

Information Literacy Skills: Prerequisite for Library Resources Use by Public Secondary School Students in Oyo State, Nigeria



IJALMS 5.3, SEPT. 2025; 170-184

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Abstract

Literacy skills are very vital to knowledge acquisition and its competence." The use of library resources may not be accomplished without information literacy skills of users, because it plays a role in locating information resources in the library. It is also a dynamic skill that continuously evolves alongside technological advancements, requiring individuals to adapt to new information formats, platforms, and communication channels. Based on this, the study sought to: determine the Information literacy skills of public Secondary school students in Oyo State, Nigeria; examine the influence of information literacy skills on library resource use by students; determine the type of information resources used, and ascertain the purpose of library resource use by the students. The study adopted a survey research design with a population of 5325, with a sample size of 361, using Krejcie and Morgan's sample size formula, which was obtained via a stratified random sampling technique, to give an equal chance to each of the strata to be chosen. The Likert 5-point scale questionnaire was used to generate data, which were analyzed with the help of the Statistical Package for Social Sciences version 23. The findings showed that information literacy skills have a significant influence on library resource use by public secondary school students in Oyo State (Adj. $R^2 = 0.124$, $F(4,356) = 13.792$, $p < 0.05$). The findings also showed that novels, textbooks, and databases are the information resources used more, while most of the students use the library for the purpose of preparing for examinations, to read notes, and to prepare ahead of the class. The study concluded that Information literacy profoundly impacts libraries and information centers by empowering users, maximizing resource utilization,

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supporting research and scholarship, promoting collaborative learning, enhancing digital literacy, fostering critical thinking, and bridging the digital divide.

Keywords: *Information, Information Literacy, Information Literacy Skills, Library Resources, Library Resources Use*

Introduction

Information literacy is a critical skill needed in the digital age; it encompasses the ability to access, evaluate, analyze, and ethically use information from diverse sources. It goes beyond basic informational retrieval and involves a multifaceted understanding of information, including its context, credibility, and relevance. Information literacy is not tied to traditional libraries but extends to various digital platforms where volumes of information are available. A literate individual or student is empowered to navigate various information landscapes and can distinguish between reliable and unreliable sources, including having the ability to assess the quality and credibility of information. The information literate person is not just a consumer but an active participant in creating and disseminating knowledge, understanding the ethical considerations of information use, and contributing meaningfully to the broader intellectual discourse.

The information literacy skill is defined as the ability to plan and source information without any barrier (Nwabueze, Emuchay & Ogaraku, 2022). Similarly, the American Library Association (2000), defined information literacy as the ability to recognize when information is needed and the ability to locate, evaluate, and to effectively and judiciously use of information needed. In other words, information literacy is the capacity of people to recognize their information needs; locate and evaluate the quality of information; store and retrieve information; make effective and ethical use of information, and apply information to create and communicate knowledge

Information literacy skills, which are sometimes referred to as media literacy or digital literacy skills which refer to the ability to identify, assess, organize, utilize, and communicate information in any format. Though these skills are important in a wide range of situations, they are particularly valuable when evaluating the quality and credibility of a website, attributing credit to a source, acquiring new knowledge, solving a problem, or making a decision, which is essential for functioning effectively in the workplace.

In the field of Library and Information Science, literacy skills are fundamental to knowledge acquisition and academic competence (Sahabi, Efe, & Bukar, 2021). The effective use of library resources is closely linked to users' information literacy skills, which are crucial for locating and utilizing relevant materials within the library. Although libraries house a wide range of resources, only students who are information literate can identify and access materials that effectively meet their information needs (Ladele, Madukoma, & Alegbeleye, 2022). Possessing skills such as effective search strategies, source evaluation, and proper citation practices are key components of information literacy, which can significantly enhance students' academic performance by facilitating better use of library resources. These Information Literacy Skills (ILSs) are therefore considered a critical factor that may influence the utilization of library materials. Given that information literacy is essential for academic success, its impact cannot be overstated. As Malanga (2017) notes, information literacy skills encompass a range of competencies that empower users to become lifelong, independent learners.

These competencies include critical thinking, ethical information use, computer literacy, media literacy, library literacy, and effective communication.

