

Information Seeking Behaviour and Service Quality of Office Technology and Management Lecturers in Polytechnics, Osun and Oyo State, Nigeria

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Abstract

The educational experiences of student and the reputation of the institution largely depends on service quality of lecturers, which is observed to not optimum enough. This is linked to factors like information seeking behaviour. This study therefore examined the influence of information seeking behaviour on service quality of OTM lecturers in Osun and Oyo State polytechnics, Nigeria. Descriptive survey design was adopted, the population of the study comprised 93 lecturers of the selected polytechnics in Osun and Oyo State, Nigeria. A structured questionnaire was adopted as the instrument for data collection. The sample size for students was determined using the Taro Yamane formula which resulted in a sample of 337. The quantitative data were analysed using descriptive and inferential statistics. The study found that the level of service quality ($\bar{x}=2.72$) of the OTM lecturers is moderately high. Service quality ($\bar{x}=3.51$) of the OTM lecturers as reported by the students is moderately high. The level of information seeking behaviour ($\bar{x}=2.83$). There was a significant influence of information seeking behaviour ($R=0.18$; $\text{Adj.R}^2=.175$; $p<0.05$) on Service quality of the OTM lecturers. Multiple regression analysis also shows that there was a significant influence of information seeking behaviour on service quality of the OTM lecturers in Osun State Polytechnics, Nigeria ($R=0.505$; $\text{Adj.R}^2=.242$; $p<0.05$). This study concluded that information seeking behaviour influenced service quality of OTM lecturers. It was therefore recommended that lecturers are provided with good teaching environment and in-service training to enhance their service quality.

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Keywords: service quality, information seeking behaviour, OTM lecturers, polytechnics

Introduction

The role of lecturers is vital and cannot be overstated in today's educational institutions. They play a key part in the education system by imparting knowledge and skills to students. Their responsibilities include delivering lectures, facilitating discussions, and guiding students. Moreover, lecturers are often involved in research and contribute to the academic community

through various publications and presentations. They also act as mentors and advisers, providing essential support and guidance in students' academic and professional journeys (Sutoro2021). OTM Lecturers specifically assist organizations in integrating new technologies into their operations. All those functions measures the service Quality of OTM Lecturers (Patrassa & Hidayat 2020)

In the view of Vu & Travis 2021, Service quality refers to the output of the service delivery system, which is linked to consumer satisfaction, perception, and opinions that are formed based on various contributing factors and references. Vu & Travis further opined that an organization with high levels of service quality will exceed customer expectations, yet continue to increase long-term economic competitiveness and profitability. Service quality's contemporary conceptualization has its origins in the perceived expectancy-disconfirmation paradigm.

Given that the examination of quality assurance, which governs the academic service quality in the institution, and the consistent and ongoing fulfilment of quality standards in higher education administration are being implemented to ensure the satisfaction of stakeholders (including students, parents, employees, government, teachers, support staff, and other interested parties). This quality assurance may involve a well-functioning organization, and academics should prioritize ongoing quality enhancement. External parties may be engaged in quality assurance, which ought to be internally driven and institutionalized within the standard operating procedure of each organization. As quality outcomes and outputs are also a concern of all stakeholders concerning service quality, quality enhancement should strive to produce such as a means of ensuring public accountability (W. A. Makinde & T. O. Bamiro 2022)

Information seeking behavior focuses on how individuals search for and utilize information, the channels they use to access it, and the factors that either promote or hinder this use. These factors can encompass various fields, including personality studies in psychology, consumer behavior, innovation research, information management, health communication, library science, organizational decision-making, and understanding information needs in information system design. Information scientists widely acknowledge the interconnectedness of the disciplines involved in researching all facets of information (Erikume & Odufua 2022)

Information seeking can be understood as the process by which individuals search for information to fulfil their needs or objectives. Some researchers suggest that 'information seeking is a human process that requires adaptive and reflective control over the incoming and outgoing actions of the seeker.' Information-seeking behaviour (ISB) arises from the recognition of specific needs perceived by the user, leading them to make requests of formal systems, such as libraries and information centers, or to seek assistance from others to address their information needs. Information is a crucial tool for human development, playing a key role in planning, advanced cognitive processes, and execution. In today's digital age, most information resources are accessible in electronic formats (Anupam 2021).

