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ONLINE INFORMATION BEHEVIOUR OF FACULTY AND STUDENTS OF THE NATIONAL FILM AND TELEVISION INSTITUTE (NAFTI) DURING THE COVID-19 PANDEMIC

BY

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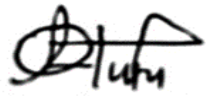
DECEMBER, 2021

DECLARATION

I declare that except for reference cited in this work which has be duly acknowledge, this thesis is my own research work and has been presented to the University of Ghana, Legon for the award of a Master of Philosophy Degree in the Department of Information Studies.



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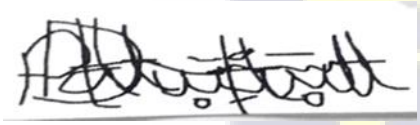
ELIZABETH OSAE KORANTENG

(STUDENT)

Date: July 12, 2022.



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DEDICATION

I dedicate this work to my husband, my children and to any other person, I came into contact with in the course this work.

ACKNOWLEDGEMENTS

I give thanks to the Almighty God for His grace and guidance throughout the entire programme. I am highly indebted to my supervisors Dr. Patience Emafa Dandza Ocloo and Dr. Edwina Dei Ashie-Nikoi for their supervision from the beginning to the completion of this study. To my husband, Mr. Eric Osae Koranteng, my children, Bryana A. Koranteng and Jerome O. Koranteng, I say God bless you for your prayers, care and love. To my mother, I am forever grateful.

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ABSTRACT

The emergence of COVID-19 has affected all spheres of human life globally. In higher education across the globe, the outbreak of COVID-19 saw a lot of universities move away from face-to-face to online teaching which may have effect on the information behaviour of faculty and students in universities. The study therefore employed a survey research method and a quantitative research approach to investigate the online information behaviour of faculty and students of the National Film and Television Institute (NAFTI) during the COVID-19 pandemic. Questionnaire was used as instrument for data collection. The study employed census approach to survey the entire available population, comprising of 33 faculty members and 284 students, for a total of 317 targeted respondents for the study.

The study found that the pandemic has increased the frequency at which faculty and students access information online as they spent more hours online than before the pandemic. Health information was the most mentioned new information need mentioned by faculty and students during the COVID-19 pandemic. Both faculty and students relied mostly on search engines to access and retrieve work/academic and health related information during the pandemic. The faculty relied heavily on social media, with over 90% using this medium for health information to meet their needs. The study also revealed that most of the respondents were not able to apply most online information retrieval skills and evaluation techniques. The main challenges that hinder the respondents' ability to access the relevant information online during the pandemic were lack of training, slow internet connection and cost of data bundles among others. The study recommended among others that the NAFTI library should organize training and assistance to faculty and staff to enhance their information retrieval skills, market its available resources and that management

of NAFTI and the Ghana government should take steps to make internet widely accessible at a lower cost.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The emergence of the coronavirus disease also known as COVID-19 has affected all spheres of human life globally. According to Shereen et al. (2020), the virus was presented as 2019 novel coronavirus by some eminent Chinese scientists in the latter part of December 2019. Subsequent to its outbreak in Wuhan, China (Kandola, 2020) no country has been excluded from the economic and other ramifications. In addition, the outbreak has changed the operations of several industries around the world and has transformed services offered by banks, hospitals, churches, shopping malls and other businesses; they are now forced to adapt to working remotely and providing their clients with online services. Also, in higher education across the globe, the outbreak of COVID-19 has affected information behaviour. As Shahzad et al. (2020) determined, a lot of universities have moved away from face-to-face to online teaching, changing the information behaviour of faculty and students in universities. The extent to which people use online information or use digital medium to acquire information may have increased due to the pandemic.

Information science scholars have given varied definitions of information behaviour. For instance, some defined information behaviour based on Wilson's 1981 information behaviour model which clarifies that information behaviour must in anyways include these three elements, that is: a) information needs b) factors that affects an individual's response to the perception of need and c) the processes included in that response (Wilson 1997). As explained by Bates (2010) information behavior presents the ways in which people interact with information as well as how people try to find and use information. Similarly, Ingwerson & Jarvelin (2005) also define information behaviour as how human beings both seek and search for information and how they use the information as well. Thus, as used in this thesis,

information behaviour refers to a human being's quest in seeking for information and the procedures involved in response to gathering that information. As mentioned above, information behaviour can be said to be the way people seek for information as well as its usage in diverse ways.

The pandemic has forced a lot more activities to be done online. Even some baby-sitting services provided by babysitters locally are offered online as parents are forced to employ virtual baby sitters to care for their babies whilst they work at home (Ludwig, 2020). Church services, among other religious activities, have also been provided online during the pandemic as a form observing protocols and keeping members safe (Pillay, 2020). Research has also shown that individuals now depend on online tools to keep connected to family and friends during the pandemic (Planet, 2020).

As mentioned earlier, most educational institutions, including those of higher learning have moved to e-learning rather than the conventional methods of teaching. Many universities and colleges are replacing traditional exams with online assessment tools such as Socrative, Google Forms, Mentimeter and Poll Everywhere. Also, virtual online communication platforms such as Zoom, Skype, Google Hangouts, Microsoft Teams and Google Meet have enabled lectures to continue amidst the COVID-19 pandemic (Choi et al., 2020). Also, Kuwonu (2020) presents that several universities and schools in countries in like Ghana, Rwanda, Egypt and Liberia, have switched their programmes to online platforms and have encouraged students to get connected. For instance, "the University of Ghana has trained its lecturers on how to put together online classes, while negotiating with telecom companies to grant free internet data, usually capped at 5G, for the students" (para. 6).

In other countries like Nigeria and Morocco, online repositories have been created by the governments with education materials for teachers whereas the Rwanda education board has

established a website purposely to support online learning and provide educational content. The website also allows parents and teachers communicate (Kuwonu, 2020). Kuwonu (2020) further indicated that many countries like Ghana are encouraging remote learning through radio and television. For instance, "Ghana's public broadcasters have rekindled dormant progarmmes on television and radio" for high school students. Similar programmes are running in Madagascar and Cote d'Ivoire (para.15). The drastic shift to online service and content provision may have possible effect on the online information behaviour of people.

The researcher therefore deemed it appropriate to investigate the online information behaviour of both faculty and students at NAFTI during the Covid-19 pandemic.

1.2 Statement of the Problem

According to Murgor (2015), although online information behaviour enhances teaching and learning in higher education globally, some developing countries in Africa are deficient due to issues with internet connectivity, devices and bandwidth. Research conducted by Sarfo and Ansong-Gyimah (2011) cited in Kankam (2017) concludes that among high school learners in Ghana, more than 60% of the learners were not able to access the internet at schools. On the other hand, Pelgrum (2001) affirms other problems associated with seeking of information through the internet in developing countries that includes the availability of searching and retrieval skills, difficulty to navigate instructions, inconsistent electric power supply and cost of equipment. In the same vein, findings from another research conducted on health information seeking among US adults in the digital age shows that low internet skill and low educational level served as a determinant in poor information seeking behaviour (Jacobs et al., 2017). Also, in another research conducted by Nnkomo (2009), it was observed that students and staff had issues with online searching and evaluation skills, poor internet connectivity and access, and lack of technical support. Similarly, Shiweda (2013) in his study identified slow

speed of the internet, poor quality of facilities, lack of skills in finding information online and limited access to computer laboratories as some of the challenges that students face when searching the web for information. Additionally, studies suggest that the COVID -19 pandemic affected online information behaviour of individuals and institutions. In a study by Olaimat et al. (2021) among undergraduates and postgraduate students from some selected universities in Jordan on their knowledge about the COVID-19 and information resources used during the pandemic, it was revealed that the majority of the undergraduate students used the internet and social media while websites and e-journals were the most information resources used by postgraduate students during the pandemic. Dadaczynski et al. (2021) in a study found out that online information resources that were most often used by students for COVID-19 and other health-related information were search engines, social media, news portals and websites. The study further revealed that students mostly have problems searching for information online because they lack certain abilities to search for and evaluate information. Furthermore, Nguyen et al. (2020), in a survey on people's digital communication during the pandemic observed a vast increase in the respondents' digital communication as the lockdown was enforced. According to the survey, the respondents saw an increase of 20% in their communication through social media (21%,) video calls (27%) and emails (42%) during the COVID-19 pandemic. With the identification of existing challenges to online information behaviour as outlined from existing literature above, today's online experience literally adding some new aspects to how we seek and use information, and the fact that during the COVID-19 pandemic a lot more information and information services have migrated from the print world and are now available online, an enquiry into the online information behaviour of faculty and students at the National Film and Television Institute is necessary. Also, with the advent of technology, faculty and students at NAFTI were exposed and were exhibiting some online behaviour.

However, the extent to which their online behaviour influenced their teaching and learning during the COVID-I9 pandemic was worth studying.

1.3 Purpose of the Study

The purpose of the study was to investigate the online information behaviour of faculty and students of the National Film and Television Institute during the COVID -19 pandemic.

1.4 Objective of the Study

The study aims to:

1. Determine the online information needs of faculty and students of NAFTI during the COVID- 19 pandemic.
2. Ascertain the kinds of online resources NAFTI faculty and students are using during the pandemic.
3. Investigate how faculty and students retrieve and evaluate online information during the pandemic.
4. Identify the challenges faculty and students encounter in seeking information online during the pandemic.

1.5 Theoretical Framework

Internet based information seeking models have been proposed by many information science scholars such as Bates (1996), Choo (1998), Fidzani (1998) and Ocholla (1999). However, this study adopted Marchionini and White's (2007) model of online information seeking behaviour to elicit information on online information behaviour of faculty and students at the National Film and Television Institute during the pandemic. Although, the framework is termed online information seeking behaviour, it has components that cover every aspect of online information behaviour. Hence, its adoption. This model was first propounded by Marchionini in his 1995 study where he described the information-seeking process as a set of activities that people

undertake in a progressive and diversely iterative manner (Marchionini, 1995). According to Marchionini and White (2007), subprocesses that define online information seeking behaviour framework involve recognizing a need for information, accepting the challenge, formulating the problem, expressing the problem, examining the results, reformulating the problem and using the information. Figure 1 below summarizes the subprocesses related with online information seeking behaviour.

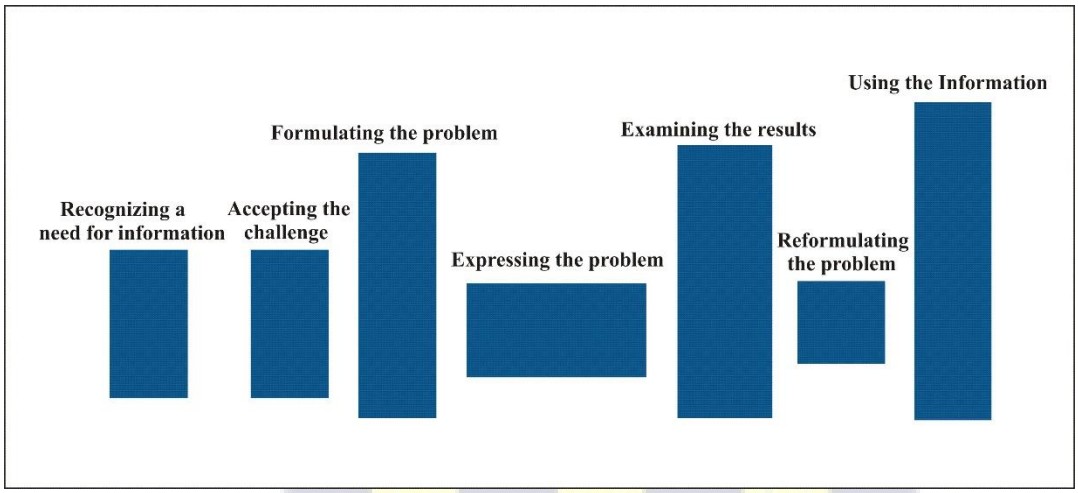

Figure 1. Online information seeking behaviour framework

1.5.1 Recognizing a need for information, Accepting the challenge and formulating the problem.

According to Marchionini and white (2007), this stage reflects when the information seeker realizes a need for information and accepts the challenge to take the necessary action to fulfill the need. Therefore, if an individual or user challenges him or herself to look for information there is always a situation that causes the need for information. That is the situation where the user becomes aware that there is a need to solve a problem, hence looking for information. In that manner, the user recognizes and accepts the need for information. For instance, such needs may arise during individual interactions in working environments and learning centres.

Also, accepting the information is dependent on time limitations and how close the information is available. Information that is far from the user may diminish the user's desire to go look for

them. If a user needs information whilst working online, the electronic sources available makes it easier to accept the need for information and helps infuse some kind of confidence in the user (Marchionini and white, 2007).

1.5.2 Expressing the problem

Immediately the information seeker identifies a problem, he or she must decide on the information and look for the appropriate search engines to get the actual information. That is linked to the problem expression phase. In identifying where to locate the right information, such search is not limited to the library, collection, series of documents, but also online searches using general search engines (Marchionini and white, 2007). In addition, problem formulation used here expresses the importance of the problem that is articulated by the seeker which results in access to the right information. The information seeker considers the kind of information and provides key details that will give answers to his or her needs (Marchionini and white, 2007).

1.5.3 Examining the results

Information gathered must be examined by reading through thoroughly to draw out the relevant aspects. This can be done by conducting scans to documents to assess quality information that are read or viewed. Also, some information gathered may have different or diverse opinions which demands the seeker to read through the entire document before he or she can understand and select the right information (Marchionini and white, 2007).

1.5.4 Reformulating the problem

It must be noted that reformulation is another key stage of the entire process in information seeking behaviour. This can be an inner pursuit or happen as a physical activity. Usually, the same retrieved information being queried serves as a response or presents results about the effectiveness and relevance of the query (Marchionini and white, 2007).

1.5.5 Using the information

To use the selected information requires the information seeker to understand the searched results and determine its importance and how valuable it is to what he or she is looking for in the search system. This would stimulate the seeker to settle on that information and stop searching further. It also depends on the information seeker's level of concentration and authenticity of the source of information (Marchionini and white, 2007).

Similarly, O'Brien and Buckley (2001) adopted Marchionini and White's (2007) sub-processes framework on online information seeking behaviour that involves recognizing and accepting an information problem, defining and understanding the problem, choosing a search system, execute the search, examining the results, extract the information and reflection/iteration /finish.

As established by the researcher earlier, there is a radical move to online activities by institutions and individuals which has forced people to depend on information online and perform a lot of work online. Thus, an adoption of Marchionini and White's framework will support the study of faculty and students' online information behaviour at the National Film and Television Institute (NAFTI), in a pandemic. Specifically, the model will help identify how researchers and students of NAFTI ascertain their information need, how they select online systems to use, how they formulate their search query, examine results from online systems and finally retrieve the needed information from the sources obtained. Noting that, as scholars in filmmaking, broadcast journalism and multimedia at NAFTI, access to information is not the only requirement of faculty and students, but retrieving of appropriate information is relevant. An individual's behaviour towards getting the answers to questions and broadening his or her horizon specifies his or her information seeking behaviour.

1.6 Scope of the Study

The study set out to examine the online information behaviour of all faculty and students of the National Film and Television Institute during the COVID-19 pandemic. This further enabled the researcher to gain and contribute insights and knowledge on faculty and students' information behaviour in the digital era during these times of COVID-19.

1.7 Significance of the Study

It is expected that the study will offer a new perspective on the subject of online information behaviour of faculty and students during the COVID-19 pandemic. The study will also place NAFTI in a better position to respond appropriately with technology and information contents to maximize their online services. Finally, the study intends to add to the existing body of knowledge on the effect of the pandemic on tertiary education.

1.8 Study Setting

The National Film and Television Institute (NAFTI), was established in 1978 as a tertiary education institute in film and television production by the Ghana government. For many years, NAFTI has upheld a high level of professional and academic performance and thus has drawn students from many parts of sub-Saharan Africa including Ethiopia, Burkina Faso, Nigeria, Gambia and South Africa. The Institute offers a four-year full-time professional Bachelor of Fine Arts Degree (BFA). NAFTI's training programmes are designed to develop students' scholarly, creative and professional approach to film making and television production. The Institute identifies its exceptional role in the development and propagation of African culture and therefore encourages each student to develop their creative talents to be able to face the challenge of producing materials that reflect the spiritual and knowledgeable aspiration of the African people. To achieve these goals, NAFTI provides its students current facilities, equipment and competent academic staff. The mission of NAFTI is to become a

centre of excellence in media arts education in Africa; with equal emphasis on both scholarship and professional development that promotes critical reflection and appropriate representation of African cultures (National Film and Television Institute, 2021).

NAFTI is selected as a setting for the study because it is one of the pioneer film schools in Ghana and also Sub –Saharan Africa that offers media training. Also, with the advent of technology, faculty and students were already exposed and exhibiting some online behaviour. However, with the pandemic, the extent to which their online behaviour influenced their teaching and learning is worth studying.

1.9 Ethical Considerations

All codes and standards guiding post-graduate research at the University of Ghana were strictly adhered to by the researcher. Also, respondents' confidentiality will be assured as far as information given is concerned. Finally, all information cited or used in the study would be duly acknowledged.

1.10 Organization of the Study

The study is organized in six chapters.

Chapter one provides the introduction to the study by giving the background information, the statement of the problem, the purpose of the study, objective of the study, scope of the study, theoretical framework, the significance of the study and ethical considerations.

Chapter two deals with the literature reviewed relevant to the study.

Chapter three describes the methodology of the study and measures that were adopted for data collection. This includes the research design, selection of the study setting, selection of subjects, population, sample size and technique, instrumentation, data collection and analysis of data.

Chapter four presents data analysis

Chapter five presents discussion of findings.

Chapter six provides summary of findings, conclusion and recommendations of the study

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is a review of relevant literature related to the topic under study. Literature review is described as a systematic means of collecting and synthesizing previous research works (Tranfield et al.,2003) that relate to a study. According to Snyder (2019) building research on an existing knowledge is the building block of all academic writings, irrespective of the discipline. The aim of a literature review is to learn from what have been written by other scholars and also to exhibit familiarity with the body of knowledge in relation to research writing. Literature review helps the researcher to establish how a current study is linked to previous studies by placing the research in context and also serves as the foundation for future research and knowledge development (Neuman, 2007). The literature related to this study was reviewed from of the context of the world and Africa in particular. This section of the review looks at:

- Concept of Information
- Online Information Resources
- Information Needs
- Online Information Needs of Faculty and Students
- Information Behaviour
- Information Seeking behaviour of Faculty and Students
- Online Information behaviour of Faculty and Students
- Online Searching and Retrieval Skills of Faculty and Students
- Evaluation of Online Information Resources by Faculty and Students
- Information Use during COVID-19 Pandemic

- Challenges Encountered by Faculty and Students in online Information Seeking

2.2 Concept of Information

There is no definite definition or theoretical concepts for the term “information” even though it has been defined in numerous ways over the years worldwide (Bate, 2010). The difficulty in defining it can be attributed to the notion of communication, control, education, form, perception, constraint, data, meaning and understanding (Case, 2012). Case and Given (2016) therefore asserted that “information is whatever appears significant to a human being, whether originating from an external environment or the internal(psychologically) world” (p.46). In the opinion of Kuhlthau et al. (2008) “the impact of information is what the user is interested in and what motivates the information seeking” (p. 68). Willson (2000) confirms that there is no particular definition on ideas of information due to its thought-provoking nature. Willson (2000) further explains that information usually appears in the form of books, journals and channels through which information can be disseminated. Mutshewa (2007) attributed the difficulty in trying to explain the concept of information to the fact that information has been studied by various disciples in diverse ways. Olarongbe et al. (2013) upholds information is an essential resource that equips an individual with power to make an informed decision. It is said to also have an impact on performance and productivity (Mabawonku, 2006).

Attafuah (2015) citing Alemna (2000) defines information as knowledge acquired on some facts such as statements of individuals or notions that have been accepted and formalised into our societal networks. Information therefore, is "whatever appears to be significant to a human being, whether originating from an external environment or an internal world"(Badu et al., 2007). In the opinion of the researcher, information can therefore be seen as a basic human need and therefore a critical factor for survival during the Covid19 pandemic.

2.3 Online Information Resources

Online resources are mostly documents and web pages that are accessible on the internet and world wide web that provides valuable information to satisfy a need. They are essential source of information of any institution and organization (Kumar, 2018). Online resource comes in many forms including online academic journals, online databases (such as full text databases, statistical databases, reference databases, online bibliographic database abstracting and indexing databases), online books, online institutional database, search engines, online dictionaries, online audio and visual resources, online magazines, online newspapers, online encyclopedias and directories (IFLA, 2012). In a study by Furi and Balog (2016), on the 'Information seeking behaviour in the digital environment,' it was realized that most of the respondents preferred to use search engines to retrieve information related to their academic work. Similarly, Dadaczynski et al. (2021) indicated search engines, social media, news portals and websites were the most used online information resource to seek information related to the COVID-19 pandemic. Singh et al. (2020) also confirmed a surge in social media and search engines used during the pandemic by online users for their personal information.

According to Millar (2021) ''online resources have made a whole revolution in education, not only because they are convenient and accessible, but because they make the entire process of teaching and learning memorable'' (p. 5). Gbaje (2007) states that online resources facilitate access to current and valuable information that aids in teaching, learning and research development. It is an important assert in higher education as it has rapidly transformed information access and management processes.

Shuling (2007) is of the opinion that online resources have gradually become an urgent need in every university library in this digital age. Amankwah (2014) identified some advantages of online resources such as "ease of accessibility, flexibility, real time delivery and largely remote access" (p.12). Similarly, Dadzie (2005) in a study highlighted some importance of online

resources to academics as; online information could be accessed by users irrespective of their geographical location and financial statues. They also save space, reduce damage or theft and are easily accessed since they are stored electronically.

2.4 Information Need

People's quest to seek for a particular information is triggered by their 'need' for that information. It is an inevitable drive that pushes people to seek information. These information needs are mostly influenced by the environment in which people find themselves such as homes, workplaces, schools, social or public spaces. According to Singh and Satija (2006), information need can be seen as "recognition that one's knowledge is inadequate to satisfy a goal" (p.27). The search for information begins when a person realizes that he or she lacks or have a shortfall in knowledge and therefore takes the necessary steps to bridge that knowledge gap (Case, 2012). It is also presented by Kuhlthau (2004), as

> an actual, but unexpressed need for information, or an ill-defined area of indecision which may be expressed in an ambiguous, rambling statement. Information need may start as a vague sort of dissatisfaction which is characterized by confusion and perplexing reaction to a vague new idea. This confusion increases and mounts until the person may be threatened by his or her lack of understanding (p.26).

In this regard, search queries presented by users must be straightforward and concise according to their specialization so that they can access the right information. Presenting unclear queries may result in gathering information that does not meet an individual's need. Miranda and Tarapanoff (2007) therefore suggest that in order to determine the information needs of users, one must ascertain how users formulate, express and select their queries in relation to their activities. In a study carried out by Nnadozie and Nnadozie (2008) on the information needs of faculty members in a private University in Nigeria, it was realised that materials on teaching and research, community services and information on health/social welfare, business and

economic affairs were some of the information needs identified. Bhatti (2009) asserts in a study on student information needs in the Islamia University of Bahawalpur that most respondents preferred journals, books, government documents, and reference sources for meeting their information needs. Similarly, Dango (2018) in a study on information behaviour of pregnant women attending antenatal in Tamale metropolis identified various information needs including giving birth to healthy babies, labour and save delivery, diet, medication and sex during pregnancy. Again, in a survey conducted by Khan et al. (2011) on information seeking behaviour of law practitioners, majority of the respondents stated the purposes for which they seek information were for case preparation, workshop presentation, administrative activities, personal needs and for research work. This gives an indication that information needs of people vary according to their specific situation.

2.5 Online Information Needs of Faculty and Students

According to Gunn (2003) as cited in Shiweda (2013) "there is an increasing reliance on the internet for information seeking in schools at different levels" (p.16). With regard to faculty and students in higher education, the use of the internet to search for information is mostly prompted by their academic activities such as examinations, research and assignments (Soyemi and Mojisola, 2015). Majyambere and Hoskins (2015) confirms that information needs of faculty and students include both academic and personal information needs in that it revolves around the learning process, research activities and their everyday life.

Westwood (2012) investigated the online information needs of university students in Canada. The study indicates that students need information resources such as e-books, films, e-language dictionaries, e-language encyclopedia and language websites for preparing for class presentations, writing assignments and to improve language skills.

Kankam (2017) wrote on internet-based information behaviour of high school learners in Ghana. The study sought to seek from the respondents the purposes for accessing online information on the internet. It was established that respondents access the internet for academic purposes such class assignment, information literacy skills, examination, research project and class test. The study further revealed that learners were accessing online information for personal purposes such as communication, entertainment, networking and socialization, news and general awareness. Similarly, Shiweda (2013) in a study confirms that learners search for information online for communication/ social networking and entertainment. Also, Nnkomo (2009) in a study recognized that the main purposes for which students and staff used the web was for research, studies, teaching and communication. it was also revealed that students and staff also used the web for other purposes aside academic such as searching for employment, banking or making travel and hotel reservations. The study further revealed that students and staff spent one hour to two hours on a day searching for information on the web.

Kumar (2010) in a study on internet use by teachers and students also, identified networking, research, communication, entertainment and general awareness as some the purposes that compel teachers and students to seek information on the internet. Kumar's (2010) further revealed that teachers use internet resources forth nightly whereas students use them daily.

2.6 Information Behaviour

Stilwell (2010), states information behaviour as "a broad term that covers information needs, information-seeking behavior, information searching and information use" (p.3). Information behaviour is presently the preferred term used to define the various ways in which individual seek and utilize information. In library and information science, information behaviour is used as a term to refer to a sub- discipline that engages in a wide range of research conducted to understand human relationship to information (Bate, 2010). Bate (2010) did an extensive

review on the concept of information behaviour as it has been used in information science literature and discovered that over the years, several terms have been used to describe the human interaction with information such as "use studies", "information seeking and gathering", studies of "information needs and uses". Later on, "information seeking research" was used to include all sorts of scholarship on user's interaction with information. Few years ago, other researchers have revealed that the terminology "information seeking" only described the obvious ways to discover information. In the 1990s, the term "information behaviour" came to replace "information seeking". Meanwhile, some scholars saw this idea as a deception and fought against it because they were of the view that information does not "behave" which did not hold. Therefore, the term information behaviour remains the most widely used terminology to date.