In essence, information literacy skills are understood as the abilities one acquires to become information literate. Prakash and Naik (2020) describe these skills as the capacity to recognize when information is needed and to know how to obtain, evaluate, and use that information effectively. Technological advancements in information and communication technology have significantly increased the volume of available information resources; consequently, many secondary school libraries now offer Internet access. However, Osinulu (2020) points out that without the requisite knowledge and abilities to use modern technologies, potential users often fail to take advantage of these resources. This underlines the importance of skill acquisition programs designed to enhance students' information literacy (Aduba, Obot, & Baro, 2022). Moreover, as libraries continue to integrate and procure electronic information resources, it becomes essential for users to demonstrate strong information literacy competencies to ensure effortless access and retrieval. This perspective is further supported by research from Prangya and Rabindra (2017), which indicates that variables such as computer self-efficacy and information literacy skills can significantly influence users' attitudes towards the efficient use of electronic information resources.

The underutilization of electronic information resources can often be attributed to low computer self-efficacy, which reduces users' willingness to engage effectively with the secondary school library's digital offerings. Additionally, a lack of robust information literacy skills may limit individuals' capacity to ethically acquire and utilize information. Obianuju and Osuafor (2023) emphasize that the ability to locate and retrieve information is a transferable skill that benefits students in future endeavors and enhances the fruitful use of virtual learning resources. They argue that contemporary academic success hinges on the ability to investigate the digital world, making it essential for students to engage effectively with the electronic resources available in secondary school libraries. In this regard, Babarinde and Adesina (2023) propose that students must not only learn but also practice the information literacy skills required for the efficient use of various digital technologies, thereby enabling them to access and harness these valuable source materials.

Concept Analysis, Explanations and Discussion

Concept of Information Literacy

Information literacy is a dynamic skill that continuously evolves alongside technological advancements, requiring individuals to adapt to new information formats, platforms, and communication channels. Educational institutions and libraries play a critical role in fostering information literacy by equipping learners with the essential skills to thrive in an increasingly information-rich society. According to Azubuiké (2016), information literacy is a competence a set of skills that enables an individual to interact with information through various resources to make well-informed, rational decisions. In practical terms, it encompasses the ability to access, evaluate, organize, and use information effectively in order to learn, solve problems, and make informed choices in both formal and informal settings, whether at work, home, or in educational environments.

The Objectives of Information Literacy

The objectives of information literacy outline a comprehensive skill set crucial for navigating the complexities of the information age. By mastering these objectives, individuals transform from passive consumers of information into active contributors within a global knowledge society. Educational institutions, libraries, and information professionals have pivotal roles in advancing these goals, ensuring that information literacy remains a cornerstone competency in our interconnected world. In embracing these objectives, individuals can navigate the vast seas of information with confidence and discernment while upholding ethical and responsible use.

As outlined by Vellaichamy (2013), the key objectives include, but are not limited to, the following:

- **Effective Information Access:** Ability to locate relevant information sources across diverse platforms.
- **Critical Evaluation:** Skill in assessing the quality, credibility, and relevance of information.
- **Efficient Organization:** Competence in categorizing and managing information for easy retrieval.
- **Creative Application:** The Capability to apply information creatively to solve problems and generate new knowledge.
- **Ethical Use:** Commitment to using and sharing information ethically and responsibly.

These objectives serve not only as a framework for individual development but also underscore the importance of embedding information literacy education into curricula and library programs, thereby enabling learners to contribute meaningfully to a global community of knowledge

Relevance of Information Literacy

One of the relevant aspects of information literacy is to equip the information-literate students or individuals to develop the ability to navigate the complexities of the information landscape, make informed decisions, solve problems, and actively participate in a knowledge-driven society. These abilities empower individuals to be critical thinkers, lifelong learners, and responsible users and creators of information. An information-literate individual possesses the skills, knowledge, and attitudes necessary to effectively navigate, evaluate, and utilize information in various contexts. Ability to develop the skills to identify information needs, access information from diverse sources, critically evaluate the credibility and relevance of information, analyze and synthesize information to derive meaningful insights, and ethically and responsibly use and communicate information. Information-literate individuals can utilize various tools and technologies to search, retrieve, organize, and present information. It makes a critical thinker who can discern reliable sources from misinformation and disinformation, and actively evaluate and question the information they encounter. Information-literate individuals are lifelong learners, continuously seeking new knowledge and adapting to evolving information landscapes. They are empowered to make informed decisions, solve problems, and participate in a knowledge-driven society.

