Aspects of travel information behaviour of postgraduate students of a high education institution in Nigeria

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Abstract

Rationale of Study – This study explores the information behaviour of postgraduate students enrolled at the University of Ibadan, Nigeria. It investigates the diverse information needs of these students, mainly focusing on their utilisation of travel information, sources of travel information and the effect of prior travel experience.

Methodology – A descriptive survey design was employed to gather data from a sample of 200 postgraduate students conveniently selected. The study utilised a combination of a quantitative method to assess the students' information-seeking behaviours.

Findings – The findings indicate that postgraduate students at the University of Ibadan have varied information needs, including those related to leisure, education, personal growth, and social interactions. They predominantly rely on mobile devices, the Internet, social networks, family and relatives, and personal travel experiences to access travel information. They reported high levels of satisfaction and effectiveness in using travel information for destination selection and cost estimation.

Implications – The study underscores the importance of enhancing access to electronic databases, which are vital sources of travel information for postgraduate students. Additionally, it highlights the need to address issues related to distance to information sources and improve library services and resources to support students' information needs better.

Originality – This study contributes to the existing literature by providing insights into the information behaviour of postgraduate students in a Nigerian university context.

Keywords

Utilisation of travel information, library services and resources, information technology, University of Ibadan, Nigeria

1 Introduction

Travelling plays a crucial role in fostering both social cohesion and economic prosperity within societies. Traveling serves as a bridge for cultural exchange, facilitating the understanding and appreciation of diverse customs, languages, and traditions (World Travel & Tourism Council, 2017). This exposure cultivates empathy and tolerance, strengthening societal bonds. Travelling fuels a myriad of industries, including hospitality, transportation, and entertainment, generating significant revenue streams and employment opportunities. It stimulates local businesses and infrastructure development in tourist destinations, contributing to economic growth and prosperity. Moreover, travel fosters trade and investment, facilitating business partnerships and market expansion. However, the ramifications of travel extend beyond immediate benefits (Gursoy & McCleary, 2007; Gössling & Scott, 2018).

Travel information behaviour is broadly defined here as the information needs, seeking, sources, use, and sharing related to travel purposes. Information needs generally arise when there is an imbalance between a person's present knowledge and the person's expected knowledge about a need. Information needs arise where there is a gap in knowledge between the present situation and the more desirable situation. Information needs of people in their various groups may depend on their socio-demographic characteristics, the nature of their work or the environment in which they live. Information-seeking behaviour is a wide-ranging term that involves many actions individuals take when they address their needs, seek information, evaluate and select information, and finally use this information to satisfy his/her information needs (Fatima & Ahamed, 2008). It is an individual way of gathering and sourcing information for personal use, knowledge, updating, and development. Various models of information behaviour exist for studying and evaluating people's information-seeking behaviour, which some renowned scholars have proposed. Some of these models are Wilson's (1981) model of information behaviour, the first being the most popular and adopted model of information behaviour, Wilson's (1999) model.

Postgraduate students in Nigeria require travel information to attend conferences, seminars, workshops, and fieldwork that are related to their studies. They also need travel information to make plans for their trips to the events, some of which are held in locations different from where they live. They also require travel information while they embark on

field trips for data collection, such as interviews, surveys, experiments and observations. Furthermore, postgraduate students may need to travel to meet collaborators, supervisors, or experts for discussions, collaborations, supervision, or guidance on their research. The need to use the libraries, archives, or specific academic resources that are necessary for their research might also compel postgraduate students to embark on travels. Postgraduate programs include internships or exchange programs either nationally or internationally, and they require students to travel for these opportunities. Besides academic purposes, personal matters such as the need to visit parents, relations and leisure might also necessitate travel by postgraduate students (Behrendt & Franklin, 2014; Kambele et al., 2015).

2 Statement of research problem

Prior travel profoundly shapes the information behaviour of postgraduate students, exposing them to diverse cultures, societies, and environments. This exposure ignites academic passions, broadens information sources, and cultivates adaptability and resilience. Through extensive travel, students develop curiosity, open-mindedness, and resourcefulness, enriching their academic pursuits with diverse research interests and adaptive information-seeking behaviours. Despite existing studies on travel information (Jeng & Fesenmaier, 1999; Babin & Kuemlin, 2001; Dale & Ritchie, 2020), the influence of prior travel experiences on travel behaviour remains unexplored mainly, presenting a significant gap in current research. Hamza et al. (2022) imply that prior travel experience is a determinant of travel decisions. In Nigerian contemporary society that is characterised by kidnapping, civil unrest and terrorism, students are expected to plan their trips based on their prior knowledge and information obtained through various sources about safety and other aspects of the routes. While many studies address the problem, they have not done so from the perspective of travel information. Addressing this gap could provide valuable insights into how travel experiences could shape the students' social, academic and professional trajectories.