Information behaviour can be seen as essential human activities which includes the need for information and how people seek or go about looking for information when the need arises (Pettigrew et al., 2001). The term information behaviour was originally coined by Wilson (2000) as: "the totality of human behaviour in relation to the sources and channel of information including both active and passive information seeking and information use" (p.49).

To understand the information behaviour of faculty and students there is the need to first understand factors that influence their information behaviour. According to Afshari et al. (2009) factors that affect teacher information behaviour regarding the use of ICT as an instructional delivery system were categorized into non-manipulative and manipulative school and teacher factors. The non- manipulative are age, teaching skills and computer skills of the teacher and availability of external support for schools. The non manipulative factors according to Afshari et al. (2009) are factors that cannot be influenced by the school. Manipulative factors on the other hand, refers to the attitudes of the teachers towards teaching and ICT, ICT knowledge and expertise of teachers and availability of ICT support. Similarly, Urquhart and

Rowley (2007) identified factors that influence students' information behaviour regarding the use of electronic or information resources to support learning. Urquhart and Rowley (2007) grouped these factors into micro and macro factors. The micro factors are information literacy, academics' information behavior, search strategies, discipline and curriculum, support and training, and pedagogy". While the macro factors are "information resource design, information and learning technology infrastructure, availability and constraints to access, policies and funding, and organizational leadership and culture" (p. 1188). These factors identified by Urquhart and Rowley (2007) affect the way information is sought and used by faculty and students and so for one to able to understand the information behaviour of a user these factors must be taken into consideration.

2.7 Information Seeking behaviour of Faculty and Students

Jarvelin and Ingwersen (2009) states that information seeking behaviour is showcased in the act of acquiring information from knowledge sources" (p.14).

Information seeking behaviour it is the process where by people search for and use information to complete a given task. It is also said to be a cognitive process that is part learning and problem solving (Kaushik, 2011). Marchionini and white (2007) describe information seeking behaviour as a special case of problem solving that includes recognizing and interpreting the information problem, establishing a plan of search, conducting the search, evaluate evaluating the results and if necessary, iterating through the process again. Faculty and students seek current information from several resources such as journals, electronic media dictionaries and encyclopedias. A number of studies have been conducted on information seeking behaviour of faculty and students globally. Singh and Kumari (2013) conducted a study on information seeking behaviour of faculty members and students from higher learning institutions in India revealed that majority of faculty members representing 40% visit the library daily and 33.3% of students visit the library 2 to 3 times in a week. Again 50% of faculty members stated that

the purposes for which they sought for information was for research work and 50.6% of students also indicated that their purpose for seeking information was for preparing notes.

A study conducted in India to examine information seeking behaviour at Kuwait University by Al-Muomen et al. (2012) shows that majority of the respondents searched for information to do their course work, write term paper, and for comprehensive assignments. The respondents also stated colleagues and lecturers as their sources of help when confronted with any challenges with regards to searching for information. Fasola and Olabode (2013) also examined the information seeking behaviour of university students in Nigeria. The study shows that majority of the students seek information for academic purposes, current affair and industrial attachment. Internet sources, library, and personal collection were some of their sources of acquiring information.

Opare-Ababio (2011) looked at the information needs and seeking of undergraduate students in Ghana. It was realized from the study that majority of students visit the library daily followed by weekly and monthly respectfully. Again, most students indicated that they were partly satisfied with the source of information available to them. The students also stated they needed information for course work, assignment and information to prepare for examination as some of their needs for information. They indicated lecture notes and handout, textbooks, internet sources, library, as some of the sources from which they access information.

2.8 Online Information behaviour of Faculty and Students

Huang et al. (2007), explains online information behaviour as all engagements involving the internet to seek, evaluate, retrieve and use information. This involves the surfing of information online with the aim of getting an answer to a question. It can also be defined as an active process of obtaining information from the internet (Esew et al., 2014). This definition according to Esew et al. (2014) stems from the perception that any form of activity a person engages in on

the internet constitutes information behaviour. Purcell, et al. (2012) carried out a study to investigate "how teens conduct research in the digital world''. The study was conducted to explore the views of teachers on the ways today's ever evolving digital environment is affecting the research and writing habits of students in high and middle schools. Most of the teachers who took part in the study stated that the internet and digital search tools had a positive impact on their students' research habits. It was positive in that; the best students were able access wide range of information on topics that interest them and as a result become more self-reliant researchers. However, some teachers according to the study worry about their students' overreliance on search engines and the difficulty most students have judging the quality of online information. Overall, a great majority of the teachers asserted that to teach students how to evaluate the quality of online information should be a top priority in today's classroom.

Eynon and Malmberg (2012) conducted a study in the UK on understanding the online information seeking behaviour of young people: the role of networks of support. In the study the researchers examined the various ways in which parents, friends and schools (what they have termed networks support) effect students online information behaviour. It was concluded that, young people who had better support from friends engaged in technology were more likely to engage in online information seeking and also the use of the internet by young people to seek information provided additional possibilities for them with regards to the information sources available to them.

Flaxbart (2010) carried out a study at the University of Taxes to investigate faculty members from the Department of Chemistry and Biology's information seeking behaviour, their preferred resource and their view on the shift from print to electronic resources. From the study it was realised that faculty members had information searching skills and were able to formulate their search queries. They also preferred online resources over print collections since the online resources offer more information and could be accessed anywhere in less time.

Beilstein and SciFineder Scholar were the most used electronic resource by the faculty members because of their powerful search capabilities in supporting topical and keyword searches.

In Pakistan, Malik and Mahmood (2009) conducted a study on web search behaviour of university students using University of the Punjab as a case study. The study concludes that majority of students search the web for their academic task. The researchers are of the view that the finding nullifies the general perception regarding wrong use of the web by students.

A study of faculty members' pattern of internet use at the Kuwait University's found that faculty members used the internet for research, publication and communication. Slow internet speed, lack of internet access off campus and lack of time were some of the problems identified in the study (Ansari, 2006).

According to Ekwelem et al. (2009) in a study carried out to determine how faculty use electronic resources in Nigeria, it was revealed that most faculty members preferred to use the internet as a means to access electronic resources. The office was identified as the highest internet access point followed by the library. Some constrains that affected faculty's access to electronic resources identified in the study were interruption in power supply and low bandwidth. Tezer and Yildiz (2017) revealed in their study to determine the frequency of internet, social network and mobile devices use among students that majority of respondents use the internet every day. The study also revealed that most of the students stay connected to the internet 1 hour to 2 hours every day.

In another study undertaken to investigate the use of electronic resources among academics at the University of Karachi in Pakistan by Ansari and Zuberi (2010). Majority of the faculty members had the skills to search for and retrieve information online. They also preferred electronic resources over print based on the fact that they considered electronic resource as

reliable. The main purpose for which faculty used electronic resources was to enhance their knowledge and for preparing lecture notes. Some challenges noted by the participants were limited knowledge of electronic resources available in the library, internet speed and reliability.

Shiweda (2013) also investigated Web-based information behaviour of high school learners in Shana Region in Namibia. The study was limited to grade 12 learners of Mweshipandeka High School and Gabriel Taapopi Senior Secondary School. The findings revealed that learners Web- searching skills were inadequate, and they also lack information evaluation skills. The author attributed these challenges to poor training in schools.

In a study conducted by Nnkomo et al. (2011) entitled: ‘‘Web information seeking behaviour of students and staff in rural and urban based universities in South Africa: A comparison analysis” the finding shows that people in academia have come to rely on the Web as a platform for seeking information. The study identified information for teaching/ research, communication, self-development, examinations, information for funding, information for class tests, news and general awareness as some of the information faculty and students retrieve on the web. It was also discovered that although most people in academia were familiar with the web they had difficulties using it to achieve the desired results. Several challenges, such as connectivity problems, lack of web searching and retrieval skills were identified.

Ge (2010) also indicated in his study on academic researchers’ information behavior in the digital age that online information resources played a vital role in researcher’s information seeking pursuits. The study revealed that the web, e-journals and databases, e-mails and online catalogs were the most used electronic information resources by academic researchers.

2.9 Online Searching and Retrieval Skills of Faculty and Students

The advent of the internet has offered numerous volumes of information which enables faculty and students access to current information to satisfy their information needs (Tsai and Liu

2015). It is said to be an essential tool of the teaching and learning process for both faculty and students as it provides them with much avenue to access information and communicate (Andersson, 2006). But in order for faculty and students to search and retrieve the required information online, they must possess certain skills (Olorunfemi and Mostert, 2012).

As asserted by Wu and Tsai (2005)

> The search and selection process of information online requires the development of certain skills in order for the individual to know where to go, how to get there in the shortest way and how to interpret the several forms in which information is presented to achieve and construct knowledge (p. 374).

However, users are faced with the challenge of using the various skills that now exist for the location, retrieval, usage and distribution of information online (Sales et al. 2016). It has been established that users apply skills that are inconsistent when searching for information online and as such prevents them from benefitting from the internet effectively and integrating internet facilities into instructional activities (Kroustallaki et al., 2015; Kabakei et al., 2010). For example, most faculty and students fail to use proper keywords when searching for information online (Dalal et al., 2015). According to Kroustallaki et al. (2015) this challenge stems from the fact that faculty and students frequently "encounter difficulty in specifying appropriate keyword terms and use" (P.157).

In a study conducted by Kabakci et al. (2010) in which opinions of 21 teachers on the use of internet searching strategies in an elementary school were sought in Turkey, it was realized that search strategy adopted by teachers at the beginning of searching process was keyword search. The study further revealed that 19(91%) of the teachers indicated that they needed training on internet searching skills and strategies as these skills and strategies would better equip them retrieve the right information. The study concluded that elementary school teachers mostly preferred search engines, with Google being the most popular one to search for information on the internet. Nkomo (2009) asserts that students and staff of the university of

Zululand and the Durban university of Technology are "poorly equipped in their ability to use web technologies for information seeking activities" (p.85) because they have no formal internet/web training. Again, Nnkomo (2009) in a quest to find out what measures students and staff take when searching for information online, it was realized that students and staff did not "follow a clearly determined pattern or steps, but rather meandered from one step to the next" (p.124).

According to Julien and Baker (2009) students "see Google as being 'the' internet and they use these two terms interchangeably, seeing them to be one and the same thing". In a study by Dempsey and Valenti (2016) it was revealed that a great number of students did not employ the use of quotation marks when using searching tools such as Boolean operators when searching for information on the internet. It is therefore imperative for faculty and students to acquire adequate knowledge and capabilities to search and retrieve the required information from online resources available (Singh and Mahapatra, 2016).

2.10 Evaluation of Online Information Resources by Faculty and Students

Evaluating online information resources is a vital aspect of any research process. It is difficult today to determine whether an online resource is authentic or not. This is because anyone can create and put any content online (Kaushik, 2013). Evidence suggests that most of the information resources online are not authentic (Kankam, 2017) and therefore it is important that faculty and students are able to evaluate the authenticity of all information resources found online. According to Moskina (2013) some online information resources are of poor quality and also tend to be misleading. Sales et al. (2016) attest the internet as boundless and democratic as it offers enormous amount of information therefore information retrieved from the internet needs to be carefully evaluated for its authenticity and reliability.

In a study by Pwadura et al. (2017) on the benefits of information literacy workshops to academic staff of University of Development Studies, Navrongo campus in Ghana. It was revealed that academic staff are able to evaluate online information resources as a result of effective information literacy workshops and seminars progarmmes organized by the library. In another study conducted by Okiki and Mabawonku (2013) it was realized that academics possessed high information literacy skills needed to access the quality of information resources online. This according to the study has significantly influenced their research and teaching strategy. Okiki and Mabawonku (2013) however recommended continuous training of academic staff on information literacy skills acquisition in order equip academic staff with the skills to access the quality of online information resources in order to survive in the changing age of information explosion.

However, accessing the quality of information resources have been found to be problematic among students. Gauducheau (2016) asserts that students "tend to have a rather vague idea of the criteria on which information seeking should be based" (p. 44). According to Lorenzen (2005) "students mistakenly put too much trust in the information found on an indexed webpage (p.161) for example, most students felt that any information found on a website was authentic and reliable once that website was indexed by search engines such as Yahoo!. Lorenzen (2005) states that "websites are never checked for accuracy or quality by search engines. While Yahoo! in particular was trusted by students, it does not evaluate sites for quality" (p. 161). In a study conducted by Kankam (2017) it was revealed that majority of students were not applying the right criteria in evaluating online resources. This according to the study was because students were not introduced to evaluation criteria in school and thus created a gap in their evaluation competencies. The researcher recommended that high schools in Ghana include in their ICT syllabus, evaluation of information resources and the application of resource evaluation criteria to help develop and improve resource competencies of students.

Kim and Hannafin (2016) affirms that information evaluation skills in many college progarmmes is improperly addressed or taken for granted hence students' inability to evaluate the online information resources.

A study by Lucassen et al. (2013) found that students "utilize a lot less surface features in their evaluations, which means they did not notice the differences in quality" (p.254). The study further brought to bare the fact that students were not able to evaluate information resources found on the web as a result of their limited information literacy competencies.

2.11 Information Use during COVID-19 Pandemic

In the opinion of Wilson (2000), information use consists of the psychological acts and physical that involves information found in the person's existing knowledge. Various researchers are of the view that users gather and use the information to clear their doubts on most issues. Thus, the provision of more quality information results in fewer uncertainties a position that confirms Ocloo's (2020) statement that information "has been described as power". The reason has been that it "gives the bearer or receiver knowledge to act to improve upon a situation or develop strategies to cope with situations in instances where solutions do not emerge immediately" (para. 1). The emergence of COVID-19 created a lot of uncertainties as it affected all spheres of life. Organizations, industries and the general public needed information to better understand the nature of the virus, how to possibly prevent its spread and also go about their day-to-day activities. As most countries went under lockdown, people were forced to adopt strategies to survive the pandemic. In institutions of higher learning, students had to rely heavily on digital platforms such as google meet, zoom, Sakai, canvas and moodle in order to interact and share information with their lecturers and colleagues. They also sought the use of search engines (e.g. Yahoo, Google, Microsoft explorer), e-books, e-journals and other online resources to search and retrieve information online for their research, projects work, assignments and examination (De' et al., 2020).

For instance, it has been observed by World Economic Forum (2021) "students in Hong Kong started remote learning via interactive applications (apps)" such as Explain everything, Mural, Wikispace, Google tour creator and Socrative. While over "110 million Chinese students also got access to learning materials through live television broadcasts" (para.5).

According to Ifijeh (2020), Nigerian universities changed their teaching methods from traditional to online teaching during the pandemic and also provided online resources such as e-databases, e-books and e-journals to support teaching, research and learning online.

In a study by Olaimat et al. (2021) among undergraduates and postgraduate students from some selected private and public universities in Jordan on their knowledge about the COVID-19 and information resources used during the pandemic, it was revealed that the majority of the undergraduate students used the internet and social media while websites and e-journals were the most information resources used by graduate students during the pandemic.

Also, Dadaczynski et al. (2021) in a cross-section study to investigate 'university students' digital health literacy and web-based information-seeking behaviors during the early stages of the COVID-19 pandemic', found out that online information resources that were most often used by students for COVID-19 and other health-related information were search engines, social media, news portals and websites. The study further revealed that students mostly have problems searching for information online because they lack certain abilities to search for and evaluate information. Nguyen et al. (2020), in a survey on people's digital communication during the pandemic observed a vast increase in the respondents' digital communication as the lockdown was enforced. According to the survey, the respondents saw an increase of 20% in their communication through social media (21%,) video calls (27%) and emails (42%) during the COVID-19 pandemic.

Furthermore, in a study conducted by Vogels et al. (2020) in America among adults, it was realized that the majority indicated that "the internet has been essential for them during the pandemic" (p.1) as it has become a vital link to their love ones and the things they need. Again, also in business, "the pandemic accelerated digital transformations in unprecedented and unforeseen ways. Digital solutions helped people and businesses to continue some economic and social activities remotely" (UNCTAD, 2021, para. 2). Most people also employed use of social media to communicate and connect with families and friends during the pandemic (Mitchell, 2020).

Additionally, Jahan et al. (2021) in a study on how the COVID-19 pandemic has impacted internet use, revealed that students and teachers' daily internet use times increase from 2 hours to 3 hours to more than 5 hours during the COVID- 19 Pandemic. The study further identified some online activities that students and teachers engaged in during the pandemic as educational activities, chatting/ texting, online gaming, social media browsing, watching/streaming videos/films, and online shopping. Similarly, an annual survey carried out by Ofcom (2020) found that adults and children in the UK saw their time spent online increase during the pandemic with adults spending an average of three hours and 47 minutes and children spending 3 hours and 48 minutes online each day.

2.12 Challenges Encountered by Faculty and students in Online Information Seeking

Faculty and students are confronted with several challenges in online information seeking. In a study by Mostofa (2013) on Information needs and seeking behaviour of faculty members of Darul Ihsan University in Bangladesh, identified cost of data, lack of time for searching for online information, inability to locate sources and wrong use of key words as some of the problems faculty members face while seeking information online.

Malik and Mahmood (2009) investigated web search behaviour of university students of the university of Punjab. The study showed that students faced the difficulty in locating relevant information, problem with too much information and slow internet speed.

Another research conducted by Nnkomo et al. (2011) on web information seeking behaviour of students and staff in rural and urban based universities in South Africa identified challenges, such as connectivity problems, lack of web searching and retrieval skills. Gillies and Terwel (2008) also revealed that teachers have challenges in terms of retrieving and using information online, and lack the necessary skills for information processing.

In a study by Shiweda (2013) on Web-based information behaviour of high school learners in Namibia, the respondents were asked to state the problems they encounter while searching for information on the web. It was evident form the study that lack of time to search for online information was the number one challenge, followed by slow internet speed and inadequate resources.

Similar problems were identified by Nkomo (2009) including slow internet speed, access restrictions, web filtering and censoring, inadequate facilities, lack of evaluation and searching skills, inability to reference internet sources and information overflow. Lallimo et al. (2004) asserted that some challenges that students and stuff face when searching for information on the web are technical and information illiteracy, poorly developed search strategies, poor utilization of information and misinterpretation of information.

2.13 Summary of Literature

This chapter reviewed works of various authors contributions on information behaviour. It emerged from the literature that today's online experience has changed the information seeking activities of users with the internet being one of the newest reforms to impact on education since web searching has become one of the most active information tasks (Nkomo et al. 2011).

The online information needs of faculty and students were mostly for academic purposes such as examinations, research, assignment and class test (Kamkam, 2017; Majyambere and Hoskins, 2015; Soyemi and Mojisola, 2015; Westwood, 2012).

Also, the literature established that the emergence of the COVID-19 pandemic created a lot of uncertainties as it affected all spheres of human life. For instance, students in higher education had to rely on digital platforms such as Zoom, Sakai and Google Meet to communicate with lecturers and colleagues during the pandemic (De' et al., 2020). In addition, the pandemic increased the time spent online by students and faculty (Jahan et al., 2021). Further, the literature identified that some online activities students and faculty engaged in during the pandemic were educational activities, chatting/texting, social media browsing and online shopping (Jahan et al., 2021).

The literature highlighted some challenges faculty and students encounter when seeking information online including lack of time for searching information, inability to locate sources and wrong use of key words, problem with too much information, slow internet speed, inadequate resources, connectivity problems, lack of web searching and retrieval skills (Mostofa, 2013; Shiweda, 2013; Nkomo et al., 2011; Malik and Mahmood 2009).

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes the methodology that was employed to investigate the online information behaviour of faculty and students of the National Film and Television Institute during the COVID -19 pandemic. This chapter outlines, the research design, population of the study, data collection instrument, pre-testing, data collection procedures and data analysis. According to Taylor and DeVault (2016), methodology, in social sciences, is regarded as how research is conducted. It is also used as a term in reference to the way we seek answers to a problem. In this regard research methodology is a systematic approach which is employed in a particular area of study in attaining a desired objective (Mishra and Alok, 2017).

3.2 Research Approach

According to Creswell and Creswell (2018) a research approach is "the plan and procedure for research that span the steps from broad assumptions to detailed methods of data collection, analysis and interpretation" (p.40) and can be "classified as qualitative, quantitative research or mixed method" (Eyisi, 2016, p.92). Qualitative research according Creswell (2014 p.183) is "concerned with exploring and understanding the meaning that people put to a certain social or human problem". It is defined as "a method of inquiry employed in many different academic disciplines, traditionally in the social science but also in the market research and further contexts" (Denzin and Lincoln 2005, p. 235). It is mostly limited to individual or small group studies as oppose to other approaches (Ngulube, 2005). The purpose of a qualitative research is to describe and understand a phenomenon from the point of view of the respondent. Qualitative research allows creativity and flexibility as there is no rigid structure to follow.

Quantitative research "is an approach for testing objective theories by examining the relationship among variables" (Creswell, 2014 p.183). It is defined as the "process of collecting and analysing numerical data" (Bhandari, 2021, para.1). The main purpose of quantitative research "is the quantification of the data" (Chetty, 2016, para.1). According to Curtis and Curtis (2011), quantitative research has a high reliability rate as it enables research to be replicated and results can easily be generalized. It also makes use of numerical data as a tool for saving time and resources (Cohen et al., 2011). Again, Quantitative research is said to be "specific, well structured, has been tested for its validity and can be explicitly defined and recognised" (Kumar, 2011, p.103). Table 1 below provides a summary of the difference between quantitative and qualitative research approaches.

Table 1. Quantitative research verse Qualitative research

Quantitative Research	Qualitative Research
Test hypothesis that the researcher begins with.	Capture and discover meaning once the researcher becomes immersed in the data.
Concepts are in the form of distinct variables.	Concepts are in the form of themes, motifs, generalization and taxonomies
Measures are systematically created before data collection and are standardized.	Measures are created in an ad hoc manner and are often specific to the individual setting or researcher.
Data are in the form of numbers from precise measurements.	Data are in the form of words and images from documents, observations and transcripts.
Theory is largely causal and often deductive.	Theory can be causal or noncausal and is often inductive.
Procedures are standard and replications is assumed.	Research procedures are particular and replication is very rare.
Analysis proceeds by using statistics, tables or chats and discussing how what they show relates to hypotheses.	Analysis proceeds by extracting themes or generalization from evidence and organizing data to present a coherent and consistent picture.

Source: Neuman (2015)

The mixed methods approach, as its name suggests, is "the combination of qualitative and quantitative approaches to research" (Bazeley, 2004, p.14). It is the most suitable approach to employ if a study requires both qualitative and quantitative data to address its research problem, or if it seeks "to maintain the strengths and ameliorate the weaknesses in both designs" (Caruth, 2013, p.113). Caruth (2013) further states) that mixed methods approach "presents a more enhanced insight into the research problem(s) and question(s) using one of the methods independently" (p.113).

For this study a quantitative approach was deemed the best option to ensure that the researcher attains an in-depth knowledge and understanding of faculty and students' online information behaviour during the COVID-19 pandemic. Also, considering the size of the population for the study, the said approach was considered the best time and resource saving tool for the researcher (Cohen et al., 2011).

3.3 Research Design

A research design is a blueprint of a study. It decides the outcome of the study by communicating information about important features of the study (Harwell, 2011). According to Pickard (2013) research design provide a distinct statement of the research methodology and the basis for it. Leedy and Ormrod (2014) define a research design as "a general strategy for solving research problem" (p.76). It constitutes the outline for the collection, methodology, measurement, and analysis of data as well as decisions about the problem under study (Hofstee, 2006). Consequently, "the research design actually shapes and guides the decisions in all aspects of the study'' (Nel, 2015, p.74). Politet et al. (2001) view a research design as the blueprint of the researcher "for answering the research question or testing the research hypothesis" (p.167). It therefore aids the researcher in answering research questions for a study objectively.

There are various types of research designs a researcher can employ to obtain data for a study. These includes surveys, experiments, content analysis, case study and ethnography (Shiweda, 2013). However, according to Salehi and Golafshani (2010) selecting a research design depends on the "objectives of the study and the questions of the research" (p.188).

Considering the fact that this study sets out to investigate online information behaviour of faculty and students during a pandemic, the researcher found it relevant to employ the best research method that would provide directions in a real-life situation and also elicit the required information from the respondents. To accomplish this, a survey method with a quantitative approach was adopted for this study.

3.3.1 Survey Research Method

Survey research according to Creswell and Creswell (2018), "provides a quantitative or numeric description of trends, attitudes or opinions of a population by studying a sample of that population" (p.49). It is a method that involves the systematic collecting of information /data from a predefined group of respondents in order gain to insight into a topic of interest (Shiweda, 2013). Survey research is among the most popular research techniques used in social sciences because it is carried out in natural setting, responses are obtained directly from the respondents, establishes relationship between variables and data can be collected from a large population that could not be done easily through other methods (McNeill, 2010). According to Osuala (2013), survey research studies both small and large populations and it is a relatively inexpensive mode of data collection. Survey research is also a quicker mode of data collection that provides access to a large number of respondents and ensures validity by using methods and setting of the study of the real-life situation under investigation (Mathiyazhagan and Nandan, 2010).

Survey research according to Fowler (2013), however lack depth as questions are standardized hence making it difficult to ask anything other than general questions that respondents will

understand. Also, survey research can easily yield misleading results as data collected "is only about what a person or organization says. What a person says according to Neuman (2014) sometimes may differ from what he or she truly thinks (p.193)".

Despite these drawbacks, the survey research method remains the most suitable method for this study because it is fast and relatively cheap for the researcher to administer. Also because of the large number of the population involved survey research is appropriate as data can be collected from a large population easily than the other methods of data collection.

3.4 Selection of subjects

3.4.1 Population

Gravetter and Forzano (2006) describe population as the entire individuals of interest to a researcher. Although, the entire population usually does not participate in a research study, the results from the study are generalized to the entire population. According to Babbie (2011) population is the "theoretically specified aggregation of study elements" (p.175). The target population of the study comprised faculty and students of the National Film and Television Institute. The total population for the faculty and students is three hundred and seventeen (317) as provided in Table 2. The study employed census as the entire population was used for the study.