The abilities of information-literate individuals include:

1. **Identifying information needs:** Information-literate individuals can clearly recognize when they need information and articulate their requirements. They can define the scope and purpose of their information needs, which guides their search and evaluation processes.
2. **Accessing information:** Information-literate individuals possess the skills to locate and access information from various sources. They are proficient in using search engines, library catalogs, databases, and other resources to retrieve relevant information efficiently.
3. **Evaluating information:** Information-literate individuals can critically evaluate information sources for their credibility, accuracy, relevance, and bias. They can assess the authority of the authors or publishers, examine the evidence presented, and determine the overall quality and reliability of the information.
4. **Analyzing and synthesizing information:** Information-literate individuals can analyze and synthesize information from various sources to derive meaningful insights. They can identify patterns, connections, and relationships between different pieces of information and integrate them into a coherent understanding of the topic or issue at hand.
5. **Applying information effectively:** Information-literate individuals are skilled at applying their acquired information to fulfill specific tasks or objectives. They can use the information to solve problems, make informed decisions, develop arguments, and support their ideas or claims.
6. **Ethical information use:** Information-literate individuals understand and adhere to ethical considerations when using information. They respect copyright laws, intellectual property rights, and fair use principles. They give proper attribution to sources, avoid plagiarism, and use information ethically and responsibly.
7. **Communication and information sharing:** Information-literate individuals can effectively communicate and share information with others. They can present information clearly and coherently, cite sources accurately, and engage in collaborative discussions and knowledge sharing.
8. **Lifelong learning:** Information-literate individuals embrace a lifelong learning mindset. They possess the skills and motivation to seek new knowledge continuously, adapt to changing information environments, and engage in ongoing learning and self-improvement.

Why is information literacy highly needed?

The need for information literacy arises from the digital age's ever-expanding and rapidly changing information landscape. In today's society, where information is readily accessible through various sources and platforms, information literacy has become essential for individuals to navigate, evaluate, and effectively use the wealth of information available. The key reasons highlighting the need for information literacy by Vellaichamy (2013) include:

- Information literacy equips students or individuals with the skills to navigate this information overload, allowing them to efficiently locate, evaluate, and utilize information that meets their needs
- Empowers students to discern fact from fiction, evaluate sources for accuracy and bias, and make informed judgments about the quality of information

- Information literacy plays a crucial role in enabling individuals to make informed and evidence-based decisions
- It enables students to engage in informed discussions, contribute to public debates, and participate actively in democratic processes such as voting and advocacy.
- It equips individuals to adapt to changing technologies, acquire new knowledge, and engage in continuous personal and professional development
- Helps individuals maintain integrity, uphold academic and professional standards, and contribute to a culture of ethical information use.
- Ethical information use-oriented
- Developing responsible digital citizenship
- Enhances individuals' employability and improves their professional growth and success
- It promotes equal opportunities for education, employment, and civic engagement.
- It encourages individuals to question and challenge existing knowledge, engage in critical thinking, and contribute to creating and disseminating new knowledge.

The need for information literacy arises from the abundance of information, the prevalence of misinformation, the necessity for informed decision-making, the importance of democratic participation, the demand for lifelong learning, and the ethical considerations associated with information use. By developing information literacy skills, individuals are better equipped to navigate the information landscape, critically evaluate sources, make informed decisions, and actively engage in society.

Media of Information Literacy

These media of information literacy encompass a range of skills and competencies necessary for students or individuals to navigate, evaluate, and utilize information effectively in the digital age. Developing proficiency in these literacies enables individuals to adapt to new technologies, critically analyze information across different media, and make informed decisions in an increasingly digital and media-rich society. Some of the key media of information literacy include:

- **Media Literacy:** Media literacy focuses on understanding and critically evaluating media messages and forms of communication. It involves analyzing and interpreting various media formats, such as print, television, radio, film, and digital media.
- **Computer Literacy:** Computer literacy encompasses the skills and knowledge required to use computers and related technologies effectively. It involves understanding basic computer operations, such as turning on/off the computer, using input devices like keyboards and mice, and managing files and folders
- **Network Literacy:** This focuses on understanding and utilizing computer networks, particularly the Internet. It involves skills such as using web browsers to access information online, conducting effective online searches using search engines, understanding website structures and URLs, and utilizing online communication tools like email and instant messaging
- **Digital Literacy:** It encompasses many skills and competencies to navigate and utilize digital information effectively. It includes understanding digital tools, software, and applications, and being able to use them for various purposes

