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# INFORMATION FOR DIVERSE USER GROUPS

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# CHANGED ENVIRONMENT AND CULTURAL DIFFERENCES AS CORRELATES OF INFORMATION SEEKING BEHAVIOUR OF INTERNATIONAL STUDENTS IN BABCOCK UNIVERSITY, NIGERIA

**Kasa, M. Gabriel; Haliso, Y. & Soyemi, O. D.**

**Abstract**

Information seeking behaviour has evolved into a research field to resolve the intrinsic and extrinsic challenges militating against the processes of accessing information for informed decision making. The paper investigated the influence of two attributes of diversity: changed environment and cultural differences on the information seeking behaviour of international students in Babcock University. Four research questions and three null hypotheses were utilized to undertake correlation study of 54 international students duly registered with the international student coordinator at the Student Support Centre of the University. Total enumeration was used for the population of the research however, only 77.78% response rate was recorded and constituted what was utilized as sample size. To investigate what differentially distributed knowledge, the study investigated the conformity with the Knowledge Gap Theory (KGT). Changed environment and cultural differences revealed measurable influences on the international students' information seeking behaviour because all the results showed positive correlation of each and combined variables tested on information seeking behaviour. The study, in conclusion, established that changed environment and cultural differences influence international students' information seeking behaviour in Babcock University. Recommendations made comprise prioritization of the factors during sensitization and orientation programmes. It could also go leveraging on the university short- and long-term framework aimed at the integration, participation and measures deliberately designed to make them independent at the student support centre.

## INTRODUCTION

The visions, positions, opinions and missions shared by most universities on matters of international studentship is centered on making the students independent, integrated and

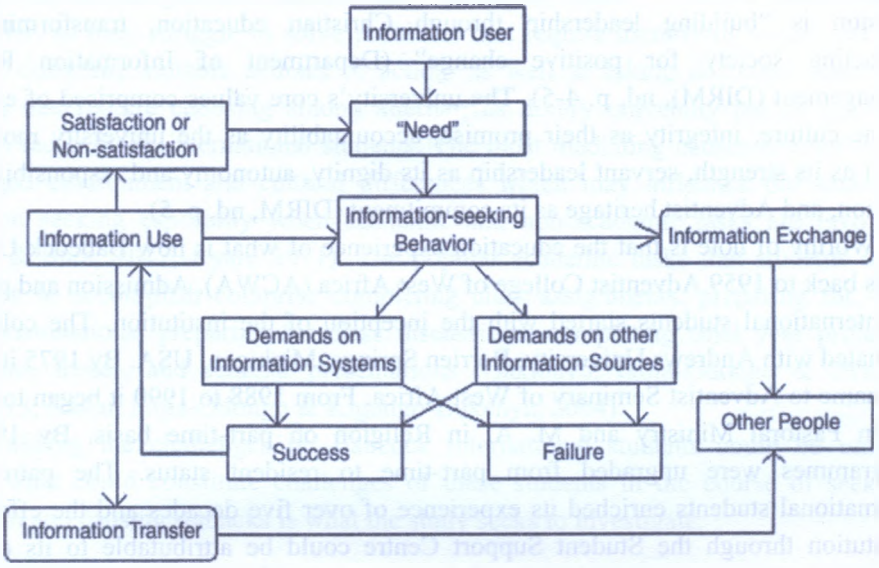
participatory in all academic and non-academic activities (Christensen, 2000). This is acknowledging the existence of diversity during information seeking to attain academic pursuit. Information which students seek plays a very significant role because it is the "basis of human existence" (Balasubramanian, 2011, p. 1). The need for information is to put it to use. In the academic arena, there are numerous reasons why information is needed and put to use by students. Access to information depends on student's capability to access the right information and at the right time for the right purpose, and at the minimum cost.

Students most likely to be severed by lack of information include international students. Numerous studies on international studentship reveal so and in addition point to other pertinent issues that could influence and affect these students among comprise cultural differences, coping strategies, changed environment and information seeking behaviours. Most of these authors commiserate with the international students who suffer immediate setbacks (Andrade, 2006, Alsahafi & Shin, 2017).

International students are defined as those who enrolled in courses at a higher education institution on a temporary visa, and are nonimmigrant or non-permanent residents (Gallup-Black, 2004). The universal acceptance of international students has economic benefits and for acculturation. This requires the acknowledgement of the different but important personalities these students bring with them that may need support to cushion the difference and to help galvanize their aspirations and subsequently contribute to knowledge generation, pooled and shared information (UNESCO, 1991). It is very pertinent to mention here that these students have established academic culture from where they set out which can be inferred.

