

Full Length Research Paper

Influence of parental background on information behaviour of Private Secondary School Students' In Eti-Osa Local Government Area, Lagos State

Amuni, Saratlyabode and Apotiade, Julius Kayode (PhD)

Library, Archival and Information Studies Department, University Of Ibadan, Ibadan, Oyo State, Nigeria.

Accepted 8 November, 2018

The information behaviour of secondary school students has been identified as a phenomenon that is germane to their educational lives and thus, require urgent attention of all stakeholders in the sector since information has become a key requirement in the 21st century for basic human survival, hence, this study aimed at investigating the information behaviour of private secondary school students alongside their parental background. The study adopted a descriptive survey design. Three research questions and one hypothesis formed the basis of eliciting responses from two hundred and ninety-three (293) respondents drawn from six secondary schools using the stratified random sampling technique with the aid of a self-designed questionnaire tagged "PBIBS". Findings revealed that the information behaviour of senior secondary school students was just as the "Google Generation" as indicated in previous researches. They believed everything called "information" could be easily retrieved from "Google", a popular search engine used by today's youth. Parental backgrounds of students also revealed that children that attended private school had parents with higher level of education which corresponded with occupation level that mostly require a formal training. Also, parents were financially able to provide adequate educational resources for their children at home, though parents were not able to help their children in the search for information in the specific information sources that were available. The study revealed that there was positive significant relationship between the information behaviour of secondary school students and their parental background ($r=.398^{**}$, $N=293$, $p<.05$). This implied that students' information behaviour could be improved by their different home backgrounds. Information behaviour of student should be given necessary attention by all stakeholders in education.

Keywords: Information behavior, Parental background, Secondary schools students

INTRODUCTION

In a country, where the quality of education is almost at its brink, comes a savior to salvage the situation, thus, is the role of the private educational sector in Nigeria. The private educational system is as old as its public counterpart in Nigeria. Their participation in the educational sector has been necessitated by the loss of confidence in the public sector. Ehigiamusoe (2012) opined that in achieving the broad objectives of secondary education, public schools cannot alone meet the educational needs of the teeming population of the country. This is because many public secondary schools in Nigeria are characterized by inadequacy of

infrastructure and personnel. This also corroborated Omede's (2015) view on public schools that inadequate, obsolete and decaying infrastructure as well as numerical growth with inappropriate infrastructural developments was one of many features of the public school. Since the government-owned schools are run without the financial input of the parents, it is logical to attach these inadequacies to financial strength. However, Ehigiamusoe (2012) also stated that in achieving the objectives of secondary education as highlighted in the National Policy of Education (2004), government has recognized that education is an expensive social service

that requires adequate financial provisions from all tiers of government, private sector, communities, individuals and other organization for successful implementation of education programmes. This is where the private educational system comes to play.

Information behaviour (IB) is defined by Wilson as "...those activities a person may engage in when identifying his or her own needs for information, searching such information in any way and using or transferring that information" (Wilson, 1999 as cited in Hyldegard, 2012, p. 2). Human Information behaviour is the study of the interactions between people, the various forms of data, information, knowledge and wisdom that fall under the rubric of information, and the diverse contexts in which they interact (Todd, 2003, p.27). Human information behaviour involves many complex factors such as people's information needs, the context of the information need; how people seek information, and how they use information (Fisher and Julien, 2009, p. 5). Boyd opined that information behaviour is fluid and context-dependent and as such different user groups exhibit different information seeking behaviours (Boyd, 2004 as cited in Olsen and Diekema, 2012). This is in congruence with Meyer referring to Hepworth (2009, as cited in Drachen and Larsen, 2011, p. 8), that context involves issues of power and social hierarchies and that it becomes internalized in what an individual knows and expects and also becomes an integral part of his or her norms.

Kadili and Kumbar (2013) opined that information seeking behaviour refers to the pattern of response to the information need by person or group of persons. Also, Wilson (2000) defined information seeking as the purposive seeking for information as a consequence of needs to satisfy some goal.

Xie (2007) saw information searching as another perspective of information behaviour which is users' purposive behaviours in finding relevant or useful information in their interactions with information retrieval (IR) systems. In details, Wilson (2000) explained that information searching consists of all the interactions with the system, whether at the level of human computer interaction (for example, use of the mouse and clicks on links) or at the intellectual level (for example, adopting a Boolean search strategy or determining the criteria for deciding which of two books selected from adjacent places on the library shelf is most useful), which will also involve mental acts, such as judging the relevance of data or information retrieved.

Information use as the end product of displayed behaviours when an information need is to be satisfied is regarded as basically the purpose for seeking, searching and retrieving in relation to an information gap. Choo (2006 as cited in Fitzgibbons 2013) affirmed that information is an activity that involves the selection and processing of information to answer a question, solve a problem, make a decision, or make sense out of a

situation.

Statement of the problem

Secondary school students have been observed to display some sets of behaviours, generally referred to as information behaviours with sub-behaviours as information searching, information seeking and information use when in the anomalous state of knowledge. However, researchers have found myriads of barriers to secondary school students' information behaviour as a whole. Some of the identified barriers to their information behaviours are learning styles, seeking styles, choice of information sources, preference for prints over digital resources, search patterns, formulating search queries, and perceived ease of use of computer technology, evaluating search results and plagiarism.

It is against these backdrops that the researcher is interested in investigating whether parental background influence the information behaviour of private secondary school students' in Eti-Osa Local Government Area of Lagos State, Nigeria.