- **Visual Literacy:** This refers to the ability to interpret, analyze, and create visual representations of information. It involves understanding visual elements such as images, charts, graphs, diagrams, maps, and infographics

Influence of Information Literacy in the Library and Information Center

The influence of information literacy in libraries and information centers is profound, shaping these institutions' core functions and missions in the digital age. It bridges the gap between the vast reservoir of information and the patrons seeking knowledge. In an era marked by information abundance, the ability to navigate, critically evaluate, and effectively use information is essential. Libraries and information centers, traditionally repositories of knowledge, are transformed into dynamic hubs of learning and exploration by integrating information literacy. The influence is evident in how these institutions curate resources, design user-centric services, and empower individuals to become adept information navigators. Information literacy not only enhances academic research and learning capabilities but also reinforces the role of libraries as facilitators of lifelong learning and intellectual engagement.

The influence of information literacy in libraries and information centers is significant and transformative. Information literacy enhances the effectiveness of these institutions in several ways, such as:

1. **Empowering Users:** by equipping users with the skills to effectively access, evaluate, and utilize information resources. Users become self-sufficient in their information needs, reducing their dependence on library staff and enabling them to make informed decisions. This empowerment leads to a more engaged and active user community.
2. **Maximizing Resource Utilization:** It ensures that library and information center resources are utilized to their full potential. This maximizes the value and impact of the resources within the institution.
3. **Enhancing Research and Scholarship:** Users with strong information literacy skills can conduct comprehensive literature reviews, critically evaluate research findings, and effectively communicate their research through appropriate citation practices. This leads to the production of high-quality research and promotes scholarly engagement within the institution.
4. **Collaborative Learning and Teaching:** Librarians and information professionals can actively engage with users to provide instruction on information literacy skills, helping them develop the necessary competencies to navigate and utilize information effectively. This collaboration promotes a lifelong learning culture and supports library users' academic success.
5. **Promoting Digital Literacy:** This is particularly important in the digital age, where vast information are available online. Digital literacy ensures that users can navigate online databases, search engines, and other digital platforms confidently and responsibly.
6. **Fostering Critical Thinking:** Information literacy encourages critical thinking among users within libraries and information centers. This critical thinking ability enhances their analytical skills, enabling them to make informed judgments and decisions based on credible and trustworthy information.
7. **Bridging the Digital Divide:** Information literacy programs in Libraries and information centers help bridge the digital divide by providing access to digital

technologies and teaching digital skills to underserved communities. This ensures that students from all backgrounds have equal opportunities to access and utilize information resources, empowering them in their educational, professional, and personal pursuits.

Library

The library is known for the assemblage of knowledge in its entirety. The library provides scholarly and non-scholarly writings that exist in print and in non-print format, carefully selected to meet the needs of the users. Libraries accommodate information resources required by the different groups of users. School library, also known as school media centre, is a library established to serve the information needs of nursery, primary, and secondary school students and teachers (Ashikuzzaman, 2024). A school library is a specialised learning environment within a school that provides access to a broad range of educational resources, including books, magazines, digital media, and other reference materials (Idhalama, Abdullahi & Abubaka, 2020). Secondary school libraries prepare students for higher education by introducing them to research skills, academic resources, and the importance of effective information management (Nzewi, 2023). Beyond academic support, libraries instill in students the value of lifelong learning. They encourage students to explore their interests, pursue self-study, and develop a behaviour of curiosity that extends throughout their lives. The library in a secondary school is an essential component of the learning environment. It supports academic development, promotes reading, nurtures critical thinking and research skills, and enriches the cultural and social experiences of students. It equips them with the tools and knowledge they need for academic success and personal growth. (Chukwuji, Nwankwo, Gadanga, Sule & Yusuf, 2017). Based on the above, the study sought to:

Objective of the study

The main objective of this study is to investigate how information literacy is a critical skill needed in the digital age by secondary school students in Oyo State, Nigeria. The specific objectives are to:

- (1) Determine the Information literacy skills of public Secondary school students in Oyo State, Nigeria
- (2) Examine the influence of information literacy skills on library resource use by students in public Secondary school students in Oyo State, Nigeria.
- (3) Examine the type of information resources used by public Secondary school students in Oyo State, Nigeria;
- (4) Ascertain the purpose of library resources used by students in public Secondary schools in Oyo State, Nigeria; and

Hypothesis

The null hypothesis was tested at a 0.05 level of significance

H₀1 Information literacy skills have no significant influence on the use of library resources by students in public secondary schools in Oyo State, Nigeria.

