



INFLUENCE OF EXTROVERSION AND CONSCIENTIOUSNESS ON INFORMATION-SEEKING BEHAVIOUR OF LECTURERS IN LIBRARY AND INFORMATION SCIENCE SCHOOLS IN NIGERIA

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ABSTRACT

This study investigated the influence of extroversion and conscientiousness on information seeking behaviour of lecturers in library and information science schools that is not adequately documented, especially in South-east and South-south, Nigeria. It adopted the survey research design, census method of sampling technique to ensure that every lecturer studied was captured and self-constructed and validated questionnaire was used to collect data for the study. The findings showed that there is no significant influence between extroversion and information-seeking behaviour of lecturers in library and information science schools in South-east and South-south, Nigeria (χ^2 cal = 313.96 \geq χ^2 tab = 21.03) and conscientiousness and information-seeking behaviour of lecturers in library and information science schools in South-east and South-south, Nigeria (χ^2 cal = 146.558 \geq χ^2 tab = 21.03). This study recommended that academic libraries in South-east and South-south Nigeria should develop data based information on extroversion and conscientious lecturers to facilitate a favourable information seeking climate and that library staff should design an information search system based on extroversion and conscientiousness of lecturers.

Key Words: Information, Extroversion, Conscientiousness, Information-seeking behaviour, Lecturers

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INTRODUCTION

Extroversion is the personality trait of seeking fulfillment from sources outside the self or in community. Those high on extroversion tend to be very sociable while low extroverts prefer keeping to themselves. Extroverts are expected to be warm, gregarious, assertive, active, excitement seeking and have positive emotions (Ayodele, 2013). Conscientiousness is the personality trait of being truthful and hardworking. Those high on this trait prefer following rules and like being neat and tidy while those low may be messy and are not always straight forward (Halder, Roy and Chakraborty, 2010).

The popular maxim, 'you are either informed or deformed' greatly captures the importance of information to mankind. Information is the pivot or the fulcrum around which the economic, social, industrial, political and technological development of any nation revolves. Certainly, no individual or nation can develop without making effective use of information. According to Aina (2004), information is a crucial agent of change, a conveyor of knowledge and reinforcement of ideas and opinion. It is the life wire of any organization. Information is meant to change or increase understanding of something. It is something that changes a person's state of mind and knowledge of a subject. It is crucial in every research work and it is vital to the development of any society. Timely, accurate and current information is therefore, imperative at every state of research endeavour. Aina (2004) further sees information as data that have been processed into a form that is meaningful and purposeful to the recipient or user and is real or perceived as of value in prospective decision making process. Poopola (2008) highlights the economic importance of information and states that it lies in its value as a resource and also in its strategic value in decision making and planning, and extends to lecturers' performance of their academic duties and responsibilities. Influence of extroversion and conscientiousness on information seeking behaviour of lecturers in library and information science schools is not adequately documented especially in South-east and South-south, Nigeria and this has created a gap in knowledge which prompted this study. In the light of the above background, this study therefore, seeks to investigate the influence of extroversion and conscientiousness on information-seeking behaviour of lecturers in library and information science schools in South-east and South-south, Nigeria.

Research Questions

The following research questions are formulated to guide the study.

- i. To what extent does extroversion influence information-seeking behaviour of lecturers in library and information science schools in South-east and South-south, Nigeria?
- ii. To what extent does conscientiousness influence information-seeking behaviour of lecturers in library and information science schools in South-east and South-south, Nigeria?