Objectives of the study

The general objectives of this study is to examine the influence of parental background on information behaviour of private secondary school students' in Eti-Osa local government area of Lagos state and the specific objectives are to:

- i. find out the information behaviours of secondary school students in the selected private secondary schools;
- ii. ascertain how parental background determine information behaviour of secondary students in the selected private secondary schools; and
- iii. identify the indicators of parental background that influence information behaviour of secondary school students in the selected private secondary schools;

Research Questions

- i. What are the information behaviours of private secondary school students in Eti-Osa L.G.A of Lagos state?
- ii. How do parental backgrounds determine information behaviour of private secondary school students in Eti-Osa L.G.A of Lagos state?
- iii. What indicators of parental background influence information behaviour of private secondary school students in Eti-Osa L.G.A of Lagos state?

RESEARCH HYPOTHESIS

This null hypothesis will guide the conduct of this study and it will be tested at 0.05 level of significance:

H₀₁: There is no significant relationship between parental background and information behaviour of private secondary school students in Eti-Osa local government area, Lagos State.

LITERATURE REVIEW

Parental background and information behaviour of secondary school students

Having identified the prominent and relevant indicators of parental background to students, it is pertinent to show relationship between these variables and information behaviour through literature. However, a thorough search into literature proved abortive, as nothing ostensible was found to give a direct link between parental background and information behaviour. Surprisingly, most of the studies found on parental background shows connections to academic performance; educational attainment; school success; school choice; child education; secondary school choice; career choice; and child literacy (Bamgbade 2013; Buis 2012; Dubow, Boxer and Huesmann 2009; Ebong 2015; Eccles and Davis-Kean 2005; Ermish and Pronzato 2010; Ghysens 2009; Gratz 2006; Ntitika 2014; Kainuwa and Yusuf 2013; Kamau 2013; McCoy and Cole 2011; Ogunshola, Osulale and Ojo 2014; Ogbugo-Ololube 2016). With some showing connection with children's human capital, occupational success, saving behaviour, income status and wages and deviant behaviours (Firmansiyah 2014; Dubow, et al 2009; Georgiadis 2013; Dustmann 2004), just a few had links with library use and computer use (Maliki and Uche 2007; Yu, Yuen and Park 2012). The above analysis revealed that there is a huge gap in literature concerning the link between parental background and information behaviour.

However the researcher would not conclude at this juncture because it is observed that the scarcity of literature on the relationship between parental background and information behaviour does not mean that there is no link at all. This conclusion is based on reasoning as information is part of human needs and thus, embedded in the lives of everyone (which includes parents).

Parents have needs towards their social, economic, educational and recreational lives and so they engage in activities (seek, search, use) that are tailored to satisfying their so-called information needs. One of such needs that are connected to their children lives is the 'parenting information needs'. The parenting needs arise from a perceived gap in knowledge structures that aid parents in the ability to successfully carry out their diverse parental responsibilities. Walker (2013) revealed that "being a parent" is underlying motivation underpinnings parents need to search for information in order to successfully fulfill their parental responsibility. He further asserted that

when a parent inhibits a world of "being a parent", they both consciously and unconsciously look for information that will support and inform their parenting. This implied that parents are also information seekers and searchers which obviously are roles that one could possibly assume in the world of information behaviour.

In the process of seeking and searching for information as a parent, some factors set in, such as personal, education and socio-economic. These factors influence the ability of the parents to successfully search for information. Walker (2013) posited that influencing their (parents) ability to successfully search for information are external elements that include their social connectivity, their trust of people, organization, and sources; their own emotional picture of themselves and the ability to weigh the information.

The researcher believed that this position is held to throw light to the fact that information behaviour of parents are influenced by past experiences and present encounters. One could also say that, some of these external elements such as information sources determine the success of the information search process. In addition, an important finding stated that the ability of a parent to successfully navigate and find answers is influenced by a number of variables, notably their education and social capital (Savolainen 1995 as cited in Walker, 2013).

However, information on parenting has taken a wide range of formats to include prints (books, newspapers, magazines); audio/visuals (television programs, video recording, radio sessions); online resources (internet, social networking, online discussion groups, parenting websites); and the public memory (advise and experience from friends, colleagues, parents talk shows and seminars on parenting skills by professionals). All these sources of information could be approached through formal or non-formalized searching (Walker, 2013). A successful search, retrieval and use of whatever information sought is expected to consciously or unconsciously satisfy an immediate or future information need.

On the other hand is the child which is referred to as secondary school student in this research context. Students' equally have information needs which is mostly educational needs that includes class assignments or test, term projects, class presentations and examination. Meyers (2009) acclaimed that literature abounds on the information seeking and use behaviour of secondary school students and also notes that students' encounter significant challenges to resolving academic information needs.

According to Otoide (2015), secondary school students seek information primarily for academic purposes. The presence of these needs would propel the necessary behavior that will bring about change in their knowledge structure and eventually information behaviours such as seeking, searching, retrieving and use will be exhibited.

Just like the parents, students' ability to successfully search for required information could be influenced by the information source they consult. Nazli (2011 as cited in Otoide, 2015) reported that majority of secondary school students use books, parents, teachers and libraries as source of information and they usually consult these information sources frequently.

Hypothetically, if a group of students consciously sought answers from their parents for an assignment on 'the socio-economic effect of drug on abusers', the parents' response to these information needs might be influenced by the parent's information behaviour which is connected to the parental educational level, occupation and socio-economic status. Parental educational level could serve as a guide to the parents in helping the child to select the most appropriate source of information and to evaluate the information retrieved for accuracy. Also, the parental educational level could help in getting direct answers without demand upon another information system. The researcher affirmed that the choice of parents as an information source by the students is one behaviour that might have been shaped through observation. If a child observes that his parents usually consults human sources (especially the elders) when there is a difficult task, he absorbs this experience and replicates it in a similar situation.