Table 2: Population of the Study

Population	**Population size**
Faculty	33
Students	
Level 100	96
Level 200	68
Level 300	61
Level 400	59
Total	**317**

Source: Field data (2021)

3.5 Instrumentation

3.5.1 Data Collection Instrument

The whole process of data collection is referred to as instrumentation. It involves the design of the instrument, the processes and circumstances under which the instrument is administered. Connaway and Powell (2010), asserts that the validity and reliability of any research work lies solely on the suitability of the instrument used. Based on this assertion, it was therefore prudent to rely on a valid and reliable instrument for this study. According to Fraenkel and Wallen (2006), numerous questions arise such as where, when, how and who will be collecting the data. Some known data collection instruments are interview, observation, questionnaire and focus group discussion.

The study used questionnaire as its data collection instrument. Two sets of questionnaires were developed, one for faculty and the other for students. Questionnaire has several advantages over the other research instruments. Firstly, questionnaire allows large amounts of information to be collected from a large number of people within the shortest possible time and in a

relatively cost-effective way. Also, results of the questionnaire can be quantified quickly and easily through the use of a software package. It is again an inexpensive way to collect data and data is easily expressed in numerical form (Creasey, 2005). Finally, the questionnaire also "permits more considered answers" as compared to other instruments such as interview where if a "respondent does not have information, he or she may still give an answer rather than admit his or her ignorance" (Osuala, 2013, p. 273).

However, the questionnaire according to Nkomo (2009) "often have a low response rate, some questions may be left unanswered, and its inflexible nature leaves no room to follow up or probe reactions and seek clarification on ambiguous or unclear areas'' (p.47). Regardless of its weakness, the questionnaire was considered the most appropriate for the purpose of this study than the others. Most of the questionnaire items provided five 5-point Likert responses labelled "Always", "Often", "Seldom,", "Sometimes" and "Never". The questionnaire for this study comprised mainly closed- ended questions and a few open-ended questions at the end of each questionnaire. The closed-ended questions make it easier to analyse the data, form a conclusion and provide consistency of responses while the open-ended questions allow room for infinite number of possible answers from the respondents and that makes it possible to better understand how respondents think (Babbie, 2014). The questionnaire consisted of the following parts:

1. Section A - Demographic information
2. Section B - Online information need before and during the pandemic
3. Section C - Online information resources
4. Section D - Online searching/retrieval skills
5. Section E - Evaluation of online information resources
6. Section F- Benefits of online information during pandemic
7. Section G - Challenges affecting faculty information seeking

3.5.2 Pre-Testing

According to Kumar (2005) "it is important that questions are clear and easy to understand in research" (p.126). Pre-testing helps the researcher to test the reliability and validity of the instrument used in the study (Barribeau et al., 2012). Anaman, (2017) defines reliability as "the degree of consistency or accuracy with which an instrument measures the attribute it is designed to measure". Validity, on the other hand refers to "the degree to which an instrument measures what it is supposed to be measuring" (p.41). Pre-testing helps the researcher to identify potential errors in the research instrument so that the necessary action is taken to rectify the errors immediately. The instrument for the study was pre-tested at Ghana Institute of Journalism with 10 faculty members and 15 students as subjects. A total of 25 copies of questionnaire were administered. No challenges were experienced by both faculty and students and so no changes were effected in the questionnaire.

3.5.3 Reliability and Validity of instruments

Reliability and validity are "central issues in all measurement. Both concerns how you connect concrete measures to abstract constructs" (Neuman, 2014 p.147). Reliability and validity help to establish the credibility and believability of findings.

Babbie (2014) defines reliability as the "quality of measurement methods that suggests that the same data would have been collected each time in repeated observations of the same phenomenon" (p.152). According to Fink (2010) a data collection method without any measurement of error is said to be reliable. Validity refers to "the degree to which an instrument measures what it is supposed to be measuring" (Anaman, 2017, p.41) Regarding the reliability and validity of instrument used in this study. A pre-test was carried out on 10 faculty members and 15 students at the Ghana Institute of Journalism. Respondents were asked make suggestion if any to enable the researcher improve upon the questionnaire. The respondents however were

able to complete the questionnaire without any difficulty and so no changes were made to the questionnaire. As noted by Neuman (2014), the best way to ensure the reliability and validity of a research instrument is through per-testing.

3.6 Data Collection Procedure

The researcher distributed the questionnaire to faculty and students on the premises of National Film and Television Institute. With the help of the various heads of department and class representatives, the researcher was able to share the questionnaire among faculty and students correspondingly. Questionnaire for faculty and students were collected the next day by the researcher at the various departments and the Institutes' reception respectively. Out of the total of 317 questionnaires administered, 260 questionnaires were completed and returned representing an 81.5% response rate.

3.7 Analysis and Presentation of Data

According to Johnson (2021) "date analysis is defined as a process of cleaning, transforming, and modeling data to discover useful information. Its purpose is to extract relevant information from data and taking the decision based upon the data analysis''(para.1). The data collected for this study was analyzed using IBM SPSS. It is an application software package designed for statistical analysis and data management. IBM SPSS was chosen for data analysis for this study because it has the capability of handling large amount of data and it is also easy to use.

All responses were coded for easy identification and retrieval when necessary. Responses were then captured and analysed and results presented in descriptive statistics such as frequency tables, bar and pie charts. The results are presented and discussed in the next chapter.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF FINDINGS

4.1 Introduction

This chapter presents the analysis and findings of the data collected using a self-administered questionnaire from faculty and students of the National Film and Television Institute to investigate their online information behaviour during the COVID-19 pandemic. In all, a total of 317 copies of the questionnaire were administered to 33 faculty members and 284 students. Out of the total number of 317 copies of the questionnaire administered, 29 and 231 were returned by faculty and students respectively giving a total of 260. A response rate of 81.5% was thus achieved. A response rate of at least 65% according to Babbie (2012) is considered good for credible research. Results of responses from the faculty's questionnaire are presented first followed by that of the students.

4.2 Result of responses from faculty

4.3 Demographic information

4.3.1 Gender of respondents

Respondents were asked to indicate their gender. As presented in Figure 2 below, out of the total of 29 faculty respondents, 20 (69.0%) were males while 9 (31.0%) were females. This means that majority of the respondents were males.

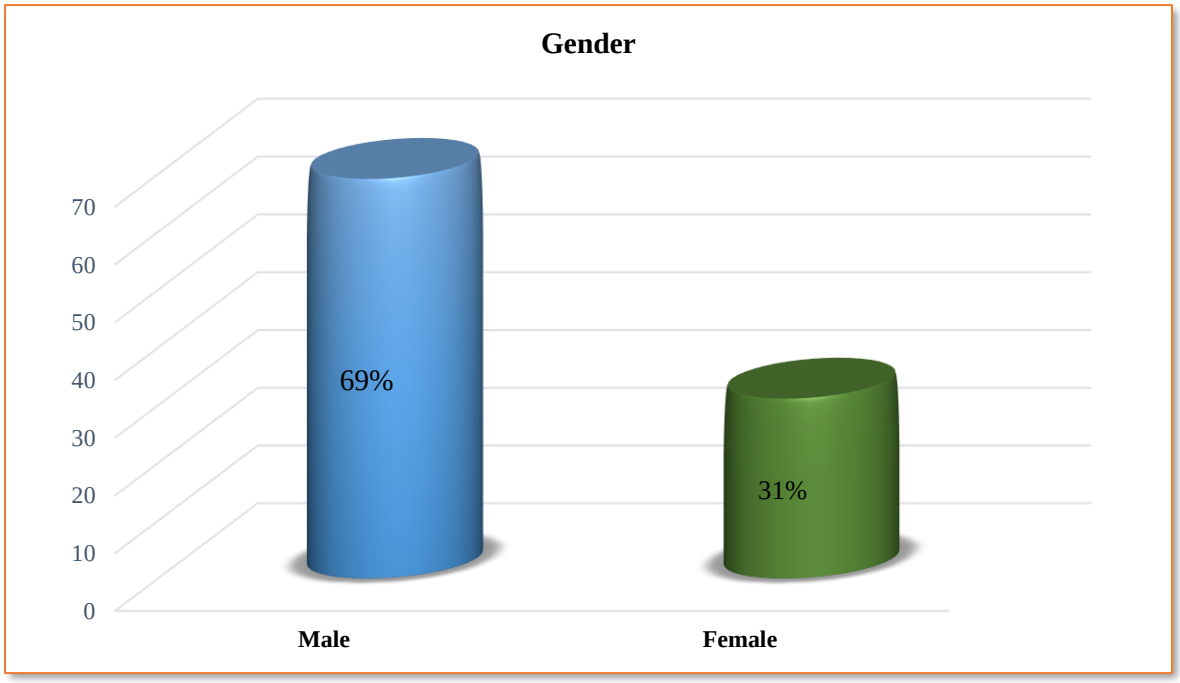

Figure 2. Gender of Respondents

Source: Field Survey (2021)

4.3.2 Age of respondents

Figure 3 below depicts the age distribution of respondents. Out of the 29 respondents, 12 (41.1%) were between the ages 30 to 39 and 12 (41.1%) were between 40 to 49 while 5 (17.2%) were between the ages of 50 to 59 years. None of the respondents was in the range of 60 and above.

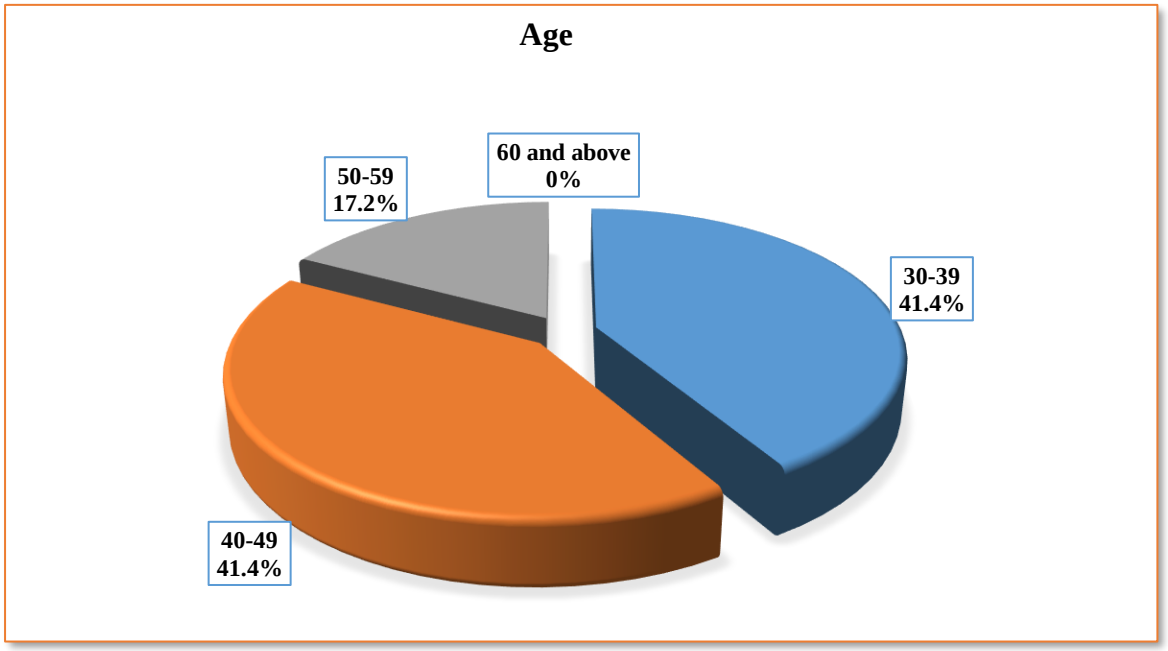

Figure 3. Age of Respondents

Source: Field Survey (2021)

4.3.3 Department

As illustrated in Figure 4, 12 (41.4%) of the respondents were from Film Artistic Department, 8 (27.6%) of the respondents were from Film Techniques Department, 5 (17.2%) of the respondents were from Broadcast Journalism Department and 4 (13.8%) of the respondents were from Multimedia Department.

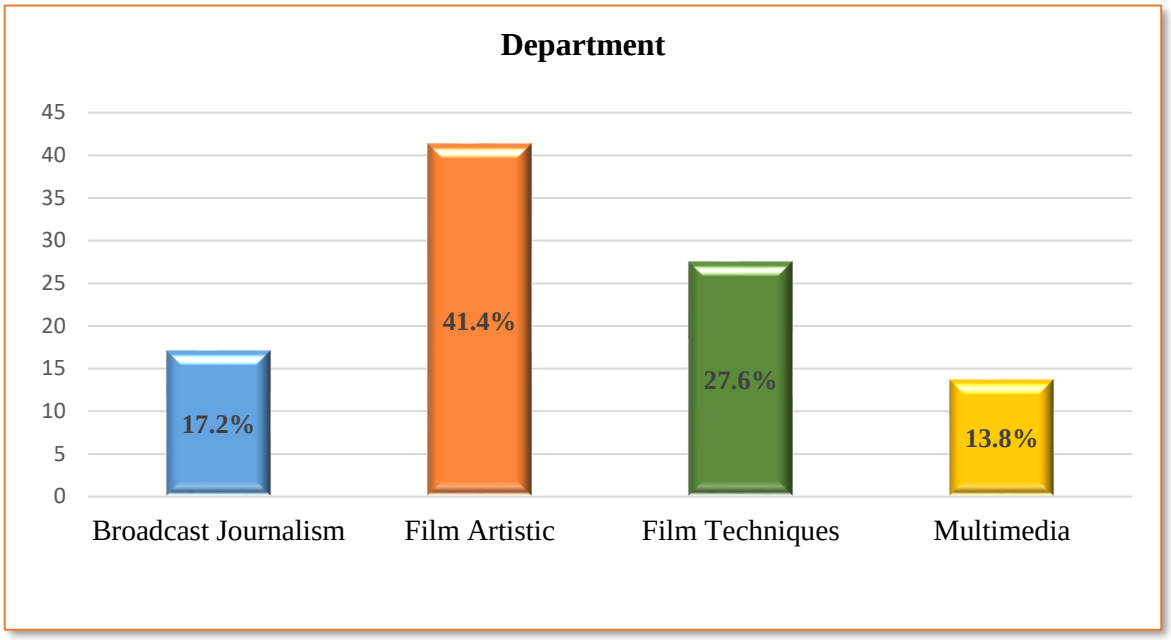

Figure 4. Department of faculty members

Source: Field Survey (2021)

4.3.4 Rank/Position/designation

Table 3 below presents the rank/ position/designation of the respondents. It was revealed that 13(44.8%) of the respondents were Assistant Lecturers, 7 (24.1%) were Lecturers and 4 (13.8%) were Senior Lecturers., There were also 3 (10.3%) Tutors and 2 (6.9%) Teaching Assistants.

Table 3. Rank/position/designation of faculty members

Rank/position/designation	Frequency	Percentage
Assistant Lecturer	13	44.8
Lecturer	7	24.1
Senior Lecturer	4	13.8
Tutor	3	10.3
Teaching Assistant	2	6.9
Total	**29**	**100**

Source: Field survey (2021)

4.4 Online Information Needs

This section was to find out from the respondents the frequency at which they used online resources before the pandemic, the time spent averagely on a day before and during the pandemic. Also considered were the type of information retrieved online before and during the pandemic, the rate at which the pandemic has increased the need for information, the devices used to retrieve online information, the purposes for seeking online information during the pandemic and the methods of locating online information.

4.4.1 Frequency of online information resources used before the pandemic by faculty members

Figure 5 below, shows the distribution of responses in terms of the frequency at which online resources were used by respondents before the pandemic. Out of the 29 respondents, 12 (41.4%) of the respondents indicated that they used online information resources daily followed by 10 (34.5%) of the respondents who indicated weekly and 7 (24.1%) of the respondents who indicated forth nightly.

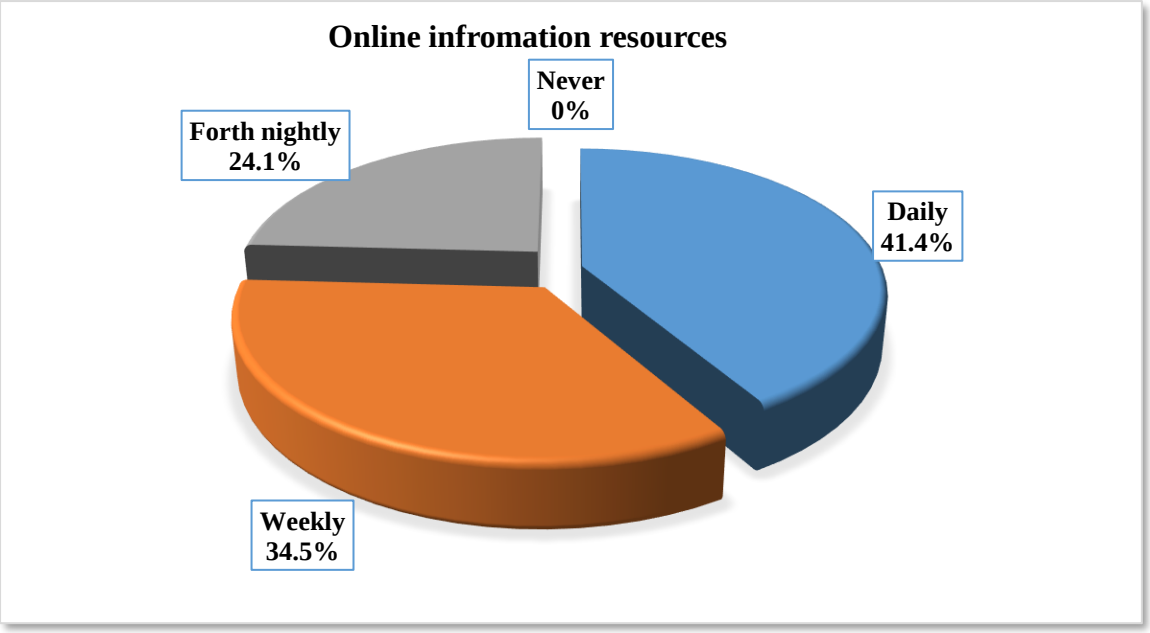

Figure 5. Frequency of online information resources use before the pandemic

Source: Field Survey (2021)

4.4.2 Time spent averagely on a day online before the pandemic by faculty members

Respondents were asked to indicate the time spent on a day online before the pandemic. As portrayed in Table 4, 16 (55.2%) of the respondents indicated that they spent an average of 1hour to 2 hours followed by 11 (37.9%) respondents who indicated below 1 hour and 2 (6.9%) respondents stated that they spent 3 hours or more on a day online before the pandemic.

Table 4. Average time spent online before the pandemic faculty members

Time spent	**Frequency**	**Percentage**
2 hour - 3 hours	16	55.2
1 hour - 2 hours	11	37.9
3 hours or more	2	6.9
Below 1 hour	0	0
Total	**29**	**100**

Source: Field survey (2021)

4.4.3 Time spend averagely on a day online during the pandemic by faculty members

Respondents were asked to indicate the time they spend on a day online during the pandemic. Responses revealed that 18 (62.1%) respondents indicated that they spend an average of 3 hours or more followed by 10 (34.5%) who indicated 1 hour to 2 hours while 1 (3.4%) of the respondent indicated spending 1 hour to 2 hours online on a day.

Table 5. Time spend online during the pandemic by faculty members

Time	**Frequency**	**Percentage**
3 hours or more	18	62.1
2 hours - 3 hours	10	34.5
1 hour - 2 hours	1	3.4
Below 1 hour	0	0
Total	**29**	**100**

Source: Field survey (2021)

4.4.4 Information retrieved online before the pandemic by faculty members

The purpose of this section was to enquire from the respondents the type of information they were retrieving before the COVID-19 pandemic. The results from Table 6 below with multiple responses reveal that the type of information retrieved online before the pandemic by faculty were information for teaching/research indicated by 27 (93.1%) of the respondents, followed by information for self-development by 23 (79.3%) of the respondents, information for communication/networking by 22 (75.9%) of the respondents, information for general awareness by 18 (62.1%) of the respondents, entertainment by 13 (44.8%) of the respondents, news by 13 (44.8%) of the respondents, information for funding by 12 (41.4%) of the respondents, online purchase by 10 (34.5%) of the respondents and health by 8 (27.6%) of the respondents before the pandemic.

Table 6. Information retrieved online before the pandemic faculty members

Information retrieved online before the pandemic	Frequency	Percentage
Information for teaching/ research	27	93.1
Self-development	23	79.3
Communication/Networking (e.g. net meeting, chatting, email)	22	75.9
General awareness	18	62.1
Entertainment	13	44.8
News	13	44.8
Information for funding	12	41.4
Online purchase	10	34.5
Health	8	27.6

Source: Field survey (2021)

***Multiple responses received**

4.4.5 Realization of new information need during the pandemic faculty members

This question was sought essentially to find out from respondents whether they realized new information need during the pandemic. All 29 (100%) faculty respondents answered in the affirmative indicating that they all realized new information need during the COVID-19 pandemic.

4.4.6 Type of new information need realized during the pandemic

As shown in Table 7 with multiple responses, it was revealed that new information needs realized during the pandemic by the respondents are information for health with 28 (96.6%) responses followed by online purchase with 26 (89.7%) responses, Information for funding with 25 (86.2%) responses, self-development with 25 (86.2%) responses, communication/networking with 24 (82.8%) responses, information for teaching/ research with

23 (79.3%) response, entertainment with 18 (62.1%) responses, general awareness with 17 (58.6%) responses and news with 16 (55.2%) responses.

Table 7. New information need realized during the pandemic by faculty members

New information	Frequency	Percentage
Health	28	96.6
Online Purchase	26	89.7
Information for funding	25	86.2
Self-development	25	86.2
Communication/Networking (e.g. net meeting, chatting, email)	24	82.8
Information for teaching / research	23	79.3
Entertainment	18	62.1
General awareness	17	58.6
News	16	55.2

Source: Field survey (2021)

***Multiple responses received**

4.4.7 Rate at which the pandemic has increased need for information by faculty members

This question sought from faculty the rate at which the pandemic has increased their need for online information with 1 being the lowest and 5 being the highest. Table 8 reveals that 17 (58.6%) of the respondents indicated a rate of 5 followed by a rate of 4 (24.1%) and a rate of 3 (17.2%).

Table 8. Rate at which the pandemic has increased need for information by faculty members

Rate	Frequency	Percentage
5	17	58.6
4	7	24.1
3	5	17.2
2	0	0
1	0	0
Total	**29**	**100**

Source: Field survey, 2021

4.4.8 Devices use to retrieve online information by faculty members

This section sought from respondents the devices they use to retrieve online information during the pandemic. From Table 9 with multiple responses, almost all of the respondents 28 (96.6%) indicated laptops followed by mobile/smartphones with 25(86.2%), 15(55.6%) indicated notepad/tablet and 6 (20.7%) desktop computers as devices they use to retrieve online information during the pandemic.

Table 9. Devices use to retrieve online information by faculty members

Devices	Frequency	Percentage
Laptop	28	96.6
Mobile/Smartphone	25	86.2
Notepad/Tablet	15	55.2
Desktop	6	20.7

Source: Field survey (2021)

***Multiple responses received**

4.4.9 Purpose for seeking online information related to work by faculty members

This part sought from the respondents the purposes of seeking online information for work-related activities. Table 10 with multiple responses, presents the distribution of responses in terms of the purposes for which faculty seek online information during the pandemic for work-related reasons. As depicted below, 28 of the respondents representing 96.9% seek information for personal study and 28 of the respondents representing 96.9% seek online information for teaching purposes, while 27 of the respondents representing 93.1% seek information online for research purposes. Another, 21 of the respondents representing 72.4% seek information online for communication/networking purposes, 16 of the respondents representing 55.2% seek online information for online purchase of academic resources while 1 respondent representing 3.4% sought online information for other purposes such as watching of films and documentaries.

Table 10 Purpose for seeking online information related to work by faculty members

Work-related purposes	**Frequency**	**Percentage**
Personal study	28	96.6
Teaching	28	96.6
Research	27	93.1
Communication/Networking (e.g. chatting, email, net meeting)	21	72.4
Online purchase of academic resources	16	55.2
Others	1	3.4

Source: Field survey (2021)

***Multiple responses received**

4.4.10 Purpose for seeking online information aside work- related issues during the pandemic

In this section respondents were asked to indicate situations aside work-related purposes that compel them to seek online information. Table 11 with multiple response shows that, 27 (93.1%) respondents seek information during the pandemic for communication/networking purposes followed by online purchase with 25 (86.2%) respondents while 23 (79.3%) respondents seek information online for general awareness, 23 (79.3%) respondents seek information for health purposes. In addition, 21 (72.4%) respondents seek online information for entertainment purposes and 20 (69.0%) respondents stated news.

Table 11. Other purposes for online information use aside work

Purposes	Frequency	Percentage
Communication/Networking (e.g. chatting, email, net meeting)	27	93.1
Online purchase	25	86.2
Health	23	79.3
General awareness	23	79.3
Entertainment	21	72.4
News	20	69.0

Source: Field survey (2021)

***Multiple responses received**

4.4.11 Methods of locating information

Respondents were asked to indicate the various methods they use to locate online information during the pandemic. As revealed in Table 12 with multiple responses, 29 respondents representing 100% indicated that they look for online resources themselves, 11 of the

respondents representing 62.1% stated that they locate online information by consulting the reference librarian while 9 (31.0%) locate online information by asking colleagues /friends.

Table 12. Methods of locating online information

Method	Frequency	Percentage
Look for the information myself	29	100.0
Consult the reference librarian	11	37.9
Ask a colleague/friend	9	31.0

Source: Field survey (2021)

***Multiple responses received**

4.5 Online Resources

4.5.1 Online resources use for work-related information by faculty members

This section sought to find out from faculty the types of online information resources they use during the pandemic for work-related information. From the table below with multiple responses, 28 (96.6%) respondents use social media, followed by 19 (65.5%) respondents who use e-books, 19 (65.5%) respondents who use e-mails, 17 (58.6%) respondents who use e-journals and 15 (51.7%) respondents who use online databases. Furthermore, 14(48.3%) of the respondents indicated online encyclopedia, 12 (41.4%) of the respondents indicated dictionaries, 10 (34.5%) of the respondents stated search engines while 8 (27.6%) of the respondents indicated online Catalogue.