Case (2005) conceptualized information seeking as conscious effort to acquire information in response to a need or gap which can be thwarted because of not being on a familiar ground. Information-seeking behaviour is the process of seeking, collecting, analyzing and utilizing information in a meaningful manner (Byström & Hansen, 2005). It is an interactive process until intended information is acquired (Vighnarajah, Hassan, Abd Aziz, & Lee, 2016). Information seeking behaviour is an area of active interest to the study of diversity because it helps in identifying information needs perceived by the diversified persons in order to satisfy these needs. These include actions or strategies undertaken to locate information, establish relationship with people, information and system of an order so as to obtain the best results (Balasubramanian, 2011). What permeates as a result of changed environment and cultural differences on information seeking of international students may influence the independence, integration and participation in academic and non-academic activities prescribed by a university. The practice falls into two types: compulsory information seeking and discretionary information seeking. When information seeking is said to be compulsory, compelling statutes persuades the information seeking behaviour. The essence is to avert a penalty for failing to find information that is known to be in a source. A discretionary information seeking behaviour takes credence when the search and when the source are not certainly known. However, environmental factors play vital roles in motivating the search to continue or not to (Allen, 1993).

Wilson's (1999) information-seeking model has commonly been used in demonstrating the steps in information-seeking behaviour because the fundamental concepts that form the basis of this model are the components: information use, information need and information exchange. Wilson's information seeking model here gives the concept of information seeking as "activities a person may engage in when identifying their own needs for information, searching for such information in any way, and using or transferring that information" (p. 249).




**Wilson information seeking model**

The activities of International students in Babcock university during information seeking behaviour is also purposeful particularly to enable them complete class assignments, *prep*are for and writing examinations, preparing for class discussions, seminars and any other research work. The cycle of information seeking behaviour according to Wilson's model goes on and on until information is judiciously used and adjudged to be transferable to others, this goes beyond the purview of this investigation which could likely be the case.

Conceptually, universities have been defined as any institutions of higher education and research institutions which award academic degrees and receive a share of funding and are critical components of the overall higher education landscape (American Academy of Arts & Science, 2015). The definition by International Exhibition and Conference on Higher Education (ICHE, 2015) went beyond walls and boundaries, lecture, note-taking, and rote-based examinations to be institutions which apart from awarding academic degrees also respond to globalized currents, implications of swift technical advances, access to information, changing needs of labour markets, capability to attract the best and brightest to the academic profession, publish research, provide myriad services while at the same time abreast with advances and integration of new technologies. Additional description of universities revealed them as facilitating centers

that link different industries and societies, foster the globalization and the internationalization of higher education, and are of course mindful of quality assurance, accreditation and a platform for the institutionalization of accountability in a globalized world (Christensen, 2000; Ryan, 2011).

## BRIEF HISTORY OF BABCOCK UNIVERSITY

Babcock University, a Seventh-Day Adventist University situated in Ilishan-Remo, Ogun State, Nigeria predicated its vision to "build servant leaders for a better world". The mission is "building leadership through Christian education, transforming lives, impacting society for positive change" (Department of Information Resources Management (DIRM), nd, p. 4-5). The university's core values comprised of excellence as the culture, integrity as their promise, accountability as the university moral, team spirit as its strength, servant leadership as its dignity, autonomy and responsibility as its passion, and Adventist heritage as its commitment (DIRM, nd, p. 5).

Worthy of note is that the education experience of what is now Babcock University dates back to 1959 Adventist College of West Africa (ACWA). Admission and patronage of international students started with the inception of the institution. The college was affiliated with Andrews University, Berrien Springs, Michigan, USA. By 1975 it changed the name to Adventist Seminary of West Africa. From 1988 to 1990 it began to offer M. A. in Pastoral Ministry and M. A. in Religion on part-time basis. By 1992 both programmes were upgraded from part-time to resident status. The patronage of international students enriched its experience of over five decades and the effort of the institution through the Student Support Centre could be attributable to its continued attraction of international students in all its courses after the granting of license to operate as a private university and accreditation on April 20, 1999. The name was changed to Babcock University. A total of 1006 were the premier intake in September 13, 1999 (DIRM, nd).

