
Does Information Needs of Lecturers of Library Schools in Federal Universities in Nigeria, Correlate with Their Teaching Effectiveness? A Survey

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Abstract: *The assertion is that the ability of lecturers to effectively deliver their lectures to students, hinges on the availability of information and their ability to obtain same as to satisfying their information needs. In other words, lecturers' information needs correlate with their teaching effectiveness. This study therefore, is aimed at determining whether information needs of lecturers of library schools in federal universities in Nigeria correlate with their teaching effectiveness. The study adopted a descriptive survey cum correlational research design. The population of study, was 216 librarian-lecturers randomly selected from 22 federal universities in Nigeria offering Library and Information Science. A structured four-point Likert type rating scale questionnaire was used for data collection for this study while data collated were analyzed using the standard deviation as well as the Pearson Product Moment Correlation coefficient, to answer the research questions whereas, t-test statistics was used for testing the hypothesis. The result shows that the lecturers' mostly need information for their research works, to prepare lecture materials and for teaching among others. It was also discovered based on the tested null hypothesis, that the lecturers' information needs were very high and correlates significantly ($P>0.05$) with their teaching effectiveness. Based on the findings, it was recommended inter-alia that federal university libraries in Nigeria as information hub of their parent institutions should be adequately equipped with relevant and up-to-data information materials and resources that can satisfy the information needs of the lecturers, and in this digital age, in which most information is in digital forms, the government should equip federal university libraries with state-of-the-art information and communication technologies in line with global trends and best practices.*

Key words: information needs, teaching effectiveness, library schools, Lecturer

INTRODUCTION

It is no longer news, that the assumption of many is that the academic performance of students in Nigerian federal universities generally has deteriorated to a sorry state, and their belief is that most graduates of these universities are unemployable. In some quarters, the conclusion is that of the Max Romeo and Upsetters reggae music that states that one needs not to blame the students, rather the teachers that taught the students. Another school of thought, believed that contemporary students in Nigerian universities though not peculiar to federal universities are not ready to learn thereby supporting the Chinese adage that ‘the master will only appear when the students, are ready. To many scholars, the poor academic performance stems from a combination of inadequate school infrastructure, underfunded educational systems, socioeconomic disparities, environmental challenges and poor teacher motivation (Ojetunde, 2024; Jugul, 2025).

Be that as it may, the bulk falls on the teachers and the case of the university, the lecturers. Though it has been argued that conditions such as good infrastructure, living wages, and conducive working environment that would made teaching effective in federal universities in Nigeria are nowhere within satisfactory level (Kolawole, 2012), but lecturers’ approach to assigned tasks, negative attitude towards work, lack of adequate teaching skills and poor lecturer-student relationship are seen as the bane behind students’ poor academic performance (Onwubiko, 2026). These prevailing conditions no doubt, have negative influence on the instructional quality in federal universities across Nigeria, which may translate to poor academic performance, poor attitude and poor values of higher institution students ((Yusuf, 2012). Information needs which are not met by the library as the epicenter and the hub on which teaching, learning and research revolve in the university. Eventually, as the intellectual power-house of their parent institutions, university libraries are positioned as the pivots on which all academic activities rotate. This is in the sense that they create knowledge, conserve it, and disseminate it. By so doing, they play active and invaluable roles in the training and education of the students and in the production of high-level manpower as well as overall development of society (Onwubiko, 2021; Onwubiko, 2024). The implication is that with this deficiency in information provision by libraries considering their place in academia, the likelihood is that information needs of lecturers would not be met, and since one cannot give what he does not have, the aftermath is the teaching effectiveness of such lecturers, will be hampered. Ultimately, a factor like this, calls for proper investigation. All these factors as noted, in one way or the other, affects effective teaching.

