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August 2020

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UTILISATION AMONG SECONDARY SCHOOL STUDENTS IN
LAGOS STATE, NIGERIA** Information Literacy Skills and Media
Resource Utilization among Secondary School Students in Lagos
State, Nigeria.

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Amusan, Blessing and Lawal, Olayide Wasiu PhD, "INFORMATION LITERACY SKILLS AND MEDIA RESOURCE UTILISATION AMONG SECONDARY SCHOOL STUDENTS IN LAGOS STATE, NIGERIA Information Literacy Skills and Media Resource Utilization among Secondary School Students in Lagos State, Nigeria." (2020). *Library Philosophy and Practice (e-journal)*. 4109.
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**INFORMATION LITERACY SKILLS AND MEDIA RESOURCE
UTILISATION AMONG SECONDARY SCHOOL STUDENTS IN
LAGOS STATE, NIGERIA**

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Abstract

This study assessed the information literacy level and media resource utilization among the secondary school students in Lagos State, Nigeria. Using a survey research design, questionnaire was used as the main instrument for data collection. Data was collected from 1,119 SSS2 students across 17 secondary schools from 3 educational districts in Lagos State, Nigeria. Findings showed that highest number of the respondents (25.8%) were from 10 -11 years, while the least (17.4%) were from age 14-15 years, while 53.6% were male and 46.4% were female. The finding revealed that secondary school students in Lagos State, Nigeria have moderate information literacy skills. Using the criterion mean of 2.50 as benchmark, the results showed that the respondents possessed some level of identification of information needs and information retrieval with the weighted mean of 2.60 and 2.56 computed for the two indicators respectively. The findings also showed that information literacy skills contributed immensely to media resource use among the respondents and there was a significant relationship between information literacy skills and media resource use of the students as $r = 0.22$, $p < .05$. The study recommended that there is need for students to acquire in-depth information literacy skills to be able to analyze and evaluate information gathered from the media resources; school authorities and other concerned stakeholders in Nigeria should incorporate subjects on information skills development into the schools' time table; and there is also the need for training and re-skilling of Teacher-librarians across the secondary schools.

Keywords: Information literacy, media resource, secondary schools

Introduction

Information comes through various sources and formats and are used to accomplish different purpose, depending on the user and the situation that triggered the search or the need for such information. However, generally, information is often used for planning, decision making and completing a given task. One of such formats of information is the media resource. Media resources, according to Reitz (2019) are mostly non-print information materials which may include films, slides, CD-ROM or other multimedia sources that blend texts, images and sounds together such as video recordings, computer software and graphics. Media resources can also include realia, television, radio, games etc. Media resources are good source of learning to the students as they contain information that can be visualized by the students to aid recalling. This is corroborated by Olajojo (2012) who argues that the importance of utilisation of media resources in schools is to provide guidelines for restructuring secondary educational curriculum in order for students to have better understanding of themes and topics in the high school curriculum. For students to use the media resource effectively, they need information literacy skills.

According to the Wesleyan University (2018), information literacy skills is an essential skill in the quest for knowledge. It is the ability to identify when information is needed and the ability to “efficiently locate, accurately evaluate, effectively use, and clearly communicate information in various formats”. ILS would develop students' independence, reduce dependence on teachers and promote student-centred learning, such that the students would be able to get adequate knowledge of things (Sasikala and Dhanraju, 2011). This will create in them a higher responsibility towards their own learning, which would help them become creative, analytical, efficient and dynamic learners and thinkers, rather than merely regurgitating facts provided by teachers. The acquisition

of ILS will afford the students the opportunity to choose the information that is best from the available media resources in order to take good decisions.

In addition, ILS are a major prerequisite for life-long learning. To become a life-long learner, students need to develop some set of skills to learn how to be independent learners and be a teacher to oneself. ILS will equip the students with critical thinking and problem-solving skills that would enable them to be a better person in the society. ILS will enhance students' ability to accomplish scholarly works such as researching, or finding useful information for their class works or assignments.