The numbers of students admitted in Babcock today that are international students are much higher than it used to be. The dynamics of the society in and around Babcock have also been influenced by the mobility and visibility of the university. It therefore suffices to investigate the extent to which international students integrate through the educational system, participate in the new environment, and their levels of independence being mindful of the influence information could have on their behavioural tendencies during their stay in a foreign land.

The investigation is to help understand the influence of changed environment and cultural differences on information seeking behavior of international students and how to help bridge the gap, if any. The findings could greatly assist planners with requisite information on divergent views to acknowledge that changed environment and cultural differences could influence information seeking behavior of international students. Specifically, the study could help the international students bridge the gaps in Babcock University and also help them to diffuse into the environment through participating actively in the university's approved social, intellectual and religious programmes. Thereafter, the study may influence the ways they recognize and appreciate the

information available to them, and to overcome their cultural diversity, challenges caused by changed environment and promote primarily their cognitive skills and acculturation prowess.

## PROBLEM STATEMENT

International students provide great source of economic value to tertiary institutions of the world and improve acculturation. However, it has been reported in numerous literature that these categories of students suffer greatly in their efforts to acclimatize and, of particular, as they struggle to solve problems that require identifying issues, setting goals and designing suitable courses of action, as well as taking decisions after due evaluation that require choosing among alternatives. Every university has its peculiar challenges faced by its international students. The most mediating causes of challenges are changed environment and cultural differences which may influence the students' information seeking especially when academic and non-academic tasks are involved (Alsahafi & Shin, 2017; Ryan, 2011). The popular academic tasks that students need information to accomplish comprise completing class assignments, preparing for, and writing examinations, preparing for class discussions, completing final year projects, dissertations, theses, and seminar presentations (Gakibayo, Ikoja-Odongo & Okello-Obura, 2013; Kakai, Ikoja-Odongo & Kigongo-Bukenya, 2004).

Generalizing the challenges on Babcock international students could be unfair, therefore what could constitute challenges of these students in the course of seeking information and causing setbacks is what the study seeks to investigate.

## OBJECTIVES OF THE STUDY

The general objective of this study is to investigate the influence of changed environment and cultural differences as correlates of information seeking behaviour of international students in Babcock University.

The specific objectives are to:

1. Determine the environmental factors influencing information seeking behaviour of international students in Babcock University.
2. Find out the influence of cultural difference distribution on information seeking behaviour of international students in Babcock University.
3. Identify the information seeking behaviour patterns of international students in Babcock University.
4. Determine the challenges discriminating against approved academics and non-academic activities as a result of changed environment and cultural differences of international students of Babcock University.

## RESEARCH QUESTIONS

In line with the objectives of the study, the following questions will be answered in the study:

1. What are the environmental factors influencing international students' information seeking behaviours in Babcock University?

2. What are the cultural (semiotic) distribution patterns of international students in Babcock University that influenced their information seeking behaviours?
3. What are the information seeking behaviour patterns of international students of Babcock University?
4. What are the challenges discriminating against international students information seeking behaviours during approved academics and non-academics activities in Babcock University?

## RESEARCH HYPOTHESES

The paper tested the influence of changed environment and cultural differences of information seeking behaviours of international students in Babcock University at 0.05 level of significance. The following null hypotheses were postulated:

1. There is no significant influence of changed environment on international students information seeking behaviour in Babcock University.
2. There is no significant influence of cultural difference on international students' information seeking behaviour in Babcock University
3. There is no significant combined influence of changed environment and cultural differences on international students' information seeking behaviours in Babcock University

## LITERATURE REVIEW

Literature reviewed followed thematic approach to confirm the influence of changed environment and cultural differences on information seeking behaviours. The study's investigation is premised on the Knowledge Gap Theory (KGT) proposed by Phillip J. Tichenor, George A. Donohue and Clarice N. Olien in 1970 at University of Minnesota to elaborate the influence of diversity on information seeking behaviour (Tichenor, Donohue, & Olien 1970). The theory inferred that there is influence of differentially distributed knowledge during every act of infusing information. The theory defined knowledge gap:

> As the infusion of mass media information into a social system increases, higher socioeconomic status segments tend to acquire this information faster than lower socioeconomic-status population segments so that the gap in knowledge between the two tends to increase rather than decrease (pp. 159-160).