Table 13. Online resources use for work-related information by faculty members

Online resources	Frequency	Percentage
Social media (e.g. Facebook, Twitter, YouTube)	28	96.6
E-books	19	65.5
Emails	19	65.5
E-journals	17	58.6
Online database	15	51.7
Online encyclopedia	14	48.3
Online dictionaries	12	41.4
Search engines (e.g. Google, Microsoft Edge, Bing, Ask, WebCrawler, Yahoo)	10	34.5
Online Catalogue (e.g. OPAC)	8	27.6

Source: Field survey (2021)

***Multiple responses received**

4.5.2 Online resources used during the pandemic for health-related Information by faculty members

The respondents were asked to indicate the type of online information resources they use during the pandemic for health-related information. The results in Table 14 with multiple responses show that 28 of the respondents representing 96.6% use search engines, 27 of the respondents representing 93.1% use social media and 17 of the respondents representing 58.6% use emails. Also, 9 of the respondents representing 31.0% indicated online dictionaries, 6 of the respondents representing 20.7% indicated online encyclopedia, 5 of the respondents representing 17.2% e-journals and another 5 of the respondents representing 17.2% stated e-books. Again, 2 of the respondents representing 6.9% indicated online database and another 2

of the respondents representing 6.9% indicated they use online catalogue during the COVID-19 pandemic.

Table 14. Online resources used during the pandemic for health-related Information by faculty members

Online information resources	Frequency	Percentage
Search engines (e.g. Google, Microsoft Edge, Bing, Ask, WebCrawler, Yahoo)	28	96.6
Social media (e.g. Facebook, Twitter, Youtube)	27	93.1
Emails	17	58.6
Online dictionaries	9	31.0
Online encyclopedia	6	20.7
E-journals	5	17.2
E-books	5	17.2
Online database	2	6.9
Online Catalog (e.g. OPAC)	2	6.9

Source: Field survey (2021)

***Multiple responses received**

4.5.3 Online resources used during the pandemic for personal related information by faculty members

In this section, respondents were asked to indicate the type of online information resources they use during the pandemic for personal-related information. As presented in Table 15 below with multiple responses, 28 (96.6%) of the respondents use emails followed by 27 (93.1%) of the respondents who use social media, 20 (69.0%) of the respondents who use with e-books, 19(65.5%) of the respondents who use e-journals and 17 (58.6%) of the respondents who use

search engines. Another 17 (58.6%) indicated online dictionaries, 14 (48.3%) indicated online databases while 11 (37.9%) stated online encyclopedia and 5 (17.2%) indicated online Catalogue.

Table 15. Online information resources used during the pandemic for personal related information by faculty members

Online information resources	Frequency	Percentage
Emails	28	96.6
Social media	27	93.1
E-books	20	69.0
E-journals	19	65.5
Search engines	17	58.6
Online dictionaries	17	58.6
Online databases	14	48.3
Online encyclopedia	11	37.9
Social media (e.g. Facebook, Twitter, Youtube)	5	17.2

Source: Field survey (2021)

***Multiple responses received**

4.6 Online searching and retrieval skills by faculty members

4.6.1 Online skills possess

The purpose of this section is to find out from respondents whether they possess the necessary skills for searching and retrieval of online information. As illustrated in Figure 6 below, 27 (93.1%) of the respondents indicated that they possess some skills needed to search and retrieve information online. However, 2(6.9%) of the respondents indicated they did not possess the needed skills to search and retrieve information online.

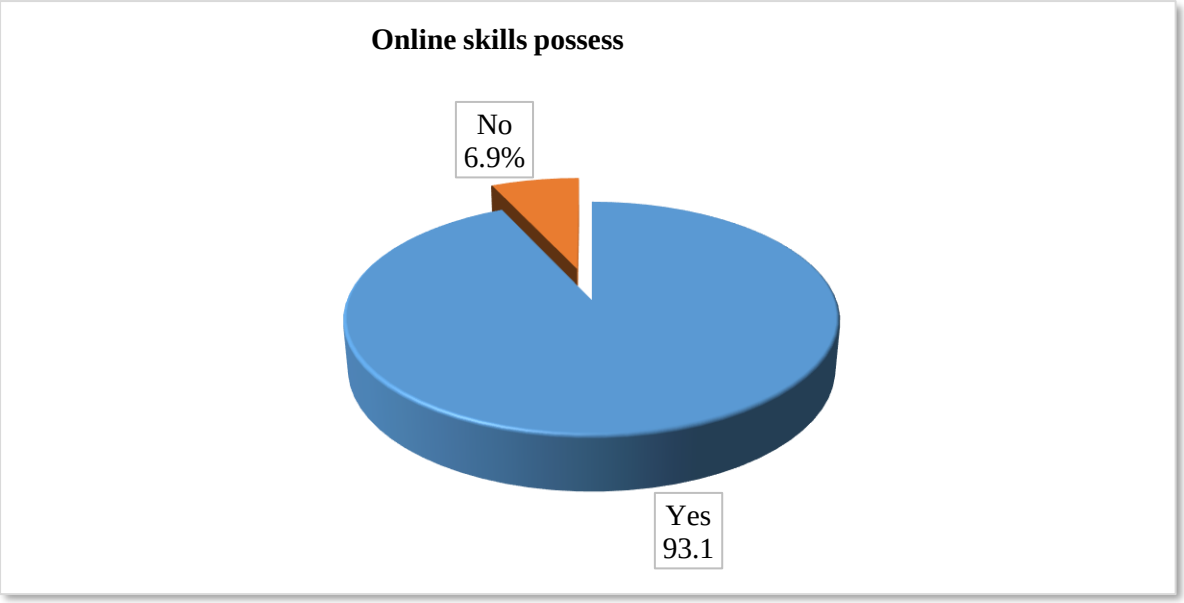

Figure 6. Online skills possess

Source: Field survey (2021)

4.6.2 Training received

This section sought from respondents whether they have received any training on how to search and retrieve information online. From Figure 7 below, 22 (75.9%) of the respondents indicated that they have never received any form of training on how to search and retrieve information online. seven (24.1%) of the respondents indicated that they have received some form of training on how to search and retrieve information online.

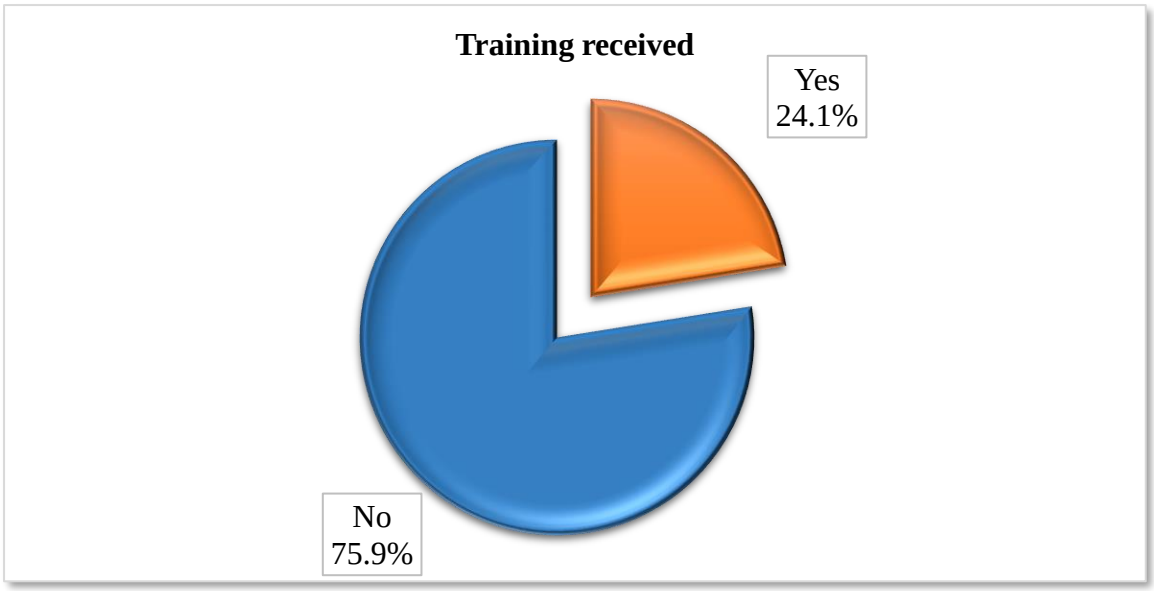

Figure 7 Training received by faculty members

Source: Field survey (2021)

4.6.3 Usefulness of training received

This part of the question was a follow-up question to the above section. In this section respondents who had some form of training were eligible to answer the question. The findings from Figure 8 reveal that out of the total number of seven respondents who had some form of training, five representing 71.4% found training received useful while one of them representing 14.3% found training received not useful and the other one (14.3%) was unsure if training received was useful.

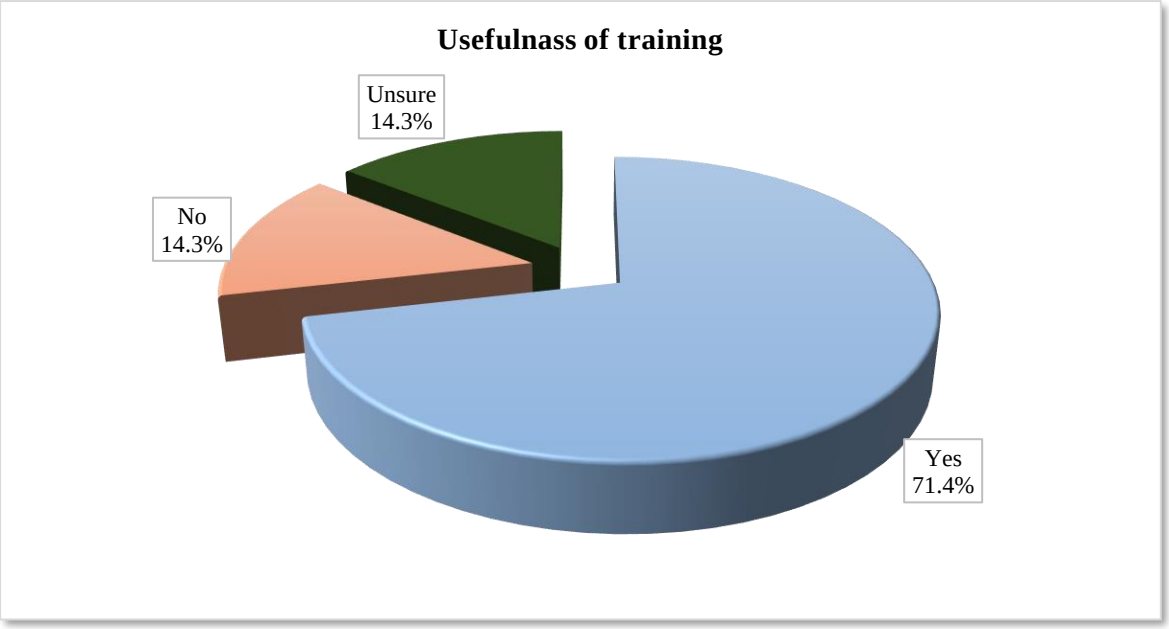

Figure 8. Usefulness of training received by faculty members

Source: Field survey (2021)

4.6.4 Source of training

This part of the question was a follow-up question to the previous section. In this section respondents who had some form of training were eligible to answer the question. This section sought to enquire from respondents about the source of their training. All seven (100%) respondents indicated self learnt as their source of training.

4.6.5 Supposed usefulness of training

This part sought to enquire from the 22 respondents who indicated that they had no form of training on how to search and retrieve information online whether having some form of training would have been useful for them. All 22 respondents answered in the affirmative.

4.6.6 Steps for searching for online information

This section presents data on the frequency at which respondents use search steps when searching for information online. As depicted in Table 16 below, 23 of the respondents representing 79.3% indicated that they 'always' identify or determine the need for the information, three of the respondents representing 10.3% were of the view that they 'sometimes' identify or determine the need for the information, two of the respondents representing 6.9% indicated that they 'often' identify or determine the need for the information while one of the respondent representing 3.4% indicated 'seldom'.

Also, 24 (82.8%) of the respondents stated they 'always' identify possible channels/sources of information relevant to the need, two (6.9%) of the respondents indicated that they 'often' identify possible channels/sources of information relevant to the need, two (6.9%) of respondents 'sometimes' identify possible channels/sources of information relevant to the need while one (3.4%) of the respondent indicated 'seldom'.

Again, as shown in Table 16 below, 11 of the respondents representing 51.7% indicated that they 'sometimes' define search query, seven of the respondents representing 24.1% stated that they 'often' define search query, six of the respondents representing 20.7% stated that they 'always' define search query while one of the respondents representing 3.4% stated 'seldom'

Additionally, 10 of the respondents representing 34.5% indicated that they 'sometimes' combine terms/keywords using Boolean operators, seven of the respondents representing 24.1% stated that they 'never" combine terms/keywords using Boolean operators, six of the respondents representing 20.7% stated that they 'often' combine terms/keywords using Boolean operators, five of the respondents representing 17.2% indicated that they 'seldom' combine the terms/keywords using Boolean operators while one of the respondent representing 3.4% indicated 'always'.

Furthermore, 19 of the respondents representing 65.0% indicated that they 'always' evaluate results by determining whether the search process was a success, five of the respondents representing 17.2% were of the view that they 'often' evaluate results by determining whether the search process was a success, three of the respondents representing 10.3% stated that they 'sometimes' evaluate results by determining whether the search process was a success while two of the respondents representing 6.9% stated that they ‘seldom’ evaluate results by determining whether the search process was a success.

Finally, 20 of the respondents representing 69.0% stated that they ‘always’ use the information or apply it to life, four of the respondents representing 13.8% indicated that they ‘seldom’ use the information or apply it to life, three of the respondents representing 10.3% indicated that they ‘often’ use the information or apply it to life and two of the respondents representing 6.9% stated that they ‘sometimes’ use the information or apply it to life.

Table 16. Steps for searching for online information

Steps	Always		Often		Seldom		Sometimes		Never	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Identify/determine the need for the information (e.g. for personal study, research, teaching, general awareness, etc.)	23	79.3	2	6.9	1	3.4	3	10.3	0	0
Identify possible channels/sources of information relevant to the need. (e.g. search systems, websites, social media, virtual libraries, etc.)	24	82.8	2	6.9	1	3.4	2	6.9	0	0
Define search query, for example by identifying or gathering keywords	6	20.7	7	24.1	1	3.4	15	51.7	0	0
Combine the terms/keywords using Boolean operators (AND, OR, NOT).	1	3.4	6	20.7	5	17.2	10	34.5	7	24.1
Evaluate results by determining whether the search process was a success	19	65.5	5	17.2	2	6.9	3	10.3	0	0
Use the information (e.g. to write your research, lecture notes, etc.) or apply it to life	3	10.3	20	69.0	4	13.8	2	6.9	0	0

Source: Field survey (2021)

4.6.7 Use of online information searching skills

This section sought from the respondents the frequency at which they use the skills listed in Table 17 when searching for online information.

Table 17. Use of online information searching skills

Skills	Always		Often		Seldom		Sometimes		Never	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Keyword search	28	96.6	1	3.4	0	0	0	0	0	0
More than one keyword search	3	10.3	2	6.9	11	37.9	12	41.4	1	3.4
A phrase search (Using quotations)	5	17.2	6	20.7	6	20.7	8	27.6	4	13.8
Searching within results	5	17.2	6	20.7	7	24.1	8	27.6	3	10.3
Searching for similar results	4	13.8	8	27.6	9	31.0	7	24.1	1	3.4
Searching within specific time range	10	34.5	13	44.8	3	10.3	3	10.3	0	0
Proximity search	7	24.1	5	17.2	1	3.4	7	24.1	9	31.0

Source: Field survey (2021)

From table above 17, 28 (96.6%) of the respondents indicated that they ‘always’ use keyword search when retrieving online information, 10 (34.5%) of the respondents stated that they ‘often’ applied keyword search when retrieving online information, four (13.8%) of the respondents indicated that they 'sometimes' apply keyword search when searching for online information while two (6.9%) of the respondents indicated that they ‘seldom’ apply keyword search when searching for online information.

Additionally, 12 of the respondents, representing 41.4% indicated that they 'sometimes' apply more than one keyword search when retrieving online information, 11 of the respondents, representing 37.9% indicated that they 'seldom' use more than one keyword search when retrieving online information. Three of the respondents, representing 10.3 % indicated that they 'always' apply more than one keyword search when retrieving online information, two of the respondents, representing 6.9% stated that they 'often' applied more than one keyword search when retrieving online information and one of the respondents, representing 3.4% indicated 'never'.

Again, as presented in Table 17, eight 27.6%) of the respondents indicated that they 'sometimes' apply a phrase search when searching for online information. Six (20.7%) of the respondents stated that they 'often' applied a phrase search when searching for online information and another six (20.7%) of the respondents indicated 'sometimes'. While five (17.2%) stated that they 'always' apply a phrase search when searching for online information and another five (17.2%) of the respondents indicated they 'never' apply a phrase search when searching for online information.

Also, eight (27.6%) of the respondents indicated that they 'sometimes' apply the technique of searching within results when searching for online information, seven (24.1%) of the respondents indicated that they 'seldom' apply the technique of searching within results when searching for online information, six (20.7%) of the respondents stated that they 'often' apply the technique of searching within results when searching for online information, five (17.2%) of the respondents stated that they 'always' apply the technique of searching within results when searching for online information while three (10.3%) of the respondents indicated that they have 'never' applied the technique of searching within results when searching for online information.

Furthermore, as shown in Table 17 above, nine (31.0%) of the respondents stated that they 'seldom' apply searching for similar results technique when retrieving online information, eight (27.6%) of the respondents stated that they 'often' apply searching for similar results technique when searching online information, seven (24,1%) of the respondents indicated that they 'sometimes' use searching for similar results technique when retrieving online information, four (13.8%) of the respondents stated that they 'always' apply searching for similar results technique when searching online information, however, one (3.4%) of the respondent stated 'never'.

From Table 17 above, respondents were asked to indicate how they search for online information within specific time range. Thirteen (44.8%) of the respondents stated that they 'often' search within specific time range when searching online information, ten (34.5%) of the respondents indicated that they 'always' search within specific time range when searching for online information, three (10.3%) of the respondents stated that they 'seldom' search within specific time range when searching for online information and three (10.3%) of the respondents indicated that they 'sometimes' search within specific time range when searching for online information.

Finally, as indicated in Table 17above, nine (31.0%) of the respondents stated that they have 'never', applied proximity search when searching for online information, seven (24.1%) stated that they 'always' and another seven (24.1%), of the respondents 'sometimes' applied proximity search when searching for online information. Additionally, five (17.2%) of the respondents indicated that they 'often' applied proximity search when searching for online information while one (3.4%), of the respondent, indicated 'seldom'.

4.7 Verification of online information resources by faculty members

The researcher sought to enquire from the faculty if they verify online information resources before using them. All 29 respondents representing 100% indicated that they do verify online information resources before using them.

4.7.1 Evaluation of online information resources

This section required respondents to indicate how often they apply any of the stated evaluation criteria when searching for online information resources. The responses are distributed in Table 18 below.

Table 18. Evaluation of online information resources

Evaluation criteria	Always		Often		Seldom		Sometimes		Never	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Authority	15	51.7	7	24.1	3	10.3	4	13.8	0	0
Accuracy	16	52.2	8	27.6	2	6.9	2	6.9	1	3.4
Objectivity	3	10.3	14	48.3	5	17.2	4	13.8	3	10.3
Currency	17	58.6	7	24.1	5	17.2	0	0	0	0
Coverage	8	27.6	12	41.4	3	10.3	3	10.3	3	10.3

Source: Field survey (2021)

From the table above with multiple responses, 15 (51.7%) of the respondents indicated that they 'always' check the authority of online information resources, seven (24.1%) of the respondents indicated that they 'often' verify the authority of online information resources, four (13.8%) of the respondents stated that they 'sometimes' verify the authority of online information resources and three (10.3%) of the respondents stated that they 'seldom' verify the authority of online information resources.

Again, it was revealed that 16 (52.2%) of the respondents indicated that they 'always' evaluate the accuracy of online information resources, eight (27.6%) stated that they 'often' evaluate the accuracy of online information resources, two (6.9%) respondents 'seldom' evaluate the accuracy of online information resources, two (6.9%) indicated that they 'sometimes' evaluate the accuracy of online information resources while one (3.4%) of the respondent stated 'never'.

Also, from Table 18 above, 14 (48.3%) of the respondents stated that they 'often' evaluate the objectivity of online information resources, five (17.2%) of the respondents indicated that they 'seldom' evaluate the objectivity of online information resources, four (13.8%) of the respondents indicated that they 'sometimes' evaluate the objectivity of online information resources and three (10.3%) indicated that they 'always' and another three (10.3%) of the respondents 'never' evaluate the objectivity of online information resources.

Additionally, 17 (58.6%) of the respondents stated that they 'always' evaluate the currency of online information resources, seven (24.1%) of the respondents stated that they 'often' evaluate the currency of online information resources and five (17.2%) of the respondents indicated that they 'seldom' evaluate the currency of online information resources.

Finally, as depicted from the table above 12 (41.4%) of the respondents stated that they 'often' evaluate the coverage of online information resources, eight (27.6%) of the respondents indicated that they 'always' evaluate the coverage of online information resources however three (10.3%) of the respondents indicated that they 'seldom' evaluate the coverage of online information resources, three (10.3%) the respondents indicated that they 'sometimes' evaluate the coverage of online information resources while three (10.3%) of the respondents indicated they 'never' evaluate the currency of online information resources.

4.8 Benefits of online information

This section sought from the respondents some of the benefits they derive from using online information during the pandemic. As shown in Table 19 below with multiple responses, 26 (89. 7%) of the respondents indicated that information can be accessed irrespective of day, place and time, 25 (86.2 %) of the respondents stated easy access to current information, 23 (79.3 %) of the respondents indicated access to information is relatively cheap. Also, 20 (69.0%) stated that copying information to disseminate is easy while 22 (75.9%) of the respondents indicated that less time is spent when looking for online information.

Table 19. Benefits of online information

Benefits of online information	Frequency	Percentage
Information can be accessed irrespective of day, place and time	26	89.7
Easy access to current information	25	86.2
Access to information is relatively cheap	23	79.3
Less time is spent when looking for information	22	75.9
Copying information to disseminate is easy	20	69.0

Source: Field survey (2021)

***Multiple responses received**

4.9 Challenges

This section sought to find out from the respondents the challenges they encounter when searching for online information during the pandemic. The findings in Table 20 below with multiple responses show that 28 (96.6%) of the respondents indicated slow internet connection, 27 (93.1%) stated cost of data, 26 (89.7%) information overload, 14 (48.3%) stated lack of training, 12 (41.4%) of the respondents indicated lack of devices while nine (31.0%) of the respondents stated lack of skills in finding online information and another nine (31.0%) of the

respondents indicated lack of time in finding online information as some challenges they encounter when searching for online information during the pandemic respectively.

Table 20. Challenges

Challenges	Frequency	Percentage
Slow Internet connection	28	96.6
Cost of data	27	93.1
Information overload	26	89.7
Lack of training	14	48.3
Lack of devices	12	41.4
Lack of skills in finding online information	9	31.0
Lack time	9	31.0

Source: Field survey (2021)

***Multiple responses received**

4.9.1 Suggestions to address challenges

This section sought the opinions of respondents on what can be done to address the challenges stated above. Below are the summaries of suggestions provided on how to address challenges.

a. Provision of high-speed internet

b. Data should be affordable

c. Computer devices such as laptops and iPad should be available at the library for use

d. Provision of data for faculty every month to enable easy access to online information

e. Network operators should improve their network infrastructure for optimum service

f. Expansion of internet bandwidth

h. The library must organize training sessions for staff on how to search for and retrieve information online

4.9.2 Any other information

Respondents were allowed to provide any other information regarding the issues above. Other information received from respondents are as follows.

a. Communication authority must regulate data charges and ensure its affordable to all

b. There should be periodical awareness creation by authorities on how to access information and instructions to this effect should be posted on the Institute's notice board.

c. The library must provide access to subscribed e-resources.

4.10 Results of responses from students

4.11 Demographic information

4.11.1 Gender of student respondents

As shown in figure 9 below, out of a total of 231 respondents, 156 representing 67.5.0% were males while 75 of the respondents representing 32.5% were females.

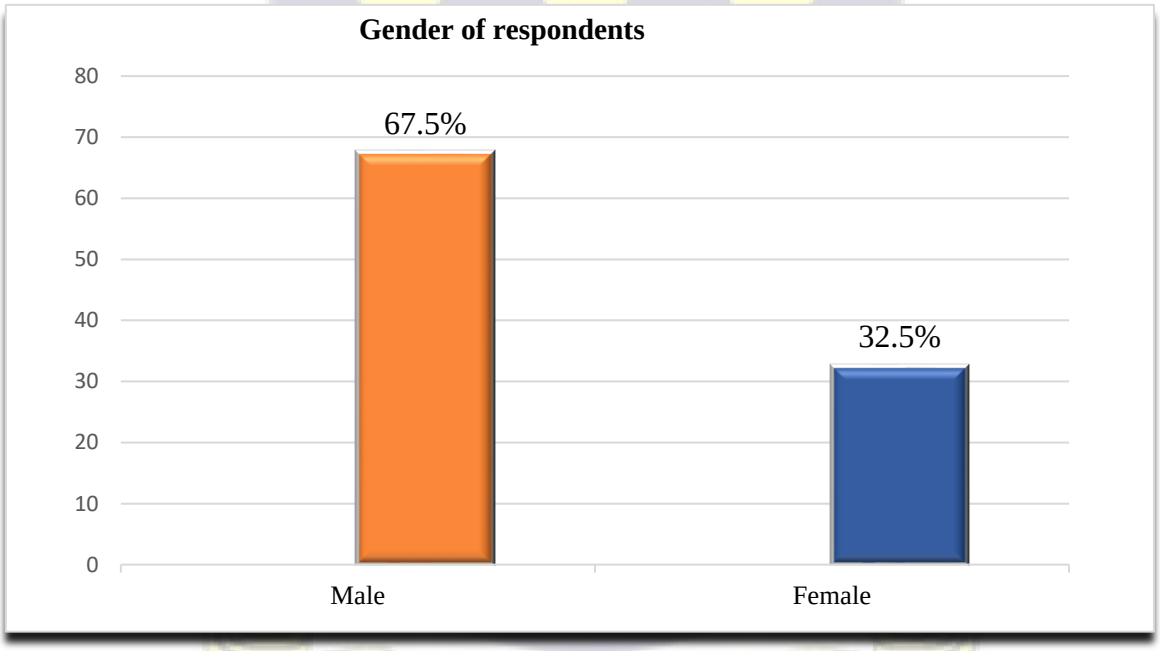

Figure 9. Gender of student respondents
Source: Field survey (2021)

4.11.2 Age of student respondents

Figure 10 shows the age distribution of respondents. Out of the total of 231 respondents, 171(74.0%) were between the ages of 20 to 29, 49 (21.2%) of the respondents were between the ages of 30 to 39, 11(4.8%) of the respondents were below the age of 20. However, none of the respondents was above 40 years.

