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**INVESTIGATING THE INFORMATION NEEDS AND ACCESS
FACILITIES TO INFORMATION RESOURCES OF NURSING
STUDENTS OF BABOL ISLAMIC AZAD UNIVERSITY**

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ABSTRACT

Objective: The purpose of this study was to investigate the information needs and access facilities to information resources of nursing students of Babol Islamic Azad University in 2017.

Methodology: The present study was conducted through a survey method. A total of 100 people were enrolled in a census sampling from all university nursing students. Data were collected through a researcher-made questionnaire. Data were analyzed by SPSS software version 16 and Chi-square test.

Findings: Findings of the research show that the most important motivation and purpose of the students are to seek information, to do research and study. The findings also indicated that the Internet is the first priority of the target community in accessing information resources. The use of print books and searches on Google by respondents as the first choice to meet the information needs has been most widely used.

Conclusion: Based on the findings, accurate and timely information from existing and available sources of information by professional experts to learners improves their educational and research activities.

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INTRODUCTION

Information requirement is the desire of an individual or group to locate

and access information to meet a conscious or unconscious need. Behavior to meet their information needs is behavior that is called informational behavior[1]. Other definitions have been provided by experts for the information needs, including the recognition of a situation where the individual's knowledge of that position is not sufficient to meet a goal, or to identify the existence of doubt in one [2]. There is a distinction between the three concepts of demand, demand and information demand. The intelligence request is information that the person wants to have. Information demand is the information the person requests to receive it. In an ideal situation, the needs and demands of each of the three are consistent, but in the real world, in most cases this is not the case, and the person who is asking for information is not necessarily what he wants or needs [3]. The information needs are divided into four sections based on its intrinsic nature: 1- The actual level of undeclared information is also called visceral or internal need, in which there is a feeling of lack of ease, doubt, uncertainty; 2- The conscious need that exists in the form of a description in the mind; 3- Official requirement: officially expressed; 4- Compromised requirement: in practice, it is the same as the demand that is given to the information system [4]. Pislí knows the need for information from five factors: The extent to which information is accessible; the use of what is contained therein (information content); the background, motivation, occupational orientation, and other personal characteristics of the user; economic, political, social systems of the user; the implications and results of the application of information [5]. Belkin argues that information needs occurs when a person faces a "contradictory knowledge position" or an ASK in which the user is aware of an intolerable or heterogeneous position in his knowledge of the problem. Also, ignorance can be a factor in creating information needs. When an individual is not only aware of his own ignorance, but the desire to reduce the ignorance and distress that comes from it, information needs have been created [6]. Thus, in universities, education and research are two main functions that require the proper use of available knowledge and information. This process requires that the instructors recognize the information resources and the way in which knowledge and information are found, evaluate them and add to their knowledge. Given that the goal of information centers and libraries is to improve the information needs of users and to facilitate their access to up-to-date and accurate information, information from users to provide them with better services is considered a continuous activity [7]. The emergence of web-based databases has changed

the way people access information and uses it. Along with increasing user demand for electronic resources, the availability of Web-based databases has become a vital part of the research and learning landscape. Given the comprehensiveness and quality of the information in the databases, these resources are almost the most important and reliable sources of information for research and knowledge generation among academic users. Considering the importance of these resources in the production of credible knowledge in the country and the extensive investment of libraries in the field of providing these resources, the acceptance of these resources by the academic users and the effective productivity of them are of scientific and economic importance [8]. Today, the use of modern information systems has become an integral part of human life in the century. In the present day, the scientific communities enjoy a wide range of communication facilities, it is expected that researchers will update their knowledge of the undeniable impact of digital library and electronic resources on access to information and the development of research process. And, in any case, use the information in the digital library [9]. Educational needs assessment is to identify educational needs and grade them according to priority [10]. Students are considered to be the most important capital of any higher education institution and their empowerment in the field of job and career assignments makes the missions and goals of the educational institution well implemented [11]. Empowerment is the process of developing the necessary capacity to enable employees to create added value in an organization and to be effective and effective in the role and responsibility of the organization [12]. Nowadays, student education needs are an activity aimed at empowering them [13]. As it illustrates the educational gaps, and helps planners in effective decisions to fill these educational gaps [14]. In this regard, and during a study at King Faisal University in Saudi Arabia in 2010, the educational needs of students include topics such as: Teaching in small and large groups, clinical planning and education, development of learning resources, learners' evaluation, course evaluation, practical research, ethical and attitudinal values, decision making skills and communication and management skills [15]. Also, the results of the study on the educational needs assessment of Mirzaei Karzan and his colleagues at Ilam University of Medical Sciences showed that the priority of educational needs in the five areas of education and learning, educational evaluation, research, information technology and general domain, respectively were: Teaching methods, student evaluation method, writing in English, using electronic resources and writing scientific