The objectives of the study were to identify the travel information needs of postgraduate students at the University of Ibadan, Nigeria, examine the information sources and preferences utilised by the students in undertaking travels, and examine the students' prior travel experiences and travel information-seeking behaviour.

This study's justification lies in its potential to contribute valuable insights to academic scholarship and practical interventions aimed at enhancing the information experiences and overall well-being of postgraduate students at the University of Ibadan, Nigeria.

Null Hypothesis

There is no significant relationship between prior travel experiences and the travel information needs, information source preferences and travel information-seeking behaviour of postgraduate students at the University of Ibadan, Nigeria.

3 Research problem statement

Academic libraries can play a crucial role in improving KM practices in HLIs by using library staff knowledge and skills. They are called upon not only to possess the right skills and competencies for managing knowledge and improving KM practices in the operations of HLIs' core activities (Enakrire & Onyancha, 2020). On the other hand, academic libraries as information hubs are well placed to assist HLIs in harnessing the available tacit and explicit knowledge to improve performance in HLIs. The efficiency of HLIs' advancement can be negatively impacted by learning degeneration caused by a lack of KM practices. Studies have been conducted on various roles of academic libraries in supporting the implementation of KM practices in HLIs from different countries worldwide, such as Tanzania, Nigeria, South Africa and the United States of America (Charles & Nawe, 2017; Enakrire & Onyancha, 2020; Mavodza & Ngulube, 2012; Mabunda & Du Plessis, 2022; Mosha, 2017; Oliva et al., 2019; Shropshire et al., 2020; Quarchioni et al., 2022). However, only a few academic libraries have adopted KM practices to support their HLIs. This is primarily due to limited comprehension among librarians regarding the implementation of KM practices, low level of understanding among librarians on implementing KM practices, insufficient support and funding, a dearth of culture for capturing and sharing knowledge, and a lack of collaborative initiatives. The main objective of this study was to investigate the value of academic libraries in improving higher education institutions' KM practices. The specific objectives were to assess the level of KM understanding among respondents, determine KM practices conducted in academic libraries, evaluate the benefits of KM practices in HLIs, establish KM enablers for academic libraries to improve the application of KM practices in HLIs, and determine the challenges that hinder academic libraries from improving KM practices in HLIs.

4 Literature review

The study on the travel information behaviour of postgraduate students offers valuable insights for policymakers, educational institutions, and tourism stakeholders to enhance access to diverse, reliable information sources, address cultural and demographic factors, and promote responsible and sustainable travel practices among students.

Travel information encompasses details aiding travellers in planning and executing trips. It includes destination insights like attractions and cultural sites, transportation options such as flight schedules, accommodation details, travel tips, weather forecasts, health advisories, event information, dining recommendations, language tips, and financial advice. Obtained from guidebooks, websites, apps, and tourism offices, travel information facilitates informed decision-making, enhancing the overall travel experience.

People actively collect travel information to make potentially better choices. Postgraduate students tend to be thorough and research-oriented in their travel information behaviour. They seek information from multiple sources to ensure they make informed decisions and get the most out of their travel experience. Students' decisions to undertake trips are influenced mainly by recommendations from friends and relatives, online recommendations, and comments. With the advent of the Internet, travel information search strategies have changed drastically. Studies have analysed various search patterns and preferred information sources, including both personal and impersonal sources. The trade-off between online and offline sources has also been examined, and previous studies have supported the relationships between information source preference and trip outcomes.

Sources of travel information can be either offline or online, with the Internet becoming one of the most important information sources in a travel planning context. Gursoy and McCleary (2007) conducted integrative research on tourists' information search behaviour. They pointed out that more and more travellers are using online resources for their information needs, making the Internet one of the most important information sources in a travel planning context. However, Beliveau and Garwood (2001) noted that many consumers still prefer to search in offline sources. They studied the impact of new technologies on information research and purchasing behaviour of Quebec air travellers. They found that online information has disadvantages, such as large amounts of incomplete or imprecise information and difficulty knowing where to look. As a result, a combination of online and offline sources is increasingly preferred. Although the Internet

is becoming one of the most important information sources in the travel and tourism industry, this study reveals that offline sources still prevail in students' information search strategies.

Both online and offline sources of information have been further classified as personal or impersonal. Lopez and Sicilia (2011) categorised these sources, noting that personal offline/online sources include friends, relatives, acquaintances, consumer review sites, chats, opinion forums, and virtual communities, while impersonal sources include advertising on mass media, tourist offices, travel agencies, online travel agencies, official tourism sites, and other websites. The results of this study indicate that students seek more information online when the source is impersonal. In contrast, offline sources remain crucial for personal sources and long, expensive, and foreign trips.