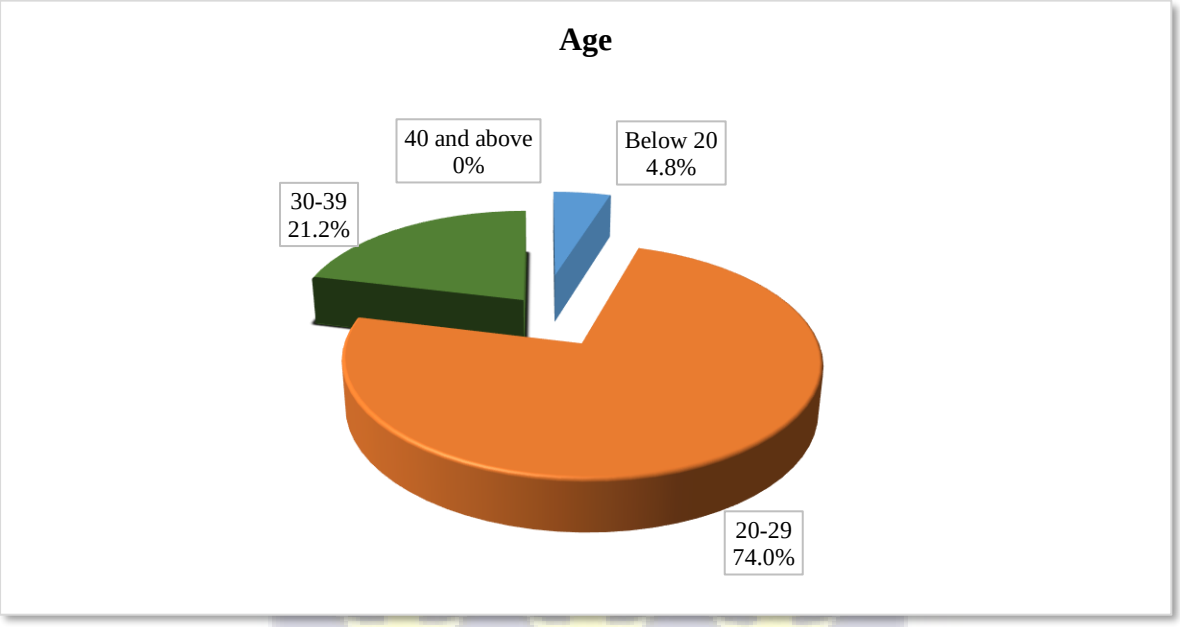

Figure 10. Age of student respondents

Source: Field survey (2021)

4.11.3 Level of study

As revealed in Figure 11 below, 78 (33.8%) of the respondents were in level 100, followed by level 200 with 56 (24.2%), level 300 with 49 (21.2%) and level 400 with 48 (20.8%) respondents each.

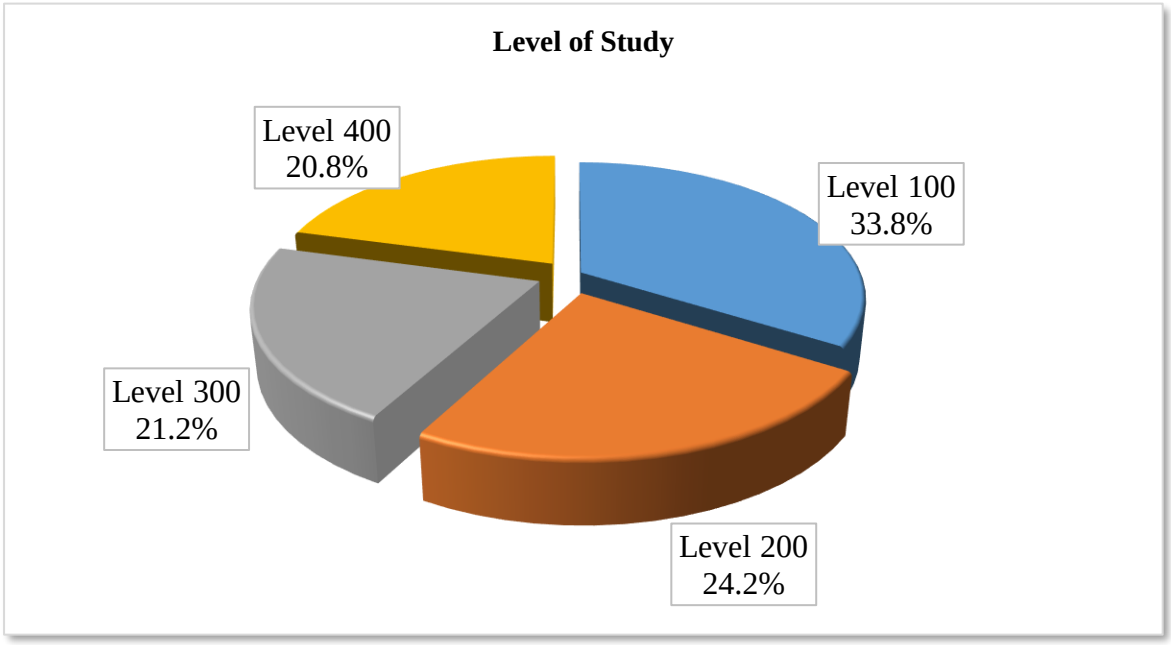

Figure 11. Level of study
source: Field survey (2021)

4.11.4 Field of study

This section sought from respondents their field of study. The results, in Figure 12 below show the various field of study distribution of the respondents. Out of the total of 231 respondents, 41 (17.7%) studied Broadcast Journalism followed by Film directing with 38 (16.5%) respondents, Multimedia Production with 37 (16.0%) respondents, Editing with 31 (13.4%) respondents, Motion Picture Photography with 28 (12.1%) respondents, Animation with 23 (10.0%) respondents, Television Production with 21 (9.1%), 6 (2.6%) of the respondents studied Production Design and 6 (2.6%) studied Film Sound Production.

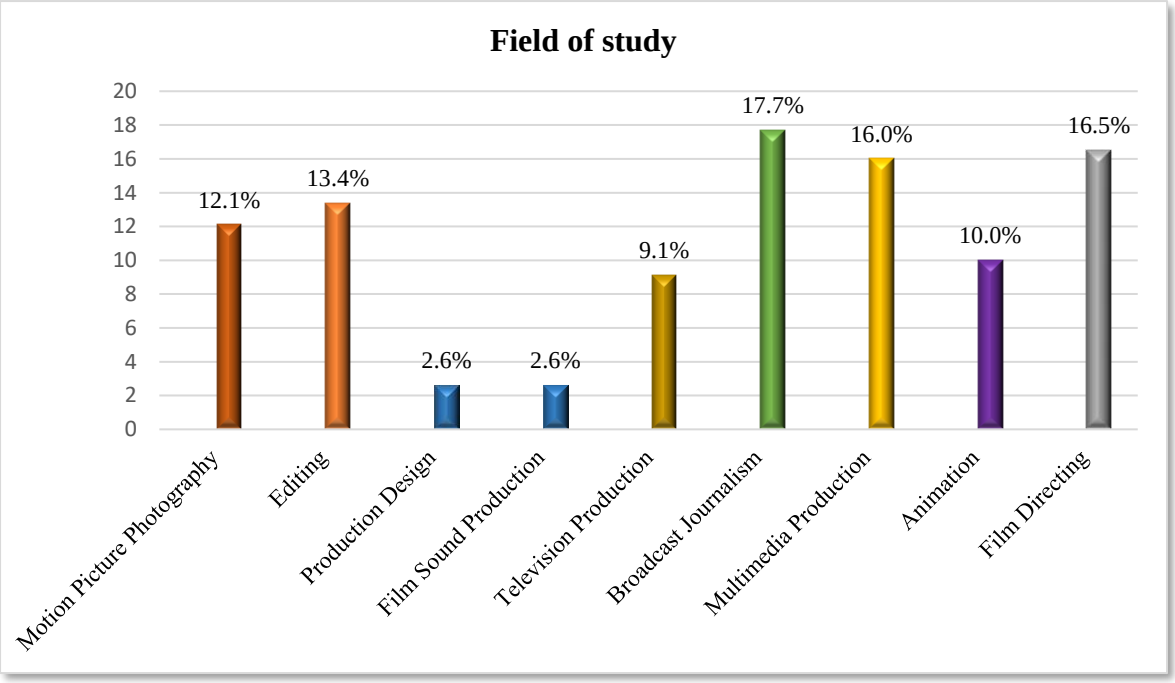

Figure 12. Field of study
Source: Field survey (2021)

4.12 Online Information Needs by students

This section sought from the students the frequency at which they were using online resources before the pandemic, the time spent on average on a day before and during the pandemic. Also, the type of information retrieved online before and during the pandemic, the rate at which the pandemic has increased the need for information, the devices used to retrieve the information and the purposes for seeking online information during the pandemic.

4.12.1 Frequency of online information resources used before the pandemic by students

Figure 13 below, shows the distribution of responses in terms of the frequency at which online resources were used before the pandemic.

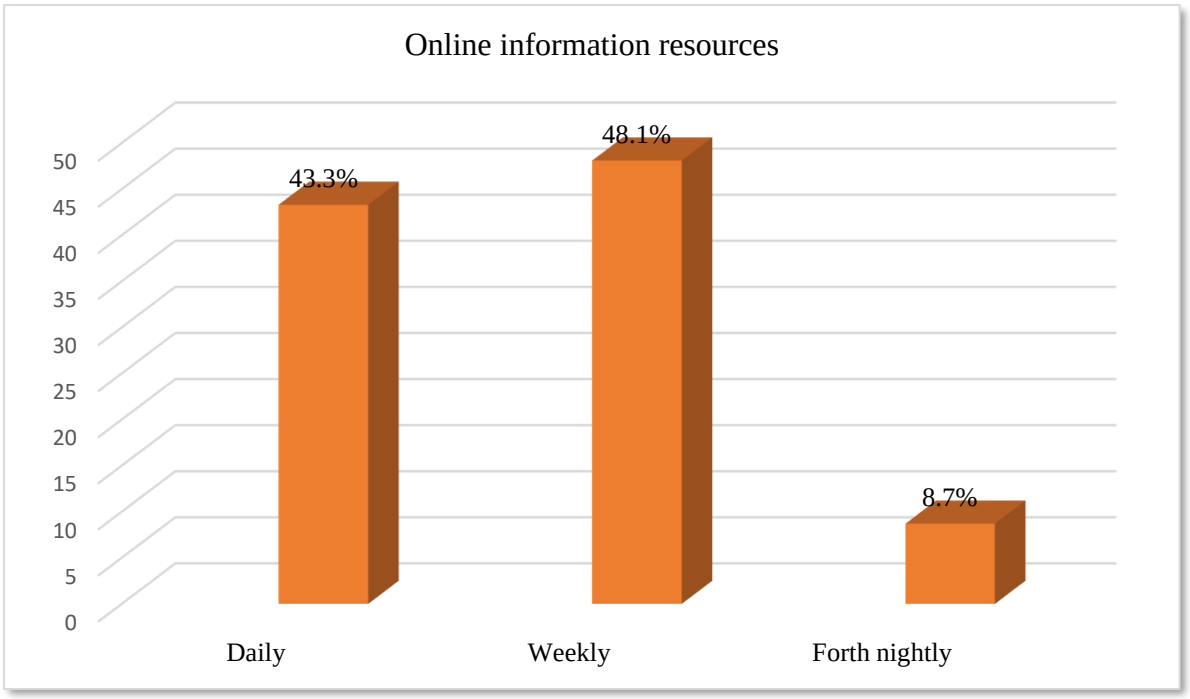

Figure 13. Frequency of online resources used before the pandemic

Source: Field survey (2021)

Out of the 231 respondents, 111 representing 48.1% of the respondents used online resources weekly, 100 representing (43.3%) of the respondents indicated daily while the remaining 20 representing (8.7%) of the respondents indicated forth nightly.

4.12.2 Time spent averagely on a day online before the pandemic by students

Respondents were asked to indicate the time spend averagely on a day online before the pandemic. From Table 21 below, it was realized that out of the 231 respondents, 134 (58.0%) indicated that they spent an average of 1 hour to 2 hours on a day online before the pandemic. 83 (35.9%) indicated below 1 hour while seven (3.0%) indicated that they spent 2 hours to 3 hours and seven (3.0%) stated that they spent 3hours or more on a day online before the pandemic.

Table 21. Time spent averagely on a day online before the pandemic by students

Time spent	Frequency	Percentage
1 hour -2 hours	134	58.0
Below 1 hour	85	35.9
2 hour -3hours	7	3.0
3 hours or more	7	3.0
Total	**231**	**100**

Source: Field survey (2021)

4.12.3 Time spend averagely on a day online during the pandemic by students

Respondents were asked to indicate how much time they spend daily online during the pandemic. From Table 22 below it was realized that out of the 213 respondents, 149 (64.5%) indicated that they spent an average of 3 hours or more in a day online during the pandemic followed by 76 (32.9%) who indicated 2 hours to 3 hours and the remaining six (2.6%) indicated that they spend 1 hour to 2 hours online per day during the pandemic.

Table 22. Time spent averagely on a day online during the pandemic by students

Time	Frequency	Percentage
3hours or more	149	64.5
2 hours - 3 hours	76	32.9
1 hour - 2 hours	6	2.6
Below 1 hour	0	0
Total	**231**	**100**

Source: Field survey (2021)

4.12.4 Information retrieved online before the pandemic by students

Respondents were asked to indicate the type of information they were retrieving before the COVID-19 pandemic. The findings from Table 23 below with multiple responses show the distribution of responses concerning the type of information retrieved online before the pandemic. As indicated from the table below, 212 (91.8%) of the respondents indicated that they retrieved information for assignments, 173 (74.9 %) indicated communication/networking, 163 (70.6%) information for examination, 137 (59.3%) stated health, 127 (55.0%) indicated entertainment, 114 (49.4%) indicated information for class tests while 107 (46.3%) stated information for self-development. Additionally, 74 (32.0%) stated online purchase, 67 (29.0%) indicated information for funding, 61(26.4%) indicated information for research/ project, 16 (6.9%) news with and general awareness with 15 (6.5%).

Table 23. Information retrieved online before the pandemic

Information retrieved online before the pandemic	Frequency	Percentage
Information for assignments	212	91.8
Communication/Networking (e.g. net meeting, chatting, email)	173	74.9
Information for examination	163	70.6
Health	137	59.3
Entertainment	127	55.0
Information for class tests	114	49.4
Self- development	107	46.3
Online purchase	74	32.0
Information for funding	67	29.0
Information for research/project	61	26.4
News	16	6.9
General awareness	15	6.5

Source: Field survey (2021)

***Multiple responses received**

4.12.5 Realization of new information need during the pandemic by students

This part of the question was to find out from the students whether they realized new information need during the pandemic. All the respondents 231 (100%) answered in the affirmative indicating that they all realized new information need during the COVID-19 pandemic.

4.12.6 Types of new information need realized during the pandemic by students

In this section, respondents were asked to indicate new information realized during the COVID -19 pandemic. As shown with multiple responses in Table 24, it was revealed that new

information need realized during the pandemic by the respondents were information for health with 217 (93.9%) followed by online purchase with 214 (92.6%), information for research/project with 211 (91.3%), communication/networking with 211(91.3%), general awareness with 204 (88.3%), entertainment with 203 (87.9%), funding with 197 (85.3%), information for examination with 176 (76.2%), information for assignments with 168 (72.7%), information for class tests with 163 (70.6%), self-development with 145 (62.8%) and news with 145 (62.8%).

Table 24. New information need realized during the pandemic by students

Information	**Frequency**	**Percentage**
Health	217	93.9
Online purchase	214	92.6
Information for research /project	211	91.3
Communication/ networking (e.g. net meeting, chatting, email)	211	91.3
General awareness	204	88.3
Entertainment	203	87.9
Information for funding	197	85.3
Information for examination	176	76.2
Information for assignments	168	72.7
Information for class tests	163	70.6
Self- development	145	62.8
News	145	62.8

Source: Field survey (2021)

***Multiple responses received**

4.12.7 Rate at which pandemic has increased need for online information for students

This section sought from the students the rate at which the pandemic has increased their need for online information with 1 being the lowest and 5 being the highest. Table 25 shows the distribution of students' responses.

Table 25. Rate at which pandemic has increased need for online information for students

Rate	Frequency	Percentage
5	178	77.1
4	39	16.9
3	7	3.0
2	7	3.0
1	0	0
Total	**231**	**100**

Source: Field survey (2021)

From the table above, 178 (77.1%) of the respondents indicated a rate of 5 followed by a rate of 4 with 39 (16.9%), a rate of 3 with 7 (3.0%) and a rate of 2 with 7 (3.0%).

4.12.8 Devices used to retrieve online information

This question sought from students the type of device(s) they use to retrieve online information during the pandemic. Table 26 with multiple responses show 226 (97.8%) of the respondents indicated laptops followed by 218 (94.4%) who indicated mobile/smartphones, 126 (54.6%) who indicated notepad/tablet and 103(44.6%) who indicated desktop as the type of devices used to retrieve online information during the pandemic.

Table 26. Devices used to retrieve online information (N=231)

Devices	Frequency	Percentage
Laptop	226	97.8
Mobile/Smartphone	218	94.4
Notepad/Tablet	126	54.6
Desktop	103	44.6

Source: Field survey (2021)

***Multiple responses received**

4.12.9 Purpose for seeking online information related to academic work by students

This part sought from the respondents their purposes of seeking information online for academic work during the pandemic. Findings from Table 27 with multiple responses below indicates that 227 of the respondents representing 96.6% sought online information during the pandemic for examination purposes, 226 of the respondents representing 97.8% sought information for communication while 182 of the respondents representing 78% sought information online for class assignment. Again, 163 of the respondents representing 72.4% sought information online for class tests, 141 61.0% sought online information for research/project and 24 of the respondents representing 10.4% indicated that they sought online information for online purchase relating to academic work.

Table 27. Purpose for seeking online information related to academic work

Academic related online information use	Frequency	Percentage
Examination	228	98.7
Communication /networking	226	97.8
Class Assignment	182	78.0
Class test	163	70.6
Research/project	141	61.0
Online Purchase	24	10.4

Source: Field survey, 2021

***Multiple responses received**

4.12.10 Purposes for seeking online information during pandemic aside academic work by students

In this section, respondents were asked to indicate other purposes aside academics that compels them to seek online information during the pandemic. As indicated in Table 28 with multiple responses, 218 (94.4 %) of the respondents seek information for health, 216 (95.5 %) seek online information for online purchase while 210 (90.9%) indicated communication/ networking. Again, 197 (85.3%) stated that they seek online information for entertainment purposes, 196 (84.8%) indicated general awareness and 150 (64.9%) stated news.

Table 28. Purposes for seeking online information during pandemic aside academic work

Purposes aside academic	Frequency	Percentage
Health	218	94.4%
Online purchase	216	93.5%
Communication/networking	210	90.9%
Entertainment	197	85.3%
General awareness	196	84.8%
News	150	64.9%

Source: Field survey (2021)

***Multiple responses received**

4.12.11 Methods of locating information

This question sought to seek from respondents the methods they use to locate online information during the pandemic. As revealed in Table 29 below with multiple responses, 211 (91.3%) of the respondents indicated that they look for online resources themselves, 205 (88.7%) indicated that they locate online information with the help of a colleague/friend, 109 (47.2%) indicated that they locate online information by consulting the reference librarian while 13 (5.6%) cited others such as lecturers, supervisors and family members.

Table 29. Methods of locating information

Method	Frequency	Percentage
Look for the information myself	211	91.3%
Ask a colleague/friend	205	88.7%
Consult the reference librarian	109	47.2%
Others	13	5.6%

Source: Field survey, (2021)

***Multiple responses received**

4.13 Online Resources

4.13.1 Online resources used for academic-related information

This section sought from the students the type of online resources used during the pandemic for academic-related information. The findings in Table 30 with multiple responses shows that, 228 (98.7%) of the respondents indicated social media, followed by e-books with 160 (69.3%), e-journals with 158 (68.4%), emails with 154 (66.7%), search engine with 152 (65.8%), online encyclopedia with 148 (64.1%), online dictionaries with 140 (60.6%), online database with 138 (59.7%) while 82 (35.5%) of the respondents indicated online Catalogue and 1(0.4%) of the respondent stated others such as e-magazines and e-newspapers.

Table 30. Online resources

Online resources	Frequency	Percentage
Social media (e.g. Facebook, Twitter, YouTube)	228	98.7
E-books	160	69.3
E-journals	158	68.4
Emails	154	66.7
Search engines (e.g. Google, Microsoft Edge, Bing, Ask, WebCrawler, Yahoo)	152	65.8
Online encyclopedia	148	64.1
Online dictionaries	140	60.6
Online database	138	59.7
Online Catalogue (e.g. OPAC)	82	35.5
Others	1	0.4

Source: Field survey (2021)

***Multiple responses received**

4.13.2 Online resources used during the pandemic for health-related information by students

The respondents were asked to indicate the type of online resources used during the pandemic for health-related information. The results in Table 31 with multiple responses shows that out of the total number of 231 respondents, 216 representing (93.5%) stated they used search engines followed by social media with 211 representing 91.3%, emails with 110 representing 47.6%, online dictionaries with 78 with 33.8%, e-books with 58 representing 25.1%, online encyclopedia with 48 representing 20.8%, online database with 54 representing 23.4% while

23(10.0%) of the respondents indicated e-journals and 23(10.0%) of the respondents indicated online catalogue.

Table 31. Online resources by students

Online resources	Frequency	Percentage
Search engines (e.g. Google, Microsoft Edge, Bing, Ask, WebCrawler, Yahoo)	216	93.5
Social media (e.g. Facebook, Twitter, YouTube)	211	91.3
Emails	110	47.6
Online dictionaries	78	33.8
E-books	58	25.1
Online database	54	23.4
Online encyclopedia	48	20.8
E-journals	23	10.0
Online Catalog (e.g. OPAC	23	10.0

Source: Field survey (2021)

***Multiple responses received**

4.13.3 Online information resources used during the pandemic for personal related information

In this section, the students were asked to indicate the type of online information resources used during the pandemic for personal related information. From Table 32 with multiple responses below, 215 (93.1%) of the respondents indicated search engines followed by 211 (91.3%) who indicated social media, 161 (69.7%) who indicated e-books and 160 (69.3%) who indicated e-mails. Again, 154 (66.7%) of the respondents stated e-journals, 142 (61.5%)

indicated online dictionaries, online database with 133 (57.6%), online encyclopedia with 94 (40.7%) and online Catalogue with 72 (31.2%).

Table 32. Online information resources used during the pandemic for personal related information

Online resources	Frequency	Percentage
Search engines (e.g. Google, Microsoft Edge, Bing, Ask, WebCrawler, Yahoo)	215	93.1
Social media (e.g. Facebook, Twitter, YouTube)	211	91.3
E-books	161	69.7
Emails	160	69.3
E- journal	154	66.7
Online dictionaries	142	61.5
Online database	133	57.6
Online encyclopedia	94	40.7
Online catalogue	72	31.2

Source: Field survey (2021)

***Multiple responses received**

4.14 Online searching and retrieval skills possessed by students

4.14.1 Online skills possess

The purpose of this section was to find out from the respondents whether they possessed the necessary skills for searching and retrieving of online information. As shown in Figure 14 below, 153 of the respondents representing (66.2%) stated that they do not possess the skills to search and retrieve online information. However, 78 of the respondents representing (33.8%) indicated that they possess the skills to search and retrieve information online.

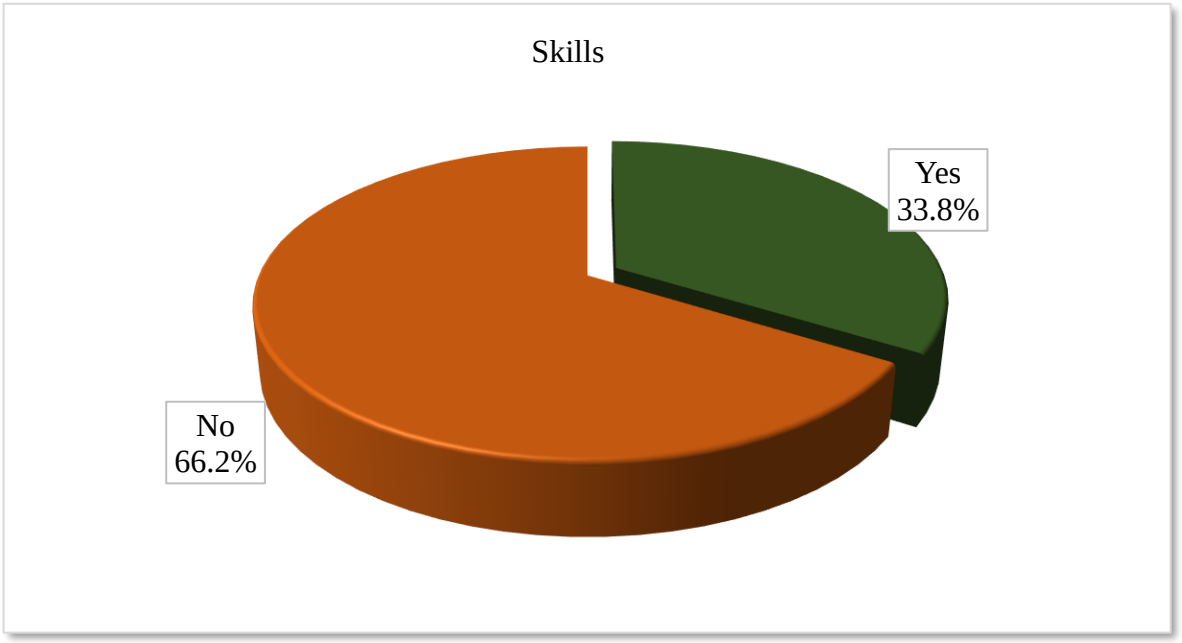

Figure 14. Online skills possess

Source: Field survey (2021)

4.14.2 Training received

This section sought from respondents if they have received any training on how to search and retrieve online information. From Figure 15 below, 75 (32.5%) indicated that they had received some form of training on how to search and retrieve online information. However, 156 (67.5%) of the respondents indicated that they had never received some form of training on how to search and retrieve information online.

