

Information-Seeking Behavior, Information Needs and Academic Performance of Grade 10 Students at University of Santo Tomas-Legazpi

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Abstract: This study aimed to assess the information-seeking behavior, information needs and academic performance of Grade 10 students at University of Santo Tomas-Legazpi. Specifically, it sought answers to the respondent's level of information-seeking behavior in terms of information-seeking activities and sources of information, the level of information needs in terms of academic information needs and personal/developmental information needs, and the level of academic performance. It also probed the relationship between the level of information-seeking behavior, level of information needs and the level of academic performance of Grade 10 students as well as the predictive influence among the variables. Lastly, based on the result of the study, what action plan can be proposed to enhance students' information-seeking skills and address their information needs to improve academic performance. This study utilized descriptive-correlational research methods and was participated by one hundred twenty-three (123) grade 10 students at University of Santo Tomas-Legazpi. The findings revealed a high level of information-seeking behavior of Grade 10 students in terms of information-seeking activities and sources of information (WM=3.21) while the level of information needs of Grade 10 students in terms of academic information needs and personal/developmental information needs were very high (WM=3.44). The level of academic performance was high (WM=3.33). Furthermore, there is a significant positive relationship between the level of information-seeking behavior, level of information needs and the level of academic performance of Grade 10 students. Sources of information, as a sub variable of information-seeking behavior, also significantly predict the academic performance of Grade 10 Students. Based on the result, an action plan is proposed to continually enhance student's information-seeking skills and address their information needs to improve academic performance. The study concludes that Grade 10 students of UST-Legazpi are aware of their information needs and actively engage an information-seeking and frequently utilize various information resources such as the internet and peers. Students who are aware and actively search for information and utilize relevant and reliable sources have better academic performance. The study revealed that the implementation of action plan can continually enhance the students' information-seeking skills and address their information needs to improve their academic performance.

Keywords: *Information-Seeking Behavior, Information Needs, Academic Performance.*

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I. INTRODUCTION

In the era of technological advancements where information can be readily accessible, students' skills to evaluate, seek and utilize have become a vital foundation for their academic success. With the rapid growth of both print and digital resources, learners improve their seeking skills on information that helps in their academic performance. The accurate and trustworthy information sources are vital in undergraduate education when they undertake feedback and educational content. Now, the introduction of digital technology in the academic environment has given convenience and ways to access information sources in

libraries and different search engines (Adarkwah et al., 2023).

The academic requirements today require students to conduct research work independently while they evaluate and combine various sources of information. Their skills to look for information directly impact their academic performance. According to Meher et.al., (2022) Information-seeking happens when an individual consciously tries to find knowledge to fill a gap. In general, Information behavior encompasses all different methods wherein humans utilize to interact with information, how they search and use the information they found, but it also

includes other activities like stopping, distorting, encountering, organizing, keeping, producing, sharing, diffusing and deciding not to use information as stated by (Agarwal, 2023). This implies how individuals engage in information in various contexts, particularly in the academic community.

According to Mudawamah et al. (2023) information needs for a person is determined by several factors, like doing research, carrying out professional tasks, or solving a particular case/scenario. This need is a result of lack of knowledge. Because information searchers want to get that which they are not familiar with, a demand for the needed information is required. Academic performance gives students an opportunity to showcase their abilities and receive recognition for their achievements. Students who have high academic performance are often aware of their intellectual capacity to reach academic goals and can communicate their views in class. In this regard, Miraj et.al (2021) study shows that students' academic performance is positively influenced by the information-seeking behavior. The study found that Information technology (IT) skills have an effect on the performance, while reading and writing skills are influencing academic performance. Thus, it concludes that information-seeking behavior plays an important role in enhancing academic performance.

Schools in the Philippines incorporate digital and print resources into teaching and learning activities, and the development of student's capacity to efficiently evaluate, search and utilize information has become more important. Junior High school students often utilize digital/online media when reading literary selection tasks. Within the school premises, books remain their primary source of reading, while internet websites are used outside of school (Concepcion-Rubas, 2021). These reading attitudes, interests, habits and material preferences have reflected their information-needs and seeking behavior that could influence their academic performance. Similarly, the study of Dimacangun and Guillena (2023) finds that Filipino High School students utilize social media for many purposes like research, problem solving, interaction with peers, understanding the curriculum and learning collaboration. They also state that social media positively influences the students' academic, socialization, entertainment and informative experiences. Their study demonstrates the impact of different resources on students' information-seeking behavior and fulfillment of their information needs, which highlights the importance of both formal and informal resources in academic performance.