Purvisha 2020 sees Information seeking behaviour of OTM lecturers is how they go about finding information to support their teaching, research, and professional development. As a result, the way OTM lecturers approach information seeking is how they discover material to assist their teaching, research, and professional growth. However, it is a complicated process that is influenced by a variety of elements, such as the academic topic they must study, their prior experience, their technological proficiency, their personal preferences, and the particular environment or context in which they work (Purvisha & Nimesh 2021)

Nancy & Marilyn 2001 examined the information-seeking preferences of university faculty, staff, and students, indicating that different user groups have varying preferences for how they seek information. While the study observed that information seeking behaviour of OTM Lecturers is not normal, the study however did not explicitly state that lecturers' information-seeking behaviour is very low, it suggests that their preferences may differ significantly from those of students and staff, which could imply a less frequent use of certain resources (Nancy & Marilyn 2001). This therefore informs the aim of this study to investigate the influence of information seeking behaviour on the service quality of OTM lecturers in Polytechnics, Osun and Oyo state, Nigeria. The study will also be anchored with a null hypothesis that there will be no significant influence of information seeking behaviour (starting, differentiating, browsing, extracting, actual use) on the Service quality of the OTM lecturers in Osun State Polytechnics, Nigeria.

Literature Review

Service Quality

As defined by Coutinho & Domingues 2017, Service quality is as a measure of how well the delivered service level matches customer's expectations. Information seeking behaviour refers to how humans perceive their need for, pursuit of, and use of information. Quality service delivery is the top priority for OTM lecturers in polytechnics if the goal of the institution's education must be achieved. Strengthening the provision of essential services can also contribute to the long-term process. Quality delivery underpins the contract between OTM lecturers and all polytechnic staff and, as such, is an indicator of the health of society. Service is effective whenever its outcomes or accomplishments are of value to its students and other stakeholders in the polytechnics; and is efficient when the same goals are achieved using available resources. Public access to good services indicates that a polytechnic is well-governed and enables the leadership of the polytechnic to draw continued support for its programme (Ayman, & Rash 2021).

Service quality is important in ensuring excellent achievements because the educational sector is highly competitive thereby leaving students with many available options to choose from. Service quality determines the performance of the students which is basically the key factor for the success and long-term existence of the institution. Service quality in organizations cannot be under-emphasized because outstanding service quality gives an edge to the organization in the competitive market which gives maximum growth (Mustaffa & Rahman 2019).

Quality service delivery is increasingly becoming a pervasive strategic force and a key strategic issue in any polytechnic. Increasing competition among polytechnics to attract highly qualified OTM lecturers toward achieving high academic profiles is forcing them to pay more attention to service quality issues. It is of great importance that the teaching quality is significantly high since competition to attract, maintain, and foster OTM lecturers amongst polytechnics is fierce today. A good polytechnic should be judged by its ability to plan and recruit brilliant OTM lecturers who can perform well in all aspects, who understand the purpose for which the institution exists, and who agree to serve to its expectation (Kaur & Amanpreet 2020). Some of the measures of

service delivery are tangibility, reliability, responsiveness, assurance, and empathy. These measures were adapted from the service performance model. (Cronin & Taylor 1992).

Tangibility of service measures the appearance of physical equipment, facilities, communication materials, and personnel. They are perceived to be physical items that can be seen or touched. (Hassan et al). Reliability is the ability of OTM lecturers to provide reliable service immediately and accurately to students, staff, and other stakeholders in the polytechnic. Reliability ensures that students can depend on the consistency of instructional delivery, assessment processes, and overall support.

Responsiveness means that services are carried out promptly according to the needs of the needs of students, academic staff, and other principal staff in the polytechnic by the OTM lecturers. It is the willingness to provide prompt service as well as assist students. Examples are staff support, the channel of complaint, lecturers' support, and problem-solving ability This measures the time it takes to attend to students' needs, such as request for transcript, letter of recommendation request, semester result, payment of school fees, registration duration, check-in time in the dormitory, parents complaints, medical emergencies, attending to suppliers, main gate administration, security alert, maintenance of the halls and offices, cafeteria services, telephone information request response time.(Van der Westhuizen 2018). Singh & Jasial suggests that timely and effective communication is a fundamental aspect of responsiveness. Lecturers who respond promptly to emails, queries, and requests for clarification contribute to a positive learning environment. Research emphasizes that timely communication is linked to increased student satisfaction and engagement.

Assurance refers to the courtesy and knowledge of employees and their abilities to convey trust and confidence. Examples are the lecturer's qualifications, lecturer's communication skills, security measures, and knowledge of the subject. (Zungu & Lekhanya 2018). Zungu & Lekhanya further suggests that the credibility and expertise of lecturers play a crucial role in assuring the quality of service.