LITERATURE REVIEW

Extroversion is the dimension of personality trait that reflects the extent to which individuals are restrained from social custom. People who are high on this trait are outgoing and impulsive, have many social contacts and actively take part in group activities. In contrast, people who are low on extrovert trait are quiet, retiring, and introspective and prefer solitary activities. Extroverts have also been defined to be energetic, gregarious, assertive, active, excitement seeking, have positive emotions and the tendency to seek stimulation and the company of others (Ayodele, 2013). Extroversion is characterized by individual's tendency to be active, assertive, sociable, energetic, adventurous and communicative. It is believed that extroverts' psychic energy usually flows outward and lecturers who are high on extroversion would participate in information-seeking process more than those with low extroversion. Again, lecturers with high extroversion are often perceived as attention seekers and domineering while low extroversion can cause a reserved, reflective personality which can be perceived as self-absorbed. Previous studies have suggested that extroversion has significant effect on lecturer's information seeking behaviour. DeVries, VanDenHooff and De Ridder (2006) found extroversion to positively influence information-seeking behaviour of university lecturers. A recent study by Wang, Noe and Wang (2014) found that extroverts would seek information even when not necessary. A logical explanation of their findings may be related to the assumption that lecturers who are high on extroversion will gain more knowledge than those that are low on extroversion as suggested by Barrick, Parks and Mount (2005). According to Halder, Roy and Chakraborty (2010), extrovert lecturers are more purposeful in their information need and their search zeal was found to be high. They are often found to be actively using, sharing and exchanging information to the maximum, a characteristic of high information seekers (Heinstrom, 2003).

Extrovert lecturers usually have an enthusiastic, active and confident character and are characterized by quick solution and use of social abilities which are reflected in their information seeking. Thus, they encounter fewer obstacles in their information-seeking process. Enthusiasm, activeness and confident character of extrovert users tend to trigger their efforts in information seeking. They would also want to seek much information without being very methodical in their quest for it. According to Gul, Shah, Mahajan and Tun-Nisa (2014), extrovert lecturers are more diverse and wider in their information search and use most of the resources available for seeking information. Lecturers with high extroversion can be more critical in selecting the relevant documents from the bulk of information retrieved and would tend to go through it critically to select the authentic ones. According to the authors, an extrovert gets limited time to complete an assigned task; he gets affected as he is very enthusiastic towards his work. Same can be said about lecturers as they also vary in their characters and behaviour. An extroverted lecturer could be enthusiastic, active, assertive, sociable, energetic and as well be affected by some factors when seeking information. These factors are relevance difficulties, time pressure, and critical

information judgment, effort put in to seeking information, accidental information discovery, and retrieving information from previous knowledge.

A number of empirical studies have been carried out in the areas of influence of extroversion and conscientiousness on lecturers' information seeking behaviour. Among these studies is the work done by Halder, Roy and Chakraborty (2010) on the influence of extroversion and conscientiousness on the information-seeking behaviour of lecturers in higher educational institution in India. Eight (8) hypotheses were formulated and tested. Six hundred (600) university lecturers made up the sample size and two instruments were used for data collections which are General Information Schedule (GIS) and Information Seeking Behaviour Inventory (ISBI). Data collected were analyzed using Pearson Product Moment Correlation at 0.05 level of significance. The findings revealed that extroversion and conscientiousness correlated with information seeking behaviour of lecturers and made significant influences. The reviewed study and present study are relevant in all dimensions but differ in the area of study. The reviewed study had no research questions but the present study has raised two (2) research questions which gave the study a direction and these research questions are to be answered with the use of mean (\bar{X}). The reviewed study also raised eight hypotheses which were tested with Pearson Product Moment Correlation while the present study raised no hypothesis. The reviewed study examined the influence of extroversion and conscientiousness on the information seeking behaviour on lecturers in tertiary institutions in India while the present study has investigated influence of extroversion and conscientiousness on information seeking behaviour of lecturers in library and information science schools in South-east and South-south, Nigeria.