The University Library of University of Santo Tomas-Legazpi invests a significant number of resources annually in the selection, acquisition, organization, and storage of academic materials to support student learning and academic success. UST-Legazpi library exists to provide academic support for university programs and advocacies. Access to pertinent resources to achieve their goal in developing intellectual knowledge and enhancing their facilities and services according to accreditation and certification process (University of Santo Tomas - Legazpi, 2022). However,

these efforts may become ineffective if the information resources provided do not align with the actual information needs and seeking-behaviors of the student. Despite the availability of library resources, students may still struggle to access, locate, or effectively use information that is relevant to their academic requirements. This disconnect may be from the limited understanding of how students look for information, what types of information they need and how these needs influence their academic performance.

At present, most studies focus on college students, with limited research conducted within UST-Legazpi that explores the specific information-seeking behavior and information needs of Grade 10 students and how these factors correlate with their academic outcomes. There are no studies yet conducted that examine the relationship between these variables at UST-Legazpi. Addressing this research gap is essential to ensure that library services and academic interventions are properly aligned with the actual needs and behaviors of students, thereby maximizing the impact of institutional investments and supporting student success.

Thus, this study examined the significant relationships among the variables and provided valuable insights on students' behavior in information access, use and needs and as well as its influence on their academic performance. The findings of this study would help the students by promoting awareness on effective information seeking strategies but also provide data help improve the library and academic services that could enhance the students' research competencies, stronger academic performance and information literacy skills among junior high school learners.

II. METHODOLOGY

The study utilized a descriptive-correlational design. According to Singh (2024), descriptive research is a method in which it explores to help a researcher to describe population, situations or phenomenon, while the correlational approach is a type of non-experimental research in which the researcher measures two variables and assess the significance of relationship (i.e., correlation) between two or more factors or phenomenon (Bermudo et al. 2021). It assessed the information-seeking behavior, information needs and academic performance of Grade 10 students at University of Santo Tomas-Legazpi, as well as identified the significant relationship across the variables. The primary data of the study were obtained from the responses of Grade 10 Junior high school students at University of Santo Tomas-Legazpi. Data gathered were statistically treated and analyzed. The population of the study consisted of one hundred eighty (180) Grade 10 students enrolled in the School Year 2025-2026 per record of the Junior High School Department of UST-Legazpi. Using Raosoft calculator with a 5% margin of error and 95% confidence level, a sample size of one hundred twenty-four (123) respondents is taken. Actual selection of the respondents was conducted using stratified random sampling to ensure that all Grade 10 sections were properly represented. The following distributions of respondents per

section is as follows: a.) St. Augustine twenty-eight (28) out of forty (40) students, b.) St. Teresa of Avila twenty-eight (28) out of forty (40) students, c.) St. Anthony De Padua twenty-seven (26) out of thirty-nine (39) students), d.) Our Lady of Mt. Carmel twenty (20) out of thirty (30) students, and for St. Claude twenty-one (21) out of thirty-one (31) students.

This study utilized a self-made questionnaire based on the information taken from several concepts and research literature. The questionnaire was divided into three (3) parts. Part I, focused on the respondent’s information-seeking behavior, Part II, dealt with the respondent’s information needs, and Part III, covers the respondent’s Academic performance. The instrument undergoes content validation from the panel of experts consisting of experts in librarianship, statisticians and a faculty member expert in research. Their evaluation ensures that the questionnaire is clear, relevant and aligned on the item’s objective of the study. The study conducted a pilot testing with ten (10) respondents. The reliability of the instrument was measured using Cronbach’s Alpha resulting in for information-seeking behavior- 0.860 (acceptable reliability index), for information needs- 0.927 (acceptable reliability index) and for academic performance- 0.812 (acceptable reliability index). To determine the level of each variables, a 4-point scale was used.