Effective teaching is seen as a student-centered approach with top most priority being to measure the learning outcomes and not depending on mere information delivery. In this case, it relies on well specified learning objectives, engaging instructional delivery, supportive classroom environment, and reliable assessment (Gagnon, 2024). In this regard, the lecturer as an impactful educator is expected to continuously adapt to their students’ diverse needs. Effective teaching has also been explained as methods applied by lecturers (in this context) in order to obtain high-levels

of student achievement and these can be teacher-centered, student-centered or preferably a mixture of both (Study.Com, 2026). Be that as it, the achievement of these with all things being equal, depends on the availability of the desire information. The reliability on lecturers is built on aphorism that lectures are not mere educators but epitome of knowledge and they are responsible for teaching, research, and community service at a university. In the context of Nigerian universities, the Academic Staff Union of Universities (ASUU) also describes them as staff members who teach, conduct research, and provide community service (ASUU, 2013). Above all, they belong to the class of the intellectual world that depends on research and publication to grow in their career with the axiom publish or you perish as a guide. In other words, lecturers are subject experts who design, develop, and deliver materials using a range of methods and platforms. They create the course materials, lesson plans, and curricula, conduct researches, and fieldworks, engage with students, assist with applications, and also attend conferences, seminars, workshops and meetings (Peters, 2025). To this end, they need information which is a necessary tool for reducing uncertainty and the most priced asset in a contemporary global digital ecosystem. Suffice to say that information in the context of this research means man's accumulated knowledge in all subjects, in all forms, and from all sources that could help him to make rational decisions. Information from inception, remains at the epicenter of all activities and a necessity for human survival. It is crucial in every research work and it is vital to the development of any society (Oziri, Unegbu and Ndulaka, 2023). This implies that lecturers as educators, need to be informed to remain relevant in an ever-dynamic world or unformed to remain in the dark. So, the information needs of lecturers are seen are inevitable tools for effective teaching.

It is against this backdrop that this study has become imperative as to providing answer to the question on whether information needs of library schools' lecturers in federal universities correlates with their effective teaching. This study has also become necessary as the outcome will help close the gap in knowledge as there is still inadequate literature in this field in this part of the globe, and to bring to the knowledge of university libraries the information needs of lecturers and why needed information resources should be provided by the libraries.

Statement of Problem

In Nigerian federal universities, the assertion is that the university libraries are not well-equipped to satisfy the information needs of both faculty members and students. To this end, lecturers who are the core educators and regularly involve in research are incapacitated as they do not have at their disposal needed information to effectively teach the students. A situation that watchers and stakeholders in education in Nigeria have seen as one of the principal factors contributing to the dwelling academic performances of students in federal universities in Nigeria. This stand is built on the axiom that one can only offer what he has. The implication is that students' academic performance will be at the receiving end, as the assumption is that the lecturers cannot effectively discharge their task as educators. It is against this assumption that this study, is deemed necessary with the aim of finding whether lecturers' information needs correlate with their teaching effectiveness using lecturers in library schools in Federal universities in Nigeria as case in point.

Objective of the Study

The study was guided by one main objective

- i. To identify the information needs of lecturers in the library schools,
- ii. To determine whether lecturers in library schools in federal universities in Nigeria information needs correlate with their teaching effectiveness

Research Questions

This study was further guided by one research question

- i. What is the information needs of the lecturers in library schools in federal universities in Nigeria?
- ii. What is the coefficient of relationship between lecturers' information needs and their teaching effectiveness library schools in federal universities?

Research Hypotheses

The study also tested two null hypotheses

H01: There is no correlation coefficient between lecturers' information needs and their teaching effectiveness in library schools

H01: There is no significant relationship between lecturers' information needs and their teaching effectiveness

LITERATURE REVIEW

Conceptual Overview

Information Needs

Man from creation has always been in need of information to satisfy his curiosity and state of uncertainty. As an enquirer, man is ever asking questions and seeking for means of providing answers to these questions with a view to solving identified challenges. Emphatically, information is a critical element in life and society that people cannot do without more so, in contemporary digital ecosystem where information is priced like gold and is very paramount for every profession. Information need therefore refers to a person's desire or requirement for specific information to satisfy a certain goal or task. It arises when there is a gap between what a person knows or has access to and what they need to know to achieving their objectives or answer a question. Information needs can vary in terms of complexity, urgency, and specificity depending on the situation and the person's level of knowledge and expertise. Satisfying an information need typically involves identifying, locating, and evaluating relevant information sources and selecting the most appropriate ones to fulfill the requirement (Harun, 2023). As expressed by Annune (2012), the status and power of a nation by the 21st century will be partly determined by the quality of information at its disposal and the recognition of the importance of information for societal development. The belief is that with access to information an individual would be lifted from the state of ignorance, illiteracy and poverty to the state of enlightenment, prosperity and literacy. It is against this backdrop that the need to become informed and knowledgeable individuals leads to