Barret (2005) sought to determine the information-seeking habits of graduate student researchers in the humanities and found a reasonably dramatic shift towards electronic information technology. Chorus et al. (2006) studied changes in information behaviour due to the rise of the Internet, noting that travellers now have widespread access to travel information. Apps have decentralised the generation and supply of information, making it freely available from various sources. However, assembling these myriad sources into one user-friendly ensemble remains a challenge. Offline sources of information are those provided and delivered to individuals within physical environments or mediums. Examples include information from TV advertisements, newspapers, outdoor advertisements, and interpersonal face-to-face interactions. Interpersonal sources have been extensively studied in previous research and are considered a significant source of travel information (Kiel & Layton, 1981), represented through the interpersonal interaction of students with social individuals, such as parents, family members, peers, teachers, and course mates, among others.

Students tend to be thorough and research-oriented in their travel information behaviour. They seek information from multiple sources to ensure they make informed decisions and get the most out of their travel experience. Despite the growing recognition of the significance of student travel worldwide, there have been only a few efforts to segment college students based on their travel behaviours and preferences (Field, 1999). Travel behaviour research is usually aimed at understanding people's travel behaviour in general to support the development of effective transport policies (Van Wee et al., 2013). Travel

behaviour can be thought of as a set of realised practices in response to the availability of transportation resources and a supportive context for enabling travel.

Travel behaviour and decision-making are multifaceted and are influenced by various factors. For students, factors such as motivation, travel constraints, and travel characteristics involving socio-demographics can influence travel and can also help researchers better understand students' travel behaviour (Jeng & Fesenmaier, 1999). The safety of a trip and the destination are seen as an influence on student travel behaviours. Babin and Kuemlin (2001) explore travel-related factors that create value and satisfaction for international students. The research suggests that, in particular, students' perceptions of the safety, fun, and educational benefits associated with a travel destination affect the decision to embark on the trip. The safer a travel means and travel venue perceived, the higher the utilitarian value. Thus, Babin and Kuemlin (2001) concluded that students are more likely to accomplish their travel goals when they are relatively free of worries associated with securing personal safety. To further support this, we examined the study of Schneider et al. (2010).

There is also evidence that travel and tourist motivation can influence travellers' plans, thus helping researchers better understand travel behaviours. Dale and Ritchie (2020) investigated the influence of travel motivations on the intention of people to travel as well as the actual travel behaviour, using the context of overnight school excursion travel. They identified four underlying motivational factors, including push and pull factors. The pull factors related to destination suitability were most important to the students, followed by push factors, which involved seeking new experiences outside of the students' current location. Further, the study found a set of motivations that are related to entertainment and rewards, but they rated them lowest. In support of this, Zheng et al.'s (2007) study identified five push factors, which were "learning", "culture", "health", "communication" and "reputation"; and five pull factors, which were "abundant resource", "good image", "facilities of convenience", "distinctive characteristics" and "diversity of entertainment". These studies have something in agreement. Students travel because they are pushed by mainly internal forces that make them travel, while the attributes of a destination constitute the pull factors.

There is further evidence that travel behaviours and preferences are impacted by the students' ethnicity, culture, and other demographic characteristics. This is indicated by Arcodia & Whitford (2006) and Chadee and Cutler (1996), who used empirical and

quantitative methods to look into international travel by students in New Zealand. They discovered that travel behaviours and preferences depend on the student's nationality as well as other variables because each nationality has different travel characteristics and preferences. Hsu and Sung (1997), who performed an exploratory study to examine travel behaviours of international students at a Midwestern American university using quantitative and empirical methods, discovered that travel information preferences could vary because of the differing demographic characteristics like gender, age, degree sought, marital status, and source of income. In a comparative study of travel behaviours of international and domestic students at a Southeastern American university by Field (1999), gender, marital status, number of children, national origin, and degree program also proved to have significant effects on students' travel behaviour.

In a study of activity preferences of Asian international and domestic American university students, Kim and Jogaratnam (2003) found that travel behaviour is influenced by nationality, gender, age, source of income, and marital status. Michael et al.'s study (2004) focused on international students' behaviour as tourists in Australia. They found that country of origin, gender, and university attended were significant influencing factors. They also found that the travel behaviours and preferences of the students were dependent on the student's ethnicity. Also, Payne (2009) examined the travel behaviours of New Zealand's international students, specifically examining the influence of nationality on participation in certain travel activities, such as the choice of food to eat and games to be played. The study found that students would prefer to visit places or use travel means that appeal to their culture and tradition more than other issues.