Gratz (2006) opined that children's brains are like sponges the first couple of years of their lives and they absorb everything surrounding them. Therefore, what they learned from their parents in the first couple of years will impact them for the rest of their lives.

It is also in agreement that Dubow, Boxer, and Huesmann (2009) also posited that, a child exposed to parents who model achievement oriented behaviour (e.g. obtaining advanced degrees, reading frequently, encouraging a strong work ethics) and provide achievement oriented opportunities (e.g. library and museum trips; after-school enrichment programs; educational books and videos) should develop the guiding belief that achievement is to be valued, pursued and anticipated. This belief should in turn promote successful outcomes across development, including high school graduation, the pursuit of higher learning, and acquisition of high prestige occupations. (para. 8)

Parental occupational status, another background variable that is interrelated to family wealth or income could also influence information behaviour. The occupational status of parents is highly connected to the income of the family, thus, the level of financial resources at a family's disposal is a determinant to the acquisition of power of parents in the provision of information sources such as books (complementary and supplementary); reference sources (e.g. dictionary, encyclopedia, atlas, etc.); and computer-related sources that could provide for the child's information needs. A family with high income can provide the necessary skills, knowledge, tools, and instrument that are needed by the children (Ntitika,

2013). Goldthorpe (1983 as cited in Buis, 2012), posited that parental occupation can influence the children's education through the fact that an occupation is an important means of improving the material circumstances of the family which in turn can be used to help pay for the cost of education. These costs can be the direct cost of education in the form of tuition fees, books, etc. Eamon (2005 as cited in Oguweno, Kathuri and Obaro 2014), created a slightly different opinion by using the term "socio-economic status" that, the achievement of students' was negatively correlated with low socio-economic status level of parents because it hindered the individual in gaining access to sources and resources of learning. Perhaps, it was the same reason for the conclusion that there is a direct relationship between parental financial and human capital on the successful learning experience of their children and their academic success and equally low income of parents had negative academic performance expectations on their children (Kamau, 2013).

Another parental characteristic that largely overrides all other factors that could influence information behaviour is parental involvement. It is a motivational factor which sustains the acquired behavior for a long period into adulthood. McCoy (2011) strongly asserted that parental involvement is a powerful force for academic success than other family background variables such as social class, family size and level of parental education.

Ntitika (2013), however, argued that a characteristic that may affect the amount of parental involvement in an individual's academics is parental educational level. This is because parental education may influence the willingness or ability for the parents to become involved. Gratz (2006) also argued in support of Ntitika, that parents with less education do not participate as often in their children's education to some effect because they do not realize the importance of their interaction with schools and they are probably intimidated, just like they (parents) were in high school. Significantly, Carter (2002 as cited in Ghysens, 2009) believed that the goal of parental involvement in education cannot merely be to get parents involved. Rather, it is a means to establish important connections between contexts important for the child in order to facilitate children's learning and development. The researcher is of no doubt that, the information behaviour of students could be enhanced through the support rendered by their parents during the process of satisfying their information needs.

The home possessions of the family which is theoretically referred to as cultural goods in parental background measurements is one variable that is totally connected to all other indicator of parental background. Cultural goods consist of the facilities that can aid learning process of the child. Bamgbade (2013) posited that the availability of educational materials at the disposal of children can really assist them to study better and learn more which will consequently enable them to

Conceptual Model

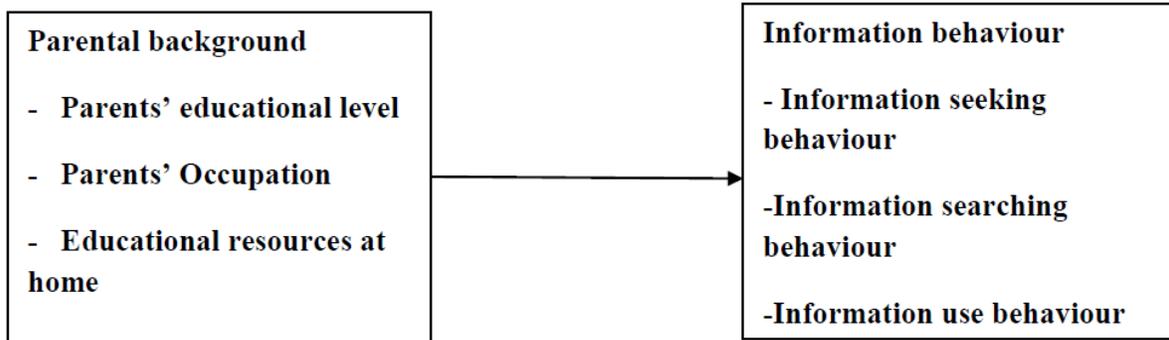


Figure 1A self-constructed model of parental background and information behaviour of secondary students in secondary schools

grow scholarly and intellectually. Gratz (2006) was also of the opinion that parents need to go back to the basis of providing a warm, supportive home environment that supports exploration and self-directed, autonomous behaviour, and that will greatly increase the chances of having an academically successful child.