the process of identifying information needs. Information needs so to speak, are gaps in knowledge that a person seeks to fill to solve a problem, make a decision, or satisfy curiosity (South College Library, 2026). Information need is described as an individual or group's desire to locate and obtain information to satisfy a conscious or an unconscious need. This is an age-long academic exercise, usually motivated by the eagerness to accomplish the goal of information explosion and strong drive for excellence in every human endeavour. Emasealu and Popoola (2016), aver that there have been studies about the information needs of various interest groups and professionals portraying their peculiarities and sources consulted to meet the needs.

However, evidence has shown that this process alone cannot work without knowing the ways individuals articulate, seek, evaluate, select and finally use the required information, which is commonly known as information-seeking behaviour. As hinted by University of Suffolk Library (2026), understanding one's information needs is a critical skill in contemporary digital age. It is important to first of all, determine what information one needs whether it is for research or decision making, and how to find it efficiently and effectively as understanding the information needs, is the paramount in finding the information that is most relevant and useful to one.

Harun (2023) hinted and explained the four types of information needs as general information need which refers to a person's desire for knowledge and understanding about a particular topic that may not be specifically related to a task or goal. This type of information need is as explained, is often driven by curiosity or a desire to learn something new, and can include topics such as history, science, literature, art, and music, among others. They are often fulfilled through sources such as books, articles, documentaries, podcasts, and online resources. Examples of general information needs include wanting to learn about a new subject, wanting to keep up-to-date with current events, or simply wanting to expand one's knowledge base. Social Information which all about a person's desire for information about others or social situations. This type of information need may arise when a person is trying to build a new relationship, navigate a social situation, or understand cultural norms. Social information needs can be fulfilled through a variety of sources, including social media, conversations with others, books or articles about social behavior, and cultural events or experiences. Examples of social information needs include wanting to learn more about a particular culture or community, wanting to improve one's communication or social skills, or wanting to understand the behavior or preferences of a particular individual or group.



Figure 1: Types information needs

While the third which is group information deals with the information requirements of a group of people working together to achieve a common goal. This type of information need is often related to decision-making or problem-solving and requires effective communication and collaboration among group members. Group information needs can be fulfilled through sources such as group meetings, surveys, interviews, and online collaboration tools. Examples of group information needs include wanting to make an informed decision about a project, wanting to understand the preferences or needs of a particular audience or customer base, or want to identify and address a problem or challenge faced by the group. Finally, is the individual information need which refers to a person's desire for information that is specific to their task or goal. This type of information need may arise in a variety of settings, such as work, school, or personal life. Individual information needs can be fulfilled through sources such as books, online research, consultations with experts, or hands-on learning experiences. Examples of individual information needs include wanting to find a particular piece of information to complete a project, wanting to learn a new skill or technique, or wanting to solve a problem or challenge faced in one's personal or professional life.

Understanding the different types of information needs can help individuals and organizations more effectively identify and prioritize their information requirements, select appropriate sources and methods for information gathering, and evaluate the relevance and quality of the information they receive.

Teaching Effectiveness

To many people, teaching effectiveness means so many things. It is then not surprising, that the concept remains one of the most debated in teaching literature as it measures and metrics cannot be easily determined. To this end, many definitions abound. According to Wankat (2002) it is type teaching that fosters student learning. While to Ko., Sammon and Bakkum, (2014), teacher effectiveness is generally referred to in terms of a focus on student outcomes and the teacher

behaviours and classroom processes that promote better student outcomes. To Popoola and Haliso (2009) it is the ability of a teacher to inculcate knowledge and skills in his/her students as well as change their behaviour for better living. Sawhney and Kaur (2011) view it as perfection or the optimum level of efficiency and productivity on the part of the lecturers. Here, emphasis is on the efficiency of lecturers in library schools in federal universities in Nigeria producing highly-skilled students in librarianship whose behaviours have been transformed for a better living and professional proficiency. Effective teaching also is seen as a student-centered approach with top most priority being to measure the learning outcomes and not depending on mere information delivery. In this case, it relies on well specified learning objectives, engaging instructional delivery, supportive classroom environment, and reliable assessment (Gagnon, 2024).