texts in English [16]. Maryam Avizhgan et al. (2010) in a study titled "Prioritizing educational needs of clinical students of Isfahan University of Medical Sciences" showed that in six areas of executive-management, educational, research, personal development, health services and promotion of health and activities outside the university, the most important priority is to include: Time management, how to improve lifelong learning and self-learning in students, statistical analysis skills, English speaking instruction, how to record patient information, and how to provide education and counseling to society through mass media [17]. Also, Manouchehr Khoshbaten and colleagues in a study titled Needs Assessment of Students of Tabriz University of Medical Sciences (2014) showed that the most important priority of students' educational needs is student evaluation methods, and other needs, in order of priority, including: teaching-learning process, how to write scientific articles, educational evaluation, research in educational-health system, educational techniques, educational planning, appraisal, counseling and educational guidance, professional ethics and computer use in educational process [18]. In a survey of university students (Cave Hill (west indies), the most important titles were: Active learning in large groups, designing activities for teaching and assessment of teaching-learning styles, classroom management, development of educational process, course design, classroom assessment techniques and motivation in students [19]. Also, in a Kansas University Student Needs Assessment study, educational needs in different areas of priority include: Critical thinking skills (71.8%), active learning strategies (59%), increased motivation of learners (59%), updating students' knowledge and skills (59%), teaching skills - learning (51.3%), and using technology in the process of teaching-learning (51.3%) was announced [20]. Given that the accurate knowledge and analysis of educational needs is a prerequisite for a successful educational system and the first step in the planning of human resources training and the creation and guaranteeing the effective functioning of education and improvement, and if a need assessment is done properly, a more objective basis for determining the goals and the appropriate framework for organizing other important elements will be rooted in the focus of the priority needs

[21]. Therefore, the researchers intend to carry out educational needs assessment in different fields and present the results of planning and holding educational workshops with the aim of empowering students in 2017 in the Islamic Azad University of Babol.

METHODS

In this survey, a sample of 100 students from the Islamic Azad University of Babol has formed the target community. Data collection was done using a self-made questionnaire containing 18 questions. Each question contained sub-questions and a total of 65 separate questions were presented in the questionnaire. This questionnaire was evaluated after the development of health professionals. The questionnaire was distributed to the experts after the use of opinion and approval by the experts. The method of sampling was all and distributed to the entire population of the questionnaire. The collected data were analyzed by SPSS18 statistical software using descriptive and inferential statistics and Chi-square test at a significant level of 0.05.

Findings

Of the 100 students at the University, 63 (49%) male and 37 (41%) were women.

Table1. Distribution of the use of important centers in the supply of information by students/

Sources and Information Centers	First choice (percent)	Second choice (percent)	Third choice (percent)
Internet	81.4	5.8	2.8
Central library	28.4	36.3	35.3
Refer to the professor and ask for guidance	31.6	50	18.4
Hospital library	62.5	12.5	15

Most respondents chose the Internet as their first choice in using the most important source of information, and the lowest center used was the first choice for the central library (28.4).