The choice of the theory is that it acknowledged that numerous factors could effectively and efficiently infuse information into a social system. University is a social system, knowledge is what universities are working to infuse into students and obviously gaps are bound to influence the efforts of doing so. According to the theory, 5 reasons were suggested why knowledge gap should exist. These comprise: (i) Communication skills (ii) Stored information (iii) Relevant social contact (iv) Selective exposure, and (v) Media target markets. These were adapted to espouse its adoption to explain influence of diversity on international student information seeking behaviour in Babcock University.

These principles are adapted to reveal what extent international students in Babcock differ by psychological makeup after changed environment, their social relationships and membership to a new culture.

Just like Tichenor, Donohue, and Olien (1970) argued, the cognitive and communication skills are also vital factors that facilitate acquisition and storage of information but were not within the purview of the study, however their constituents in the behavioural pattern were very significant revealing why certain segments of the information seeking suffer which also collaborate the increasing gap rather than decrease with knowledge gap as information is infused in the society. The operationalization of the theory conformed to both the cross-sectional and time series conditionality because the investigation focused on international students who are a cross-section of students in Babcock and cover only the 2016/2017 academic session. In addition, just like the 1975 follow of the theory by Tichenor, Donohue, and Olien, the study limits its investigation on two variables; change environment and cultural difference (*Donohue, Tichenor, & Olien, 1975).*

Four themes that guided the review are: (i) influence of changed environment on international students information seeking behaviour, (ii) influence of cultural difference on international students information seeking behaviour, (iii) information seeking behavioural patterns of international students, and (iv) challenges discriminating against international students information seeking behaviour.

## INFLUENCE OF CHANGED ENVIRONMENT ON INTERNATIONAL STUDENTS INFORMATION SEEKING BEHAVIOUR

Environmental factors influencing international students are the contextualized factors that influence information seeking behaviour (Kambouropoulos, 2014, Coles & Swami, 2012). The environment according to Shah, Capra, & Hansen (2014) is changing with the introduction and combination of new technologies and change in human behaviour with the conviction of quickly "sharing and connecting with other through new interfaces and devices" (p. 23). Their postulation according to Vighnarajah, Hassan, Abd Aziz and Lee (2016) of new modes of seeking and sharing information sparks the need to better comprehend information seeking behaviour in a changing trend of technological development. They looked at the influence of emerging technological development on the environment and suggested that information seeking behaviour is an individualistic process, and invariably, the information needs for every individual is different depending on the necessities for learning and research needs.

Environment guides all aspects of activities and what is expected of overall pattern interaction of users in any said environment. However, the most enumerated environment element that influence other activities comprise climate, socio-cultural and physical environment (Ward, Okura, Kennedy, & Kojima, 1998, Wang, Wei & Chen, 2015). Describing the elements, what composed the physical environment in an academic institution is very significant to information seeking behaviour because, it influences the mental, psychological and social dispositions of a person in a learning environment. Roach, Blackmore, and Dempster (2000, 2001) revealed that the influence of the physical

environment exposes two learning types: adoptive learning, which is knowledge and practice centered, and adaptive, which is creative and higher order centered learning. David (2002) reported that environment leads to changes in the "creation, storage, distribution, access and delivery of information" (p. 13). To Gakibayo, Ikoja-Odongo and Okello-Obura (2013) availability and access to infrastructures such as computers, internet connectivity and sufficient bandwidth in any academic environment influence information seeking. To cope, students are required to adjust (Wang, Wei & Chen, 2015). Therefore, environment must be deliberately designed to attract new comers probably seamlessly to be able to attain higher order of cognitive skills as they interact.

The role played by the environment is critical to information seeking behaviour, it is on it that seeking and communication take place from a formally operated system or from an informal source (Balasubramanian, 2011). The academic library has been described as the formal environment where information seeking and provision is a mandate. The library is strategic to cultivate effective information-seeking behaviour among students, when it is made robust first by acknowledging the influence of student diversities, particularly those of international students who will be needing alignment because of changed environment and cultural difference, and familiarized with the supposedly new complex information systems, such as online repositories, e-resources, and electronic information sources. Other authors also concern themselves with the roles of academic libraries as vital component of streamlining, facilitation and supporting information seekers (Head, 2013, Kadli & Kumbar, 2013, Kumar, 2013, Devi & Dlamini, 2014). Worthy to also note is that, information seeking behaviour of students is capable of promoting students' self-efficacy and social support (Hechanova-Alampay, Beehr, Christiansen & Horn, 2002), understanding similarities and differences between two cultures (Tseng & Newton, 2002), and familial support (Mittal & Wieling, 2006). For instance, when the physical environment is functional, Deakins (2009) elaborated what will transpire to include the ability to make meaning by interpreting information, forming and applying concepts and principles, making critical analysis and synthesis in coherent wholes, while at the same time generating ideas by using innovative thoughts and creativity, taking decisions by using procedures, strategies and heuristics, making judgments about applicability, and reflecting on own purposes, processes including justification for decisions and possibilities or transferability. Deakins reported also that "such cognitive skills are especially important for enabling the transfer of capability from one situation to another" (p. 212).