The researcher agreed with all the parental background indicators as influences on students' academic success, but in addition, deems it necessary to make a logical statement that, information behaviour is at the center of student's academic success as all the activities that students' involve in, as they pursue achievement is related to the ways they (students) seek, search, retrieves and use of information that is germane to their information needs. Thus, any parental characteristics that could influence students' academic achievement, ultimately has a connection with information behaviour which could be shaped through direct learning from human sources or observation of the immediate environment. This logical conclusion was supported by Eccles', et al (2005) parent socialization model.

According to this model, distal parent characteristics such as genetic endowment, education, cultural group membership, occupation, income etc., influence their children's educational attainment through their influence first on parents' beliefs and behaviours, which in turn, influences their developing children's skills, values, motivation and self-concepts, which in turn, influence the children's engagement in a wide variety of activities (Eccles and Davis-Kean, 2005).

METHODOLOGY

The research design used was descriptive survey and the study population was 489 of which stratified random sampling was used to select 293 sample shared among six (6) private secondary schools in Eti-Osa Local Government Area of Lagos State.

Hypothesis Testing

H₁: There is no significant relationship between parental background and information behavior of private secondary school students in Eti-Osa local government area, Lagos State.

The result from Table 1 that showed there is a positive significant relationship between parental background and information behaviour of private secondary school students as the calculated p-value of 0.000 at 291 degree of freedom is lesser than the significant level 0.05 ($0.000 < 0.05$) where ($r = .398^{**}$, $N = 293$, $p < .05$). The null hypothesis is therefore rejected and the alternative hypothesis is accepted that: there is significant relationship between parental background and information behaviour of private secondary school students in Eti-Osa local government area, Lagos state. In Table 1, the Pearson Correlation Coefficient of 0.398 shows a slight positive correlation between parental background and students' information behaviour. This implies that parental background and information behaviour move simultaneously as changes in parental background should be observed alongside improvement in information behaviour.

Information Behaviour of secondary school students

The study revealed that information needs is totally central to the information behaviour of secondary school students when solving school related assignments. Information comes in as a key to help students complete their school assignments or term projects which is the major reason they require information. This is corroborated by the findings of Otoide (2015) that academic purposes rank first among the information needs of secondary school students and that information is a valuable resource to every individual even secondary school students. Google was also viewed by two-thirds of

Table 1: Relationship between Parental Background and Information Behaviour

Variables		Parental background	Information behaviour	Df	Level of sig	Rem
Parental background	Pearson Coefficient	1	.398**	291	0.05	Sig
	Sig. (2 tailed)		.000			
	N	293	293			
Information behaviour	Pearson Coefficient	.398**	1	291	0.05	Sig
	Sig. (2 tailed)	.000				
	N	293	293			

Source: SPSS Output, 2018 ** Sig. at 0.05 level

the respondents as having all the information they might require for school work. This was in line with the findings of Hyldegard (2012) that secondary school generally used Google as the starting point to all their information needs. With 70% of the respondents across the selected school agreeing to the statement that it was easy to find information they needed on Google supported the myth that describes the "Google generation" as being confident about the ease of internet use. Williamson, et al (2007) also discovered that secondary school students used the 'Google' for reasons which included being easily able to find information they understood to complete their school work which was one of the most important activities to the students. About two-thirds of the students also believed that knowledge in the use of I.T gadgets was a prerequisite to the ease of doing their school assignments or term projects. This outcome supported that of Baird and Fisher (2005 as cited in William and Rowlands, 2008) that young people are "technologically savvy" and especially adept at quickly scanning a web page and deciding which links hold the promise of producing a 'mother load' information or valuable content. Just a little below 50% of all the respondents, saw class notes and textbooks as enough information source to do their school assignments, as well as a few percentage above 50% preferring Google and Wikipedia to class notes and textbooks when doing school assignments. This implies that secondary school students believed Google and Wikipedia holds more information than the content of their class notes and subjects textbooks and thus would prefer using Google and Wikipedia. Hyldegard (2015) findings corroborated that students' preference for information sources was based on the type of assignment and the specific step in the assignment process which could be an explanation for the thin line between the choices of information sources.

Averil and Lewis (2013) asserted that students at both secondary and undergraduate level rely heavily on Google and sources such as Wikipedia than monographs (textbooks) and databases listing peer reviewed journal articles. The study also showed that most students did not like spending much time on information search which could be responsible for students easily getting bored using the school library's resources for school assignments or term projects. William and Rowlands (2008) findings corroborated that younger generation are

impatient and have zero tolerance for delay though, it is truism of the age which we live in and crosses all generational boundaries in the digital environment. Hyldegard (2015) also asserted that students often spoke negative of library resources as being difficult and time consuming in contrast to the internet. Finally, the study revealed that copying from information sources was a normal behaviour for secondary school students though, a higher percentage of respondents agreed that copying from Google and Wikipedia could help get enough good marks in school assignments or term projects. This finding is in agreement with that of Williamson, et al (2009) that the examination of assignments revealed that more students copied from the internet than they did from books. Shenton (2007) also identified that young searchers had information behaviors such as restricting their searches to Google and cutting and pasting information into essays without passing it through their brains.

Relationship between Parental Background and Information Behaviour

The study revealed that there was positive significant relationship between parental background and information behaviour. This implies that the tendencies of activities being exhibited in the process of bridging a gap in knowledge is dependent on parents' level of education, parents' occupation which ultimately provides income for the financial support that is required to solve children's information issues related to school work. This is supported by the findings by Kamau (2013) that educational level of parents had a consistent direct relationship on the children's cognitive and behavioural outcomes. Schulz (2005) also corroborated that socio-economic background may affect learning outcomes in numerous ways as parents with higher socio-economic status are able to provide their children with (often necessary) financial support and home resources for individual learning. They are also more likely to provide more stimulating home environment to promote cognitive development.