Some authors have tried to compile checklists on qualities of effective teacher to further explain teaching effectiveness. Each effectiveness quality identified in the checklists is multiple indicators of success. The underlying factor is that teaching effectiveness variables and indicators could be used to assess the effectiveness of Nigerian lecturers in federal universities in performing their teaching functions, much in the same way as the quality of their research function is usually assessed by the quality of research activity and publications (Adeoye and Popoola, 2011). Effective teaching therefore, is the designed goal of every teacher as through the process, the teacher is at liberty to utilize certain approaches and tools to assist students learn and flourish (Study.Com, 2026). Basically, effective teaching involves consistent, valuable interactions with students that bring them guidance. Generally, the characteristics of effective teaching as elaborated by High-Speed Training (2022) and Gagnon (2024), include an engaging classroom presence, value in real-world learning, exchange of best practices and a lifelong love of learning.

Theoretical and Empirical Studies

People consciously or unconsciously seek information for different needs and from varying sources. Their needs could range educational, research, professional, recreational to pecuniary or for personal development Khan and Shatique (2008) study the information needs and information seeking behavior of the college faculty in Slamia University of Bahawalpur, Pakistan. The findings of the study shows that the college teachers and administrators mostly seek information for lecture preparation, improvement of their personal competences and current awareness from their institutional libraries. Okogwu and Nnam (2013) on their part, investigated the information needs and information seeking behavior of social science lecturers of Ebonyi State University, Nigeria. The study reveals that lecturers seek information for educational purposes, which include doing research work, writing and presenting papers and for updating knowledge. On the same issue, Ugwoke and Asogwa (2015) took a study of information needs of lecturers in the faculty of business administration of University of Nigeria, Nsukka, Nigeria and discovered that the lecturers' information needs were in the areas of teaching the students, research support, current development in the field, support for conferences/workshops and current affairs. In addition, the study by Ahiazu and Ani (2015) confirm that faculty members need information for their teaching and research responsibilities. The job-related nature of faculty information needs was also explored by previous studies like, Okonoko; Emeka-Ukwu, and Ayomanor (2015); Ogunbudade,(2019) and

Rama and Sushanta (2023), among others. Ozioko (2005) concludes that every lecturer is expected to be literate in the modern information technologies so as to facilitate information seeking and inquiry process as they embark on their various teaching and research endeavours.

On the various factors that influence information seeking behaviour of lecturers, available evidence did show that astronomical growth of information on the internet has greatly affected the information-seeking pattern of lecturers as well as well-stocked library among others (Akinola, 2009; Akporido and Bozimo, 2011). The foregoing reveals that a large number of research studies have been carried out to find out the information needs and information-seeking behaviour in different groups of people. However, with only very few studies found on how these issues relate to academics in library schools, the observation is that the expectations of faculty staff are often high when seeking information and they feel frustrated, when such expectations are not met. Worse still, Lack of current, relevant information materials and sometimes lack of knowledge of how to obtain the information tend to heighten the frustration. It is interesting to note that the internet has come to help all readers in higher institutions. Regardless, internet services cannot replace academic libraries just as emphasized by Ogbebor (2011). It is noteworthy that not every important information for the academic can be found on the internet. In this regard writes Agboola (2010), many Nigerian academics look for information on the internet and also make use of updated textbooks in their various disciplines for the purpose of teaching.

Lecturers in the library schools fall under one of the categories of information users categorized by (Aina, 2004) as group of researchers that seek information to assist them in their academic work, most importantly to prepare lecture materials to support their teaching, self-development and also to know the latest development in their field. Lecturers also have to demonstrate strong research prowess as well as sound teaching and administrative skills. A lecturer that fails to consult different information sources but relies on his residual knowledge or a textbook will find himself in an embarrassing situation when confronted by his students.