4 Research methodology

The study adopted a descriptive survey design to provide an overview of postgraduate students' diverse information needs and travel behaviour information. The study was carried out at the University of Ibadan, Oyo State, Nigeria. The University of Ibadan is made up of 92 academic departments organised into 17 faculties. This study took place in 10 co-located faculties whose population of students is shown in Table 1.

Table 1: The total number of students in each Faculty selected for the study

Faculties	Number of students
Faculty of Multi-Disciplinary Studies	514
Faculty of Education	899
Faculty of Arts	995
Faculty of Science	205

Faculty of Agriculture	1652
Faculty of Economics	67
Faculty of Social Sciences	539
Faculty of Technology	149
Faculty of Renewable Natural Resources	518
Faculty of Environmental Design and Management	654
Grand Total	6192

The ten faculties have a population of 6192 students. This study adopted the questionnaire as the instrument to collect data from the respondents. A large sample of 200 was decided.

The variables in the questionnaire were teased from the literature in the area. However, a panel of postgraduate students from the Department of Data and Information Science of the University of Ibadan, Nigeria, validated them. The researchers presented the subject matter of the study to the students, and their critical opinions guided the development of the final instrument. The respondents who were available in the faculties during the period of data collection and were willing to take part in the study completed the instrument. Data obtained were subjected to quantitative analysis using descriptive and inferential statistical analysis.

Generalised Linear Model (GLM) was used to test the hypothesis, which is determining the influence of prior travel experience on travel information needs, travel information preferences, and travel information-seeking behaviour. A generalisable statistical framework is used for modelling relationships between a response variable and one or more predictor variables. It extends the linear regression model to accommodate various types of response variables, including binary, count, and categorical data, which may not meet the assumptions of normality and constant variance required by traditional linear regression. The dependent variable, prior travel experience, was recoded into binary form (high=1 and low=2) while the independent variables were computed. Flexibility, ability to handle different types of data, interpretability, and the capability to assess relationships between variables make the General Linear Model a precious tool in statistical analysis. GLM is also accessible from sampling distribution constraints.

5 Findings

Table 2 shows that there were more male respondents, 127(63.5%), than female respondents, 73(36.6%). A large proportion of the respondents, 132(66.0%), were within the age range of 21-30 years, followed by respondents within the age range of 31-40 years, 61(30.5%).

Table 2: Demographic Characteristics of Respondents

Demographic Variable	Dimensions	Frequency	(%)
Gender	Male	127	63.5
	Female	73	36.5
Age Range	Below 21 years	0	0
Marital Status	Single	122	61.0
	Married	78	39.0

Table 2 further shows that 122(61.0%) respondents are single, while 78(39%) respondents are married. An equal number of students, 20(10%), were selected from the faculties.
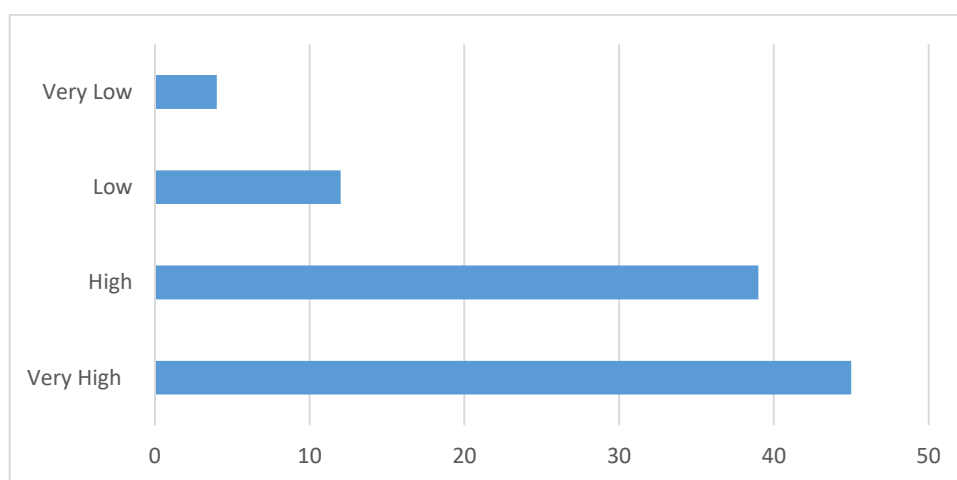

Figure 1: Prior Travel Experience

Figure 1 shows that the students have various levels of prior travel experiences. On a four-point Likert scale, the majority of the respondents, 45.0%, have a Very High level of prior travel experience, 39% have a "High" level, 12% have a "Low" level, and 4% have Very Low.