Empathy is the personal attention provided by OTM lecturers to the students, other lecturers, and stakeholders in the institution. Examples are the interest of students, unbiased treatment, willingness to give attention, supportive lecturers, and convenient operation hours. OTM lecturers

should be able to maintain good relationships, good communication, personal attention and understand the needs of students, staff, and other stakeholders in the polytechnic. The core of empathy is for OTM lecturers to convey the feeling that the students, lecturers, and other stakeholders in the polytechnic are unique and special as this could make them attend to their various needs promptly. (Kowsalya, & Dharanipriya 2019). Yin & Mohammad suggests that empathy is a cornerstone of positive student-lecturer relationships. Lecturers who demonstrate empathy by understanding students' perspectives, recognizing individual differences, and showing genuine concern contribute to a supportive and trusting relationship. The above connotes that strong student-lecturer relationships positively influence academic engagement and success

Empathy in the service of OTM lecturers is a multifaceted concept that significantly influences student-lecturer relationships, the learning environment, and educational outcomes. The literature suggests that cultivating empathy enhances the overall quality of the educational experience by fostering positive relationships, supporting student well-being, adapting teaching methods, promoting effective communication, supporting diversity and inclusion, and ultimately contributing to increased student engagement and success. Understanding the role of empathy in educational services is crucial for lecturers and institutions aiming to create a supportive and enriching learning environment (Yin & Mohammad 2022).

Information seeking Behaviour

Information plays a germane role in the professional lives of OTM lecturers in the polytechnic setting about task completion and everyday decision-making. In this study, OTM lecturers are a group of academics distinguished through long-term intellectual contributions to teaching, research, and community engagements. Extant literature has shown that OTM lecturers need information mostly for teaching and research. Authors like Laila and Mumtaz were of the opinion that OTM lecturers in polytechnics are heavily dependent on books, journals, conferences, subject experts, and colleagues to meet their information needs. The World Wide Web, search engines, and electronic resources such as electronic journals, online databases, e-books, emails, online catalogs, listservs, and web portals among others have become important sources of information for the OTM lecturers (Laila & Mumtaz 2018).

Information seeking as a social behaviour occurs when an individual realizes the need to acquire contextual information and deliberately takes action to resolve that need (Agarwal 2018). These actions may include a variety of strategies including consulting colleagues, searching subject-specific and scholarly databases, and probing the Internet until this need is satisfied. Information seeking behaviour is the manner in which an information user acts when looking for information. The process involves identifying and understanding the information problem, instituting a plan for the search, carrying out the search, assessing the results, and if necessary, performing or repeating the process all over again (Gil 2016).

Mkhai & Kassim investigated information seeking on the web among employees using descriptive survey. It was found that females used the Web for information surfing more than the male participants and also preferred more the availability of information in different media formats. Age was found to be a significant influencer in terms of the importance placed on properties of information (for example, quality of information) and characteristics of the Web (for example, ease of search). It was also found that it was also found that properties of information (e.g., organization of information and quality of information) and affordances of the Web including ease of search for information and availability of information in different formats significantly influence information seeking on the web. (Mkhai, & Kassim 2023)

Methodology

The study employs a descriptive survey research design to collect data on the current status of the subject. This approach allows for hypothesis testing and validation concerning a specific group, comprising 93 lecturers and 2,149 students from six polytechnics in Osun State and three in Oyo State, Nigeria. The selected institutions include Federal Polytechnic Ede, Osun State College of Technology (Esa-Oke), Osun State Polytechnic (Iree), Osun State College of Technology (Iresi), Igbajo Polytechnic, and The Polytechnic, Ile Ife in Osun State; and Ibarapa Polytechnic, Polytechnic Ibadan, and Ibadan City Polytechnic in Oyo State, all offering Office Technology Management (OTM) programs. Data analysis involved descriptive statistics, such as percentages, means, and standard deviations, to address research questions and demographic data. The study tested hypotheses at a 0.05 significance level, using simple linear regression for the first two hypotheses and multiple linear regression for the third, with data processed using IBM SPSS software (version 24).

Results

Demographic Information of the Lecturers

| Demographic Characteristics | | Frequency | Percentage(%) |
|-----------------------------------|--------------------|-----------|---------------|
| Gender | Male | 35 | 42.7 |
| | Female | 47 | 57.3 |
| Age | 20-24 years | - | - |
| | 25-29 years | 3 | 3.7 |
| | 30-34 years | 7 | 8.5 |
| | 35-39 years | 15 | 18.3 |
| | 40-44 years | 27 | 32.9 |
| | 45-49 years | 21 | 25.6 |
| | 50 years and above | 9 | 11.0 |
| Highest Educational Qualification | Diploma | - | - |
| | Bachelor's degree | 12 | 14.6 |
| | Master's degree | 27 | 32.9 |
| | PhD | 43 | 52.4 |
| Years of experience | 5 years and below | 13 | 15.9 |
| | 6-10 years | 20 | 24.4 |
| | 11-15 years | 31 | 37.8 |
| | 16-20 years | 10 | 12.2 |
| | 21-25 years | 4 | 4.9 |
| | 26-30 years | 4 | 4.9 |

Answers to Research Questions

Research Question One: What is the level of service quality of the OTM lecturers in Osun State Polytechnics, Nigeria?