The researcher wrote a formal letter to the Rector and President of UST-Legazpi, Vice President for Academic Affairs, Research Director and Principal of the Junior High School Department requesting permission to conduct the

study and to administer the questionnaire. Likewise, a letter was sent to the respondent’s parents requesting parental consent for their children’s participation in the study. Similarly, a general letter addressed to the respondents requesting their cooperation and support in the conduct of the study. The researcher personally administered the questionnaires to the Grade 10 students. The accomplished questionnaires were then retrieved by the researcher to ensure an acceptable retrieval rate. Thereafter, the data generated were coded and encoded in excel format and sent to the statistician for statistical treatment. The data gathered by the researcher were tallied, encoded and analyzed using the SPSS. Specifically, the following statistical tools were used in the interpretation and analysis of gathered data. Weighted mean was used to determine the level of information-seeking behavior, level of information needs and level of academic performance of grade 10 students. Pearson product moment correlation was used to determine the relationship between and among the variables level of information-seeking behavior, information needs, and academic performance of grade 10 students. Multiple linear regression analysis was used to determine whether information-seeking behavior and information needs significantly predict the academic performance of Grade 10 students.

III. RESULTS AND DISCUSSION

This chapter presents the analysis and the interpretation of the data gathered in this study. The course of analysis and interpretation was guided by the problems in Chapter 1.

Table 1 The Level of Information-Seeking Behavior of Grade 10 Students in Terms of Information-Seeking Activities and Sources of Information

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. Information-seeking activities	3.40	Very High	1
2. Sources of information	3.03	High	2
Overall Weighted Mean	3.21	High	

Table 1 shows the level of information-seeking behavior of Grade 10 students in terms of Information-seeking activities and Sources of Information. The result revealed that the level of information-seeking behavior of Grade 10 students of UST-Legazpi was High (WM= 3.21).

The table reveals that Grade 10 students had a very high level of information-seeking behavior on the indicator “Information-seeking activities” Rank 1 (WM=3.40), while the indicator “Sources of information” received a high level of information-seeking behavior (WM=3.03) ranked 2. It shows that the level of information-seeking behavior of Grade 10 students of UST-Legazpi was High (WM=3.21).

In summary, the table revealed that the Grade 10 students had a high level of information-seeking behavior in terms of their information-seeking activities and information sources. This implies that students are highly engaged in seeking activities such as searching, evaluating and utilizing information for their academic task and personal information needs, Their high level of information-seeking

activities along with the frequently utilization of different information sources such as internet, printed materials, peers, teachers and library databases suggest that students are active in seeking and utilizing information which can help enhance their academic performance.

These findings are supported by the Tachie-Donkor and Ezema (2023) study that revealed that the students developed substantial skills in information literacy and lifelong learning skills and adopted a positive attitude in information seeking. This also suggests that libraries should provide an available diverse information sources and literacy programs. Paramita et.al (2023), highlights the connection between how users search for information and the nature of information they need.

Another study from Graciano and Benablo (2023) reveals that students have a high level of digital literacy and information strategies have high level academic performance. Furthermore, the study of Molito (2025) found that students have a high level of utilization in library

resources. Furthermore, this finding aligns the present findings with the frequent utilization of different information sources such as the internet, printed materials,

peers, teachers and library databases in their information-seeking activities.

Table 2 The Level of Information Needs of Grade 10 Students in Terms of Academic Information Needs and Personal/Developmental Information Needs

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. Academic information needs	3.52	Very High	1
2. Personal/developmental information needs	3.36	Very High	2
Overall Weighted Mean	3.44	Very High	

The table shows the level of information needs of Grade 10 students in terms of Academic information needs and Personal/developmental information needs was very high. The “Academic information needs” Rank first (WM=3.52), while ranked second is the “Personal/developmental information needs” (WM=3.36). The level of information needs of Grade 10 students of UST-Legazpi was ‘very high’(WM=3.44), which indicates that students have a high level of information needs. Overall, the study reveals that Grade 10 students show a high level of information needs in both academic and personal/developmental aspects.