On the other hand, teaching effectiveness has occupied a conspicuous place within the spectrum of scientific inquiry in education. Teaching effectiveness has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching, such as: subject mastery, effective communication, lesson preparation and presentation. This means, in effect, all the teacher behaviours that help students learn. The influence of teaching effectiveness on the learning outcome of students as measured by students' academic performance has been the subject of several studies (Adediwura and Tayo, 2007; Adu and Olatundun, 2007). These studies argue that effective teaching is a significant predictor of students' academic achievement. Therefore, effective teaching should produce students of high academic performance. The bottom line is that effective teaching can only be realized by an effective teacher/lecturer. As expressed by Tanguay (2024), an effective teaching has to do with the teacher as a person; the teacher as classroom manager and organizer; organizing for instruction; implementing instruction; and teaching (monitoring student progress and potential). In contrast, ineffective teachers are characterized by the following pertinent behaviours: unrelated instructional activities, limited student engagement

in learning; lesson plans do not incorporate different learning styles; poor student performance in class and on assessments, and ineffective delivery of instruction (High speed training, 2022).

In the same vein, OECD (2022), describes effective teachers as teachers who; make maximum use of instructional time, present material in a way to meet students' needs, monitor programmes and progress, plan opportunities for students to apply to learning, re-teach when needed, maintain high, but realistic goals. Akinsolu (2010) concludes that there is a positive and significant relationship among quantity and quality of teachers and students' performance. In other words, teachers' competency and adequacy is a panacea for attainment of educational goals and objectives. The review of research on effective teaching by Ko, Sammons and Bakkum (2017) suggest that effective teachers: are very conscious about instructional goals, are knowledgeable on curriculum content and the strategies for teaching it, communicate to their students what is expected of them and why, make expert use existing instructional materials in order to devote more time to practices that enrich and clarify the content, teach students meta-cognitive strategies and give them opportunities to master them, address high-and lower level of cognitive objectives, monitor students' understanding by offering regular appropriate feedback, and integrate their instruction with that in other subject areas and accept responsibility for student outcomes. The review shows that in order to achieve good teaching, good subject knowledge is a prerequisite. Also, the skillful use of well-chosen questions to engage and challenge lecturers and to consolidate understanding is an important feature as is the effective use of assessment for learning.

Inez de Florio (2016), stresses the need to measure teaching effectiveness as a construct. This is because the evidence produced is used for major decisions about the future in education. There are two types of decisions: formative, which is the evidence to improve and shape the quality of teaching, and summative, which uses the evidence to "sum up" the overall performance or status to decide about the annual merit pay, promotion, and tenure. The former involves decisions to improve teaching; while the latter consists of personnel decisions. While, Goe et al., (2008), gave more comprehensive list of instruments and studies with which teacher effectiveness could be assessed, Inez de Florio (2016) identifies other potential sources of evidence of teaching effectiveness as: student ratings; peer ratings, self-evaluation' videos, student interview, alumni ratings, employer ratings, administrator ratings on teaching scholarship, teaching awards as well as learning outcome measures, and teaching portfolio.

Historically, student ratings have dominated as the primary measure of teaching effectiveness for the past thirty years. However, over the past decade, there has been a trend towards augmenting those ratings with other data sources of teaching performance. Such sources can serve to broaden and deepen the evidence base used to evaluate courses and assess the quality of teaching. The popularity of student ratings, notwithstanding, Nuhfer (2004) warns that students rating should be one of a comprehensive evaluation system and should never be the only measure of teachers' effectiveness. Jacob, Kane, Rockoff and Staiger (2009) observe that research on the relationship between teachers' characteristics and teacher effectiveness have been on for a century, yet little progress has been made in linking teacher quality with factors observable at the time of hire.

Writing on the importance of effective teaching, Study.Com (2026), reveals that with effective teaching, students master the skills required to handle any task thereby building in them the confidence and ability to navigate daily life. Noting that the principles of effective teaching are to build relationships, have clear expectations, create deep student engagement, and gain feedback from students and other teachers or lecturers as the case may be as feedback is very important to effective teaching, as it will enable the lecturer in this case, to make changes and have the best learning focused lecture.

Contributing on needed strategies to enhancing effective teaching, Study.Com (2026), expressed the need for lecturers to have full knowledge of their students and where they are academically at in point as well as the appropriate materials needed to teach them based on their level. In her view South College Library (2026), suggests that lecturers should deviate from pure lecturing and prioritize experiential learning, collaborative team task, and activities that challenges students to apply knowledge rather than just passively absorb facts. In the same vein, many researchers have identified professional development as one method for improving teacher effectiveness. Teacher professional development (TPD) as explained by Cambridge International involves a continuous process of reflection, learning action to further a teacher's knowledge and skills, leading to enhanced teaching practices that positively impact on students' learning (Kerr, 2023). As revealed by Organisation for Economic Co-operation and Development (OECD) (2022), teachers' professional development has become so imperative as the job of teachers has changed profoundly over the years, they are expected in the present dispensation to provide an increasingly diverse student body in terms of learning needs, performance levels socio-economic backgrounds and language proficiency. This implies that effective professional development for improving teacher effectiveness is an embodiment of long-term commitment, reflective practice and working together with a view to transforming teaching practices.