Table 1: Level of Service Quality of the OTM Lecturers in Osun and Oyo State Polytechnics

| s/n | Tangibles | VH | H | L | VL | \bar{x} | Std. dev |
|-----|--|---------------|---------------|---------------|---------------|-----------|----------|
| 1 | Effectiveness of course materials I provide on the learning experience for students. | 29 (35.4%) | 51 (62.2%) | 1 (1.2%) | 1 (1.2%) | 3.41 | 0.59 |
| 2 | I always maintain a neat appearance at school | 31 (37.8%) | 42 (51.2%) | 9 (11.0%) | - | 3.27 | 0.65 |
| 3 | Conduciveness of the physical facilities where I teach | 24 (29.3%) | 26 (31.7%) | 17 (20.7%) | 15 (18.3%) | 2.72 | 0.80 |

| | | | | | | | |
|----|---|---------------|---------------|---------------|---------------|------|------|
| 4 | Utilization of audio-visual technology/equipment | 22 (26.8%) | 25 (30.5%) | 20 (24.4%) | 15 (18.3%) | 2.66 | 0.68 |
| 5 | Utilization of diverse teaching methods with students | 25 (30.5%) | 46 (56.1%) | 10 (12.2%) | 1 (1.2%) | 2.58 | 0.75 |
| | Weighted mean | | | | | 2.93 | |
| | Reliability | | | | | | |
| 6 | My timely and constructive feedback on assignments and tests to help students understand their progress and areas for improvement | 21 (25.6%) | 50 (61.0%) | 10 (12.2%) | 1 (1.2%) | 3.16 | 0.90 |
| 7 | My accessibility to students during office hours or through other communication channels. | 16 (19.5%) | 56 (68.3%) | 8 (9.8%) | 2 (2.4%) | 2.46 | 0.78 |
| 8 | My punctuality record for classes | 19 (23.2%) | 46 (56.1%) | 10 (12.2%) | 7 (8.5%) | 2.28 | 0.79 |
| 9 | I maintain a consistent approach to teaching. | 26 (31.7%) | 29 (35.4%) | 16 (19.5%) | 11 (13.4%) | 2.15 | 0.72 |
| 10 | My passion for teaching and committed to the success of the students. | 25 (30.5%) | 36 (30.5%) | 14 (17.1%) | 7 (8.5%) | 2.20 | 0.96 |
| | Weighted mean | | | | | 2.45 | |
| | Responsiveness | | | | | | |
| 11 | My prompt response to student inquiries, emails and messages | 20 (24.4%) | 42 (51.2%) | 13 (15.9%) | 7 (8.5%) | 2.90 | 0.68 |
| 12 | My responsiveness to students needs adjusting teaching materials | 15 (18.3%) | 45 (54.9%) | 13 (15.9%) | 9 (11.0%) | 2.83 | 0.64 |
| 15 | My openness to feedback from students on my teaching and the course material | 20 (24.4%) | 32 (39.0%) | 20 (24.4%) | 10 (12.2%) | 2.24 | 0.68 |
| 13 | My willingness to help students with their studies outside of class, either through office hours, email or online forums | 26 (31.7%) | 31 (37.8%) | 16 (19.5%) | 9 (11.0%) | 2.16 | 0.59 |
| 14 | I grade assignments and exams fairly and in a timely manner | 20 (24.4%) | 34 (41.5%) | 19 (23.2%) | 9 (11.0%) | 2.04 | 0.48 |
| | Weighted mean | | | | | 1.50 | |
| | Assurance | | | | | | |
| 16 | My focus on teaching without financial concerns | 19 (23.2%) | 27 (32.9%) | 19 (23.2%) | 17 (20.7%) | 2.56 | 0.77 |
| 17 | My easy access to adequate resources, such as libraries, laboratories and computer facilities | 17 (20.7%) | 36 (43.9%) | 16 (19.5%) | 13 (15.9%) | 2.66 | 0.63 |
| 18 | The support I get from colleagues for collaboration and innovation | 17 (20.7%) | 42 (51.2%) | 12 (14.6%) | 11 (13.4%) | 2.78 | 0.71 |
| 19 | Offering opportunities by the school to lecturers in order to continuously | 18 (22.0%) | 50 (61.0%) | 8 (9.8%) | 6 (7.3%) | 2.95 | 0.80 |