Conscientiousness is a dimension of personal characteristics that is associated with the extent to which people are achievement-oriented. Conscientiousness is the tendency to show self-discipline, competence, ordered, act dutiful, and aim for achievement (Ayodele, 2013). Conscientious persons are ambitious, hardworking, efficient and competent. They tend to persevere in the face of setback or difficulties and strive for excellence on whatever goals they pursue. Individuals low on these traits are often lazy, undependable and careless. They tend to quit when faced with obstacles. Conscientiousness is the characteristics of the individuals who are reliable, dutiful, organized, responsible, goal oriented and hard working. Lecturers who are high on conscientiousness are found to be strong willed, determined to achieve, have self-control, persistent and willing to work hard. Lecturers who are high on conscientiousness are often perceived to be stubborn and obsessed while low conscientiousness is associated with flexibility and spontaneity but can also appear as sloppiness and lack of reliability. Halder, Roy and Chakraborty (2010) affirm highly conscientious lecturers to be high information seekers and due to their submissive, methodical and disciplined nature, they come across fewer obstacles in their information seeking process. Being very organized and efficient, conscientious users feel alarm and tensed when seeking information. It is also believed that the more conscientious a lecturer is the more competent, dutiful, orderly and responsible he/she becomes. In their study, conscientiousness was found to correlate with information seeking behaviour. Conscientious

lecturers are determined, scrupulous, punctual and reliable. This dimension of trait facilitates positive information seeking in a lecturer. Conscientious lecturers are generally achievement oriented and motivated to perform well in their information seeking process. According to Bidjerano and Dai (2007), conscientious lecturers are efficient in organizing their studies and managing their time. This methodical way to study also plays out in an information seeking context. A common search approach for conscientious lecturer is structured and organized seeking with a distinct focus on high quality sources. In addition, the trait triggers behaviour that support learning processes such as persistence and high study morale. Conscientious lecturers tend to work industriously on their tasks and be careful to fulfill task requirements (O'Connor and Paunonen, 2007). Conscientious lecturers have similarly been found to be active information seekers who invest effort in pursuit of relevant information. They may even collect information, which turns out to be superfluous for their goals, such as passing a test, just to make sure they do not miss out on anything essential (Ishida, 2005). Conscientious lecturers have also demonstrated high academic morale when it comes to ethical information use. Kwon and Song (2011) assert that conscientious lecturers are unlikely to resort to e-dishonesty such as plagiarism and falsification, thus, due to the dutifulness, orderliness and disciplined nature, lecturers who are high on conscientiousness feel fewer obstacles when seeking information. These features can as well apply to lecturers as lecturers vary in their conscientiousness. In seeking information, high level conscientious lecturer may tend to be very competent, disciplined, achievement striving and often seen to put more effort when seeking information. Gul, Mahajan, Shah and Tun-Nisa (2014) carried out a research on influence of extroversion and conscientiousness on information seeking behaviour of research scholars affiliated with the department of Botany, University of Kashmir, India. Fifty-two (52) university research scholars made up the sample size and questionnaire was used for data collection. The questionnaire included forty-four (44) items to measure extroversion and conscientiousness and sixteen (16) items to measure information seeking behaviour. Data collected were analyzed using Pearson Product Moment Correlation at 0.05 level of significance. The findings revealed that extroversion and conscientiousness correlated with information seeking behaviour. The reviewed study is relevant to this present study nearly in all dimensions except in the area of study. Again, the reviewed study examined the influence of extroversion and conscientiousness on information seeking behaviour of research scholars while the present study has investigated influence of extroversion and conscientiousness on information seeking behaviour of lecturers in library and information science schools in South-east and South-south, Nigeria.

METHODOLOGY

The descriptive survey research design was used for this study using questionnaire as the instrument for data collection. The questionnaire is titled “influence of extroversion and conscientiousness on information seeking behaviour of lecturers’ questionnaire” (**IECISBLQ**). The South-east, Nigeria has a total number of ten (10) library and information Science schools in