Table 3 presents the travel information needs of postgraduate students, as assessed using a 4-point Likert scale where 1 represents "strongly agree," 2 stands for "agree," 3 signifies "disagree," and 4 represents "strongly disagree." The means and standard deviations (SD) are provided for each information need, giving insights into the students' information needs. "I need travel information to feel emotionally charged" is the first variable in this group, and it has an average mean of 1.84. This suggests that postgraduate students strongly agree that they seek travel information to evoke emotional excitement. The standard deviation of 0.93 indicates there is some low degree of variability in the intensity of this agreement among the students. The following variable is "I need travel information for relaxation", and it has a mean of 1.77. This signifies that students, on average, also

strongly agree with the notion of using travel information for relaxation. The standard deviation of 0.84 suggests low differences in how strongly the students endorse this need.

Table 3: Travel information needs of postgraduate students

Information Needs	Mean	SD
I need information to feel emotionally charged	1.84	.93
I need information for relaxation	1.77	.84
I need information to seek medical attention	1.76	.93
I need information to become part of a group	1.75	.89
I need information to have fun and be entertained	1.69	.77
I need information to achieve my full potential	1.68	.86
I need information to make new friends	1.67	.86
I need information to get out of my daily routine	1.66	.82
I need information to spend time with friends	1.65	.84
I need information to spend time with family	1.56	.76
I need information to learn about other places	1.55	.68
I need information to do and see new things	1.53	.61
I need information to enhance my knowledge and experience	1.53	.65
I need information to meet new people	1.53	.74
I need information for a holiday/vacation	1.40	.65

"I need travel information to seek medical attention" is the third; it has a mean of 1.76, which indicates that, on average, the students tend to strongly agree with the concept of seeking travel information for medical purposes. "I need travel information to become part of a group, and "I need travel information to have fun and be entertained," but the last variable has the same response characteristic as the previous three. "I need travel information for holiday/vacation" has a mean of 1.40 and SD of 0.65, meaning that the students strongly agreed that vacation is the need for which they travel.

Table 4 offers valuable insights into the travel information-seeking behaviour of postgraduate students, with responses measured on a scale where 1 indicates "very high," 2 signifies "high," 3 corresponds to "low," and 4 designates "very low". These mean values and standard deviations reveal the nuances of their preferences and tendencies. At a mean of 1.31, postgraduate students express a "very high" inclination to employ their mobile devices to access the Internet for travel information. This aligns with the growing importance of digital platforms in the travel information landscape and reflects a consistent pattern of behaviour with a low standard deviation of 0.49.

In contrast, students demonstrate a "high" preference for reading print materials when seeking travel information, with a mean of 2.19. This method, while common, exhibits a relatively higher degree of variability, as indicated by a standard deviation of 0.93,

suggesting a more comprehensive range of attitudes towards print materials. The mean of 2.02 for consulting electronic materials indicates another "high" preference. The standard deviation of 0.91 demonstrates that students vary somewhat in their use of electronic materials for travel information despite its overall popularity. Notably, consulting librarians at information centres for travel information, with a mean of 2.40, is a "high" preference. However, this choice varies more among students, as reflected by a standard deviation of 1.06. This variance suggests diverse attitudes toward traditional sources of information. Digital platforms, with a mean of 1.65, are also a "high" preference for postgraduate students. The low standard deviation of 0.80 implies a relatively consistent pattern of behaviour, highlighting the vital role of online resources.

Table 4: Travel Information Preferences

Travel Information Seeking Behaviour	Mean	SD
I use my mobile devices to access the Internet when seeking travel information	1.31	.49
I read print materials when seeking for travel information	2.19	.93
I consult electronic materials when seeking for travel information	2.02	.91
I consult librarians at Information centres when seeking travel information	2.40	1.06
I make use of digital platforms when seeking for travel information	1.65	.80
I listen to the word-of-mouth recommendations when seeking travel information	1.71	.82
I listen to broadcast media when seeking for travel information	1.76	.85
I attend corporate gatherings when seeking for travel information	2.31	1.10
I communicate with travel agents when seeking for travel information	2.04	1.03
I make use of social networks when seeking travel information	1.54	.71
I use the lessons learned from my past experiences when seeking travel information	1.55	.74

In terms of seeking information from word-of-mouth recommendations, students exhibit a "very high" preference, as indicated by a mean of 1.71. This preference aligns with a contemporary trend of valuing personal experiences and advice from peers. The standard deviation of 0.82 indicates a level of consistency in this behaviour. Likewise, listening to broadcast media for travel information shows a "very high" preference with a mean of 1.76. The standard deviation of 0.85 suggests a relatively consistent pattern of behaviour. Students display a "high" preference for attending corporate gatherings for travel information, with a mean of 2.31. However, this method exhibits more variability, as reflected by a standard deviation of 1.10, suggesting a broader spectrum of attitudes towards this approach. In the realm of communicating with travel agents, the mean of 2.04

denotes a "high" preference. However, the standard deviation of 1.03 indicates that while this method is common, there is notable variability in its use among students.