| | | | | | | | |
|---------------------------|--|---------------|---------------|---------------|---------------|------|------|
| | improve their teaching skills and knowledge through workshops, conferences and training | | | | | | |
| 20 | Provision of a clear path for career advancement by my institution | 21 (25.6%) | 23 (28.0%) | 21 (25.6%) | 17 (20.7%) | 3.26 | 0.88 |
| | Weighted mean | | | | | 2.84 | |
| | Empathy | | | | | | |
| 21 | Understanding of diverse backgrounds and needs of my students | 31 (37.8%) | 34 (41.5%) | 16 (19.5%) | 1 (1.2%) | 3.18 | 0.78 |
| 23 | My level of emotional intelligence, allows me to understand and manage my emotions. | 18 (22.0%) | 33 (40.2%) | 16 (19.5%) | 15 (18.3%) | 3.17 | 0.81 |
| 24 | My genuine care and concern for their students. | 22 (26.8%) | 27 (32.9%) | 20 (24.4%) | 13 (15.9%) | 3.04 | 0.76 |
| 24 | My provision of other necessary course materials needed by the students | 24 (29.3%) | 26 (31.7%) | 24 (29.3%) | 9 (11.0%) | 2.90 | 0.76 |
| 25 | Utilization of active listening techniques (eye contact, nodding and so on) for my students. | 21 (25.6%) | 31 (37.8%) | 20 (24.4%) | 10 (12.2%) | 2.37 | 0.70 |
| | Weighted Mean | | | | | 2.93 | |
| Average Mean: 2.72 | | | | | | | |

Decision Rule: *Very high* =4.00-3.00, *High* =2.99-2.00, *Low* =1.99-1.0, *Very low*:0.99-0.00

Table 1 reveals the level of service quality of the OTM lecturers in Osun and Oyo State Polytechnics, Nigeria. The scales used in measuring the level service quality of OTM lecturers were: Very High, High, Low and Very Low. But for the purpose of reporting, Very High and High were merged to become High (H) while Low and Very Low were to become Low (L). The result shows 73 (89.0%) stated that they always maintain a neat appearance at school while 9 (11.0%) rated it as low. A total of 50 (61%) stated that Conduciveness of the physical facilities where they teach while 32 (39%) rated low response. Similarly, a total number of 47 (57.3%) stated that Utilization of audio-visual technology/equipment while 35 (42.7%) stated low response. Also, 80 (97.6%) stated that they have a high Effectiveness of course materials I provide on the learning experience for students. while 2 (2.4%) stated a low response rate. Furthermore, 71 (86.6%) stated that they have high Utilization of diverse teaching methods with students, while 11 (13.4%) rated low response. Also, 65 (79.3%) stated that they have a high punctuality record for classes while 17 (20.7%) reported low ability. Likewise, 55 (67.1%) stated

that they maintain a consistent approach to teaching, while 27 (32.9%) rated low input. Also, 61 (61%) reported a high passion for teaching and committed to the success of the students, while 21 (25.6%) rated low ability. A total number of 72 (87.8%) rated high accessibility to students during office hours or through other communication channels, while 10 (12.2%) gave a low rating. Finally, 71 (86.6%) stated high timely and constructive feedback on assignments and tests to help students understand their progress and areas for improvement while 11 (13.4%) rated low ability.

Furthermore, 62 (75.6%) stated that they promptly respond to student inquiries, emails and messages, while 20 (24.4%) rated low communication skills. Also, 60 (73.2%) stated that they have high responsiveness to students needs in adjusting teaching materials, while 22 (26.9%) reported low knowledge. A total number of 57 (69.5%) stated that they have a high willingness to help students with their studies outside of class, either through office hours, email or online forums while 25 (30.5%) stated low level; 54 (65.9%) stated that they grade assignments and exams fairly and in a timely manner while 28 (34.2%) stated low dissemination. Furthermore, 52 (63.4%) stated that they have a high level of openness to feedback from students on my teaching and the course material, while 30 (36.6%) reported a low level. Also, 46 (56.1%) stated that they have a high level of focus on teaching without financial concerns while 36 (43.9%) stated a low level. Likewise, 53 (64.6%) stated that they exhibited easy access to adequate resources, such as libraries, laboratories and computer facilities while 29 (35.4%) stated low level.

Whereas, 59 (71.9%) stated that the Support they get from colleagues for collaboration and innovation is high while 23 (28%) stated low level. Similarly, 68 (83%) stated that the Offering of opportunities by schools to lecturers in order to continuously improve their teaching skills and knowledge through workshops, conferences and training was high while 14 (17.1%) stated low level. Lastly, 44 (53.6%) stated that they have a high Provision of a clear path for career advancement by my institution while 38 (46.3%) stated a low level. Furthermore, 65 (79.3%) stated that they made a high level of Understanding of the diverse backgrounds and needs of their students, while 17 (20.7%) stated a low level. Again, 52 (63.4%) stated that they have high Utilization of active listening techniques (eye contact, nodding and so on) for students, while 30 (36.6%) stated low level. Still, 49 (59.7%) stated that they had genuine care and concern for their students., while 33 (40.3%) stated low ability. A total of 51 (62.2%) stated that they have a high

level of level of emotional intelligence, which allows them to understand and manage their emotions while 31 (37.8%) stated a low level. Likewise, 50 (61%) stated that they give a high level of direction on specific tasks while 33 (40.3%) stated a low level.