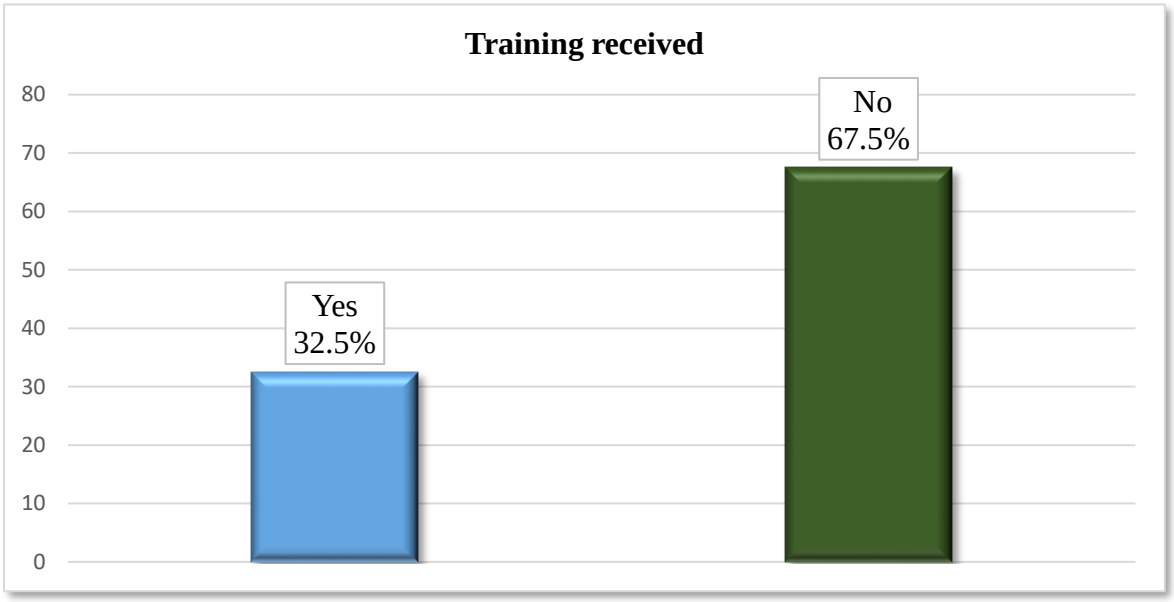

Figure 15. Training received (N=231)

Source: Field survey (2021)

4.14.3 Usefulness of training received by students

In this section respondents who had some form of training were asked how useful the training was to them. The findings from Figure 16 reveal that out of the total number of 75 respondents who had some form of training, 56 (74.7%) found the training received useful. However, seven (9.3%) found the training not useful while 12 (16.0%) of the respondent were unsure if the training received was useful.

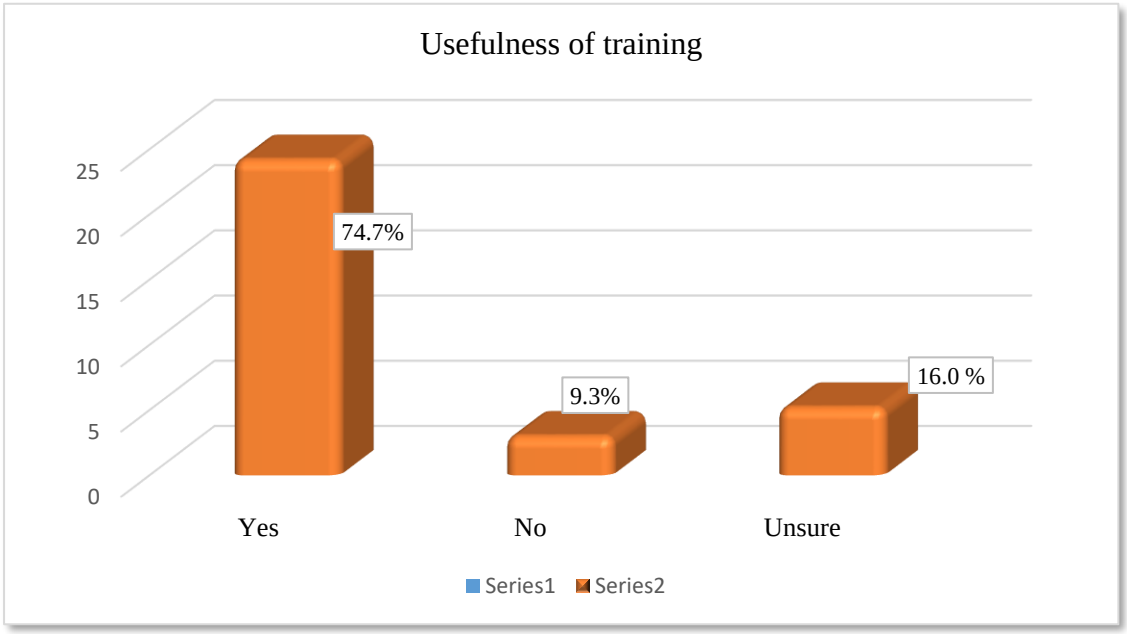

Figure 16. Usefulness of training received

Source: Field survey (2021)

4.14.4 Source of training

This section sought to enquire from respondents who had received training the source of their training. As shown in Figure 17 below, 57 (76.0%) of the respondents indicated self learnt as their source of training while 16 (21.3%) of the respondents indicated library while two (2.7%) indicated others such as colleagues and teaching assistants.

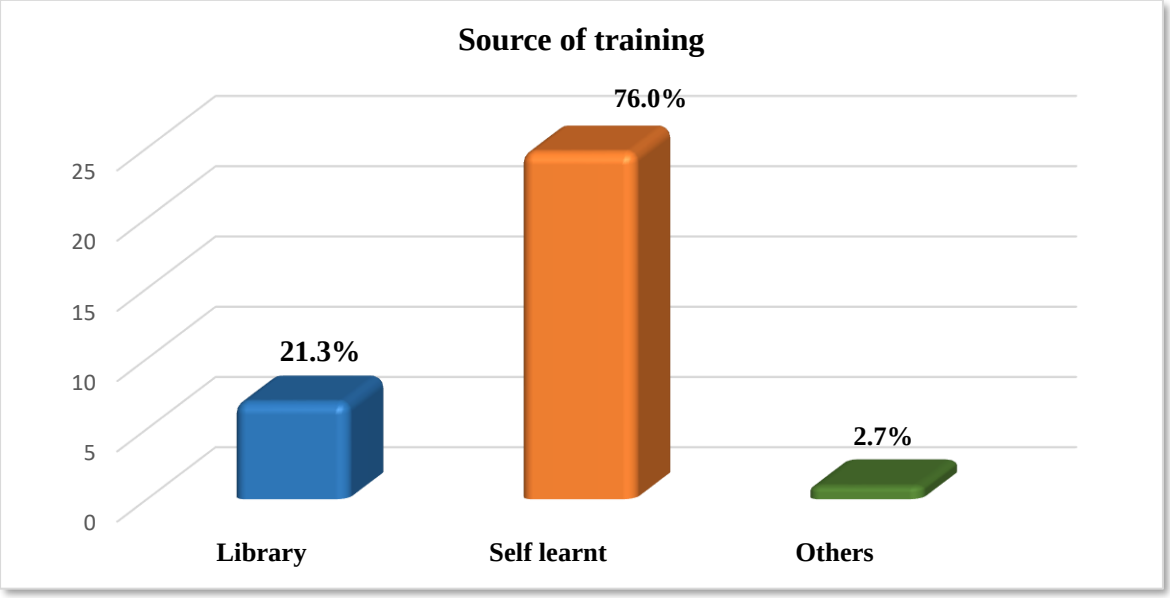

Figure 17. Source of training

Source: Field survey (2021)

4.14.5 Suppose usefulness of training to students

This section sought to enquire from the 156 student respondents who indicated that they had not received any form of training on how to search and retrieve information online whether having some form of training would have been useful for them. All 156 (100%) respondents answered in the affirmative.

4.14.6 Steps for searching for online information

This section presents data on the frequency at which respondents use search steps for searching online information. As shown in Table 33 below, 151 of the respondents, representing 65.4% indicated that they 'always' identify or determine the need for the information, 51 of the respondents representing 22.1% were of the view that they 'often' identify or determine the need for the information while 29 of the respondents representing 12.6 % indicated that they 'sometimes' identify or determine the need for the information.

Also, 179 (77.5%) of the respondents stated they 'always' identify possible channels/sources of information relevant to the need followed by 'seldom' with 48(20.8%) respondents while 4(1.7%) respondent indicated that they 'often' identify possibly channels/sources of information relevant to their needs.

Again, as shown in Table 33 below, 89 of the respondents representing 38.5% indicated that they 'sometimes' define search query, 66 of the respondents representing 28.6% stated that they 'often' define search query, 40 of the respondents representing 17.3% were of the view that they 'never' define search query, 31 of the respondents representing 13.4% stated that they 'always' define search query while 5 of the respondents representing 2.2% indicated that they 'seldom' define search query.

Additionally, 148 of the respondents representing 64.1% indicated that they 'never' combine the terms/keywords using Boolean operators, 41 of the respondents representing 17.7% stated that they 'often' combine the terms/keywords using Boolean operators, 23 of the respondents representing 10.0% stated that they 'sometimes' combine the terms/keywords using Boolean operators and 19 of the respondents representing 8.2% indicated that they 'seldom' combine the terms/keywords using Boolean operators.

Furthermore, out of the total number of respondents, 124 representing 53.7% were of the view that they 'always' evaluate results by determining whether the search process was a success, 44 of the respondents representing 19.0% were of the view that they 'never' evaluate results by determining whether the search process was a success, 36 of the respondents representing 15.6% stated that they 'often' evaluate results by determining whether the search process was a success, 23 of the respondents representing 10.0% stated that they 'sometimes' evaluate results by determining whether the search process was a success. However, four of the respondents representing 1.7% stated that they 'seldom' evaluate results.

Finally, 220 of the respondents representing 95.2% indicated that they 'always' use the information or apply it to life while the remaining nine (13.8%) and two (0.9%) of the respondents stated that they 'often' and 'sometimes' use the information or apply it to life respectively.

Table 33. Steps for searching for online information

Steps	Always		Often		Seldom		Sometimes		Never	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Identify/determine the need for the information (e.g. for personal study, research, assignment, general awareness, etc.)	151	65.4	51	22.1	0	0	29	12.6	0	0
Identify possibly channels/sources of information relevant to the need. (e.g. search systems, websites, social media, virtual libraries, etc.)	179	77.5	48	20.8	4	1.7	0	0	0	0
Define search query, for example by identifying or gathering keywords	31	13.4	66	28.6	5	2.2	89	38.5	40	17.3
Combine the terms/keywords using Boolean operators (AND, OR, NOT).	0	0	41	17.7	19	8.2	23	10.0	148	64.1
Evaluate results by determining whether the search process was a success	36	15.6	124	53.7	4	1.7	23	10.0	44	19.0
Use the information (e.g. to write your examination, class assignments, notes, etc.) or apply it to life	9	3.9	220	95.2	2	0.9	0	0	0	0

Source: Field survey (2021)

4.14.7 Online information searching skills

This section sought from the respondents the frequency at which they used the skills listed in Table 34 when searching for online information.

Table 34. Online information searching skills

Skills	Always		Often		Seldom		Sometimes		Never	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Keyword search	218	94.4	11	4.8	2	0.9	0	0	0	0
More than one keyword search	26	11.3	22	9.5	82	35.5	85	36.5	16	6.9
A phrase search (Using quotations)	38	16.5	36	15.6	65	28.1	76	32.9	16	6.9
Searching within results	9	3.9	38	16.5	17	7.4	56	24.2	111	48.1
Searching for similar results	4	33.8	47	20.3	35	15.2	67	29.0	78	1.7
Searching within specific time range	72	31.2	125	54.1	17	7.4	17	7.4	0	0
Proximity search	26	11.3	18	7.8	4	1.7	33	14.3	150	64.9

Source: Field survey (2021)

As shown in Table 34, 218 (94.4%) of the respondents indicated that they 'always' use keyword search when retrieving online information followed by 11(4.8%) who 'often' apply keyword search when retrieving online information and two (0.9%) who indicated that they 'seldom' use keyword search when searching for online information. Additionally, 85 of the respondents, representing 36.5% indicated that they 'sometimes' apply more than one keyword search when retrieving online information., 82 of the respondents, representing 35.5% indicated that they 'seldom' apply more than one keyword search when retrieving online information. Another 26 of the respondents, representing 11.3 % indicated that they 'always' apply more than one keyword search when retrieving online information, 22 of the respondents, representing 9.5% stated that they 'often' apply more than one keyword search when retrieving online information and 16 of the respondents, representing 6.9% indicated that they 'never' use more than one keyword search when retrieving online information.

Again, from Table 34, respondents indicated how they apply a phrase search to search for online information. Out of the responses given, 76(32.9 %) of the respondents indicated that they 'sometimes' apply a phrase search when searching for online information, 65(28.1%) of the respondents stated that they 'seldom' apply a phrase search when searching for online information, 38(16.5%) of the respondents stated that they 'always' use a phrase search when searching for online information, 36(15.6%) of the respondents indicated that they 'often' apply a phrase search when searching for online information while 16(6.9%) of the respondents indicated that they 'never" apply a phrase search when searching for online information.

Also, 111 (48.1%) of the respondents indicated that they 'never' apply the technique of searching within results when searching for online information, 56 (24.2%) of the respondents indicated that they 'sometimes' apply the skill of searching within results when searching for online information, 38 (16.5%) of the respondents stated that they 'often' apply the technique of searching within results when searching for online information, 17 (7.4%) of the respondents

stated that they ‘seldom’ apply the skill of searching within results when searching for online information while nine (3.9%) of the respondents indicated that they ‘always’ apply the skill of searching within results when searching for online information.

Furthermore, as shown in Table 34 above, 78 (33.0%) of the respondents stated that they ‘never’ apply the skill of searching for similar results when retrieving online information, 67 (29. 0%) of the respondents stated that they ‘sometimes’ apply the skill of searching for similar results when searching online information, 47 (20.3%) of the respondents indicated that they ‘often’ used searching for similar results technique when retrieving online information, 35 (15.2%) of the respondents stated that they ‘seldom’ apply searching for similar results technique when searching online information and four (1.7%) of the respondents stated that they ‘always’ apply the skill of searching for similar results when retrieving online information.

As illustrated in Table 34 above, respondents were asked to indicate how they searched for online information within specific time range. To this, 125 (54.1%) of the respondents stated that they ‘often’ search within specific time range when searching online information, 72 (31.2%) of the respondents indicated that they ‘always’ search within specific time range when searching for online information, 17 (7.4%) and another 17 (7.4%) of the respondents stated that they ‘seldom’ and ‘sometimes’ search within specific time range when searching for online information respectively.

Finally, as depicted in Table 34, 150 (64.9%) of the respondents stated that they ‘never’, apply proximity search when searching for online information, 33 (14.3%) of the respondents stated that they 'sometimes' apply proximity search when searching for online information, 26 (11.3%), of the respondents indicated that they 'always' apply proximity search when searching for online information while 18 (7.8%), of the respondents, indicated that they 'often' apply

proximity search when searching for online information and four(1.7%) of respondents indicated 'seldom'.

4.15 Verification of online information resources by student respondents

The researcher sought to enquire from the respondents if they verify online information resources before using them. All 231 respondents representing 100% indicated that they verify online information resources before using them.

4.15.1 Evaluation of online information resources by student respondents

This section required all respondents to indicate how often they apply any of the following online resources evaluation criteria. The responses are distributed in Table 35 below

Table 35. Evaluation of online information resources (N=231)

Evaluation criteria	Always		Often		Seldom		Sometimes		Never	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Authority	57	24.7	20	8.7	18	7.8	35	15.2	101	43.7
Accuracy	35	15.2	23	10.0	8	3.5	52	22.5	113	48.9
Objectivity	30	13.0	17	7.4	20	8.7	37	16.0	127	55.0
Currency	55	23.8	113	48.9	37	16.0	26	11.3	0	0
Coverage	30	13.0	36	15.6	16	6.9	42	18.2	107	46.3

Source: Field survey (2021)

From the table above, 101 (43.7%) of the respondents indicated that they ‘never’ check the authority of online information resources, 57 (24.7%) of the respondents indicated that they ‘always’ verify the authority of online information resources, 35 (15.2%) of the respondents stated that they ‘sometimes’ verify the authority of online information resources. Another 20

(8.7%) of the respondents stated that they ‘often’ verify the authority of online information resources and 18 (7.8%) indicated that they ‘seldom’ check the authority of online information resources.

Again, it was revealed that majority 113 (48.9%) of the respondent indicated that they ‘never’ evaluate the accuracy of online information resources, 52 (22.5%) stated that they ‘sometimes’ evaluate the accuracy of online information resources, 35 (15.2%) stated that they ‘always’ evaluate the accuracy of online information resources while 23 (10.0%) stated that they ‘often’ evaluate the accuracy of online information resources and eight (3.5%) indicated that they ‘seldom’ evaluate the accuracy of online information resources.

Also, from Table 35 above, 127 (55.0%) of the respondents stated that they ‘never’ evaluate the objectivity of online information resources, 37 (16.0%) of the respondents indicated that they ‘sometimes’ evaluate the objectivity of online information resources, 30 (13.0%) of the respondents indicated that they ‘a1ways’ evaluate the objectivity of online information resources, 20 (8.7%), of the respondents, indicated that they 'seldom' evaluate the objectivity of online information resources while 17 (7.4%) of the respondents stated that they ‘often’ evaluate the objectivity of online information resources.

Additionally, 113 (48.9%) of the respondents stated that they ‘often’ evaluate the currency of online information resources, 55 (23.8%) of the respondents stated that they ‘always’ evaluate the currency of online information resources, 37 (16.0%) of the respondents stated that they ‘seldom’ evaluate the currency of online information resources and 26 (11.3%) of the respondents indicated that they ‘sometimes’ evaluate the currency of online information resources.

Finally, as shown from Table 35, 107 (46.3%) of the respondents stated that they ‘never’ evaluate the coverage of online information resources, 42 (18.2%) of the respondents indicated that they ‘sometimes’ evaluate the coverage of online information resources while the 36

(15.6%) indicated that they 'often' evaluate the coverage of online information resources 30 (13.0%) and 16 (6.9%) of the respondents indicated, 'always' and 'seldom' respectively.

4.16 Benefits of online information

This section sought to find out from the respondents some of the benefits they derived from using online information during the pandemic. The table below with multiple responses indicates the frequency distribution of responses.

Table 36. Benefits of online information

Benefits of online information	Frequency	Percentage
Easy access to current information	227	98.3
Information can be accessed irrespective of day, place and time	226	97.8
Less time is spent when looking for information	225	97.4
Access to information is relatively cheap	220	95.2
Copying information to disseminate is easy	172	74.5

Source: Field survey (2021)

***Multiple responses received**

As shown in Table 36 above, majority 227 (98.3%) of the respondents indicated easy access to current information followed by 226 (97.85) of the respondents who stated that information can be accessed irrespective of day, place and time, 225 (97.4 %) indicated that less time is spent when looking for online information, 220 (95.2 %) indicated access to information is relatively cheap. Also, 172 (74.5%) stated that copying information to disseminate is easy.

4.17 Challenges

This section sought to find out from the respondents the challenges they encounter when searching for online information during the pandemic. The findings in Table 37 below with multiple responses show that the majority, 221 (95.7%) of the respondents indicated slow

internet connection followed by 218 (94.4%), 218 (94.4%) and 218 (94.4%) of the respondents indicating lack of skills in finding online information, information overload and cost of data respectively. Other challenges stated were lack of time with 169 (73.2%), lack of training with 163 (70.6%) and lack of devices with 118 (51.1%).

Table 37. Challenges (N=231)

Challenges	Frequency	Percentage
Slow Internet connection	221	95.7
Lack skills in finding online information	218	94.4
Information overload	218	94.4
Cost of data	218	94.4
Lack of time	169	73.2
Lack of training	163	70.6
Lack of devices	118	51.1

Source: Field survey (2021)

4.17.1 Suggestions to address challenges

This section sought to seek the opinions of respondents on what can be done to address the challenges stated above. Below are the summaries of what they indicated can be done to address the challenges.

a. There should be provision for free data for students' use.
b. Workshops should be organised for students on how to effectively search for online information.
c. There should be improvement on internet bandwidth and speeds.

4.17.2 Any other information

Respondents were allowed to provide any other information regarding the issues above. Other information received from respondents are as follows.

a. Students should be educated on the benefits of online resources and how to go access and use them.
b. There should be constant awareness creation on the use of online information resources by the library.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

The study set out to investigate the online information behaviour of faculty and students of the National Film and Television (NAFTI) during the COVID-19 pandemic. This chapter discusses the key findings reported in chapter 4 concerning the objectives of the study and the existing literature. The key findings covered in the study are online information needs, online information resources, online searching/retrieval skills, evaluation of online information resources and challenges affecting faculty and students' online information seeking.

5.2 Online information needs

Information users seek online information for several purposes to satisfy their information needs. According to Majyambere and Hoskins (2015), the information needs of faculty and students include both academic and personal information needs in that it revolves around the learning process, research activities and their everyday life. The first objective of this study was to determine the online information needs of faculty and students of NAFTI during the COVID- 19 pandemic. To achieve this objective, answers to questions about their online behaviour before and after the pandemic such as the frequency at which online information resources were used before the pandemic, time spent averagely on a day online before the pandemic, time faculty and students are spending averagely on a day during the pandemic, information retrieved online before the pandemic, the realization of new information needs during the pandemic, type of new information needs realize during the pandemic, rate at which the pandemic has increase need of information, types of devices used to retrieve online information, the purposes for seeking online information and methods of locating online information were questions sought from the respondents.

5.2.1 Frequency at which online information resources were used before the pandemic

The study found before the pandemic, that less than half 12 (41.4%) of faculty members used online information resources daily. Which is an indication of low rate of usage. This was followed by more than one-third 10 (34.5%) who used online information resources weekly and less than a quarter 7 (24.1%) used online information resources forth nightly before the pandemic. Whereas almost half 111 (48.1%) of the students used online information resources weekly followed by less than half 100 (43.0%) who used them daily and 20 (8.7%) of the students used online information resources forth nightly before the pandemic. The findings from the study revealed that generally both faculty and students used online information resources less frequently before the pandemic as indicated from their responses. Thus, it can be argued that before the pandemic there were more face-to-face interactive sessions and also information users had access to other print resources from various libraries hence online information resources were less sought for. However, the frequency at which faculty and students use online information resources daily revealed that 1.6% more of the students used online information resources than faculty members. Also 13.6% more of the students used online information resources than faculty members weekly. While 15.4% more of faculty used online information resources than the students forth nightly. The study, therefore, revealed that students used more online information resources than faculty members before the pandemic. Similarly, Kumar (2010) in a study to examine the use of the internet among teachers and students in India, sought from respondents the frequency at which they used internet resources. It was determined that the majority of teachers use internet resources forth nightly while students use them daily to meet their information needs.

5.2.2 Time spent averagely in a day online before the pandemic

Faculty and students were asked to indicate the time spent on a day online before the pandemic. The findings revealed that, before the COVID- 19 pandemic more than half 55.2% of faculty

spent an average of 2 hours to 3 hours online daily followed by more than two-thirds 37.9% who spent 1 hour to 2 hours and only 6.9% of faculty spent 3 hours or more in a day online before the pandemic. None of the faculty members spent below an hour on a day before the pandemic. While more than half 58.0% of students spent an average of 1 hour to 2 hours in a day online followed by more than a third 35.9% of the students who spent below an hour daily online before the pandemic. Only 3.0% of the students spent 2 hours to 3 hours and 3.0% of the students spent 3 hours or more in a day online during the pandemic. The findings generally revealed that faculty members spent more time online in a day than students before the pandemic. This could be that as educators, they require more information to prepare adequately in order to impact knowledge to the students. This finding agrees with that of Tezer and Yildiz (2017); Nnkomo (2009) who revealed that the majority of students spent between 1 hour to 2 hours online in a day searching for information. The finding, however, differs from that of Nnkomo (2009) who indicated that the majority of academics spent on average, not more than 2 hours in a day online searching for information to help meet their needs.

5.2.3 Time spend averagely in a day online during the pandemic

Respondents were asked to indicate the time they spend on a day online during the pandemic The study shows that during the pandemic, close to two-thirds (62.1%) of faculty members spend 3 hours or more on a day online followed by more than a third 34.5% who spend 2 hours to 3 hours on a day online and only 3.4 % of faculty spend 1 hour to 2 hours online on a day. No faculty member spends below an hour on a day online during the pandemic. Similarly, close to two-thirds (64.5%) of the students spend an average of 3 hours or more on day online followed by close to a third of 32.9% who spend 2 hours to 3 hours on a day online and only 2.6% of the students spend 1 hour to 2 hours on a day online. No students spend below an hour during the pandemic. The findings revealed that, both faculty and the students saw their online usage increase greatly from 2 hours to 3 hours and 1 hour to 2 hours respectively before the

pandemic to 3 hours or more on a day during the pandemic. This could be attributed to the fact that a lot more activities in higher education were moved online during the pandemic and so faculty and students had to perform more of their traditional in-person activities remotely. The findings confirm that of Jahan et al. (2021) who indicated that students and teachers' daily internet use times increased from 2-3 hours to more than 5 hours during the COVID- 19 Pandemic. Similarly, a survey carried out by Ofcom (2020) found that adults and children in the UK saw their time spent online increase during the pandemic with adults spending an average of three hours and 47 minutes and children spending 3 hours and 48 minutes online each day.