RESEARCH METHOD

This study adopted a combination of descriptive survey and correlational research design. Correlational research design is a non-experimental method used to measure the statistical relationship between two or more naturally occurring variables (Stewart, 2026). The study also involved the use of a descriptive survey since the determination of extent or level of manifestation of the variables was of interest to the study. The sampled population of 216, was obtained through random sampling techniques from twenty-two federal universities offering library and information science

Analysis

In analyzing the data collected for the study, means, standard deviations and Pearson Product Moment Correlation Technique and the t-test statistics were employed. Research Question was answered using the means and standard deviations The hypotheses were tested at 0.5 level of significance using the t-test statistics. Data analyzed were presented in a chart and tables.

Data Presentation and Analysis

Research Question 1: Why do lecturers in library schools in federal universities in Nigeria need information?

Table 1: Lecturers Information Needs

Item	SA		A		DA		SDA		Mean(X)
	F	%	F	%	F	%	F	%	
I need information for my research works	216	100	***	***	***	***	***	***	4.00
I need information for writing and paper presentation	120	55.55	74	34.26	22	10.18	***	***	3.45
I need it, to update my knowledge on global trends	76	35.18	23	10.65	77	35.65	40	18.52	2.62
I need information to prepare lecture materials	216	100	***	***	***	***	***	***	4.00
I search for information for leisure and entertainment	40	18.52	23	10.65	***	***	153	70.83	1.77
I need it for my teaching	216	100	***	***	***	***	***	***	4.00
To be aware of trends in my field	188	87.04	28	12.96	***	***	***	***	3.87
I need information for political reasons	34	15.74	18	8.33	76	35.18	88	40.74	1.99