CONCLUSION

Information is an essential commodity in the schools lives

of secondary schools student which are regarded as the 'Google Generation' because of the over-dependence on internet source which seems as the ultimate source for all required information for school work. Though other information source such as class notes, textbooks, school library resources exist to provide information, secondary schools students regard them as time wasting or difficult to use and understand resources. Secondary schools student have zero tolerance for delay when doing school assignment and as such end up copying unethically from any information source they use for school assignment or term project. Secondary schools student behaviour could be positively shaped if their parental background support information literacy.

RECOMMENDATIONS

The recommendations were made based on the findings of this study:

1. The information behaviour of student should be monitored by all stakeholders in education because it is a behaviour that would affect the cognitive and behavioural outcomes of students in the 21st century.
2. Since parents are stakeholders in education, school administrators should encourage parents' to play active roles in making their children information literate citizens.
3. Teachers should stress the use of diverse information resources to student when doing school assignment or term project and create more time to carefully examine students' assignments or term project for unethical use of information.

Contributions to knowledge

This study has contributed to the body of existing knowledge. It has established that the parental background of secondary school students is connected to the activities they engage in, in the process of fulfilling their information needs related to school activities.

REFERENCES

- Adebamowo, O. (2007). The use of school library resources in Ogun State secondary schools: A study of selected secondary schools in Ijebu-North L.G.A., Nigeria. Retrieved April 3, 2017 from <http://www.icidr.org/.../>
- Adekanye, A.E. (2014). Information needs, utilization and socio-economic empowerment of textile market women in Southern-Nigeria. *Library Philosophy and Practice (e-journal)*. Paper 1093. Retrieved Jan. 1, 2017, from <http://digitalcommons.unl.edu/libphilprac/1093>
- Averill, D. and Lewis, N. (2013). Students and information literacy: High school and post secondary perspectives. *Maine Policy Rev.* 22(1): 114-117. Retrieved Dec. 12, 2017, from <http://digitalcommons.library.umaine.edu/mpr/vol22/iss1/28>.
- Bamgbade, E.O. (2013). Differences in children's school success and family background: A comparative case study of pupil's performance in entrance examination in Ibadan, Nigeria. Pro Gradu Thesis, University of Jyväskylä, Finland. Retrieved Jan. 28, 2017, from <http://urn.fi/URN:NBN:fiju.201305241774>
- Bates, M.J. (2010). *Information behavior. Encyclopedia of Library and Information Sciences*, 3rd ed. Marcia J. Bates and Mary Niles Maack. Eds. New York. CRC Press, 3:2381-2391. Retrieved Feb. 12, 2017, from <http://pages.aseis.ucla.edu/.../>
- Brese, F. and Mirazchiyski, P. (2010). Measuring students' family background in large-scale education studies. *Paper for the 4th IEA International Research Conference. Gothenburg, Sweden*. Retrieved May 7, 2017, from https://www.iea.ai/.../IRC2010_Brese_
- Bronstein, J. (2007). The role of the research phase in information seeking behavior of Jewish studies scholars: a modification of Ellis's behavioral characteristics. *Information Research*, 12.3, Paper 318. Retrieved July 3, 2017, from <http://InformationR.net/ir/12-3/paper318.html>
- Brown, G.J., Cheung, C.M.K., Heinzl, A. and Riedl, R. (2017). Human information behavior. *Bus Inf Sys Eng.* 59.1: 1-2. Doi:10.1007/s12599-016-0458-9. Retrieved May 31, 2017, from <http://www.link.springer.com/articles.....>
- Buis, M.L. (2012). The composition of family background: the influence of the economic and cultural resources of both parents on the offspring's educational attainment in the Netherlands between 1939-1991. *Ershienen in: European Sociological Review*, 29.3: 593-602 Retrieved Jun. 13, 2017, from <http://nbn-resolving.de/urn:nbn:de:bsz:352-0-257486>
- Carlsons, A. (2011). How parents influence deviant behavior among adolescents: an analysis of their family life, their community and peers. Retrieved Feb. 24, 2017, from https://cola.unh.edu/.../P12_Carlson.pdf
- Case, D. (2012). *Looking for information: a survey of research on information seeking, needs and behavior* (3rded.). Bingley UK: Emerald Group Pub.
- Changthong, J., Manmart, L. and Vongrasert, C. (2010). Learning styles: factors affecting information behavior of Thai youth. *Libres* 24.1: 50-61. Retrieved Jan. 28, 2017, from http://www.libres_ejournal.info/.../
- Chou, C.-W.J. and Lo, S.-C.S. (2015). Exploring information use behavior in the context of knowledge construction. *Journal of Library Information Studies*, 13.2: 1-27. Doi: 10.6182/jlis.2015.13(2).001
- Drachen, T.M. and Larsen, A.V. (2011). Information behavior and practices of PhD students. *Research Support Service, Copenhagen. University Library and Information Services*. Retrieved Mar. 13, 2017, from <https://halshs.archives-ouvertes.fr/.../>
- Dubow, E. F., Boxer, P., and Huesmann, L.R. (2009). Long term effects of parents' education on children's educational and occupational success: Mediation by family interactions, child aggression, and teenage aspirations. *Merril-Palmer Quarterly (Wayne State University Press)*, 55.3: 224-229. Retrieved April 4, 2017, from <http://doi.org/10.135/mpq.0.0030>
- Dustmann, C. (2004). Parental background, secondary school track choice, and wages. *Oxford Economic Papers* 56: 209-230. Doi:10.1093/oep/gpf048. Retrieved Feb. 20, 2017, from <http://oep.oxfordjournals.org>
- Ebong, S.T. (2015). The influence of parental background on students' academic performance in physics in WASSCE 2000-2005. *European J. Sci. and Mathematics Edu.* 3(1):33-44. Retrieved Mar. 14, 2017, from <http://www.files.eric.ed.gov/fulltext/EJ1107836.pdf>
- Eccles, J.S. and Davis-Kean, P.E. (2005). Influence of parents' education on their children' educational attainment: the role of parents and child perceptions. *London Review of Education*, 3.3: 191-204. doi.10.1080/14748460500372309
- Eghosa, B.L. (2011). Perception of the library by secondary school students in enhancing success in examination: myth or reality? *Proceedings of 2011 International Conference on Teaching, Learning and Change (IATEL)*. pp.573-580. Retrieved May 9, 2017, from <http://www.hrmas.com/admin/pics/165.pdf>
- Ehigiamusie, U.K. (2012). Private sector participation in secondary education in Nigeria: implications for national development. *Int. J. Develop. and Sustainability*, 1(8): 1062-1072.
- Elliot, M. (2006). Essay, Information seeking behavior- adolescent + pathfinder project. *IS245_ Winter*: 1-13. Retrieved Jan. 3, 2017 from,