The weighted mean of the whole item is 2.72, thus, it could be inferred that the level of service quality of the OTM lecturers in Osun and Oyo State Polytechnics, Nigeria is moderately high. This means that lecturers in Osun and Oyo State Polytechnics are generally effective in delivering course content, engaging students, and facilitating learning. They also have easy access to adequate resources, such as libraries, laboratories and computer facilities and get support from colleagues for collaboration and innovation among others which in turn enhance their service quality.

Research Question Two: What is the level of Information seeking behaviour of the OTM lecturers in Osun State Polytechnics, Nigeria?

Table 2: Level of Information Seeking Behaviour of the OTM Lecturers in Osun and Oyo State Polytechnics

| s/n | Starting | VH | H | L | VL | \bar{x} | Std. dev |
|-----|---|---------------|---------------|---------------|---------------|-----------|----------|
| 1 | My easy identification of materials to search through for Information | 28 (34.1%) | 41 (50.0%) | 8 (9.8%) | 5 (6.1%) | 3.12 | 0.82 |
| 2 | Utilization of Boolean operators (AND, OR and NOT) when I search for information in databases | 26 (31.7%) | 29 (35.4%) | 13 (15.9%) | 14 (17.1%) | 2.82 | 0.67 |
| 3 | Use of library resources and catalogs to access books, journals and other scholarly materials | 25 (30.5%) | 28 (34.1%) | 15 (18.3%) | 14 (17.1%) | 2.78 | 0.66 |
| | Weighted mean | | | | | 2.91 | |
| | Differentiating Information | | | | | | |
| 4 | My comparison of information from different sources to identify | 25 (30.5%) | 50 (61.0%) | 4 (4.9%) | 3 (3.7%) | 3.51 | 0.76 |

| | | | | | | | |
|----|--|---------------|---------------|---------------|---------------|------|------|
| | discrepancies during the information search | | | | | | |
| 5 | I do identify materials of interest when searching for information | 32 (39.0%) | 45 (54.9%) | 5 (6.1%) | - | 3.27 | 0.89 |
| 6 | My difficulty in identifying relevant information among other information | 27 (32.9%) | 49 (59.8%) | 5 (6.1%) | 1 (1.2%) | 3.14 | 0.67 |
| | Weighted mean | | | | | 3.30 | |
| | Browsing | | | | | | |
| 7 | Scanning table of contents or heading for my searches | 18 (22.0%) | 42 (51.2%) | 11 (13.4%) | 11 (13.4%) | 2.56 | 0.72 |
| 8 | Coming across relevant information when I am not consciously looking for it. | 24 (29.3%) | 29 (35.4%) | 20 (24.4%) | 9 (11.0%) | 2.27 | 0.82 |
| 9 | Recognizing relevant information by joining email lists, social media communities, or study groups | 24 (29.3%) | 30 (36.6%) | 20 (24.4%) | 8 (9.8%) | 2.07 | 0.71 |
| | Weighted mean | | | | | 2.30 | |
| | Extracting | | | | | | |
| 10 | Having difficulties when doing bibliographic searches in databases | 23 (28.0%) | 30 (36.6%) | 18 (22.0%) | 11 (13.4%) | 3.22 | 0.69 |
| 11 | Utilization of academic databases and online resources, while searching for information | 25 (30.5%) | 37 (45.1%) | 15 (18.3%) | 5 (6.1%) | 3.00 | 0.86 |
| 12 | Utilization of resources from libraries and colleagues while searching for information | 23 (28.0%) | 35 (42.7%) | 15 (18.3%) | 10 (12.2%) | 2.91 | 0.81 |
| | Weighted mean | | | | | 3.04 | |
| | Actual Information use | | | | | | |
| 13 | Reliant on information to learn new skills, stay informed about educational practices and explore career opportunities | 24 (29.3%) | 30 (36.6%) | 16 (19.5%) | 12 (14.6%) | 3.30 | 0.97 |
| 14 | Usage of information to develop course materials, design engaging learning activities | 19 (23.2%) | 31 (37.8%) | 16 (19.5%) | 16 (19.5%) | 2.54 | 0.76 |

| | | | | | | | |
|----|---|---------------|---------------|---------------|-------------|------|------|
| 15 | Information obtained from my information source(s) are found useful | 25 (30.5%) | 29 (35.4%) | 21 (25.6%) | 7 (8.5%) | 2.12 | 0.72 |
|----|---|---------------|---------------|---------------|-------------|------|------|