Lawanda (2021) where students actively search for information to fulfill their academic task. It relates to the findings of Akinleye and Akinde (2024) where students seek information for exams, projects, assignments and improve study skills.

The study of Valmores and Acedera (2024) supports the findings, where it highlights the students’ high awareness of their information needs, searching and literacy skills. As well as the result of the study of Az-Zahra and

The findings for personal and developmental needs were supported by the study of Jeebakaran and Shanmugathan (2022), Purwaningtyas et al. (2024), and Samanta et.al (2024) reveal that students rely on digital resources, social media, faculty and librarians to satisfy curiosity, career guidance, study skills and the need for reliable information. These findings confirm the very high information needs of Grade 10 students on academic and personal/development.

Table 3 Level of Academic Performance of Grade 10 Students

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. I complete my assignments and project on time	3.35	Very High	2
2. I perform well in quizzes and exams	3.28	Very High	4
3. I actively participate in class activities and discussions	3.26	Very High	5
4. I perform well in group research and academic tasks.	3.34	Very High	3
5. Using library resources help improves my grades	3.01	High	6
6. My academic performance improves when I use reliable information sources.	3.72	Very High	1
Average	3.33	Very High	

Table 3 presents the level of academic performance of Grade 10 students of UST-Legazpi. Based on the results, the improvement of academic performance when utilizing reliable information sources ranks first (WM= 3.72), this followed by the completion of assignments and project on time, which rank second (WM=3.35), the ability to perform well in group research and academic task ranks third (WM=3.34), followed by the ability to perform well in quizzes and exams rank fourth (WM=3.28), the ability to actively participate in class activities and discussions obtained the rank fifth (WM=3.26), and the lastly, using library resources helps improve grades ranked sixth (WM=3.01).

This finding is supported by the study of Estrada et.al (2023), which reveals a strong positive correlation between GWA and the frequency utilization of library resources. Similarly, the study finding of Naz et al. (2022), shows that those who have digital knowledge or technological skills outperformed those without these skills. Highlighting the importance of accessing reliable information sources. Further support from the study of Almulla and Khasawneh (2024) and Pagalilauan et al. (2023) highlights the utilization of resources in the library, and a well-maintained library environment could influence the academic performance of the students as well as their habits in study.

Overall, the level of academic performance of Grade 10 students was Very High (WM=3.33). It implies that students have a very high level of academic performance, especially in utilizing reliable information, completing academic tasks efficiently, and engaging in class activities.

Another study from Aparicio-ley et al. (2021) and Qianyu et al. (2024) reveals that quality library service, and students' access to various library services, including spaces, impacts their learning strategies has given an impact on the students' learnings efficiency and academic achievement. And lastly, Lasig and Collantes (2022) finds that student satisfaction and utilization of libraries has a positive correlation on the academic performance of students.

Table 4 Relationship Between the Level of Information-Seeking Behavior and Level of Academic Performance of Grade 10 Students

Information-Seeking Behavior	Pearson r Value	p Value	Interpretation
Information-seeking activities	0.264** Low correlation	0.003	Significant
Sources of information	0.460** Moderate correlation	0.000	Significant
**Significant @ 0.01			

As indicated in the table, it shows the relationship between the level of information-seeking behavior and academic performance of Grade 10 students of UST-Legazpi. The results reveal that information-seeking activities have a low positive correlation, with a Pearson r value of 0.264 and a p value of 0.003. Since the p value is less than the 0.01 significance level, the relationship is considered statistically significant. Meanwhile the source of information shows a moderate positive correlation, with a Pearson r value of 0.460 and a p value of 0.000. which is statistically significant since the p value is less than 0.01.

This finding indicates that there is a significant positive relationship between the level of information-seeking behavior and academic performance. Although information seeking activities have a weak relationship, the sources of information demonstrate a moderate relationship, indicating a strong influence on academic performance compared to the information seeking activities. This implies that students who actively search for information and utilize relevant and reliable sources presumably have a better academic performance.