***Key: SA=Agree, A=Agree, DA=Disagree, SDA=Strongly Disagree**

***Mean Benchmark=2.50**

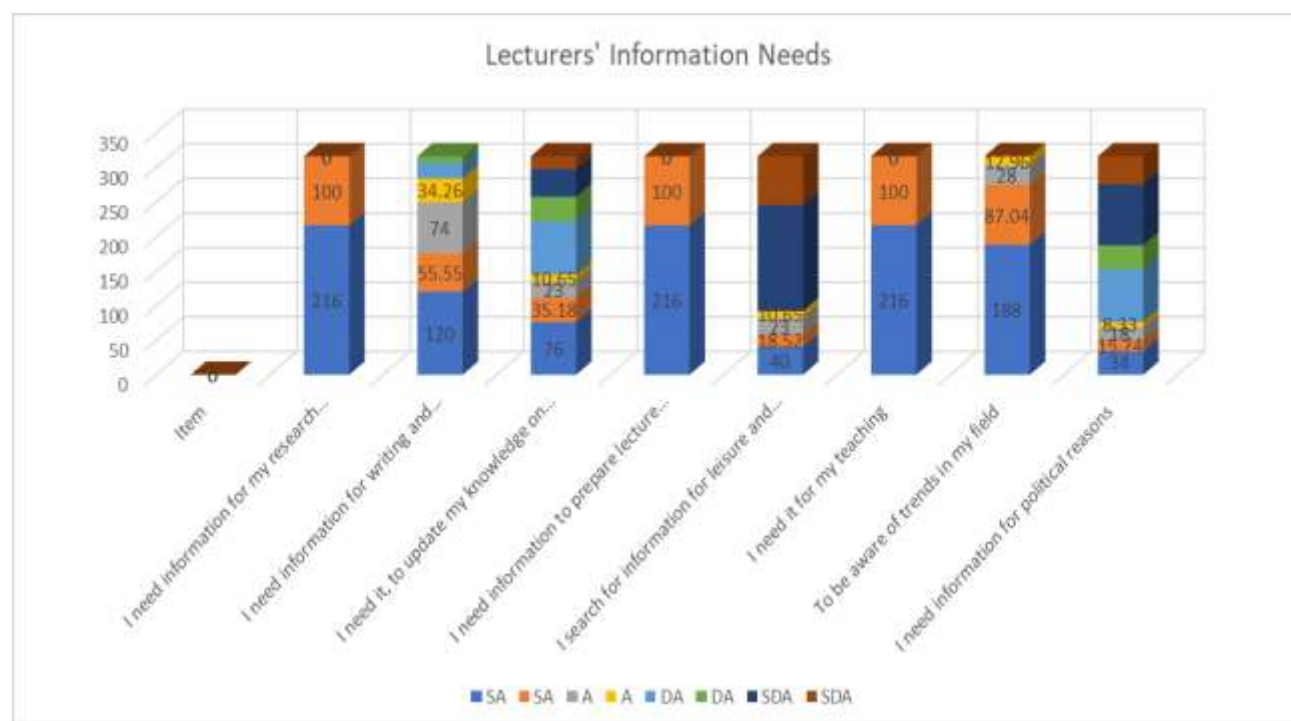


Figure 2: Information Needs of Lecturers

The data as displayed in table 1 and figure 2 above, did show that the lecturers in Library schools in federal universities in Nigeria mostly need information for their research works, to prepare lecture materials and for teaching as each has 100% of strongly agree responses with a mean of

4.00 respectively. These are followed by information on being aware of trends in their fields and for writing and paper presentation with a statistical mean of 3.87 and 3.45 respectively representing 100% and 90% agree responses respectively. On the other hand, 70% (153) of the respondents strongly disagree that they need information for leisure and entertainment, while over 75% representing 164 respondents indicated that they do not need information for political reasons.

Reliability Coefficients:

Positive	Level of Relationship	Negative
0.00	No relationship	
0.01 - 0.20	Very low	-0.20 --0.01
0.21 - 0.40	Low	-0.40 --0.21
0.41 - 0.60	Moderate	-0.60 --0.41
0.61 - 0.80	High	-0.80 --0.61
0.81 - 1.0	Very high	-1.0 - -0.8

For each section of Information User Rating Scale:

Results of Analyses of Data with Respect to Research Question One and Hypothesis One

Research Question 2: What is the coefficient of relationship between lecturers' information needs and their teaching effectiveness in university library schools?

H01: There is no significant correlation coefficient between lecturers' information needs and their teaching effectiveness in library schools

Variables	Mean	SD	n	r	Decision
Lecturers' information needs	25.14	2.85	216	0.61	High relationship
Lecturers' teaching effectiveness	38.02	4.495			

The mean and standard deviation of the lecturers and information needs in university library school are 25.14 and 2.850 respectively. The number of cases is 216 while the observed correlation coefficient between the two hypothesized variables is 0.61. This correlation coefficient is adjudged moderate and indicates a moderate positive relationship between lecturers' information needs and

their teaching effectiveness in university library schools. The correlation coefficient of 0.61 is further tested for significance via hypothesis 2.

Hypothesis 2: There is no significant coefficient of relationship between lecturers' information needs and their teaching effectiveness.

Table 3: Summary of t-test significance of correlation coefficient between lecturers' information need and their teaching effectiveness in library schools

Variables	Mean	SD	n	r	LS	Decision
Lecturers' information needs	25.4	2.85				
			216	0.61	0.05	Significant Rejected H
Lecturers' teaching effectiveness	38.02	4.495				

Table 2 presents the summary of analysis of data for the test of significance of the correlation coefficient between lecturers' information needs and their teaching effectiveness in university library schools. The table shows an r-value of 0.61, the degree of freedom of 215 and the level of significance of 0.05. The probability value of 0.0000 obtained shows that the r-value of 0.61 is significant at 0.05 level. Hence, the null hypothesis of no relationship between the variables is rejected and the conclusion then is there is a significant positive moderate relationship between lecturers' information needs and their teaching effectiveness.