- https://www.pages.gseci.ucla.edu/.../Melliot_IS
- Erola, J., Jolohen, S. and Lehti, H. (2016). Parental education, class and income over early lifecourse and children achievement. *Research in social stratification and mobility*, 44: 33-34. Retrieved Feb. 26, 2017, from <https://www.journals.elsevier.com/research>
- Ermisch, J. and Pronzato, C. (2010). Casual effects of parents' education on children's education. *ISER Working Paper Series*, No.2010-16. Retrieved Mar. 10, 2017, from <http://www.iser.essex.ac.uk>.
- Firmansyah, D. (2014). The influence of family backgrounds towards student's saving behavior: a survey of college students in Jabodetabek. *International Journal of Scientific and Research Publications*, 4.1: 1-6. ISSN 2250-3153. Retrieved Jun. 29, 2017, from http://www.ijrsp.org/research.../ijrsp_p2532.pdf
- Fisher, K.E. and Julien, H. (2009). Information behavior. *Annual Review of Information Science & Technology*, 43.1: 1-73.
- Fitzgibbons, Y. (2012). Integrating information behavior and information literacy during academic writing tasks: a study of Japanese and Canadian undergraduate students in Canada. PhD Dissertation. School of Information Studies, McGill University, Montreal. Retrieved Feb 2, 2017, from <http://www.digitool.library.mcgill.ca/>
- Gaston, N.M. (2017). Contextualizing information behavior: a methodological approach. *J. Critical Lib. and Infor. Stud.* 1
- Georgiadias, A. (2013). Associations of Parental Background Characteristics and Child's Human Capital: Evidence from Four Low- and Middle-Income Countries. *Young Lives Working Paper 164*. Retrieved Jun .22, 2017, from <https://www.younglives.org.uk/.../andreas>
- Gaston, N.M., Dörner, D. and Johnstone, D. (2013). Information behavior in transition: a developing country perspective. In: Andrew G. Edited. *ASIST' 13 Proceedings of the 76th ASIS&T Annual Meeting: Beyond the cloud: Rethinking Information Boundaries- 1st Nov., 2013. Montreal, Quebec, Canada. American Society for Information Science*. Silver Springs, MD, USA: Article No. 86. Retrieved April 2, 2017, from <http://www.onlinelibrary.wiley.com/doi/10.../>
- Ghysens, L. (2009). Parents', teachers' and children's perception of parental involvement in relation with pupils' learning achievement and wellbeing: In *7th International Conference of the European Research Network about Parents in Education. DIVERSITY IN EDUCATION, ERNAPE 2009*. ISBN 978-91-86238-82-2
- Gratz, J. (2006). The impact of parents' background on their children's education. Retrieved Jan. 23, 2017 from <http://www.maclester.edu/...>
- Halder, S., Roy, A. and Charkraborty, P.K. (2010). The influence of personality traits on information seeking behavior of students. *Malaysian J. Lib. and Infor. Sci.* 15(1): 14-53. Retrieved Jun. 24, 2017, from <http://www.umijms.um.edu.my/filebank/.../MJLIS3.p...>
- Hammed, A. and Popoola, S.O. (2006). Selection of sample and sampling techniques. *Research Methods in Education*. G.O. Alegbeleye, I. Mabawonku and M. Fabunmi, Eds. Faculty of Education: University of Ibadan. 138-153
- Hyldegard, J. (2012). Between myth and reality-an exploratory study of secondary school pupils' information behavior. Retrieved Jan. 27, 2017, from <https://www.noril.uib.no/article/view/131>
- IFLA School Library Guidelines. 2nd revised edition. June, 2015. Retrieved April 8, 2017, from <https://www.ifla.org/publications/.../9512>
- Jonathan, N.C. and Udo, N. (2015). Information needs and behaviors in developing countries: a perspective of Ranganathan's PMEST categorization. *Int.J.Lib.Inf.Sci.* Retrieved Jun.11, 2017, from <http://www.academicjournals.or/.../>
- Kainuwa, A.K. and Mohammad, Y.N.B. (2013). Influence of socio-economic and educational background of parents on their children's education in Nigeria. *Int. J. Sci. and Res. Pub.* 3.10, ISSN: 2250-3153. Retrieved Jan.27, 2017, from http://www.ijrsp.org/research.../ijrsp_P2258.pdf
- Kamau, L.M. (2013). Relationship between family background and academic performance of secondary school students: a case of Shakago division, Mbere North district, Kenya. Master thesis. University of Nairobi. Retrieved Jan.29, 2017, from <http://erepository.uonbi.ac.ke/.../Kamau>