Weighted mean

2.65

Average Mean: 2.83

Decision Rule: *Very high* =4.00-3.00, *High* =2.99-2.00, *Low* =1.99-1.0, *Very low*:0.99-0.00

Source: Fieldwork, 2024

Table 2 reveals the level of information seeking behaviour of the OTM lecturers in Osun and Oyo State Polytechnics, Nigeria. The scales used in measuring the level of information seeking behaviour of the OTM lecturers in Osun and Oyo State Polytechnics, Nigeria were: Very High, High, Low and Very Low. But for the purpose of reporting, Very High and High were merged to become High (H) while Low and Very Low were to become Low (L). Result shows 69 (84.1%) stated that they have high easy identification of materials to search through for Information while 13 (15.9%) rated it as low. A total of 55 (67.1%) stated that they have high Utilization of Boolean operators (AND, OR and NOT) when I search for information in databases while 27 (33%) rated low response. Similarly, a total number of 53 (64.6%) stated that they have high difficulty in identifying relevant information among other information while 29 (35.4%) stated low response. Also, 75 (91.5%) stated that they have a high comparison of information from different sources to identify discrepancies during information search while 7 (8.6%) stated a low response rate.

Furthermore, 77 (93.9%) stated that they have a high ability to identify materials of interest when searching for information, while 5 (6.1%) rated low response. Also, 74 (65.9%) stated that they have high ability to recognizing relevant information by joining email lists, social media communities, or study groups while 28 (34.2%) reported low ability. Likewise, 53 (64.7%) stated that they provide high input by Coming across relevant information when I am not consciously looking for it., while 29 (35.4%) rated low input. Also, 60 (73.2%) reported a high ability to scan table of contents or headings for my searches, while 22 (26.8%) rated low ability. A total number of 53 (64.6%) rated high having difficulties when doing bibliographic searches in databases while 29 (35.4%) gave low ratings. Also, 58 (70.7%) stated high Utilization of resources from libraries and colleagues while searching for information while 25 (30.5%) rated low ability.

Furthermore, 62 (75.6%) stated that they have high utilization of academic databases and online resources while searching for information while 20 (24.4%) rated x low. Also, 54 (65.9%) stated that they have high Information obtained from their information source(s) are found useful while 28 (34.1%) reported low knowledge. A total number of 50 (61%) stated that they have high usage of information to develop course materials, design engaging learning activities while 32 (39%) stated low level. Also, 54 (65.9%) stated that they have a high reliance on information to learn new skills, stay informed about educational practices and explore career opportunities while 28 (33.5%) stated low dissemination.

The weighted mean of the whole item is 2.83, thus, it could be inferred that the level of information seeking behaviour of the OTM lecturers in Osun and Oyo States Polytechnics, Nigeria is high. This means that lecturers in these polytechnics identified materials of interest when searching for information, utilizing academic databases and online resources, while searching for information to enhance their teaching, research, and professional development as this in turn improved their information seeking behaviour.

This finding implies that OTM lecturers in Osun and Oyo State are effectively searching for new knowledge and information to enhance their teaching and research activities. They remain updated with the most recent improvements within the field of office information and management, which results in more pertinent and interesting course material. This exploration inspires their students to become lifelong learners. Overall, this result may be a positive indicator of the OTM lecturer's commitment to their profession and their students' learning.

Test of Hypotheses

H₀₁: There will be no significant influence of information seeking behaviour (starting, differentiating, browsing, extracting, actual use) on the Service quality of the OTM lecturers in Osun State Polytechnics, Nigeria.

Table 3a: Influence of of Information Seeking Behaviour (starting, differentiating, browsing, extracting, actual use) on Service Quality

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .488 ^a | .183 | .175 | 4.30312 |

Predictors: (Constant), information seeking behaviour
Source: Fieldwork, 2024

Table 3b: Influence of information seeking behaviour (starting, differentiating, browsing, extracting, actual use) on Service Quality