## INFLUENCE OF CULTURAL DIFFERENCE ON INTERNATIONAL STUDENTS INFORMATION SEEKING BEHAVIOUR

Applauding the benefits of international education, Alsahafi and Shin (2017) said that it is a platform that "provides students with the opportunity to valuable benefits" (p. 53). In earlier studies, it was reported that international students are prone to experience differences between their home culture and the new culture, and could very likely influence their study (Poyrazhi & Grahame, 2007, Trice, 2007). Cultural difference is vital to the study of diversity in academic settings because it could provide the

understanding of the peculiarities of users' needs and guide for necessary collections that could satisfy the information needs.

Pertinent of note is that the elements that constitute cultural difference also influence information seeking behaviours when the home culture is markedly different (Alsahafi & Shin, 2017). One element which cannot be ignored and a highly marked cause of cultural difference is language because it affects three sectors of studentship. The three areas affected are the academic contexts, non-academic context and informal use during participation in classroom discussion, comprehending lectures and during note taking. The barrier caused by language proficiency dominated other discourse (Shin, 2011; Wu, 2011). For instance, Stoynoff (1997) reported correlation between academic achievement and language proficiency. In Babcock for instance, lectures are held in English and could also be exaggerated that most of the library collections follow the same pattern. Those who come from non-English speaking countries are very likely to be sub-changed. According to Case (2007), information seeking is a conscious effort to acquire information in response to need which could necessitate rapid response which only language in which resources are produced could alleviate. Bawden (2006) revealed that need for information seeking behaviour could be attributable to influence of different individuality and different purposes for which information is needed.

Borland and Pearce (2002) cautioned against arbitrary balancing of language knowledge over cultural competence because both are used to achieve success in academic and social settings. Shin (2011) opined that cultural differences, particularly language knowledge are related to differences in learning and teaching approaches which hinder most international students from adapting to the new academic settings proving that cultural difference greatly influence the academic context. Another element of cultural difference is loneliness caused by non-familiar terrain. The non-familiar terrain is responsible for cultural stress (Sawir, Marginson, Deumert, Nyland & Ramia, 2008, Thomson, Rosenthal & Russell, 2006). Cultural difference also affects the capability to make friends (Sawir et al., 2008)

## INFORMATION SEEKING BEHAVIOURAL PATTERNS

According to Kakai, Ikoja-Odongo and Kigongo-Bukenya (2004) information seeking patterns are predicated on what use the information is needed for. According to them, the pattern is influenced by its need to accomplish course assignment, completing project, thesis, dissertation or preparing for class discussions, seminars, conferences or recommended books. Information seeking behavioural pattern comprise reading books, browsing periodicals, consulting abstracts and indexing periodicals, contacting colleagues and friends, as well as from library, information centers, attending seminars and conferences (Balasubramanian, 2011). Each of the aforementioned has different levels of urgency attached which distinguishes the dispositions of information seeking patterns of students.

Information seeking patterns are unique to fields of study (Esmail & Uma, 2003). Belkin and Vickery (1985) asserted that information seeking behavioural pattern is "contingent upon what transpired during the desire to satisfy other types of needs or to

resolve situations which are not in themselves information dependent" (p. 6). Stressing this fact, Wilson (1999) argued that researchers fret over what is information need and end up simply studying information behaviours. It has improving frontiers such that it includes numerous theoretical and empirical studies that strive to associate individuals' (students, academics and researchers) behaviour toward information cognition and how it is influenced by the academic environment (Mokhtari, 2014, Cerretani, Iturrioza & Garav, 2016).

## CHALLENGES DISCRIMINATING AGAINST INTERNATIONAL STUDENTS INFORMATION SEEKING BEHAVIOURS

The university, which international students belong to and the courses which they gained admission to do, make both formal and informal information seeking very strenuous to them. Challenges discriminating against international students' information seeking behaviour are individual issues. Balasubramanian (2011) believed the challenges of information seeking behaviours to be what infringe the process of acquiring information needed.