- Kingrey, K.P. (2005). Concept of information seeking and their presence in the practical library literature. *Library and Philosophy and Practice*, 4.2. Retrieved Jan. 1, 2017, from <http://digitalcommons.unl.edu/libphilprac/36>
- Kuhltau, C.C., Heinström, J. and Todd, R.J. (2008). "The information search process' revisited: is the model still useful?" *Infor. Res.* 13(4):355. Retrieved June 28, 2017, from <http://informationR.net/ir/13-4/paper355.html>
- Lee, J. (2013). Graduate students' collaborative information seeking in a group based learning setting. PhD Dissertation. University of North Texas. Retrieved Jan.27, 2017, from <http://www.digital.library.unl.edu/...>
- Maliki, A.E. and Uche, R.D. (2007). Students' background variables and utilization of library resources among secondary school students in southern senatorial district of Cross River State, Nigeria. *Stud.Tribals*, 5.1:21-23. Retrieved April 12, 2017, from <https://www.krepublishers.com/.../>
- Mashriqi, K. (2013). The importance of a school library media specialist. *Journal of Research Initiatives*, 1.1:10. Retrieved Dec.27, 2016, from <http://digitalcommons.unl.edu/jri/vol1/iss1/10>
- McCoy, E. and Cole, J. (2011). A snapshot of local support for literacy: 2010 survey. *National Literacy Trust*. Retrieved May 7, 2017, from <https://www.literacytrust.org.uk/...our%20survey...>
- Meho, L.I. and Tibbo, H.R. (2003). Modeling the information-seeking behavior of social scientist: Ellis's study revisited. *J. American Soc.Infor. Sci. and Technol.* 54(6): 570-587
- Meyers, E.M. and Eisenberg, M.B. (2009). Information seeking and use by Grade 9 students: more and less savvy than you might think. Retrieved Jan. 17, 2017 from <https://www.kznededucation.gov.za/.../meyersrf.p.....>
- Moskina, V. (2013). Information seeking behavior of national minorities' secondary school students for scientific research purposes. Retrieved Jan. 23, 2017, from http://www.library.ifla.org/69/1/101_moskina_en.pdf
- Nicholas, D. (2010). The behavior of the researcher of the future (the google generation). *Art Lib. J.* 35(1):18-21. Retrieved Jan. 23, 2017, from <https://doi.org/10.1017/S030742200016230>
- Nicholas, D and Huntington, P. (2009). Student digital information-seeking behavior in context.106-132. doi.10.1108/100220410910926149. Retrieved Jan.14, 2017, from <http://www.emeraldinsight.com/.../...>
- Nishat, F. and Naved, A. (2008). Information seeking behavior of the students at Ajmal Khan Tibbaya College, Aligarh Muslim University: a survey. *Annals of Library and Information Studies*, 55: 141-144. Retrieved Jan. 14, 2017, from <http://hdl.handle.net/123456789/1775>
- Ntitiika, J.L. (2014). Parental characteristics influencing students' academic performance in public secondary schools in Isinya District, Kenya. Master Thesis submitted to the Department of Educational Administration, University of Nairobi. Retrieved May 9, 2017, from <http://www.eap.uonbi.ac.ke/.../final%20copy-2.pdf>
- Ogbugo-Ololube, R. (2016). Impact of students' parental background on academic achievement in secondary schools in Obio/Akpor LGA, Rivers State, Nigeria. *International Journal of Scientific Research in Education*, 9.2: 115-126. Retrieved Jun. 5, 2017, from <http://www.ijre.com>
- Ogunshola, O.K., Osulale, K.A. and Ojo, A.O. (2014). Parental and related factors affecting students' academic achievement in Oyo State, Nigeria. *International Science Index, Education and Pedagogical Sciences*, 8.9: 3129-3136. Retrieved May 20, 2017, from <http://waset.org/Publication/10001503>
- Oguweno, P.O., Kathuri, N.J. and Obara, J. (2014). Influence of family characteristics on academic performance of students in Agriculture, in Rachuonyo North Sub County, Kenya. *International Journal of Education and Research*, 2.2: 1-12. ISSN:2201-6333. Retrieved May 13, 2017, from <http://www.ijern.com>
- Ohtoshi, P.H. and Gottschalg-Duque, C. (2016). A new model of information behavior based on semantic modeling. *ASIST 2016. Copenhagen, Denmark*. Retrieved Jun. 14, 2017, from <https://www.researchgate.net/publication/311175935>
- Olsen, M.W. and Diekema, A.R. (2012). "I just Wikipedia it": Information behavior of first year writing students. *English Faculty Publications Paper408*. Retrieved Jun.14, 2017, from <http://digitalcommons.usu.edu/english/>