5.2.4 Information retrieved online before the pandemic

Faculty and students retrieved a variety of information online before the pandemic to meet their information needs. As indicated in the analysis (Table 4) teaching/research (93.1%) was the most retrieved information online by faculty members followed by information for self-development with 79.3%, communication/networking with 75.9% and general awareness with 62.1%. Other information retrieved online before the pandemic by faculty members which received less than 50% responses were information for entertainment (44.8%), information for news (44.8%), information for funding (41.4%), online purchase (34.5%) and information for health with (27.6%). For the students, information for assignments 212 (91.8%) was the most frequently retrieved information online before the pandemic followed by communication/networking (74.9%) and information for examination (70.6%), health with (59.3%), entertainment with (55.0%). Others that received less 50% response are information for class tests 114 (49.4%) and information for self-development with (46.3%), online purchase with 29.0%, information for funding with 26.4%, information for research/ project with 26.4%, news with 6.9% and general awareness with 6.5%. The findings correlate with that of Nnkomo et al. (2011) who wrote that students and staff retrieve a variety of information from the web

such as information for teaching/ research, communication, self-development, examinations, information for funding, information for class tests, news and general awareness to meet their information needs. It is however interesting to note that online search for health information was very low among faculty before the pandemic however that of the student was slightly above 50%.

5.2.5 Realization of new information need during the pandemic

The search for information begins when a person realizes that he or she lacks or has a shortfall in knowledge and therefore takes the necessary steps to bridge that knowledge gap (Case, 2012). Faculty and students were asked if they realize new information need during the pandemic. It was revealed that both faculty and students realized new information need during the pandemic. This is an indication of the realization of new information need which forms the first process of online information behaviour as indicated by Marchionini and White's (2007) model of the information seeking process which shows that the first subprocess in the model is to recognize the need for information to take the necessary action to fulfill that need. The findings in this study therefore attest that the COVID pandemic has led to new information need in the lives of individuals.

5.2.6 Type of new information needs realized during the pandemic

Faculty and students were asked to indicate the type of new information needs realize during the pandemic. Interestingly, both faculty and students had a drastic rise in the need for health information with 96.6% faculty and 93.9% of the students. Additionally, new information needs for faculty rank as follows; information for funding with 89.7%, information for self-development with 86.2%, communication/networking with 82.8%, information on research with 79.3%, entertainment with 62.1%, general awareness with 58.6% and news with 55.2%. Whereas, other new information needs of students as ranked are online purchase with 92.6 %,

information for research/project with 91.3% and communication/networking with 91.3%. Others were general awareness with 88.3%, entertainment with 87.9%, information for funding with 85.3%, information for examination with 76.2%, information for assignment with 72.7%, information for class test with 70.0%, information for self-development with 62.8% and news with 62.8%. This finding reveals that both faculty and students realized a variety of new information needs during the pandemic as compared to the information needs they retrieved before the pandemic. The findings confirm Chen et al. (2020) statement that new situations increase the information needs of people. Also, natural or artificial causes of change in the world may prompt one's need for new information in the likes of earthquakes, volcanic eruptions, bushfires and pandemics. In addition, the finding shows that though both faculty and students had new information needs, health information topped the list for both groups. The other information needs however varied for faculty and students possibly because of the varied roles they play.

5.2.7 Rate at which pandemic has increased need for online information

The researcher sought to find out the rate at which the pandemic has increased the information needs of respondents using a scale of 1 – 5 with 1 being the lowest and 5 the highest. The result revealed that more than half 17 (58.6%) of faculty members indicated the pandemic has greatly increased their need for online information by indicating a rate of 5 followed by seven (24.1%) of faculty members who indicated a rate 4 and the remaining 5 (17.2%) indicated a rate of 3. None of the faculty members indicated a rate of 2 or a rate of 1. Similarly, for students, the findings also revealed that the pandemic had an impact on them as the majority of the students 178 (77.1%) indicated a rate of 5 followed by 39 (16.9%) of the students with a rate of 4 whereas only seven (3.0%) of the students indicated a rate of 3 and another seven (3.0%) of the students indicated a rate of 2. None of the students indicated a rate of 1 which reveals that the pandemic did not have less impact on them. Therefore, it is noted that faculty and students'

need for information increase at the highest rate during the pandemic. This finding confirms the global drive towards online information resources during the pandemic as noted by Choi et al. (2020) who wrote that most educational activities including higher learning institutions have moved to e-learning rather than the conventional methods of teaching and that many universities and colleges were replacing traditional exams with online assessment tools such as Socrative, Google forms, Mentimeter and Poll everywhere. Similarly, Planet (2020) wrote that during the COVID-19 pandemic individuals depend on online tools to keep connected to family and friends.

5.2.8 Devices used to retrieve online information during the pandemic

Faculty members and students were asked to indicate the device(s) they were using to retrieve online information during the pandemic. Responses from faculty indicated that a vast majority 28 (96.6%) of faculty members use laptops, more than three-quarters 25 (86.2%) of them use mobile/smartphones, more than half 15 (55.2 %) of the faculty members use notepad/tablets while less than a quarter 6 (20.7%) of the respondents relied on desktop computers to retrieve information during the pandemic. Response from students also shows that a vast majority 226 (97.8%) of the respondents use laptops followed by a vast majority 218 (94.4%) who used mobile/smartphones, more than half 126 (54.6%) of the students used notepads/tablets and less than half 103 (44.6%) of the students used desktop to retrieve online information during the pandemic. The findings show that faculty and students use multiple devices to access online information with the preferred ones being laptops, mobile/smartphones and notepads /tablets to retrieve online information during the pandemic. Although desktop computers were also used by faculty and students for the same purposes not many of them used them to retrieve online information during the pandemic. Laptops, mobile/smartphones and notepads /tablets may be the most preferred devices because they can be carried along and used anywhere and at any time to connect with friends and families and also to retrieve relevant information online

for their work/academic, health and personal needs. Also, due to the pandemic contact hours reduced necessitating the use of laptops, mobile/smartphones and notepads/tablets by both faculty and students to retrieve online information. This finding concurs with that of Brooks et al. (2020) who indicated that students and academics mostly use laptops, smartphones and tablets to retrieve information as these devices are effective technological tools for communication and retrieval of information amidst the COVID -19 pandemic.

5.2.9 Purpose for seeking online information related to work and academic

Faculty and students seek online information for a variety of reasons to meet their information needs. Most of the information needs sought by faculty and students are similar although there are some points where they differ. For faculty, a vast majority 96.6 % sought online information related to work for personal study and teaching purposes correspondingly. Most of the faculty members (27; 93.1%) sought information for research purposes, less than three- quarters 21 (72.4%) of faculty sought information for communication /network purposes and more than half 16 (55.2 %) sought for online purchase for academic resources. Only one (3.4%) of the faculty member sought information for other purposes such as information for films and documentaries. Findings from students show that a vast majority of 228 (98.7%) of the students sought information online for examination purposes and another vast majority 226 (97.8%) of the students indicated communication/networking, majority 182 (78.0%) of the students sought for information online for class assignments, less than three-quarter 163(72.4%) of them sought online information for class tests and less than two-thirds 141(61.1%) sought for information online for research/project. Only 24 (10.4%) sought information for the online purchase of academic resources. The findings reveal that faculty sought online information mostly for personal study (96.6%), teaching (96.6%) and research (93.1%) and that of the students were examination (98.7%) and communication/networking (97.8%), These findings concur with earlier findings that revealed that the purposes that compelled students and staff the most to

seek online information were class assignment, information literacy skills, examination, research /project class test, personal study, teaching and communication (Kankam (2017); Nnkomo (2009).

5.2.10 Purpose for seeking online information aside work or academics

The study sought to specifically enquire from faculty and students' the situations besides work or academics that compel them to seek online information. The findings revealed that a vast majority 93.1% of faculty sought information for communication/networking purposes, the majority 86.2% sought online information for online purchase, more than three-quarters 79.3% of faculty sought information for general awareness and health. Less than three-quarters 72.4% of faculty members engage in information seeking for entertainment purposes and more than two-thirds 69.0% of them sought news. In the case of responses gathered from students, a vast majority 94.4% of the students looked for health information, another vast majority 93.5% indicated online purchase, 90.9% of the students accessed online information for purpose of communication/networking, most 85.3% of the students accessed online information for entertainment purposes, majority 84.8% of the students sought for general awareness and less than two-third 64.9% of the students sought news. From the findings, the most cited purposes by faculty were communication/networking (93.1%) and online purchase (86.2%). And that of the students were health (94.4%), online purchase (93.5%), communication/networking (90.0%) entertainment (85.3%) and general awareness (84.8%). Similarly, the findings of Kankam (2017); Shiweda (2013); Nnkomo (2009) before the COVID- 19 pandemic have established that learners and academics were accessing online information for purposes beyond academics such as communication, entertainment, networking and socialization, news and general awareness. The findings also identified some similarities in the purposes stated by faculty and the students that i.e. online purchase and communication/networking. This is an indication that the COVID-19 pandemic caused an increase in the online purchases of faculty

and students. And in their online communication/networking. According to Barbosa (2020), during the pandemic, the online consumption habits of online users changed considerably, with a greater proportion of users buying essential products such as medicines and food. Also, Nguyen et al. (2020), in a survey on people's digital communication during the pandemic observed a vast increase in the respondents' digital communication as the lockdown was enforced. According to Nguyen et al. (2020), the respondents saw an increase of 20% in their communication through voice calls, social media (21%,) video calls (27%) and emails (42%) during the COVID-19 pandemic.

5.2.11 Methods of locating online information

From the findings respondents used multiple methods for locating information online, 100% of faculty members indicated that they looked for online resources themselves followed by less than two-thirds 62.1% of faculty who locate online resources by consulting the reference librarian and less than a third 31.0% of faculty locate online information by asking a colleague for help. Furthermore, a vast majority 91.3% of students presented that they look for online resources themselves followed by 88.7% who revealed that they locate online information with the assistance of a colleague and less than half 47.2% of the students indicated that they locate online information by consulting the librarian. Only 5.6% showed that they received help from others such as lecturers, supervisors and family members. It is interesting to note that a vast majority of faculty and students located online information without any assistance in contrast to Patitungkho and Deshpande (2005) study which indicated that the majority of respondents consult well-informed persons in the field for the needed information. However, the current findings concur with that of Gyasi (2016) which showed that the majority of students were abreast with locating online information themselves. This is possibly an indication of an increase in the information literacy rate among students and faculty considering the difference in the number of years between the various studies.

5.3 Online resources used

Online resources are mostly documents and web pages that are accessible on the internet and the world wide web that provides valuable information to satisfy a need. They are essential sources of information for any institution and organization (Kumar, 2018). Online resource come in many forms including online academic journals, online databases online books, online institutional databases, search engines, online dictionaries, online audio and visual resources, online magazines, online newspapers, online encyclopedias and directories (IFLA, 2012).

As the study's second objective was to ascertain the kind of online resources used during the pandemic, respondents were asked questions relating to the online resources they used for work/academic-related information and health-related information.

5.3.1 Online resources for work and academic-related information

The findings showed that faculty mostly frequently used social media (96.6%) followed by e-books (65.5%), emails (65.5%), e-journals (58.6%) and online databases (51.7%). Others were online encyclopedia (48.3%), online dictionaries (41.4%), search engines (34.5%) and online catalogue (27.6%). Responses from students showed that they mostly frequently used social media (98.7%) followed by e-books (69.3%), e-journals (68.4%), search engines (65.8%), online encyclopedia (64.1%), online dictionaries (60.6%), online database 59.7%, online catalogues (35.5%) and others such as e-magazines and e-newspapers (0.4%). It is observed from the responses that faculty and students consulted multiple online resources for work and academic-related information during the pandemic but the most consulted online resource by the faculty and students was social media.

The findings concur with that of Singh et.al (2020) who determined that social media apart from being a platform for socialization is being used for work and academic-related purposes such as conducting online lectures, meetings, webinars and ensuring work from home during the pandemic.

5.3.2 Online resources for health-related information

On the aspect of responses from faculty on online information resources used for health information, a vast majority 96.6% of faculty used search engines followed by a vast majority 93.1% who used social media, more than half 58.6% of faculty used emails, less than a third 31.0% used online dictionaries, less than a quarter 20.7% relied on online encyclopedia, only 17.2% of faculty used e-journals and 17.2% used e-books. Again, only 6.9% used online databases and another 6.9% of faculty members used online catalogues during the pandemic. Findings from students indicated that a vast majority 93.5% of the students employed search engines for online resources for health-related information, another vast majority 91.3% of the students relied on social media, less than half 47.6% of the students relied on emails, a little more than a third 33.8% of the students relied on online dictionaries, a little more than a quarter 25.1% of the students relied on e-books, less than a quarter 23.4%, of the students relied on the online database, less than a quarter 20.8% of the students relied on online encyclopedia with whereas only 10.0% of the respondents relied on e-journals and another 10.0% of the students used online catalogues. Interestingly, it was revealed from the findings that for health-related information during the pandemic both faculty members and students relied heavily on search engines and social media.

here is a clear indication that these two online resources made it possible to quickly search for information relating to the pandemic, communicate and disseminate information on the protocols and new scientific findings of the COVID-19 pandemic. Similarly, Dadaczynski et al. (2021) revealed that amid the COVID-19 pandemic and subsequently nationwide lockdown, social media, search engines, news portals and websites became some of the major online resources for updating information on the pandemic and other health-related issues quickly for people.

5.4 Online searching/retrieval skills

One must possess certain skills to search and retrieve the required information online (Olorunfemi and Mostert, 2012). This is a result of the fact that the advent of the internet in recent times offers numerous volumes of information making it difficult to retrieve the relevant information to meet a specific need (Tsai and Liu, 2015). The third objective of the study sought to investigate how faculty and students retrieve and evaluate online information during the pandemic. It sought to find the skills faculty and students possess, training received, the usefulness of training received, source of training, suppose usefulness of training, steps for searching for online information, online information searching skills, verification of online information resources and evaluation of online information resources.

5.4.1. Online skills possess

The responses obtained from faculty and students reveal that faculty possess the skills to search and retrieve online information as the vast majority 27(93.1%) answered in the affirmative as opposed to two (6.9%) who indicated they did not. Responses from students however indicated that they did not possess the needed skills to search and retrieve online information as the majority 153 (66.2 %) indicated they did not have the needed skills as opposed to 78 (33.8%) who indicated that they possess the needed skills to search for and retrieve online information. The finding from faculty is quite encouraging as the ability to search for and retrieve information in an online environment is essential to the successful completion of information seeking tasks. However, the same cannot be said about the students as the majority of them do not possess the skills to search for and retrieve online information. This implies they may not be able to fully utilize online information to satisfy their information needs. This finding, therefore, disagrees with Gillies and Terwel (2008) who revealed that teachers have challenges in terms of retrieving and using information online and lack the necessary skills for information processing, but agrees with Purcell et al. (2012) who concludes in their study that despite

students being born and "raised in the 'digital age' they surprisingly lack online search skills" (p.6).

With regards to training, most of the faculty members 22 (75.9%) as opposed to 7(24.1%) indicated that they have not received any training on how to search and retrieve online information. Responses from students also suggest that majority 156 (67.5%) of the students have not received any training on how to search and retrieve online information as opposed to 75(32.5%) who indicated they did. This suggests that most of the faculty members and students were not well equipped in their ability to use online technologies for information seeking activities as the majority of faculty and students indicated that they had no formal training. The findings are consistent with that of Chirwa (2018) who indicated that one of the major factors that hinder the effective use of online information is lack of training. This according to Chirwa (2018) leads to online resources being underutilized.

A follow-up question on the usefulness of training received was posed to the faculty members (7) and students (75) who indicated that they had received some form of training. The findings revealed that the majority 5(71.4%) of faculty members found the training useful as opposed to one (14.3%) who found training received not useful and 1(14.3%) who was unsure of the usefulness of training received. Response from students revealed that they found the training received useful as indicated by most 56(74.7%) as opposed to 12(16.0%) students who were unsure of the usefulness of the training and seven (9.33%) students found training received not useful. Nnkomo (2009) in a similar question to students and members of staff at the Universities of Zululand and Durban revealed that most of the respondents from the two Universities indicated that the training received was useful which is similar to the findings in this study. Also, Shiweda (2013) realized that most of the respondents (73.3%) found the training received useful as opposed to 26.6% who felt the training received was not useful.

The seven faculty members and 75 students who indicated that they had received some form of training also indicate their source of training. The findings show that all the seven faculty members seven (100%) thought themselves how to search and retrieve information online. Additionally, majority 57(76.0%) of students also thought themselves how to search and retrieve information online as they indicated they self learnt online information retrieval skills as opposed to being taught by a librarian 16(21.3%) and others 2(2.8%) such as colleagues and teaching assistants. The findings revealed that either such training is not provided at the NAFTI library or faculty members and students chose not to attend such training sessions. The other reason could be that because faculty members and students spend more time accessing online information on their devices such as laptops and smartphones during the pandemic, they are able learn on their own how to search and retrieve information online. Patitungkho and Deshpande (2005) in a study found that majority of respondents did not see the need to attend training sessions on how to search and retrieve online information as they could easily learn on their own.

Respondents who indicated they had not received any form of training were asked if they taught such training would have been useful. The findings show that all respondents in that category; faculty 22 (100%) and students 156(100%) affirm that such training would have been beneficial to them. The findings confirm that of Kabakic et al. (2010) who determined that teachers and learners needed training on internet searching skills and strategies as these skills and strategies would better equip them to retrieve the right information.

5.4.2 Steps for searching for online information

The faculty and students were asked to indicate the frequency with which they apply information seeking steps when searching for online information from a list of steps provided by the researcher. The findings revealed that majority 79.3% of faculty as compared to the majority 65.4% of the students always identify a need for information which is the first step in

the information seeking process of Marchionini and white's 2007 model. Identifying the need would enable the faculty and students the ability to take action to address the information need. The next important step after identifying the need is to identify possible channels or sources of information relevant to the need. It was revealed that the majority 82.8% faculty and majority 65.4% of students always identify possible channels. This further shows that 17.4% more of the faculty members identify possible channels than the students. The next step is to define the search query by identifying or gathering keywords. Identifying or gathering the right keywords requires the information user to possess certain skills as one must know the right keywords or search terms in order to retrieve the right information. The findings show that a little more than half 51.7% of faculty and just 38.5% of the students sometimes define their search query. This indicates that even though faculty members sometimes define their search query, they applied this skill more than the students when searching for information online. After the search query has been defined, the next step is to combine the search terms or keywords using Boolean operators and other search strategies. It was revealed that faculty were not frequently applying this step as a little more than a third 34.5% of faculty indicated they sometimes combine the search terms or keywords using Boolean operators. However, the study revealed that a little less than two-thirds 64.1% of the students indicated that they never define their search query. This is an indication that most of the faculty members and students cannot combine search keywords using Boolean operators when searching for information online. This is contrary to Buchanan et al. (2005), information seekers with formal training use more search terms and apply Boolean operators frequently than novices. The next step is to evaluate the results. It is relevant to determine whether the right information has been retrieved and also ensure that the information retrieved is credible. The findings revealed that 11.8% more of faculty evaluate results than the students when searching for information online as majority 65.5% of faculty and more than half 53.7% of the students indicated that they often evaluate the information

they retrieve to determine whether the information is credible and can meet their information needs. After the results have been evaluated the next step is to use the information or apply it to life. It was revealed from the findings that 26.6% more of the students use the information they retrieve or apply it to life than that of the faculty members as a vast majority 95.2% of the students and a majority 69.0% of faculty indicated that they often use the information or apply it to life. The findings revealed that both faculty members and students apply most of the steps involved when searching for online information even though they did not follow a clear step. Faculty members apply these steps to source for the needed information to impact knowledge as compared to the students who are likely to use the information for their assignments, class tests and other information needs or apply it to life. However, the steps that both faculty and students seem not to apply were defining the search query and combining keywords using Boolean operators as they have no knowledge on how to apply them. According to Nnkomo (2009), "Information seeking steps are thought to indicate what strategy users formulate to search the web'' (p.91) and that the exact steps used when searching for information online vary from the individuals.

5.4.3 Online information searching skills

Findings on online information retrieval skills revealed that a vast majority 96.6% of faculty members apply keyword search and also a vast majority 94.4% of the students applied keyword search strategy always when searching for online information. The findings also indicate that 2.1 % more of the faculty members always applied keyword search strategy than the students. Also, less than half of the 41.4% of faculty and more than a third 36.5% of the students sometimes apply more than one keyword search when searching for information online. This also implies that faculty members apply more than one keyword search than the students when searching for information online. Again, more than a quarter 27.6% of faculty members and a little less than a third 32.9% of students sometimes applied a phrase search when searching for

information online. The findings revealed that 5.3% more of the students applied a phrase search strategy than faculty. Additionally, more than a quarter 27.6% of faculty sometimes applied searching within results strategy when searching for online information while less than half (48.1%) of students never applied searching within results strategy when searching for online information. This calls for some form of training for the students in that regard. Furthermore, less than a third (31.0%) of faculty seldom applied searching for similar results strategy while a little more than a third (33.8%) of the students always applied searching for similar results strategy when searching for information online. This indicates that students applied searching for similar results strategy more than faculty when searching information online. More so, less than half 44.8% of faculty members and more than half (54.1%) of the students often applied searching within specific time range strategy when searching for information online. The findings revealed that students applied searching within specific time range strategy than faculty. Finally, less than a third 31.0% of faculty and less than two-thirds 64.9% of those students never applied proximity search when searching for information online.

The above findings revealed that the most used strategy by both faculty and students was keyword search as indicated by a vast majority 96.6% of faculty and a vast majority of 94.4% of the students. This reflects the lack of training in searching for information online hence the use of keyword search which is the simplest strategy to formulate. This is also a clear indication of a lack of training in online information retrieval skills. According to Malliari et al. (2014), the use of a keyword search is the simplest and the most applied technique by students when conducting an online search. Similary, Kabakci et al. (2010) determine that teachers mostly use keyword search when searching for information on the internet as a keyword search is simple and easy to formulate. Harish and Chandrappa (2018) also concluded in a study that the majority of respondents are well versed with simple keyword search than the other search techniques used in searching the needed information.

The least strategies used by the faculty were searching within a specific time range which was often applied by less than half (44.8%) of faculty members followed by more than one keyword search which was sometimes applied by less than half 41.4% of faculty members, searching for similar results which were seldom applied by 31.0. % of faculty members, a phrase search which was sometimes applied by more than a quarter 27.6% faculty members and searching within results which were sometimes applied by more than a quarter 27.6% faculty members when searching for information online. The only strategy that was never applied was proximity search as indicated by less than a third 31.0% of faculty. Whereas, the least applied strategies by the students were searching within a specific time range which was often applied by more than half 54.1% of the students followed by more than one keyword search which was sometimes applied by more than a third of the students, searching for similar results which was always applied by slightly more than a third 33.8% of the students and a phrase search which was applied by less than a third 32.9% of the students when searching for information online. The only strategies that were never applied are searching within results and proximity search as indicated by almost half 48.1% of faculty and less than two-thirds of the students.

The finding from the least strategies and the strategies that were never applied by both faculty and students confirm the findings of Nkomo et al. (2011) that, students and academics lacked the necessary skills to construct efficient and sophisticated search strategies. Also looking at the number of responses for the least strategies used, the percentage of usage was close to half of the faculty and students and that shows clearly that both faculty and students did not know about applying advance search options.

5.4.4 Evaluating online information resources

Evaluating online information resources is a vital aspect of any research process as anyone can publish and put any content online (Kaushik 2012). According to Moskina (2013), some online

information resources are of poor quality and also tend to be misleading. This section, therefore, sought from faculty and students whether they verified online information resources before using them and the criteria they employ when evaluating online information resources. Responses from faculty and students showed that they verified online information resources before using them as all 29 (100%) faculty members and 231 (100%) students answered in the affirmative. Faculty and students were further asked to indicate the criteria they employed when evaluating online information resources. Responses from faculty indicated that a little more than half 51.7% of faculty always checked for the authority of the online information resource before using the information, a little more than half of the 52.2% of faculty indicated that they always checked for accuracy of the online resource, less than half 48.3% of faculty indicated they often verify the objectivity, while more than half 58.6% always checked for currency and less than half 41.4% of faculty indicated that they often verify the coverage of the online information resources before using them. Even though faculty members indicated earlier that they verified online information before using them it did not reflect in their responses on the criteria for evaluating online information resources as about half or less of faculty members applied each of the evaluation criteria. The finding of the responses differs from that of Okiki and Mabawonku (2013) who revealed that academics possessed high information literacy skills needed to assess the quality of information resources online.

Responses from students also show that they mostly did not verify online information resources as 43.7% of the students indicated that they never verified the authority of the online information, 48.9% of the students indicated that they never verified the accuracy of the online information resource, 55.0% of the students indicated that the never verified the objectivity of the online information resource and 46.3% of the students indicated that the never verified the coverage of the online information resource. The only criterion they seem to apply often (48%) when evaluating online information resources was the currency of the online information

resources. This is also possibly because of lack of knowledge and skills in applying the other criteria. The findings from the students, also therefore contradict their earlier response that they verified online information resources before using them. This implies that the students lack information evaluation skills or lack the will to evaluate information before use. The findings also concur with Gauducheau (2016) who asserts that students "tend to have a rather vague idea of the criteria on which information seeking should be based" (p.44). This according to Kankam (2017) was because students were not introduced to evaluation criteria in school.

5.5 Challenges affecting faculty and students' online information seeking

Many studies have proven that faculty and students are confronted with several challenges in in quest to use online information (Mostofa 2013; Shiweda 2013; Nkomo et al. 2011; Malik and Mahmood 2009). Objective four of the study sought to identify the challenges encountered by faculty and students in seeking information online during the pandemic. Faculty and students surveyed were therefore asked to indicate the challenges they encounter when searching for online information during the pandemic. It was revealed from the findings that faculty were faced with the challenge of slow internet connection (96.6%) followed by the cost of data (93.1%) and information overload (89.7%). Others challenges identified were lack of training (48.3%), lack of devices (41.45%), lack of skills in finding online information (31.0%), and lack of time (31.0%). Likewise, most of the students were also faced with challenges of slow internet connection (95.7%) followed by lack of skills in finding online information (94.4%) and information overload (94.4%) and cost of data with (94.4%). Others were lack of time (73.2%), lack of training (70.6%) and lack of devices (51.1%). (See Tables 4.21 for both faculty and students in chapter 5). These findings are consistent with Mostofa (2013); Shiweda (2013) and Nkomo et al. (2011) and who also identified lack of time for searching for online information, inability to locate sources, cost of data and wrong use of keywords, slow internet

connection, information overload, lack of web searching and retrieval skills as some of the challenges faculty and students face when seeking online information.