Conversely, using social networks for travel information is viewed as a "very high" preference, as evident from the mean of 1.54. This behaviour demonstrates a relatively consistent pattern among students, as indicated by the low standard deviation of 0.71. Drawing from past experiences is a "very high" preference for postgraduate students, with a mean of 1.55. The standard deviation of 0.74 suggests a consistent pattern of behaviour in this aspect.

Table 5 table presents a comprehensive overview of the travel information sources utilised by students, with reutilised categorised as either "Yes" or categorises data provides valuable insights into the information-seeking behaviours and preferences of students when planning their travels. A striking trend emerges when considering the digital landscape. The Internet, with a staggering 92.5% of students responding "Yes," dominates as the most preferred source for travel information. This emphasises the pivotal role in contemporary travel planning, with students relying on online resources to access a wide array of information, from destination details to reviews and booking services. Only 7.5% of students reported not using the Internet, underlining its near-universal adoption in travel information seeking.

Table 5: Travel Information Sources Consulted by Postgraduate Students

Information Sources Consulted	Yes %	No %
Newspapers and Magazines	60.0	40.0
Internet	92.5	7.5
Guide books	67.5	32.0
Digital platforms	88.0	12.0
Mobile devices	93.5	6.5
Social Networks	89.0	11.0
Online Databases	62.0	38.0
Word-of-mouth recommendations	79.5	20.5
Encyclopedias	47.0	153.0
Libraries/Information Centres	46.0	54.0
Travel agents	70.5	29.5
Radio/Television	79.5	20.5
Road signs	73.5	26.5
Travel experiences	80.0	20.0
Drivers	71.0	29.0
Family/Relatives	88.0	12.0
Passengers	72.5	27.5

Mobile devices closely follow the Internet, with 93.5% of students responding in the affirmative. This showcases the ubiquity of smartphones and tablets in the hands of travellers, making them indispensable tools for accessing travel-related content on the go. The 6.5% who indicated "No" to mobile device usage represents a small minority, emphasising the widespread use for travel information retrieval. Another significant trend is the high reliance on digital platforms, with 88.0% of students responding "Yes." Digital platforms encompass a wide range of online services, including travel websites, apps, and social media platforms. This indicates that students are increasingly turning to digital platforms to gather information, plan itineraries, and connect with fellow travellers. The 12.0% responding "No" to digital platforms is notably smaller, suggesting a solid affinity for online resources in travel planning.

Social networks are also a popular choice, with 89.0% of students utilising them for travel utilising social media platforms, which have become influential sources for travel inspiration, recommendations, and real-time updates. The 11.0% responding "No" to social networks demonstrates that a relatively small percentage of students prefer not to use these platforms for travel information. However, it is essential to note that not all students exclusively rely on digital sources. Traditional sources like newspapers and magazines (60.0% "Yes"), guidebooks (67.5% "Yes"), and word-of-mouth recommendations (79.5% "Yes") maintain their relevance in travel planning. Furthermore, consulting travel agents (70.5% "Yes") is another notable choice for many students, signifying that personalised assistance is personalised. In contrast, specific sources, like encyclopedias and libraries/information centres, demonstrate relatively lower usage.

6 Testing the hypothesis

H$_o$: *There is no significant relationship between prior travel experiences and the travel information needs, information source preferences, and travel information-seeking behaviour of postgraduate students at the University of Ibadan, Nigeria.*

The first result in the GLM is the multivariate test, which is concerned with testing whether the dependent variables, namely travel need, travel experiences and information-seeking behaviour, can actually be predicted by prior travel experience. Table 6 shows that F=3.064, df=196, p=0.09, thus leading to the observation that travel experience predicted travel information needs, seeking preferences and behaviour. The Partial Eta Squared: $\eta^2 = 0.045$ indicates a medium effect.

Table 6: Multivariate Tests

Effect	Value	F	Sig.	Partial Eta Squared	Observed Power
Intercept	.962	1634.382	.000	.962	1.000
Level of Prior Travel Experience	.045	3.064	.029	.045	.712

Observed power in this analysis shows that the level of prior travel experience is 0.712, a value that is close to 1, leading to the conclusion that there is a relatively high chance of making a correct decision based on the data obtained.