Methodology

A survey research design was adopted for the study. The population of the study comprised all registered 5,325 of Senior Secondary School (SSS3), students from Ibadan North Local Government Areas in Oyo State, Nigeria from 36 senior secondary schools

selected. The respondents who participated in the study were all registered (SSS 3) students of the selected public secondary schools, irrespective of gender, age, or religion, because they are considered to have more library experience than other range of students in the secondary school. The sample size of 361 was obtained via a stratified random sampling technique to give an equal chance to each of the strata to be chosen.

Data Analysis, Results and Discussion of Findings

Table 1 Information Literacy Skills

Information literacy skills	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Mean	SD	
Identification					3.41	0.779	
I can identify useful information resources	238(65.9)	110(30.5)		13(3.6)	3.59	0.678	
I can compare information from various sources	205(56.8)	139(38.5)	6(1.7)	11(3)	3.49	0.684	
I can identify various view points of the topic from textbook	188(52.1)	131(36.3)	25(6.9)	17(4.7)	3.36	0.808	
I make use of information techniques such as search engines and online databases for studying.	184(51)	133(36.8)	27(7.5)	17(4.7)	3.34	0.812	
I am able to identify the quality of a textbook good enough for my study	191(52.9)	111(30.7)	32(8.9)	27(7.5)	3.29	0.914	
Searching					3.34	0.899	
I am confident in using phones/ electronic tools to search for information	201(55.7)	137(38)	7(1.9)	16(4.4)	3.45	0.744	
I am aware of search techniques (Boolean operators, truncation, etc.) to enhance my search process.	235(65.1)	65(18)	34(9.4)	27(7.5)	3.41	0.939	
I am proficient in using search tools to find relevant information (e.g. databases).	202(56)	102(28.3)	29(8)	18(7.8)	3.32	0.921	
I am proficient in using computer devices to search for books and online databases	209(57.9)	83(23)	43(11.9)	26(7.2)	3.32	0.943	
I am skilled in constructing effective search queries to obtain accurate and useful results	168(46.5)	130(36)	27(7.5)	36(10)	3.19	0.951	
Evaluation					3.31	0.868	
I always evaluate the correctness of information before using them in mywork.		201(55.7)	114(31.6)	22(6.1)	24(6.6)	3.36	0.868
I can distinguish between correct and		188(52.1)	126(34.9)	31(8.6)	16(4.4)	3.35	0.816

unreliable information on textbooks and electronic resources.							
I consider the currency and relevance of information when assessing its quality.	187(51.8)	111(30.7)	47(13)	16(4.4)	3.30	0.859	
I read a textbook that follows syllabus and curriculum	190(52.6)	117(32.4)	23(6.4)	31(8.6)	3.29	0.923	
I read a textbook that is detailed with perfect information	176(48.8)	133(36.8)	27(7.5)	25(6.9)	3.27	0.875	
Application					3.29	0.886	
I am confident in applying the information I gather/read to solve problems.	191(52.9)	131(36.3)	26(7.2)	13(3.6)	3.39	0.774	
I always apply all ideas gathered in my assignments and examinations	203(56.2)	100(27.7)	49(13.6)	9(2.5)	3.38	0.811	
I effectively use the information resources retrieved in my library to do my assignments and update notes	197(54.6)	109(30.2)	20(5.5)	35(9.7)	3.30	0.951	
I gathered information for practical application	179(49.6)	117(32.4)	38(10.5)	27(7.5)	3.24	0.919	
I Integrate new information into my class note	165(45.7)	116(32.1)	45(12.5)	35(9.7)	3.14	0.976	
Overall Mean					3.34	0.858	

Source: Researcher's field work (2024)

Decision rule: if mean is 1-1.74= very low, 1.75-2.49= low, 2.5-3.24=high, 3.25-4.00=very high