Table2. Distribution of the rate of use of information resources by students

Information resources used	Often	Sometimes	Rarely	Never	Not familiar
Print journals	29.4	37.3	27.5	3	2.9
Printed book	64.7	23.5	4.8	2.9	4
Thesis	27.5	33.3	29.4	5	4.8

Information resources used	Often	Sometimes	Rarely	Never	Not familiar
pubmed	56.9	24.5	9.8	2.9	5.9
proquest	9.8	18.6	25.5	12.7	9.8
Books and electronic publications	27.5	15.7	19.6	13.7	9.8
magiran	28.4	32.4	9.8	2.9	26.5
Md consult	15.7	20.6	12.7	18.6	2.9
google	77.3	19.3	3.4	7.8	6
iranmedex	24.11	41.8	25.3	5.1	3.8
Science direct	45.7	24.7	17.3	8.6	3.7
scopus	35.7	21.4	26.2	13.1	3.6
ovid	24.7	21.2	22.4	27.1	4.7

The figures in the table above show that the most commonly used resource, which was often selected

by respondents, was Google's search engine, print books, scientific sites, Pubmed and Science Direct.

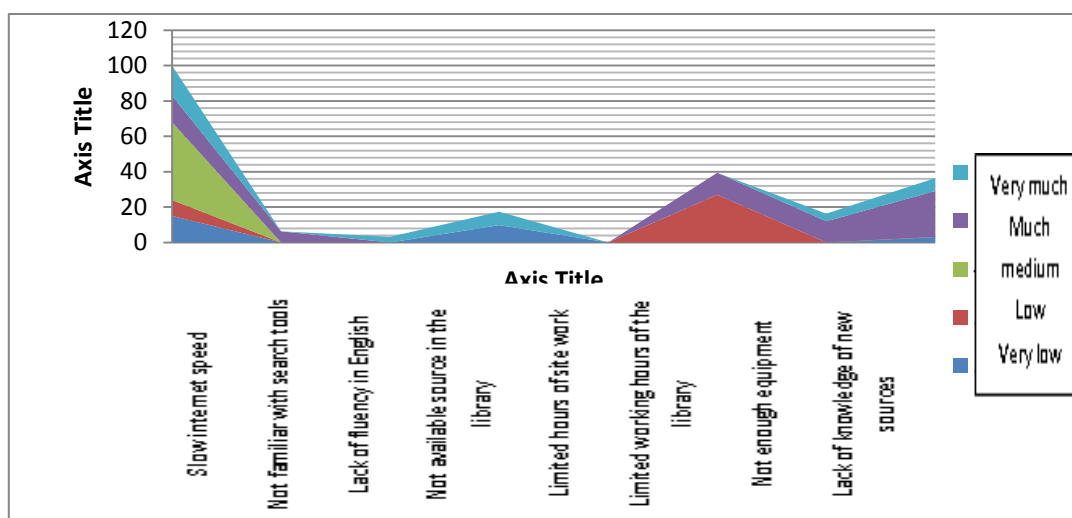


Figure 1. Distribution of barriers and difficulties in obtaining information by students

The major problems that were raised in accessing information sources from different aspects were low, medium and high responses. Most respondents, respectively, lack of knowledge of new resources, lack of library resources, lack of fluency in

English, and low speed Internet access in access to electronic resources, to a large extent, were presented as a problem of quick access to information resources (Diagram1).