Table 7 is the Test of Between-Subjects Effects, which includes between-group variables such as travel information needs, preferences, and travel information-seeking behaviour. This test shows how much the postgraduate students tend to differ with respect to the effects of prior travel experience. Specifically, would the students' prior information experience be associated with travel needs?

Table 7: Tests of Between-Subjects Effects

Source	Predictor Variables	df	Mean Square	F	Sig.	Partial Eta Squared	Observed Power
Level of Prior Travel Experience	Travel information need	1	331.243	7.604	.006	.037	.784
	Travel information preferences	1	36.307	4.354	.038	.022	.546
	Information seeking behaviour	1	87.293	3.516	.062	.017	.463

Table 7 shows that level of prior travel experience has a significant relationship with travel information need (F=7.604, DF=1, p=0.006), travel information preferences (F=4.354, DF=1, p=0.038), but not with information-seeking behaviour (F=3.516, DF =1, P=0.062). The parameter estimates are shown in Table 8. Level of prior travel experience significantly predicted travel information need (B=-3.510, Se=1.273, p=0.006) and travel information preferences (B=-1.162, Se=0.557, p=0.038); the relationship with information-seeking behaviour is not significant.

Table 8: Regression analysis of prior travel experience and travel information need, travel information preference and travel information seeking behaviour

Dependent Variable	B	Std. Error	T	Sig.	95% Confidence Interval		Observed Power
					Lower Bound	Upper Bound	
Travel needs	-3.510	1.273	-2.758	.006	-6.021	-1.000	.784
Travel information preference	-1.162	.557	-2.087	.038	-2.261	-.064	.546
Information seeking behaviour	-1.802	.961	-1.875	.062	-3.697	.093	.463

The observed power for travel information needs is relatively high (78.4%), while that of travel information preferences is somewhat low (54.6%). The parameter estimates, however, indicate that a higher level of prior travel experience was associated with lower levels of travel information needs and preferences. However, the relationship was not significant for information-seeking behaviour.

8 Discussion of findings

The findings of this study revealed that information on how to go on holiday/vacation, how-to and see new things, learn about other places, get out of daily routine, enhance knowledge and experience, spend time with family, spend time with friends, meet new people, make new friends, seek medical attention, achieve full potential and become part of a group encompasses the information need of postgraduate students in the University of Ibadan, Nigeria. Also, their travel information preferences are information in other to do and see new things, to go on holiday/vacation, to learn about other places, to enhance their knowledge and experience, to spend time with family, to meet new people, for having fun and being entertained, to make new friends, to seek medical attention, to get out of daily routine and to achieve full potential. This is supported by (Kim & Jogaratnam, 2007), who posited that students need travel information to learn new things, increase their knowledge, experience a new and different lifestyle, have fun and be entertained.

The study shows that the travel information needs of postgraduate students at the University of Ibadan are geared towards personal factors. This further validated Wilson's 1981 model of information behaviour that information seeking is driven by an individual's physiological, cognitive or practical needs, which have their roots in personal factors, role demands or environmental context, which the individual is motivated to meet by

consulting both formal and informal sources of information. This also confirms the findings of Singh (2012), who reported that users, in order to satisfy a given information need, make demands upon any information source available to them, whether formal or informal. The findings revealed that the sources of information consulted by the surveyed postgraduate students in the University of Ibadan, Nigeria, are mobile devices, Internet, social networks, digital platforms, family/relatives, travel experiences, word of mouth recommendations, radio/television, road signs, passengers, drivers, travel agents, guide books, online databases and newspapers/magazines. The finding also corroborates Kim and Brown's (2012) finding that students use myriad information sources such as the Internet (websites, search engines), word of mouth (friends, relatives), social networking services, television and so on.

Findings further revealed that postgraduate students seek information through/surfing the Internet with their mobile devices, using the lessons learnt from past travel experiences, searching social media and consulting digital platforms. This indicates that postgraduate students use more online information accessed through their social networks and phones. This is consistent with Kim and Jogaratnam (2012), who reported that students are generally conservative in their choice of information sources, with reliability being the key attribute for selecting information use. Thus, access information through social networking services and the Internet. It was on this premise that Wilson (1981) submitted that in order to satisfy these needs, the individual makes demands upon systems by acting as an intermediary or using technology.

There is also a very high degree of availability of mobile devices, the Internet, digital platforms, social networks, family/relatives, travel experiences and radio/television. Also, there is a very high degree of accessibility to information sources, as the majority have access to them. The findings of this study also revealed that postgraduate students use travel information in order to estimate the cost of transportation, accommodation, food and activities, to budget for trips, to understand better the culture and history of the places they visit, to ensure that they are safe and secure, to select a destination, for safety tips and health precautions, to find transportation, to raise awareness of environmental issues, to identify activities to do while on the trip, to book accommodation and to create an itinerary. This supports the work of Kozak (2002), which shows that travel information is used to book accommodation, to know the price level and location of destination, and to know more about people and culture.