The psychology of international student is influenced by changed environment and cultural difference. They feel they are lacking in language proficiency or motivation because of their inability to seek information from various subscribed resources in a library or even ask for guidance and/or assistance from supposedly strangers. Challenges caused by ambiguity and heterogeneity of groups seeking information was reported by Upadhyay and Dang (2014) who also reiterated that "information needs do not operate in a vacuum but in a particular context" (p. 108). The context includes the people, the role (student) and the environment. The operability of the context during information seeking usually constitute challenges that could be detrimental, specifically, in their study, they reported problems of seeking information to comprise: materials not available, library staff are unwilling to serve, information sources are too far located, lack of time, do not know how to use the information retrieval tools, information materials are old, and don't know the sources available in the library. This implies that circumstances and situations that depict what roles other intervening variables such as changed environment and cultural difference could play may mold the nature of challenge and consequently the type of behaviour likely to be exhibited during information seeking.

## METHODOLOGY

Quantitative method and survey research design were adopted to solicit information from international students in Babcock University through the use of a structured questionnaire that was administered through executives of the international students association in Babcock University during the 2016/2017 academic session. The population of the study was the 54 international students who formally registered with the Student Support Centre of Babcock Counseling/Resource Centre with the International Student Coordinator for the academic session. Total enumeration of the population was used for the study because it is manageable. However, only 42 (77.78%) out of the 54 filled and

returned the form to the executives after two weeks of its administration. The 42 served as the study sample size.

The administered data collection instrument aimed at soliciting for information on the influence of changed environment and cultural difference on the international students' information seeking behaviour. The instrument was divided into five sections. Section A to collect Demographic information, B to collect information on changed environment, C to collect information on influence of cultural differences, D on information seeking behaviour, and E information of challenges discriminating against information seeking.

Data collected were analysed descriptively for objectives 1 to 4, using frequency counts and percentage distribution, while the hypotheses were analysed inferentially using simple linear and multiple regressions to analyse hypotheses 1 to 3 respectively at 0.05% level of significance.

## RESULTS AND DISCUSSIONS

**Table 1: Demographic Distribution of International Students in Babcock University During the 2016/2017 Academic Session**

| Demography | Frequency | Percentage |
|---|---|---|
| **Gender** | | |
| Male | 22 | 52.38 |
| Female | 20 | 47.62 |
| | | |
| **Student status** | | |
| Postgraduate | 31 | 73.81 |
| Undergraduate | 11 | 26.19 |
| | | |
| **International lingua franca** | | |
| Anglophone (English speaking) | 35 | 33.98 |
| Francophone (French speaking) | 27 | 26.21 |
| Lusophone (Portuguese speaking) | 20 | 19.42 |
| Hispanophone (Spanish speaking) | 21 | 20.39 |
| | | |
| **Period of Stay in Babcock University** | | |
| 1 month – 1 year | 12 | 28.57 |
| 2 – 3 years | 16 | 38.10 |
| 4 years and above | 14 | 33.33 |

Table 1 which is on demographic distribution shows that there are more male international students than female, but a very insignificant difference. More of the students were postgraduates (73.81%) compared with 26.19% who made up the population of undergraduate students in Babcock University. Most of the students came from Anglophone (English speaking countries), however, worthy of note is that some of

the students are multi-lingual. Most of the students have spent 2 – 3 years (38.10%) as students in Babcock University.

**Table 2: Influence of Changed Environment on Information Seeking Behaviour of International Students in Babcock University**

| Notable Environmental Changes | Frequency* | Percentage |
|---|---|---|
| Unconducive accommodation | 30 | 14.4 |
| Access to social support | 25 | 12.0 |
| Challenges of formal/informal student/lecturer relationship | 21 | 10.1 |
| Financial pressure | 30 | 14.4 |
| Transportation difficulties | 27 | 13.0 |
| Problematic teaching methodology | 23 | 11.1 |
| Connecting with the host communities | 20 | 9.6 |
| Home sickness and loneliness | 32 | 15.4 |
| **Total** | **208** | **100.0** |

*Multiple Responses

Table 2 which permits multiple response shows respondents' opinion of what constituted changed environment and its influence on their information seeking behaviour. Homesickness and loneliness (15.4%) influenced majority of the international students whereas unconducive accommodation and financial pressure were at par with 14.4 scores each as influencing their information needs. The least factor is connecting with the host communities (9.6%) as component of changed environment to influence students during information seeking.