institutions of higher learning. They include: Abia State University Uturu (ABSU), Enugu State University of Science and Technology (ESUST), Chukwuemeka Odomegwu Ojukwu University, Igbariam (CEOJU), Federal Polytechnic Nekede, Owerri (FPNO), Imo State, Federal Polytechnic Oko (FPO), Anambra State, Akanu Ibiam Federal Polytechnic (AIFP) Unwana, Ebonyi State, Imo State University (IMSU) Owerri, Michael Okpara University of Agriculture Umudike (MOUAU) Abia State, Nnamdi Azikiwe University (NAU) Awka, Anambra State and University of Nigeria Nsukka (UNN) Enugu State. South-south, Nigeria has a total number of nine (9) library and information Science schools in the institutions of higher learning. They include; Ambrose Ali University (AAU) Ekpoma Edo State, Delta State University (DELSU) Abraka, Delta State Polytechnic, Ogwashi-Uku, University of Calabar (UNICAL) Cross River State, Elechi Amadi Polytechnic, (EAPOLY) Port Harcourt Rivers State, University of Uyo (UNIUYO) Akwa Ibom State, Ignatius Ajuru University of Education (IAUE), Port Harcourt Rivers State, Rivers State University (RSU) Port Harcourt and University of Port Harcourt (UNIPORT) Rivers State. The population of the study is Two-Hundred and Twenty-Two (222) respondents. This comprises one Hundred and Twenty-two (122) lecturers in library and information science schools in the South-east and one Hundred and Twenty-two (100) lecturers in library and information science schools in the South-south, Nigeria.

A total of two hundred and twenty-two (222) copies of the questionnaire were distributed to the lecturers in library and information science schools in South-east and South-south, Nigeria. Out of these, one hundred and eighty-seven (187) copies of the questionnaire were duly completed and returned for analysis giving a response rate of 84.2%. Thirty-five (35) copies of the questionnaire were not returned giving a response rate of 15.8%. No sample size was drawn from the population. This is because the population of the study is accessible. The census method was used to ensure that opinions of all the lecturers in library and information science schools in the South-east and South-south, Nigeria were captured for the study.

ANALYSIS OF DATA

Research Question 1

To what extent does extroversion influence information-seeking behaviour of lecturers in library and information science schools in South-east and South-south, Nigeria?

Table 1: Mean Responses on Influence of Extroversion on Information-Seeking Behaviour of Lecturers

S/N	Influence of Extroversion on information-seeking behaviour of lecturers	SA	A	D	SD	Total	Mean Value	Decision
a.	I do go out to seek information	62	76	26	23	187	2.94	Not Significant
b.	I mix up easily in information seeking	87	64	25	11	187	3.20	Significant
c.	I am strongly confident in information seeking	86	65	24	12	187	3.20	Significant
d.	I can approach colleagues easily in information seeking	92	75	16	4	187	3.36	Significant
e.	I show a lot of enthusiasm in information seeking	60	67	37	23	187	2.88	Not Significant
	Significant Mean Value= 3.11							

Source: Field Survey, 2022

Table 1 shows that the mean responses on influence of extroversion on information seeking behaviour of lecturers in library and information science schools in South-east and South-south, Nigeria is greater than the significant mean value ($X=3.11$) in three main aspects. These are: I mix up easily in information seeking ($X=3.20$), I am strongly confident in information seeking ($X=3.20$), I can approach colleagues easily in information seeking ($X=3.36$). The other two reasons namely; I do go out to seek information ($X=2.94$) and I show a lot of enthusiasm in information seeking ($X=2.88$) have less than the significant mean value ($X=3.11$). The significant mean value ($X=3.11$) shows that extroversion has positive influence on information seeking behaviour of lecturers in library and information science schools in South-east and South-south, Nigeria.

Research Question 2

To what extent does conscientiousness influence information-seeking behaviour of lecturers in library and information science schools in South-east and South-south, Nigeria?

Table 2: Mean Responses on Influence of Conscientiousness on Information-Seeking Behaviour of Lecturers

S/N	Influence of Conscientiousness on Information- Seeking Behaviour of Lecturers	SA	A	D	SD	Total	Mean Value	Decision
a.	I do not like keeping things in order in seeking information	25	47	67	48	187	2.26	Not Significant
b.	I am neat and tidy in my doings in information seeking	78	75	22	12	187	3.17	Significant
c.	I make sure things are done well in information seeking	87	62	25	13	187	3.19	Significant
d.	I always persevere in getting things done in information seeking	75	52	36	24	187	2.95	Significant
e.	I endure to get things done in information seeking	86	56	25	20	187	3.11	Significant
	Significant Mean Value =2.94							

