platform for information in the study area.

Discussion of Findings

The results and discussions are organised by the research questions which were addressed by reviewing the literature and analysing the surveyed data. On the Multi-Media Platforms Available for Seeking Information at the Nigeria French Language Village, Badagry, it was revealed by larger percentage of the respondents that Web was available at the Nigeria French Language Village, Badagry. This implied that the major Multi-Media Platform available for Seeking Information at the Nigeria French Language Village, Badagry was the Web. The findings of the study agreed with the findings of Hjørland (2013) who stated that the medium of information searching is through automated technologies such as World Wide Web and online database.

The techniques utilized for Information Seeking at the Nigeria French

Language Village, Badagry was ascertained with the highest number of the respondents stating information seeking strategies were utilized for information seeking at the Nigeria French Language Village, Badagry. This inferred that Information Seeking Strategies are the major techniques utilised for information seeking at Nigeria French Language Village, Badagry. The findings of the study are in agreement with the findings of Laxman (2010) who found that training for Internet information searching strategies was required for students' ill-structured problem solving.

Challenges faced by students while accessing the multi-media platform for information at the Nigeria French Language Village, Badagry were revealed as majority of the respondents consented to lack of motivation as their challenge. The findings of the study inferred that lack of motivation was the major challenge faced in accessing the multi-media platform for information at the Nigeria French Language Village, Badagry. This was corroborated with the findings of Chan & Auster (2003) who stated that the result of online users developing a negative attitude towards online information resources led to a negative attitude towards learning, lack of motivation, lack of time, lack of knowledge about learning activities, lack of employer support, as well as the lack of new and creative ideas.

Conclusion

The study was carried out on information seeking behaviour and usage of a multi-media platform at the Nigeria French Language Village, Badagry. From the findings of the study, it revealed that Web is the major multi-media platform available for Seeking Information at the Nigeria French Language Village, Badagry. The Information Seeking Strategies are the major techniques utilised for information seeking at Nigeria French Language Village, Badagry. Lack of motivation was the major challenge faced in accessing the multi-media platform for information at the Nigeria French Language Village, Badagry.

Recommendations

i. The study suggests that other multi-media platforms such as Database, Electronic Journal, FTP (File Transfer Protocol), and Listserv should be made available by the Federal Ministry of Education in the study area.

ii. Techniques for information seeking such as evaluation, location, access and use of information should be highly utilized by the students at the Nigeria French Village, Badagry.

iii. Adequate time should be dedicated to accessing the multi-media platforms for information by the students which will result in creating new ideas that could prompt in accessing the multi-media platform for information at the

Nigeria French Language Village, Badagry.

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