**Table 3: Influence of Cultural difference on International Students in Babcock University**

| Cultural Difference | Frequency* | Percent |
|---|---|---|
| Contradiction with culture of origin | 24 | 14.9 |
| Language proficiency | 30 | 18.6 |
| Suffering from cultural shock | 28 | 17.4 |
| Retard social interaction/friendship with host | 27 | 16.8 |
| Isolation and cultural misunderstanding | 31 | 19.3 |
| Language barrier | 21 | 13.0 |
| **Total** | **161** | **100.0** |

*Multiple Responses

Influence of cultural difference on international student's information seeking behaviour is given in Table 3. Isolation and cultural misunderstanding scored 19.3% as perceived cause of behavioural tendencies of international students when seeking for information. Language barrier (13%) was reported to be the least influencing factor to dictate behavioural tendency of international student when seeking for information. All the measuring items have almost equal affect on their behavioural tendencies.

**Table 4: Reasons for Information Seeking by International Students in Babcock University**

| Reasons for information seeking | Frequency* | Percent |
|---|---|---|
| For completing class assignment | 17 | 15.0 |
| Preparing for and writing examination | 29 | 25.7 |
| Preparing for class discussions | 22 | 19.5 |
| Completing project, dissertation/thesis | 26 | 23.0 |
| Seminar presentations | 19 | 16.8 |
| **Total** | **113** | **100.0** |

*Multiple Responses

The information needs compelling international students to seek information during the period of the investigation is given in Table 4. Information seeking for preparing for and writing examinations topped the list with 25.7% while the least reasons for seeking for information was for completing class assignment (15%). These two extremes could be caused by the inclusive policy of the University which provides students with notes and reading lists sufficient for them to use for the entire course period.

**Table 5: Challenges Discriminating Against International Students During Periods of Information Seeking in Babcock University**

| Challenges | Frequency* | Percent |
|---|---|---|
| Language proficiency | 29 | 9.3 |
| Inadequate social support | 15 | 4.8 |
| Transportation difficulties | 30 | 9.6 |
| Inconsistent internet connectivity | 30 | 9.6 |
| Inadequate networked computers | 31 | 9.9 |
| High cost of printing/photocopying | 32 | 10.2 |
| Language barrier | 19 | 6.1 |
| Financial pressure | 25 | 8.0 |
| Problematic teaching methodology | 33 | 10.5 |
| Low bandwidth | 27 | 8.6 |
| Poor connection with the host communities | 22 | 7.0 |
| Confusion with formal/informal student/lecturer relationship | 20 | 6.4 |
| Total | 313 | 100.0 |

*Multiple responses

The challenges discriminating against international students during information seeking are itemized in Table 5. Problematic teaching methodology (10.5), a cognitive component, is reported to influence their information seeking behaviour. High cost of printing/photocopying (10.2%) also influence international student's seeking information.

The least challenge was language barrier (6.1%) which is attributable with the length of stay, 71.43% of those who stayed for 2 – 3 years and 4 and above years, respectively.

**HYPOTHESES TEST**

**$Ho_1$: There is no significant influence of changed environment on international students' information seeking behaviour in Babcock University.**

Table 6: Test of changed environment on international students' information seeking behaviour in Babcock University

| | Unstandardized Coefficients | | Standardize Coefficients | | |
|---|---|---|---|---|---|
| | B | Std. Error | Beta | | Sig. |
| (Constant) | .480 | .104 | | 4.632 | .000 |
| Changed environment | .959 | .035 | .932 | 27.135 | .000 |

a. Dependent Variable: Information Seeking Behaviour

b. $R^2 = 0.869$, $p = 0.000$

The hypothesis test of the regression result of changed environment on international students' information seeking behaviour in Babcock University is given in Table 6. The coefficient of regression or determination ($R^2$) is 0.869 (86.9%). This implies that changed environment has influence of 86.9% on the information seeking behaviour of international students in Babcock University. The 86.9% is high. The p value from the table is given as 0.000 which is less than 0.05 alpha level which implies that the null hypothesis that was proposed is not realistic and the test concludes that changed environment significantly influenced international students information seeking behaviour in Babcock University. The result collaborate KGT because it also acknowledged that changed environment influenced effective and efficient infusion of information into a social system particularly because it (i) affects the theory reasons ii –v (ii) Stored information (iii) Relevant social contact (iv) Selective exposure, and (v) Media target markets.