Responses on level of information literacy skills of senior secondary school students in Ibadan North LGA are presented on Table 1. From the overall mean, it can be deduced that the level of information literacy skill of the students is very high on a 4-point scale (*Overall Mean* =3.34, *SD* = 0.858). This implies that students in senior secondary schools in the LGA of study are highly information literate based on the data collected. The result further explains that respondents' information identification was also very high (*M*=3.41), as well as information searching (*M*=3.34), information evaluation (*M*=3.31), and application (*M*=3.29). Under identification, the respondents agreed that they can identify useful information resources (*M*=3.59), and compare information from various sources (*M*=3.49), as well as identify various view points of the topic from a textbook (*M*=3.36). On searching for information, the respondents agreed that they are confident in using phones/electronic tools to search for information (*M*=3.45), they are also aware of search techniques (Boolean operators, truncation, etc.) to enhance their search process (*M*=3.41), and are proficient in using search tools to find relevant information (*M*=3.32). in the same vein, the respondents on evaluation, indicated that they always evaluate the correctness of information before using them (*M*=3.36), as they can distinguish between correct and unreliable information on textbooks and electronic resources (*M*=3.35), while evaluating, they consider the currency and relevance of information when assessing its quality (*M*=3.30). Lastly, on application, the respondents indicated that they are confident in applying the information they gather/read to solve problems (*M*=3.39), they always apply all ideas gathered in their assignments and examinations (*M*=3.38), as well as effectively use the information resources retrieved in their libraries to do their assignments and update notes.

Table 2 Influence of information literacy skills on use of library resources

Variables	B	Std. Error	B	T	Sig.	R ²	Adj. R ²	F (df)	Anova Sig.
(Constant)	27.873	2.817		9.896	.000	.134	.124	(4, 356)	.000
Identification	.838	.231	.268	3.637	.000			13.792	
Searching	.208	.230	.076	.906	.366				
Evaluation	-.157	.250	-.057	-.628	.530				
Application	.303	.269	.112	1.127	.260				

Dependent Variable: Use of Library Resources

The result on the test of the influence of information literacy skills on library resources use by senior secondary school students in Oyo State is presented on Table 4. The result revealed that information literacy skills had significant influence on use of library resources of senior secondary school students (*Adj. R*² = 0.124, *F*(4,356) = 13.792, *p* < 0.05). This implies that the indicators of information literacy skills accounted for 12.4% variation in public secondary students’ use of library resources and that the remaining 87.6% can be accounted for by variables not included in this model. The study further revealed that identification ($\beta = 0.268$, $t(356) = 3.367$, $p < 0.05$) had significant influence on students’ use of library resources. However, searching ($\beta = 0.076$, $t(356) = 0.906$, $p > 0.05$), evaluation ($\beta = -.057$, $t(356) = -0.628$, $p > 0.05$), and application ($\beta = 0.112$, $t(356) = 1.127$, $p > 0.05$), were found to have no significant influence on students’ use of library resources. The null hypothesis is therefore rejected and restated thus: Information literacy skills have significant influence on use of library resources by students in public secondary schools in Oyo State, Nigeria.

Table 3 Types of Library Resources Used

Resources	Never (%)	Rarely (%)	Occasionally (%)	Always (%)	Mean	SD
Novel	73(20.2)	57(15.8)	62(17.2)	169(46.8)	2.91	1.196
Text Books (Print textbooks)	78(21.6)	79(21.9)	51(14.1)	153(42.4)	2.77	1.208
Databases	112(31)	97(26.9)	80(22.2)	72(19.9)	2.31	1.112
Cartoons	186(51.5)	72(19.9)	43(11.9)	60(16.6)	1.94	1.140
Atlas	168(46.5)	100(27.7)	63(17.5)	30(8.3)	1.88	0.979
Newspaper (Print)	181(50.1)	89(24.7)	51(14.1)	40(11.1)	1.86	1.034
Electronic-books	224(62)	89(24.7)	32(8.9)	16(4.4)	1.56	0.832
Overall mean					2.18	1.07

Source: Researcher’s field work (2024)

Decision rule: if mean is 1-1.74= not used, 1.75-2.49= rarely used, 2.5-3.24=highly used, 3.25-4.00=very highly used

The result as presented in Table 2 shows the types of information resources used by senior secondary class 3 students in Ibadan north LGA. The result revealed that novels (*M*=2.91), and textbooks (*M*=2.77) were highly used information resources. It also revealed that databases (*M*=2.31), cartoons (*M*=1.94), Atlas (*M*=1.88), and newspaper (*M*=1.86), were rarely used, while electronic books (*M*=1.56), were not used. This could mean that what is available to the students were the resources used as in the case of novels and textbooks.