Consistent with the preposition of Wilson (1981) that when information users have information needs, the need may or may not be satisfied. In the case of non-satisfaction, the search continues. Findings show that postgraduate students are delighted and effective with information used to select a destination and information used to estimate the cost of transportation, accommodation, food and activities. Findings further revealed that travel information is exchanged among postgraduate students through mobile devices, Internet, family/relatives, social networks and digital platforms. This supports the work of Smith (2004), who claims that the advent and proliferation of mobile devices, coupled with the increasingly acceptable leveraging of the Internet, have caused some significant changes in the travel industry that claim to provide an easier way of information exchange.

Also, travel experience significantly predicts travel information needs and preferences. This supports the findings of Kim and Brown (2012), who state that travel experience has the potential to influence return behaviour. The level of availability of travel information sources can reliably predict the basis of travel information-seeking behaviour. This supports the findings of (Yeboah et al., 2019). Travel behaviour and preferred information sources were significant predictors of travel information-seeking behaviour among surveyed travellers. The level of prior travel experience poses a significant influence on travel information-seeking behaviour. This also concurs with the works of Hjalager and Jensen (2012), which revealed that travel experience influences travellers' intention to seek needed information, as the most experienced travellers are also the most devoted online information searchers.

They also showed that prior experience and knowledge of a destination influence the degree of search that travellers engage in while planning a trip. Also, the travel experience can significantly predict the level of satisfaction with information use. This concurs with the work of Kim and Brown (2012), who state that a visitor's previous travel experience with the site and length of stay are important determinants of overall satisfaction. Sources of travel information consulted significantly influence travel information-seeking behaviour. According to Yusuf (2012), for any meaningful information to be provided, specific information sources must be available to be consulted. It is only through information sources that information seekers can obtain information that is ideal for decision-making.

This paper contributes to existing knowledge by providing valuable insights into the information behaviour and travel information preferences of postgraduate students at the

University of Ibadan, Nigeria, aligning with previous studies by Kim & Jogaratnam (2007), and others regarding the multifaceted nature of students' travel information needs, the influence of personal factors on information-seeking behaviour. It reveals the diverse range of information sources utilised by students, emphasising the increasing use of online platforms and mobile devices, thereby offering valuable implications for enhancing access to travel information resources and services. This knowledge can be applied beyond Ibadan and Nigeria by informing universities, libraries, and travel service providers globally about the specific information needs and preferences of postgraduate students, facilitating the development of tailored services, digital platforms, and collaborative partnerships to support students' travel experiences and decision-making processes irrespective of their geographical location.

9 Conclusions

The information needs of postgraduate students at the University of Ibadan, Nigeria, encompass personal factors, such as leisure, education, personal growth, and social interactions. Postgraduate students primarily access travel information through a wide range of sources, including mobile devices, the Internet, social networks, family and relatives, and travel experiences. This aligns with the modern trend of using online resources for travel information. Travel experience significantly influences travel information needs, preferences and seeking behaviour. More experienced travellers tend to engage in more thorough information-seeking than others. This exploration of postgraduate students' information needs and behaviours regarding travel information evidently provides valuable insights for LIS professionals and educators globally, informing the design of tailored information services and digital platforms to support user satisfaction and information access better.

10 Recommendations

The University of Ibadan should consider improving access to the intranet, as it is an essential source of travel information. Libraries and information centres should work on expanding their resources and improving their services to better meet the information needs of postgraduate students. This includes increasing the availability of travel-related information materials. Efforts should be made to address issues related to poor internet connectivity, which can be a significant barrier to accessing travel information. Also, institutions should provide support and training in information literacy to help students navigate and utilise various pieces of information effectively.

11 Limitations of the study

The study relies on self-reported data from the participants, which may be subject to recall bias and social desirability bias. Participants may provide responses they believe are socially acceptable or have limitations in accurately recalling their information-seeking behaviours. The study does not extensively explore how socioeconomic factors may influence travel information behaviours and preferences. Socioeconomic status can play a significant role in information access and choices. However, the in-depth interviews have implications that the applicability of the study remains robust, as it provides valuable insights into the subject matter.

12 Future studies

Long-term studies could investigate how the travel information needs and behaviours of postgraduate students evolve as they gain more travel experience and technological skills. Examining how travel information needs and sources vary among students from different cultural backgrounds or in various regions of Nigeria could provide valuable insights. As technology continues to evolve, future studies could explore the impact of emerging technologies, such as virtual reality and augmented reality, on travel information behaviours and preferences.

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