DISCUSSION OF FINDINGS

The study based on available data as analyzed and display in table 1 and figure 1 revealed that the information needs of lecturers in library schools in federal universities in Nigeria are tailored towards their research works, teaching, preparation of lecture materials, and updating their knowledge in various fields as well as for keeping abreast with global trends. The outcome of this study is in conformity with the findings of Ugwoke and Asogwa (2015), who in their study on the information needs of lecturers in the faculty of business administration of University of Nigeria, Nsukka, Nigeria, discovered that the lecturers' information needs were in the areas of teaching the students, research support, current development in the field, support for conferences/workshops and current affairs

On the relationship between lecturers' information needs and their teaching effectiveness, from data collated and analyzed, it discovered that lecturers' information needs were very high and

correlates significantly with their teaching effectiveness (see table 3). The very high mean score of the lecturers indicated in their need for information goes to buttress that they desire this for high performance in teaching effectiveness. The tested hypothesis further indicates that there is a statistical ($P=0.05$) relationship coefficient correlation between the Lecturers' information needs and their teaching effectiveness and it was this ground, that the null hypothesis was rejected and the alternative hypothesis upheld. This finding supports the assertion by Popoola and Haliso (2009) that information needs have a link with the job performed for effectiveness. Specifically, information needs of faculty lecturers are related to teaching, research and publication and was discovered in the lecturers' information needs (see table 1 and Figure 2).

CONCLUSION AND RECOMMENDATIONS

It is not in doubt, that information in the contemporary digital ecosystem is the most priced commodity as it rules the world. The discovering is that both personal and societal worth is weighed based on the quality and quantity of information at one's disposal. Lecturers in higher institutions like the university as educators and researchers need information which is a necessary tool for reducing uncertainty. From the outcome of this study, the inference is that information need is very critical to lecturer's teaching effectiveness and other academic responsibilities. Lecturers can only produce a good quality teaching lesson, create the course materials, lesson plans, and curricula, conduct researches, and fieldworks, engage with students, assist with applications, and also attend conferences, seminars, workshops and meetings (Peters, 2025) when he/she is armed with a quality stock of information for such. Findings from this study further reveal that lecturers' teaching effectiveness in the selected institutions is fair but less than the expected mean of teaching effectiveness in the library schools as measured by the instrument. The study also revealed that the lecturers' information needs are very high and correlates significantly with their teaching effectiveness. Against the backdrop of this findings, the following recommendations are made:

- It is a known fact, that a hood does not make a monk, so can be said of the lecturers. Not minding the fact that lectures' information needs correlate with their teaching effectiveness as discovered in this study, it does not in any way guarantee an effective lecturer. To this end to ensure effective teaching to the fullest and to have effective lecturers in library schools in federal universities in Nigeria and by extension all public universities in Nigeria, the government should in the first instance, encourage the university lecturers by paying them a living wage and improve their general welfare as available record has shown that the Federal Government of Nigeria has been deficient in the management of workers of government universities in Nigeria, particularly from the perspective of career advancement, remuneration and training (Duru, Eze, Yusuf, Udo and Saleh, 2022; Onwubiko, 2025).
- We are in an information age, and federal university libraries in Nigeria as information hub of their parent institutions should be adequately equipped with relevant and up-to-date information materials and resources that can satisfy the information needs of the lecturers.

In this digital age, most information is in digital forms, this calls for the equipping federal university libraries with state-of-the-art information and communication technologies in line with global trends and best practices. The establishment of e-libraries should not be seen as a luxury but rather a necessity in all these universities with regular subscription for information-based databases like EBSCOHOST, ProQuest, MEDLAB, JSTOR among many others. In this case, the bulk falls on the table of the university management while the university librarian as the arrow head, should ensure that funds are released for such project. The digital libraries should be designed in such a way that they can be accessed from anywhere (home or office) by the lecturers.

- With enough information freely available in any field only, lecturers should leverage on them by regularly surfing the internet for needed information, but in this case, university management should make available for lecturers, allowances for purchasing data.
- Lecturers should be encouraged by university management regularly to update their knowledge in their field through formal and information trainings like attending conferences, seminars and workshops as a way of enhancing their career advancement.
- On the part of the lecturers, they need not to wait for government for their professional development. They should as a matter of fact tap into various free online courses on the internet and in some cases, register for fee paying courses in their fields as to be well-equipped in a dynamic world and to ever remain relevant in the scheme of things or face the risk of losing their jobs now that artificial intelligence is taking over almost every human activity.

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