Table 4: Purpose of Library Resources Use

Purpose of Library Resources Use	Never (%)	Rarely (%)	Occasionally (%)	Always (%)	Mean	SD
To prepare for exams	18(5)	60(16.6)	54(15)	229(63.4)	3.37	.931
To revise my notes	35(9.7)	81(22.4)	65(18)	180(49.9)	3.08	1.052
For studying ahead of the class	52(14.4)	74(20.5)	56(15.5)	179(49.6)	3.00	1.132
To read and relax	44(12.2)	69(19.1)	105(29.1)	143(39.6)	2.96	1.037
For doing my assignments	66(18.3)	61(16.9)	63(17.5)	171(47.4)	2.94	1.172
Personal development	66(18.3)	68(18.8)	74(20.5)	153(42.4)	2.87	1.153
Overall mean					3.04	1.079

Source: Researcher's field work (2024)

Decision rule: if mean is 1-1.74 = very low, 1.75-2.49 = low, 2.5-3.24 = high, 3.25-4.00=very high

The purposes for use of library resources are presented on table 3 The result revealed that students use library resources to prepare for exams ($M=3.37$), revise their notes ($M=3.08$), study ahead of the class ($M=3.00$), to read and relax ($M=2.96$), for doing their assignments ($M=2.94$), and for personal development ($M=2.87$).

Discussion of the Findings

Research question One determined the level of information literacy skills of students in public Secondary schools in Oyo State, Nigeria. The results obtained from the descriptive analysis revealed that the level of literacy skills was rated to be very high as most of the students strongly agreed that they were able to identify, search, evaluate and apply their literacy skills in the use of library resources respectively. The findings obtained in this study are similar to what Ladele et al. (2022) got in their study on information literacy skills and library use by JSS 111 students in Sagamu Local Government, Ogun State, Nigeria. From another perspective, Ekong and Ekong, 2018, Victor-Aigbodion, 2022 and Fakunle, 2023 obtained lower values among other category of students in their studies conducted on literacy proficiency. This present study establishes the fact that the senior secondary schools 3 have information literacy skills and as such can use it effectively in the selection of library resources.

The findings of this study align with the findings of Nwankwo (2023) that established a positive relationship between information literacy skills possessed by the students and their use of library resources. The ability to identify and search for relevant information to meet the current study need facilitate library use by students in public secondary schools in Oyo State.

Research question three identified the types of Information resources used by students in public secondary schools in Oyo State, Nigeria. The result as analysed in this study indicated that the types of information resources used more by students in public Secondary schools in Oyo State, Nigeria are novel, textbooks and databases while electronic books were the least used information resources. This study finding is quite similar to the findings of Okeuhie et al. (2021) which revealed that the most used information resources is textbooks although majority of the students never used electronic-books.

Research question four found out the purpose for which information resources are used for by students in public secondary school in Oyo State. The result obtained reveal that information resources were used for the purpose of preparing ahead of examination,

studying ahead of the class and to revise notes while the least purpose of using the information were used for personal development. Thus, it could be deduced that the main purpose for the use of information resources by the public secondary students in the study area is for examination preparation. The study findings is quite different from the findings of Israel (2020), Jamogha et al., (2021) who conducted a study on library resources use and effectiveness by secondary school students at Oyemekun Grammar School, Akure, Ondo State and availability and utilisation of library information by students in selected secondary schools in Ondo West Local Government Area, Ondo State, Nigeria, respectively. In these studies, the main reason for the students' use of library resources were to acquire knowledge and do class assignments while only 8.0% and 46.88% showed interest in using library resources for examination preparation respectively. The difference may be attributed to the structure of the schools, personal quest for additional knowledge by the students and enlightenment of the students in the study areas.

Conclusion

Information literacy profoundly impacts libraries and information centers by empowering users, maximizing resource utilization, supporting research and scholarship, promoting collaborative learning, enhancing digital literacy, fostering critical thinking, and bridging the digital divide. By integrating information literacy initiatives, libraries and information centers can effectively fulfill their mission of providing access to information and supporting lifelong learning in their communities.

Recommendations

1. The secondary school administration in collaboration with the school library board should ensure the availability and accessibility of electronic resources required for senior secondary school students in Oyo State, Nigeria.
2. Teachers and school librarian should promote the use of library resources in public secondary schools for personal development.
3. The school management should organise book club that will encourage the students in public secondary school desire to read in order to develop themselves at early years before proceeding to higher institution.

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