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|-------|-------------------|
| 1 | Regression | 376.698 | 1 | 376.698 | 7.233 | .000 ^b |
| | Residual | 4166.284 | 80 | 52.079 | | |
| | Total | 4514.982 | 81 | | | |

a. Dependent Variable: Service Quality

Predictors: (Constant), information seeking behaviour
Source: Fieldwork, 2024

Table 3c: Influence of information seeking behaviour (starting, differentiating, browsing, extracting, actual use) on Service Quality

| Model | | Unstandardized Coefficients | Std. Error | Standardized Coefficients | T | Sig. |
|-------|-------------------------------|-----------------------------|------------|---------------------------|-------|------|
| 1 | (Constant) | 21.361 | .965 | | 8.142 | .000 |
| | Information seeking behaviour | .209 | .200 | .439 | 3.451 | .001 |

a. Dependent Variable: Service Quality

Source: Fieldwork, 2024

Tables 3a, 3b and 3c reveal the significant influence of information seeking behaviour (starting, differentiating, browsing, extracting and actual use) on the Service quality of the OTM lecturers in Osun State Polytechnics, Nigeria. The result yielded a coefficient of multiple regressions $R = 0.183$ and multiple R -square = 0.175. This suggests that information seeking behaviour (starting, browsing, differentiating, extracting, actual use) factors combined have a positive correlation with service quality accounted for 17.5% ($\text{Adj.R}^2 = .175$) variance in the prediction of service quality of the OTM lecturers in Osun State Polytechnics, Nigeria. The other factors accounting for the remaining variance are beyond the scope of this study. The result from the regression analysis shows that there was a significant influence of information seeking behaviour (starting, browsing, differentiating, extracting, actual use) on the Service quality of the OTM lecturers in

Osun State Polytechnics, Nigeria ($F_{(1, 80)} = 7.233$; $p < 0.05$). It was also revealed that information seeking behaviour was a potent predictor of service quality ($\text{Beta} = .439$, $t = 3.451$, $p < 0.05$). However, information seeking behaviour (starting, browsing, differentiating, extracting, actual use) is a good indicator of the prediction of service quality of the OTM lecturers in Osun State Polytechnics, Nigeria therefore, H_01 is rejected.

Discussion of Findings

The aim of the study is to investigate the Influence of Information Seeking Behaviour on Service Quality of Office Technology and Management Lecturers in Osun and Oyo State Polytechnics, Nigeria. To achieve this aim, the researcher raised two research questions and one hypothesis.

The results from research question one showed that the level of service quality of the OTM lecturers in Osun and Oyo State Polytechnics, Nigeria is moderately high. This finding is in line with several similar studies while also contradicting other studies on the service quality of OTM lecturers. For instance, a study on the students' perception of service quality encountered during their course program in the polytechnic revealed that the service quality of polytechnic lecturers is not encouraging and satisfactory. Although there are composite and relative contributions of the service quality dimensions on students' perception of their future enrichment (Bose & Olanrewaju 2014).

Results from research question two showed that the level of information seeking behaviour of the OTM lecturers in Osun and Oyo State Polytechnics, Nigeria is moderately high. A study however revealed that many lecturers fail to explore diverse, global, or cutting-edge databases and resources due to limited time, lack of awareness, or a preference for traditional sources⁷. (Esharenana & Oyovwe-Tinuoy 2022) Similar to the previous study, another study found that, although information-seeking behaviour among Nigerian Polytechnic Lecturers may be high overall, but the lack of current resources restricts it, the excessive use of printed materials, and the limited use of electronic resources. The study also found that institutional barriers, such as inadequate digital infrastructure, often limit the amount of information that lecturers can access and utilize (Emmanuel 2022).

The result from hypothesis one showed clearly that there was a significant influence of information seeking behaviour (starting, differentiating, browsing, extracting, actual information use) on the Service quality of the OTM lecturers in Osun and Oyo State Polytechnics, Nigeria.

The finding goes in line with some studies, while there are critical perspectives that suggest the influence of information-seeking behaviour on service quality is more complex and may not be as direct or uniformly significant as it appears. For instance, A study suggests that while information-seeking behaviour is a critical factor in improving academic productivity, it is not the sole determinant of service quality. The authors argue that the actual use of the information and the ability to synthesize it effectively are what ultimately enhance service quality. The author further mentioned that many lecturers may actively seek information but fail to apply it effectively due to various barriers such as poor digital literacy or lack of resources (U. bau & L. Matela 2022)

Conclusion

Based on the findings of the study, it was revealed that the level of service quality of lecturers in Osun and Oyo State Polytechnics, Nigeria was moderately high. It could be concluded that information seeking behaviour influenced the service quality of OTM lecturers in Osun and Oyo State Polytechnics, Nigeria.

Recommendations

Based on the findings of the study, the following recommendations are made:

Management of polytechnics should provide conducive teaching and learning environment for lecturers and students as this could in turn enhance the quality of service.

1. Polytechnic management should organise in-service training for lecturers on the utilisation of audio-visual technology/equipment for effective teaching as this would enhance their level of service quality.
2. Lecturers should compare information from different sources to identify discrepancies during information searches before they go to the classroom for teaching.
3. Lecturers should use different sources, both online and offline (use of different textbooks), to gather information that would be relevant to the teaching process.

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