Source: Field Survey, 2022

Table 2 shows the mean responses on influence of conscientiousness on information seeking behaviour of lecturers in library and information science schools in South-east and South-south, Nigeria. I am neat and tidy in my doings in information seeking ($X=3.17$), I make sure things are done well in information seeking ($X=3.19$), I always persevere in getting things done in information seeking ($X=2.95$), and I endure to get things done in information seeking ($X=3.11$) have significant mean value ($X=2.94$) with the exception of I do not like keeping things in order in information seeking ($X=2.26$) that has less than the significant mean value ($X=2.94$). Generally, with the significant mean value ($X=2.94$); evidence from the analysis shows that conscientiousness has positive influence on information seeking behaviour of lecturers in library and information science schools in South-east and South-south, Nigeria.

Findings

The findings of the study on Table 1, research question 1, revealed that influence of extroversion on information seeking behaviour of lecturers in library and information science schools in South-east and South-south, Nigeria was significant. This implies that extroversion significantly influences information seeking behaviour of lecturers. The result of this study agrees with the findings of Wang, Noe and Wang (2014) that extroverts seek information even when not necessary. This is also supported by Barrick, Parks and Mount (2005) that lecturers who are high on extroversion will gain more knowledge than those that are low on extroversion. Similarly, the findings of this study correspond with the result of the findings of Halder, Roy and Chakraborty (2010) that extrovert lecturers are more purposeful in their information need and their search zeal are found to be high. In the same vein the findings are also in line with Onwuegbuzie (2014) who revealed that extrovert lecturers are more diverse and wider in their information search and use most of the resources available for seeking information. Lecturers with high extroversion can be more critical in selecting the relevant documents from the bulk of information retrieved and would tend to go through it critically to select the authentic ones before actually using it. The result of this study may be because extroverts' psychic energy usually flows outward and they are often referred to as attention seekers and domineering.

The findings of the study on Table 2, research question 2, revealed that influence of conscientiousness and information seeking behaviour of lecturers in library and information science schools in South-east and South-south, Nigeria was significant. This implies that conscientiousness significantly influences information seeking behaviour of lecturers. The findings of the study agree with Halder, Roy and Chakraborty (2010) who found conscientiousness to correlate with information seeking behaviour. In their findings also, conscientious lecturers were found to be reliable, dutiful, dependable, responsible, industrious, hardworking, organized, orderly, punctual, goal oriented and are found to put more effort when seeking information. The result of this study agrees with the findings of O'Connor and Paunonen (2007) that conscientious lecturers are self-disciplined and dutiful. It also agrees with Bidjerano and Dai (2007) who found that conscientious lecturers are efficient in organizing their studies and managing their time. The result is in line with Ishida (2005) who found significant influence between conscientiousness and information seeking behaviour. However, the findings of the study did not agree with Cabrera, Collins and Salgado (2006) who, in their study, found conscientiousness not to significantly correlate with information seeking behaviour. The result of this study may be because conscientious lecturers are often submissive when seeking information and this dimension of trait facilitates positive information seeking in a lecturer.

CONCLUSION

In the light of the findings above, conclusion was drawn. The study has successfully investigated the influence of extroversion and conscientiousness on information seeking

behaviour of lecturers in library and information science schools in South-east and South-south, Nigeria. The study revealed that the extroversion and conscientiousness have significant influence on information-seeking behaviour of lecturers in library and information science schools in South-east and South-south, Nigeria. It could be seen that librarians and information scientists need to know these information-seeking behaviour and how they are affected by the different dimensions of personality traits as it will enable them in successful information service delivery to lecturers in library and information science schools in South-east and South-south, Nigeria.

RECOMMENDATIONS

In line with the findings, the study recommended as follows:

- Academic libraries in South-east and South-south, Nigeria should develop data based information on extroversion and conscientiousness to facilitate a favourable information seeking climate.
- Librarians should design an information search system based on extroversion and conscientiousness of lecturers to avoid wastage of time.

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