5.6 Possible suggestions to address challenges

Faculty and students were asked to suggest possible solutions to address challenges to their online information seeking. Only a few suggestions were made by both faculty and students. According to faculty, there should be the provision of high internet connection by various network providers to facilitate online searching and retrieval of information resources. They also suggested that data should be affordable since the cost of data was too high making it difficult to have access to information needed. Other verbatim suggestions were “computer devices such as laptops and iPad should be available at the library for use. “Provision of data for faculty monthly to enable easy access to online information”, “Network operators should improve their network infrastructure for optimum service”, “Expansion of internet bandwidth” to improve internet connection and “the library must organize training sessions on how to search for and retrieve information online”, “Communication authority must regulate data charges and ensure it is affordable to all”, “there should be periodical awareness creation by authorities on how to access information and instructions to this effect should be posted on the Institute's notice board”, “the library must provide access to subscribed e-resources”.

A few suggestions made by students were "there should be provision for free data for students’ use”. “Organize workshops for students on how to effectively search for online information”. “Improvement of internet bandwidth” and “Improve internet speed,” “students should be educated on the benefits of online resources and how to go about them”, and “there should be constant awareness creation on the use of online information resources by the library”. Similarly, Nnkomo (2009) suggested among others that, “bandwidths should be increased for greater Internet speed”, “There should be more online workshops for staff at regular intervals”, “More information about all the various web information channels should be provided,

particularly details about those that proved unpopular (e.g. databases)", "there should more education on the benefits of internet sources" (p.143).

5.7 Theoretical interpretation of the findings

5.7.1 Recognizing and accepting the need for information

The study adopted Marchionni and White's (2007) model of online information seeking. Marchionini and White indicated that the first two steps in the model are to recognize the need for information and accept the challenge to take action to fulfill that need. The results from the study revealed that faculty and students during the pandemic realized new information needs pertaining to their work/academic and personal needs. Such as health information, information for funding, information for self-development, communication/networking entertainment, general awareness, information and online purchases.

5.7.2 Problem Formulation

According to the model once the problem has been accepted in the mind of the information seekers, they must perform several activities: they must select the collection they are going to search and the search system they are going to use. The results from the study show that faculty and students mostly consulted search engines and social media, to retrieve work/academic and health-related information during the pandemic.

5.7.3 Expressing the problem

The next step after problem formulation is to specify the problem in a way that is understood by the search system. This requires the use of search strategies such as keyword search, searching within results, proximity search and more than one keyword search. The results from the findings indicate that faculty and students hardly apply search strategies that will enable the search system to retrieve the right information to meet their information need. The only strategy they seem to apply the most is a keyword search.

5.7.4 Examining the results

During this stage, the information user examines the results and judges them in terms of quantity, type and relevance. This stage requires the information seeker to possess some skills in order to examine results. Results from the study however indicate that about half or less of faculty evaluate online information resources before using them. Whereas students mostly lack skills to search and evaluate the results of information retrieved online.

5.7.5 Use the information found

After examining the results, the information seeker decides to stop the search and use the found information. The findings revealed that the vast majority (95.2%) of the students use the information they retrieve likewise majority (69.0%) of faculty members also use the information retrieved online.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter summarizes the key findings based on the objectives of the study, draws conclusion and provides recommendations.

6.2 Summary of Findings

This study investigated the online information behaviour of faculty and students of the National Film and Television Institute (NAFTI) during the COVID -19 pandemic. The study sought to determine the online information needs of faculty and students of NAFTI, to ascertain the kind of online information resources they use, to investigate how faculty and students retrieve and evaluate online information and also to identify the challenges encountered by the faculty and students in seeking information online during the pandemic. The key findings of this study are presented as follows:

6.2.1 Online information needs

Findings from the study revealed that generally, both faculty and students used online information resources less frequently before the pandemic. However, the study revealed that students were using online information resources more than faculty before the pandemic. Also, it was discovered that before the pandemic faculty members spent an average of 2 hours to 3 hours a day online while students spent an average of 1 hour to 2 hours a day online. It was again revealed faculty members' online usage increased by 7% while that of the students increased by 6.5% during the pandemic. Furthermore, information for teaching/research (93.1%) was the most retrieved information by faculty before the pandemic and that of the students was information for assignments (91.8%). Additionally, faculty and students during the COVID-19 pandemic did realize many new information needs. The most mentioned

information need realized by faculty and students was health information with (96.6%) from faculty and (93.9%) from the student. The findings also show that laptops, mobile/smartphones and notepads /tablets are the most preferred devices for retrieving online information during the pandemic by faculty and students because of their unique features. The main purposes that compelled faculty to seek online information for their work-related needs were teaching, personal studies, research while the purposes for which students sought online information related to their academic needs were examination, communication/networking purposes.

Also, communication/networking and online purchase were the main purposes that compelled faculty to access online information aside from their work-related needs while the purposes for which students sought online information aside their academic needs were health and online purchase. Finally, the finding reveals that the majority of faculty and students locate online information without any assistance during the COVID-19 pandemic on phones and laptops internet access.

6.2.2 Online information resources

The findings from the study indicate that faculty and students consult multiple online information resources for their work and academic-related information respectively and health-related information during the pandemic. The findings show that faculty and students used social media more during the pandemic for work-related and academic-related information. And for health-related information, the study revealed that both faculty and students preferred to use search engines and social media more during the pandemic.

6.2.3 Online searching/retrieval skills

It is required of every information seeker to develop certain skills to know where and how to search and retrieve online information effectively within the shortest possible time (Olorunfemi and Mostert, 2012; Wu and Tsai (2005). The results of the present study reveal that a vast

93.1% of faculty indicated they possess the desired skills to search and retrieve online information. This percentage however reduced drastically for the number of them who actually apply online search skills. However, the majority of 66.2% of students did not possess the desired skills to enable them to search for and retrieve online information. It was also discovered from the study that the majority 75.9% of the faculty and the majority 67.5% of the students had no formal training on how to search and retrieve online information. The findings further revealed that the majority 71.4% of faculty and the majority of students who indicated that had formal training found training received useful. One major interesting finding in this study is that all 100% of faculty and a majority 76.0% of the students taught themselves how to search for and retrieve information online. A clear indication that the pandemic forced people to learn and perform more activities online by themselves in order to survive in the pandemic. The findings also revealed that all 100% of faculty and all 100% of the students who had no formal training indicated such training would have been beneficial to them.

Furthermore, the frequency at which faculty and students applied steps when searching for online information was also sought from all the surveyed respondents. It was revealed that faculty and students frequently applied the steps for searching for information online. As indicated in the study the most applied steps by faculty were 'Identify possibly channels/sources of information relevant to the need' (82.8%) and 'Identify/determine the need for the information' (79.3%) and that of students were 'Use the information' (95.2%) and 'Identify possibly channels/sources of information relevant to the need' (77.5%).

The findings revealed that the most used strategy by both faculty and students was keyword search as indicated by a vast majority 96.6% of faculty and a vast majority of 94.4% of the students.

6.2.4 Evaluating online information resources

The findings reveal that faculty and students verified online information resources before using them as all respondents 29(100%), 231(100%) answered in the affirmative. The findings also suggest that 51.7% of faculty checked the authority of the information resource retrieved online. 52.2% checked for accuracy, 48.3% verify the objectivity of the information resource, 58.6% checked for currency 41.4% of faculty indicated that they verify the coverage of the online information resources before using them. The findings from the responses showed that even though faculty members indicated earlier that they verified online information before using them it did not reflect in their responses on the criteria for evaluating online information resources as the majority of the faculty members did not apply the criteria.

Responses from students also show that 43.7% of the students never verified the authority of the online information, 48.9% of the students never verified the accuracy of the online information resource, 55.0% of the students never verified the objectivity of the online information resource and 46.3% of the students never verified the coverage of the online information resource. The only criterion applied by the student was the currency of the online resource with 48% respondents. The findings, therefore, reveal that students lack the skills to evaluate online information resources.

6.2.5 Challenges affecting faculty and students' online information seeking

The study identified many challenges affecting faculty and student while seeking online information during the pandemic. The most identified challenges by faculty were slow internet connection (96.6%), cost of data (93.1%) and information overload (89.7%). Others challenges identified were lack of training 48.3%), lack of devices (41.45%), lack of skills in finding online information (31.0%), and lack of time (31.0%).

And that of the students were slow internet connection (95.7%), lack of skills in finding online information (94.4%), information overload (94.4%) and cost of data with (94.4%). Others challenge identified were lack of time (73.2%), lack of training (70.6%) and lack of devices (51.1%).

6.3 Conclusion

The study investigated the online information behaviour of faculty and students of the National Film and Television Institute (NAFTI) during the COVID- 19 pandemic. The study brought to fore the fact that the ongoing pandemic has increased the frequency at which faculty and students access information online as they spend more hours online than before the pandemic. There is so much evidence that the pandemic has affected every sphere of life and online information behaviour is no exception. As evident in the study, there is realization of new information needs pertaining to work/academic and personal needs. The internet and social media in particular served as a "saviour" to most people who could afford and access them. This was the case of the respondents in the study. This study therefore concludes that online information behaviour of people is not static; it varies depending on the situation at hand. The COVID-19 pandemic has therefore caused an increase in the online information consumption pattern of the people studied in order for them to access information to perform their individual roles. The study additionally revealed that people adopt or adapt strategies to meet their information needs in critical situations such as the pandemic. The majority of respondents for example had to self-learn online search strategies during the pandemic to enhance their search skills despite the challenges encountered.

6.4 Recommendations

1. The major limitation of effective online information behaviour as identified in this study is the lack of search and evaluation skills of information resources. The NAFTI library as a matter

of urgency should organize information literacy for both faculty and students in order to equip them for life-long learning; an essential skill for the electronic information environment.

2. As there is no end in sight of the pandemic as of the time of this research, the NAFTI library should introduce remote assistance to its users who may need such help to retrieve online information.

3. There is also evidence in this study of low rate of use of available scholarly databases. The NAFTI library should embark on a massive marketing strategy to increase the rate of use of its electronic resources which serve as a great source of authoritative information.

4. The internet has become a social good and a utility. The government and other stakeholders must take necessary steps to reduce the cost of data as it has actually become a means of survival during the pandemic in order to make this utility more accessible and affordable to students and faculty and even to the general public.

5. The management of NAFTI should take steps to provide computing devices to faculty and students at subsidize rates to increase rate of access to such devices as they have become an essential component in accessing tertiary education especially during the pandemic

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APPENDIX A: QUESTIONNAIRE FOR FACULTY

I am Elizabeth Osae Koranteng, a student at the Department of Information Studies, University of Ghana, Legon conducting a research on the topic: **Online information behaviour of faculty and students of the National Film and Television Institute (NAFTI) during the COVID - 19 pandemic** as part of the requirement for the award of a Master of Philosophy (MPhil) degree in Information Studies. I would be very grateful if you could spare a few minutes to answer the following questions. Please be assured that every information provided will be accorded the highest confidentiality and would be used solely for academic purposes. Thank you.

SECTION A

DEMOGRAPHIC INFORMATION

Please tick where appropriate

1. Gender: a. Male [ ] b. Female [ ]
2. Age: a. 30- 39 [ ] b. 40 - 49 [ ] c. 50 - 59 [ ] d. 60 and above [ ]
3. Department ……..
4. Please indicate your rank/position/designation
   - a. Senior Lecturer [ ]
   - b. Lecturer [ ]
   - c. Assistant Lecturer [ ]
   - d. Tutor [ ]
   - e. Teaching Assistant [ ]

SECTION B

ONLINE INFORMATION NEED

5. How often were you using online information sources before the COVID-19 pandemic? *Please tick where appropriate*

   a. Daily [ ] b. Weekly [ ] c. Forth nightly [ ] d. Monthly [ ] e. Never [ ]

6. How much time were you spending averagely on a day online before the pandemic?

   a. Below 1 hour [ ] b. 1 hour- 2 hours c. 2 hours – 3 hours [ ] d. 3 hours or more [ ]

7. How much time do you spend averagely on a day online during the pandemic?

   a. Below 1 hour [ ] b. 1 hour- 2 hours c. 2 hours – 3 hours [ ] d. 3 hours or more [ ]

8. What type of information were you retrieving online before the COVID -19 pandemic? *Please select all that apply*

   a. Information for teaching/ research [ ]

b. Information for funding [ ]
c. self-development [ ]
d. Health [ ]
e. Online Purchase [ ]
f. Entertainment [ ]
g. Communication/Networking (e.g. net meeting, chatting, email) [ ]
h. News [ ]
i. General awareness [ ]
j. Other, please specify……..

9. Did you realize new information need during the COVID - 19 pandemic?

a. Yes [ ] b. No [ ]

10. If yes, what are the new information needs?

a. Information for teaching/ research [ ]
b. Information for funding [ ]
c. Self-development [ ]
d. Health [ ]
e. Online Purchase [ ]
f. Entertainment [ ]
g. Communication/Networking (e.g. net meeting, chatting, email) [ ]
h. News [ ]
i. General awareness [ ]
j. Other, please specify…….

11. Between the rates of 1-5, 1 being the lowest and 5 being the highest, indicate the rate at which the pandemic has increase your need for online information.

a. 1 [ ] b. 2 [ ] c. 3 [ ] d. 4 [ ] e. 5 [ ]

12. What type of device(s) do you use to retrieve online information during the pandemic?

a. Laptop [ ] b. Mobile/Smartphone [ ] c. Desktop [ ] d. Notepad/Tablet [ ]

e. Other please specify…….....

13. For which work- related purposes do you seek information online during the pandemic? (Please select all that apply)

a. Research [ ]
b. Personal study [ ]
c. Teaching [ ]

d. Online purchase of academic resources [ ]

e. Communication/Networking (e.g. chatting, email, net meeting) [ ]

f. Other please specify.....

14. Which of the following situations aside work- related purposes compel you to find information online during the pandemic? (Please select all that apply)

a. Communication/Networking (e.g. chatting, email, net meeting) [ ]

b. Health [ ]

c. Online purchase [ ]

d. General awareness [ ]

e. Entertainment [ ]

f. News [ ]

g. Other please specify……

15. Which of these methods do you use to locate online information during the pandemic? (Please select all that apply)

a. Look for the information myself [ ]

b. Ask a colleague/friend [ ]

c. Consult the reference librarian [ ]

d. Other please specify……..

SECTION C

ONLINE INFORMATION RESOURCES

16. Which of the online resources do you use during the pandemic for work- related information? (Please select all that apply)

a. E-journals [ ]

b. E-books [ ]

c. Search engines (e.g. Google, Microsoft Edge, Bing, Ask, WebCrawler, Yahoo) [ ]

d. Online databases [ ]

e. Online Catalog (e.g. OPAC) [ ]

f. Online encyclopedia [ ]

g. Online dictionaries [ ]

h. Emails [ ]

i. Social media (e.g. Facebook, Twitter, YouTube) [ ]

j. Other please specify …….

17. Which of the online resources do you use during the pandemic for health- related information? (Please select all that apply)

a. E-journals [ ]
b. E-books]
c. Search engines (e.g. Google, Microsoft Edge, Bing, Ask, WebCrawler, Yahoo) [ ]
d. Online databases [ ]
e. Online Catalog (e.g. OPAC) [ ]
f. Online encyclopedia [ ]
g. Online dictionaries [ ]
h. Emails [ ]
i. Social media (e.g. Facebook, Twitter, YouTube) [ ]
j. Other please specify …….

18. Which of the online resources do you use during the pandemic for personal information? (Please select all that apply)

a. E-journals [ ]
b. E-books [ ]
c. Search engines (e.g. Google, Microsoft Edge, Bing, Ask, WebCrawler,) [ ]
d. Online databases [ ]
e. Online Catalog (e.g. OPAC) [ ]
f. Online encyclopedia [ ]
g. Online dictionary [ ]
h. Emails [ ]
i. Social media (e.g. Facebook, Twitter, YouTube) [ ]
j. Other please specify …….

SECTION D

ONLINE SEARCHING/RETRIEVAL SKILLS

19. Do you possess the necessary skills needed to search and retrieve information online?

a. Yes [ ] b. No [ ]

20. Have you ever received any training on how to search and retrieve information online (Information Literacy Instruction)?

a. Yes [ ] b. No [ ]

21. If "YES", do you think that such training was useful?

a. Yes [ ] b. No [ ] c. Unsure [ ]

22. If "YES", state the source of training?

a. Library [ ] b. Self learnt [ ] c. other please specify ....….....

23. If "NO", do you think that such training would have been useful?

a. Yes [ ] b. No [ ] c. Unsure [ ]

24. How often do you normally use the steps listed below when searching for information online?

No.	Steps	Always	Often	Seldom	Sometimes	Never
a.	Identify/determine the need for the information (e.g. for personal study, research, teaching, general awareness etc.)					
b.	Identify possibly channels/sources of information relevant to the need. (e.g. search systems, websites, social media, virtual libraries etc.)					
c.	Define search query, for example by identifying or gathering keywords.					
d.	Combine the terms/keywords using Boolean operators (AND, OR, NOT).					
e.	Evaluate results by determining whether the search process was a success.					
f.	Use the information (e.g. to write your research, lecture notes etc.) or apply it to life					

25 How often do you use these skills when searching for online information?

No.	Skills	Always	Often	Seldom	Sometimes	Never
a.	Keyword search					
b.	More than one keyword search					
c.	A phrase search (Using quotations)					
d.	Searching within results					
e.	Searching for similar results					
f.	Searching within specific time range					
g.	Proximity Search					

SECTION E

EVALUATION OF ONLINE INFORMATION RESOURCES

26. Do you verify online information resources before using them.

a. Yes [ ] b. No [ ]

27. When you are evaluating online information resources how often do you apply the following criteria.

No.	Criteria	Always	Often	Seldom	Sometimes	Never
a.	Authority (e.g. do you check who is the author, publisher, sponsor and what their credentials are?)					
b.	Accuracy (e.g. do you check if the information could be verified in other sources or supported by evidence?)					
c.	Objectivity (e.g. do you check if the point of view is objective and impartial?)					
d.	Currency (e.g. do you check when the information was published or posted?)					
e.	Coverage (e.g. do you check if the information source leave questions unanswered?)					

SECTION F

BENEFITS OF ONLINE IFORMATION DURING PANDEMIC

28. What are some of the benefits you have gained from using online information during the pandemic. (Please select all that apply)

a. Information can be accessed irrespective of day, place and time [ ]

b. Easy access to current information [ ]

c. Access to information is relatively cheap [ ]

d. Copying information to disseminate is easy [ ]

e. Less time is spent when looking for information [ ]

f. Other please specify ……..

SECTION G

CHALLENGES AFFECTING FACULTY INFORMATION SEEKING

29 What challenges, if any, do you encounter when searching for information online during the pandemic? (Please select all that apply)

a. Lack skills in finding information online [ ]

b. Slow Internet connection [ ]

c. Lack of training [ ]

d. Information overload [ ]

e. Lack of time [ ]

g. Cost of data [ ]

f. Lack of devices [ ]

h. Other, please specify.....

30. Please suggest what can be done to address the challenges you have stated above.

……....

……

31. Any other information regarding the issues above.

……..……

…….....

Thank you very much for your valuable comments /suggestions and time

APPENDIX B: QUESTIONNAIRE FOR STUDENTS

I am Elizabeth Osae Koranteng, a student at the Department of Information Studies, University of Ghana, Legon conducting a research on the topic: **Online information behaviour of faculty and students of the National Film and Television Institute (NAFTI) during the COVID - 19 pandemic** as part of the requirement for the award of a Master of Philosophy (MPhil) degree in Information Studies. I would be very grateful if you could spare a few minutes to answer the following questions. Please be assured that every information provided will be accorded the highest confidentiality and would be used solely for academic purposes. Thank you.

SECTION A

DEMOGRAPHIC INFORMATION

Please tick where appropriate

1. Gender: a. Male [ ] b. Female [ ]

2. Age: a. Below 20 [ ] b.20 - 29 [ ] c. 30 - 39 [ ] d. 40 and above [ ]

3. Level a. 100 [ ] b.200 [ ] c.300 [ ] d.400

4. In which field of study are you?

a. Motion Picture Photography [ ] b. Editing [ ] c. Production Design [ ]

d. Sound Production [ ] e. Television Production [ ] f. Broadcast Journalism [ ]

g. Multimedia [ ] h. Animation [ ] i. Film Directing [ ]

SECTION B

ONLINE INFORMATION NEED

5. How often were you using online information resources before the COVID-19 pandemic?

Please tick where appropriate

a. Daily [ ] b. Weekly [ ] c. Forth nightly [ ] d. Monthly [ ] e. Never [ ]

6. How much time do you spend averagely on a day online before the pandemic?

a. Below 1 hour [ ] b. 1hour- 2hours c. 2hours – 3hours [ ] d. 3hours or more [ ]

7. How much time do you spend averagely on a day online during the pandemic?

a. Below 1 hour [ ] b. 1hour- 2hours c. 2hours – 3hours [ ] d. 3hours or more [ ]

8. What type of information were you retrieving online before the COVID -19 pandemic?

Please select all that apply

a. Information for assignments [ ]

b. Information for class tests [ ]

c. Information for examination [ ]

d. Information for research/ project [ ]
e. Information for funding [ ]
f. Self-development [ ]
g. Health [ ]
h. Online Purchase [ ]
i. Entertainment [ ]
j. News [ ]
k. Communication/Networking [ ]
l. General awareness [ ]
m. Other, please specify…….

9. Did you realize new information need during the COVID - 19 pandemic?

a. Yes [ ] b. No [ ]

10. If yes, what are the new information needs?

a. Information for assignments [ ]
b. Information for class tests [ ]
c. Information for examination [ ]
d. Information for research/ project [ ]
e. Information for funding [ ]
f. Self-development [ ]
g. Health [ ]
h. Online Purchase [ ]
i. Entertainment [ ]
j. News [ ]
k. Communication/Networking [ ]
l. General awareness [ ]
m. Other, please specify…….

11. Between the rates of 1-5, 1 being the lowest and 5 being the highest, indicate the rate at which the pandemic has increase your need for online information.

a. 1 [ ] b. 2 [ ] c. 3[ ] d. 4 [ ] e. 5 [ ]

12. What type of device(s) do you use to retrieve online information during the pandemic?

a. Laptop [ ] b. Mobile/Smartphone [ ] c. Desktop [ ] d. Notepad/ Tablet [ ] e. Other please specify…….....

13. For which academic-related purposes do you seek online information during the pandemic? (Please select all that apply)

a. Examination [ ]
b. Class tests [ ]
c. Class Assignment [ ]
d. Research/Project [ ]
e. Communication/Networking [ ]
f. Online purchase of academic resource [ ]
g. Other, please specify.....

14. Which of the following situations aside academic-related purposes compel you to find information online during the pandemic? (Please select all that apply)

a. Communication/Networking (e.g. net meeting, chatting, email) [ ]
b. Health [ ]
c. Online purchase [ ]
d. General awareness [ ]
e. Entertainment [ ]
f. News [ ]
g. Other, please specify…….

15. Which of these methods do you use to locate online information during the pandemic? (Please select all that apply)

a. Look for information myself [ ]
b. Ask a colleague/friend [ ]
c. Consult the reference librarian [ ]
d. Other please specify……..

SECTION C

ONLINE INFORMATION RESOURCES

16. Which of the online resources do you use during the pandemic for academic- related information? (Please select all that apply)

a. E-journals [ ]
b. E-books [ ]
c. Search engines (e.g. Google, Microsoft Edge, Bing, Ask, WebCrawler) [ ]
d. Online database [ ]
e. Online Catalog (e.g. OPAC) [ ]
f. Online encyclopedia [ ]

g. Online dictionaries [ ]

h. Emails [ ]

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17. Which of the online resources do you use during the pandemic for health- related information? (Please select all that apply)

a. E-journals [ ]

b. E-books [ ]

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n. Online encyclopedia [ ]

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p. Emails [ ]

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a. Yes [ ] b. No [ ]

21. If "YES", do you think that such training was useful?

a. Yes [ ] b. No [ ] c. Unsure [ ]

22. If "YES", state the source of training?

a. Library [ ] b. Self learnt [ ] c. Academic course [ ] d. other please specify……...

23. If "NO", do you think that such training would have been useful?

b. Yes [ ] b. No [ ] c. Unsure [ ]

24. How frequently do you normally use the steps listed below when searching for information online?

No.	Steps	Always	Often	Seldom	Sometimes	Never
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25. How often do you use these skills when searching for online information?

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SECTION G

CHALLENGES AFFECTING STUDENTS INFORMATION SEEKING

29. What challenges, if any, do you encounter when searching for information online during the pandemic? (Please select all that apply)

a. Lack skills in finding information online [ ]

b. Slow Internet connection [ ]

c. Lack of training [ ]

d. Information overload [ ]

e. Lack of time [ ]

f. Cost of data [ ]

g. Lack of devices [ ]

f. Other, please specify.....

30. Please suggest what can be done to address the challenges you have stated above.

……...

……

31. Any other information regarding the issues above.

……..……

…….....

Thank you very much for your valuable comments /suggestions and time

APPENDIX C: INTRODUCTORY LETTER

UNIVERSITY OF GHANA
DEPARTMENT OF INFORMATION STUDIES
SCHOOL OF INFORMATION AND COMMUNICATION STUDIES

September 7, 2021

Ref. No.:.....

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

INTRODUCTORY LETTER

I write to introduce to you Ms. Elizabeth Osae Koranteng, an M. Phil student of the Department of Information Studies, University of Ghana, Legon.

She is researching on the topic **"Online information behavior of faculty and students of the National Film and Television Institute (NAFTI) during the COVID - 19 pandemic ".**

Please assist her with the necessary information that will be needed to undertake the research.

Thank you.

Yours faithfully,

Dr. Ebenezer Ankrah
Head of Department

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