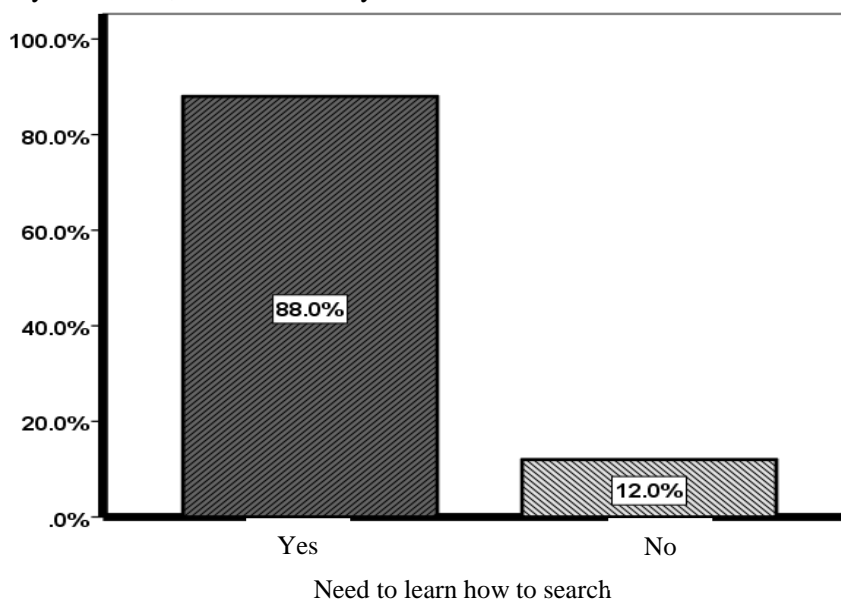


Figure 2. The distribution of the need for training in how to search information and familiarity with databases by students.

No statistically significant difference was found between the statistical population of the male and female ($P = 0.24$). There was no significant difference between the participation in scientific conferences and seminars and the adoption of new ideas among the statistical population with the value ($P = 0.58$).

DISCUSSION AND CONCLUSION

The results of the research indicate that the Internet is the first priority of the target community in accessing information resources. The use of print books and searches on Google by respondents as the first choice to meet the information needs has been most widely used. The availability of a printed book in the library and the easy way to search Google is probably due to the use of these resources. Science direct site and pubmed site are of great importance in providing the information needs of respondents. Perhaps most of the specialized journals at the Islamic Azad University of Babol have been subject to Science direct or maybe due to not being familiar with other sites, the use of other sites has decreased. These results, with a research carried out by Nicknam and Pishvae; found that students responded to databases, digital libraries, and library libraries to meet their information needs [22]. The majority of respondents considered the lack of knowledge of new resources, the lack of resources in the library, the lack of fluency in English and the low speed of the Internet, and the lack of familiarity with search tools are among the most important barriers to accessing information. These results are similar to the results of the Moradi Moghaddam researches of the study of the information needs of students in Shahid Chamran University of Ahvaz, Nour Alizadeh et al, Kiani, and Pishvai in Yazd University of Medical Sciences (22-24). The majority of people studying, participating in seminars and conferences, and the reason for participating in them, respectively, transfer the experiences and important works of others, new perspectives and ideas, learn new research from others, and identify professional professionals. The results of a study are consistent by Sayamin and colleagues at the universities of medical sciences in the north of the country showed that most university students at two universities believed that are helpful the scientific lectures, seminars and conferences are relevant for creating new ideas, familiarizing themselves with others' research, transferring experiences, communicating with others, creating new information and negotiating with others [25]. The results of this study are consistent with a study by Javad Bashiri titled "Studying the Information

Needs of Students at the Agricultural Research and Training Organization" regarding the use of information by students, research was first priority, conducting research projects in the second priority and updating specialized information in the third priority [26]. But it is not consistent with Akram Shiri's research in another study at the University of Bu-Ali Sinai in Hamedan observed that the students' motivation and motivation to seek information, increase the quality and teaching efficiency of the first priority and, accordingly, update the specialized information, compilation of books, articles, research projects and projects in the next priorities [27]. Therefore, accurate and timely information from existing and available sources of professional information to students will improve the educational and research activities.

Suggestions

- ❖ The Center of Studies will conduct training courses for newly-born students in accordance with their educational tasks and needs.
- ❖ Conducting workshops with regard to the target day, season, and time period of the target community.
- ❖ Use qualified professors to teach in workshops.

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