- Omede, J. (2015). Private participation in education in Nigeria: some issues that matter! *Asian J. Hum. Soc. Sci. (AJHSS)*, 3(1): 101-109.
- Otoide, P.G. (2015). Information needs of secondary school students in selected schools in Abraka community. *Inter.J.Acad.Lib.Info.Sci.*3(3):81-88. Retrieved Jan. 23, 2017, from <http://www.academicresearchjournals.org/.../...>
- Popoola, S.O. (2011). Research methodologies in Library and Information Science. Paper presented at Training Workshop on Building Research Capacity for Library and Information Science Professionals, Nigerian Library Association, Ogun State Chapter; Covenant University, Ota, Nigeria; September 18th – 22nd, 2011.
- Qureshi, T.M., Iqbal, J. and Khan, M.B. (2008). Information needs and information seeking behavior of students in universities of Pakistan. *J. Appl. Sci. Res.* 4(1):40-47. Retrieved Jan 20, 2017, from <https://www.aensiweb.com/old/jasr/...40-47.pdf>
- Radhakrishna, R.B. (2007). Tips for developing and testing questionnaires/instruments. *J. Ext.* 45.1: 1-3.
- Rubin, A. and Babbie, R. (2005). *Research methods for social work*. 5th ed. USA: Brooks/Cole-Thomas Learning.
- Rubinic, D. (2014). Information behavior of university students: a literature review. *Libellarium, VII* .1: 105-118. Retrieved Mar.25, 2017, from <http://www.hrcak.sice.hr/file/202158>
- Savlainen, R. (2009). Information use and information processing: comparison of conceptualizations. *J.Doc.* 65(2):187-207. Doi: 10.1108/00220410937570.
- Schmidt, T. and Wolff, C. (2016). Personality and information behavior in web search. In *ASIST'16 Proceedings of the 79th ASIS&T Annual Meeting. Creating Knowledge, Enhancing lives through Inform. Technol.* Article No. 121. Retrieved Jun.24, 2017, from <http://www.onlinelibrary.wiley.com/doi/10.../pdf>
- Schulz, W. (2005). Measuring the socio-economic background of students and its effects on achievement in PISA 2000 and PISA 2003. Paper presented for the Annual Meetings of the Australian Educational Research Association in San Francisco, 7-11. April 2005
- Shenton, A.K. (2007). The paradoxical world of young people's information behavior. *School Libraries Worldwide*, 13(2): 1-17. Retrieved May 9, 2017, from http://www.iasl-online.org/.../slw/.../13_2shenton.pdf.
- Shenton, A.K. and Dixon, P. (2004). The development of young people's information seeking behavior. *Lib. Inform. Res. (LIR)*, 28.90: 31-39.
- Spink, A. and Cole, C. (2007). Information behavior: a socio-cognitive ability. *Evolutionary Psychology*, 5.2. Retrieved May 12, 2017, from <http://www.epjournal.net>
- Stutzman, F. (2009). Social information seeking during a life transition. *ASIST '09 Collaborative Information Seeking and Sharing Workshop*. Vancouver, BC. Retrieved May 9, 2017, from <http://www.fredstutzman.com/.../AOIRDC2009.....>
- Sugihartati, R. and Harisanty, D. (2014). Information seeking behavior model of senior high school students. *Res. on Hum. and Soc. Sci.* 4(19): 21-26. Retrieved Dec 23, 2017, from <https://www.iiste.org/Journals/index.php/.../16549>
- Todd, R.J. (2003). Adolescents of the information age: patterns of information seeking and use, and implication for the information professionals. *School Libraries Worldwide*, 9.2: 27-46
- Uzuegbu, C.P. and Ibiyemi, O.T. (2013). Item community high school library: a reflection of school libraries in Nigeria. *Library Philosophy and Practice (e-journal)*. 1057. Retrieved Dec 26, 2017, from <http://digitalcommons.unl.edu/libphilprac/1057>
- Walker, C. (2012). The information world of parents: a study of the use and understanding of information by parents of young children. *Library Trends*, 60.4: 546-568. Retrieved Mar. 13, 2017, from <https://www.ideals.illinois.edu/.../60.3.....>
- William, P. and Rowlands, I. (2008). The information behavior of the researcher of the future. A ciber briefing paper. Retrieved Jan.28, 2017, from http://www.jisc.ac.uk/media/documents/programmes/repress/gg_final_keynote_11012608.pdf
- Williamson, K., McGregor, J., Archibald, A. and Sullivan, J. (2007). Information seeking and use by secondary school students: the link between good practice and the avoidance of plagiarism. *School Library Media Research*, 10. ISSN: 1523-4320. Retrieved Feb. 2, 2017 from <http://www.als.org/ala/aasl/aaslpubsandjournals/slmrb.....>
- Wilson, T.D. (2000). Human information behavior. *Informing Science*, 3.2: 49-55
- Wilson, T.D. (2016). A general theory of human information behavior. *Proceedings of ISIC, the Information Behavior Conference, Zadar, Croatia*, 20-23 September, 2016: Part 1. Information Research, 21(4), paper isic1601. Retrieved May 23, 2017, from <http://InformationR.net/ir/21-4/isic/isic1601.html>
- Xie, I. (2009). Information searching and search models. Retrieved Jun.3, 2017, from <http://people.uwm.edu/.../information>
- Yu, M., Yuen, A.H.K. and Pack, J. (2012). Students' computer use at home: a study on family environment and parental influence. *Res. and Pract. in Technol. Enhanced Learning*, 7.1: 3-23. Retrieved Jan.29, 2017, from http://www.apsce.net/.../9a636eb0_C754_4de4.....
- Yusuf, T.L. (2012). Information needs, sources and information seeking behavior of women artisan in Offa metropolis. *Lib. Philosophy and Practice. (e-journal)* 1201. Retrieved Jun. 17, 2017, from <http://digitalcommons.unl.edu/libphilprac/1201>