**$Ho_2$: There is no significant influence of cultural difference on international students' information seeking behaviour in Babcock University**

**Table 7: Test of Cultural Difference on International Students' Information Seeking Behaviour in Babcock University**

| | Unstandardized Coefficients | | Standardized Coefficients | | |
|---|---|---|---|---|---|
| | B | Std. Error | Beta | T | Sig. |
| (Constant) | .222 | .113 | | 1.970 | .051 |
| Cultural Difference | 1.064 | .039 | .932 | 27.030 | .000 |

a. Dependent Variable: INFORMATION SEEKING BEHAVIOUR
b. $R^2 = .868$, p 0.000

The hypothesis test ($HO_2$) revealing the regression result on cultural difference influence on international students' information seeking behaviour in Babcock University is given in Table 7. The coefficient of regression or determination ($R^2$) is 0.868 or 86.8% which implies that cultural difference has influence of 86.8% on the information seeking behaviour of international students in Babcock University. The 86.8% is high. The p value from the table is given as 0.000 which is less than 0.05 alpha level implying by the rule that when the p value is less than the alpha value the null hypothesis is rejected. Therefore, the null hypothesis that was proposed concludes that cultural difference significantly influenced international students' information seeking behaviour in Babcock University. The result also acknowledged that cultural difference effectively and efficiently influenced the infusion of information which could be caused by (i) Communication skills; (iii) Relevant social contact; and (iv) Selective exposure.

**$Ho_3$: There is no significant combined influence of changed environment and cultural differences on international students' information seeking behaviours in Babcock University**

**Table 8: Test of Combination of Changed Environment and Cultural Difference on International Students Information Seeking Behaviour in Babcock University**

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|---|---|---|---|---|---|
| | B | Std. Error | Beta | | |
| (Constant) | .296 | .106 | | 2.789 | .006 |
| Changed environment | .495 | .115 | .482 | 4.291 | .000 |
| Cultural difference | .537 | .128 | .470 | 4.190 | .000 |

a. Dependent Variable: Information Seeking Behaviour

b. $R^2 = 0.887$, $p = 0.000 < 0.05$.

Table 8 revealed the result of regression combined test of changed environment and cultural difference on information seeking behaviour of international students at Babcock University. The ($R^2$) coefficient of regression or determination is given as 0.887 or 88.7% implies that the influence the two variables in combination (changed environment and cultural differences) have on information seeking behaviour of international students at Babcock University is high. The p value from the table set aside the null hypothesis because the value is given as 0.000 which is less than 0.05 alpha level. By this we reject the null hypothesis that proposed that there is no significant combined influence and therefore can conclude that changed environment and cultural differences have a significant combined influence on information seeking behaviour of international students at Babcock University. The combined regression test acknowledged that changed environment and cultural difference effectively and efficiently influence the infusion of information during information seeking by International Students in Babcock University. These gaps were attributable to the theory's 5 reasons that comprise: (i) Communication skills; (ii) Stored information; (iii) Relevant social contact; (iv) Selective exposure, and (v) Media target markets.

## CONCLUSION

The paper established that information seeking behaviour of international students in Babcock University is influenced by numerous factors. The opinions shared by these students revealed that changed environment and cultural difference are severely influencing information seeking whether singly and in combination. The descriptive analysis as well as the hypotheses test revealed that the diversity of international students is numerous and influenced by personal dispositions.

## RECOMMENDATIONS

Based on the conclusion and findings of the work, the following recommendations are made:

1. Changed environment influences international students; it is on it that all the processes of information seeking takes place. Deliberate attempt that makes international students hospitable are recommended so as to facilitate their integration, participation and the opportunity to become independent.
2. Cultural difference is an important component of globalization and indicator of diversity in a multicultural environment which is necessary for acculturation and other benefits. It is recommended that cushioning the effect of cultural difference is necessary because it influences students' information seeking behaviour positively or negatively.
3. Different reasons abound for the need for information; it is important to undertake studies on the drivers for students' seeking of information. It is recommended that such catalogue generated in the course of investigation should be used to proffer thrust for both formal/informal interactions in the university settings.
4. The challenges discriminating against international students when seeking information could be surmountable, however, it is recommended that they are prioritized on a short and long term basis.

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