These findings are supported by the study of Paramita et.al (2023), where it revealed that information needs and

seeking behavior are significantly correlated, highlighting the importance of searching for relevant information. Similarly, Macalantong-Casan (2024) revealed the significant difference of the student’s information-seeking behavior. The findings indicate that epistemological beliefs have a positive influence on the information-seeking behavior indicating that those who have stronger beliefs on acquiring knowledge can lead to a higher engagement in information seeking. Graciano and Benablo (2023) reveals a significant relationship with the academic performance of the students and their digital literacy skills and searching strategy. While Dadu (2023) emphasized the students who have better academic performance are those who utilize electronic sources effectively.

The study findings contradict the findings of Postanes et al. (2024) wherein the study states that the student’s utilization of social media in information seeking, socialization, and entertainment has no effect on their school’s academic performance. It also contradicts the study of Ferrer (2024), where it found that student’s information literacy and academic performance has no significant relationship.

Table 5 Relationship Between the Level of Information Needs and Level of Academic Performance of Grade 10 Students

Information Needs	Pearson r Value	p Value	Interpretation
Academic information needs	0.197* Low correlation	0.029	Significant
Personal/developmental information needs	0.323** Low correlation	0.000	Significant
**Significant@ 0.01, *Significant @ 0.05			

As indicated in the table, it presents the relationship between the level of information needs and academic performance of Grade 10 students of UST-Legazpi. The results revealed that the relationship of academic information needs is statistically significant since the p value is less than the 0.05 level of significance, with the Pearson r value of 0.197 and a p value of 0.029 indicating a low correlation. Meanwhile, personal/developmental information needs also show a low positive correlation with a Pearson r value of 0.323 and a p value of 0.000. The relationship is also statistically significant since the p value is less than 0.01 significance level.

These findings indicate that there is a significant positive relationship between information needs and academic performance. Compared to academic information needs, personal/developmental information needs have a stronger relationship even though they both show a low

correlation. This indicates that students who are aware of their academic and personal/developmental information needs are more likely to improve their academic performance.

This is supported by the study of Muhammad and Echedom (2024), which stated that research productivity shows a positive relationship with the ability to recognize information needs. Students who can determine their information needs will achieve higher academic results although the connection remains weak. Ngozi (2024) study found that information literacy and academic achievement have a positive correlation. It shows that students who possess advanced information literacy capabilities will achieve high results in academic work, exams and overall educational performance.

However, it contradicts the result of the study of Akinleye and Akinde (2024), which found that there is no effect on the information needs on the study behavior of the

student, however there is a positive relationship on the student's information needs and study behavior.

Table 6 Regression Analysis Between the Level of Information-Seeking Behavior and Level of Information Needs Taken Singly or in Combination of the Academic Performance of Grade 10 Students

Predictor	Dependent Variable	R ²	F	p-value	B	T	p-value
Sources of information	Academic performance	0.239	9.350	0.000	0.413	4.121	0.000*
*Significant @ 0.01							

As indicated in the table, sources of information accounted for 0.239 (F=9.350; t=4.121). In addition, results showed that for every one-unit increase in sources of information, there is a 0.413 increase in academic performance. The probability value of 0.000 was less than the significance level of 0.01 which implies that sources of information significantly predict the academic performance of Grade 10 Students at the University of Santo Tomas-Legazpi. This implies that students who use reliable, relevant and various sources of information tend to have better academic performance.

Students who actively search for information and utilize relevant and reliable sources have better academic performance. Students who are aware of their academic and personal/developmental information needs are more likely to improve their academic performance. Students who utilize reliable, relevant and various sources of information tend to have better academic performance.

The action plan is proposed to continually enhance the students' information-seeking skills and address their information needs to improve their academic performance.

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COMPETING INTERESTS

The authors declares that there are no financial or personal relationships that could have influenced the work reported in this study. The authors further confirm that no competing interests exist

IV. CONCLUSIONS

The study concludes that the Grade 10 students at UST-Legazpi have a high level of information-seeking behavior. It implies that students actively engage in information-seeking activities along with the frequent utilization of various information resources, particularly the internet and peers for their academic tasks. Students are highly aware of their information needs in both academic and personal/developmental information needs. Students also have a very high level of academic performance, especially when they are utilizing reliable information, completing academic tasks efficiently and doing class activity engagements.

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