Information literacy is very relevant to secondary school students in some ways. Apart from assisting the students in their day to day academic activities, it also enables them to retrieve the right information needed to complete a given task or assignment. The rate of availability of information in this digital era is quite worrisome. It also comes in different formats that poses challenges about their accessibility and retrieval. Therefore, there is a need for skills which will enable students locate the appropriate information and have the ability to access them, using appropriate technology, and making ethical use of the information resources (Onuoha and Molokwu, 2016). The skill should also empower the students to be able to make good choices from the number of available information and integrate such information into their knowledge base for educational or personal reasons.

Statement of the problem

It is expected that students have unrestricted access to information resources which may come in various formats and may be useful for educational and informational purposes. Such information resources include media resource which are veritable learning aids. Also, to have smooth access to such media resource, it is expected that the students possess basic and adequate information literacy skills.

However, personal observation has shown that many secondary school students do not possess necessary information literacy skills to use the media resources available to them. The reasons for this may include lack of exposure to necessary ICT skills, non-availability of information literacy instructions, among other factors. This can lead to poor media resource use which may translate to low academic performance and inability to contribute meaningfully to the development of the larger society. Therefore, this study was necessary to assess the information literacy skills of the secondary school students in Lagos State Nigeria, and how it affects their use of media resources.

Research Questions

This study was guided by the following research questions:

- i. What is the level of information literacy skills possessed by Secondary School Students in Lagos State, Nigeria?
- ii. What is the contribution of information literacy skills to media resource utilisation?

Hypothesis

The following hypothesis were tested at 0.05 level of significance

H_{01} : There is no significant relationship between information literacy skills and media resource use among secondary school students in Lagos State, Nigeria.

Methodology

This study adopted a survey research design. The population of the study was made up of all the Senior Secondary School Two (SSS2) students in Lagos State, Nigeria that spread across 312 Secondary Schools in the six education districts of the State. The sample for the study were selected across 17 secondary schools from three educational districts (See Table 1). A total of 1,119 SSS2 students were randomly selected as sample for the study. Data for the study were collected through a structured questionnaire and direct observation. Descriptive analysis technique was used to analyse the data while linear regression technique was adopted in testing the hypotheses.

Table 1: Sample size for the Study

District II, Maryland	Total Population of SS2 Students	Sample size (30% of SS2 students)
Keme Balogun Senior Grammar School, Ikorodu	125	36
Majidun Senior Grammar School, Majidun	128	38
Immaculate Heart Comprehensive Senior High School	135	41
Eva Adelaja Senior Girls Secondary School, Somolu	122	67
Muslim Senior College, Oworonsoki	181	54
Total	941	283
District V, Agboju	Total Population of SS2 Students	Sample size (30% of SS2 students)
Ajigbada Girls Senior Grammar School, Ajigbada	126	44
Eric-Moore Senior High School, Eric Moore	157	77
Gbaja Girls Senior High School, Gbaja	186	62
Hebert Macaulay Senior Girls Secondary School	129	69
Lagos City Senior College, Yaba	222	97
Obele Community Senior High School Surulere	148	65
Surulere SSS, Surulere	146	50
Total	1544	464
District VI	Total Population of SS2 Students	Sample size (30% of SS2 students)
Agidingbi Senior Grammar School, Ikeja	264	109
Community Senior High School, Wasimi-Ikeja	172	81
Opebi Senior Grammar School, Ikeja	192	61
Isolo SSS, Isolo	211	63
Okota Senior Secondary, Okota-Isolo	192	58
Total	1241	372
Grand Total	3726	1119

Findings and discussion

Demographic variables

Table 2: Age and gender distribution of the respondents

Age	10 to 11 years	145	25.8
	12 to 13 years	108	19.2
	14 to 15 years	98	17.4
	16 to 17 years	99	17.6
	18 years and above	113	20.1
	Total	563	100.0
Gender	Male	302	53.6
	Female	261	46.4
	Total	563	100.0

From Table 2, it is evident that the highest number of the respondents (25.8%) were from 10 -11 years, while the least (17.4%) were from age 14-15 years. Also, the number of male respondents (53.6%) were more than the number of the female respondents (46.4%).

Level of information literacy skills possessed by Secondary School Students in Lagos State, Nigeria

Respondents were asked to indicate their level of information literacy using a 4 Point scale of ‘Strongly Agree’, ‘Agree’, ‘Disagree’ and ‘Strongly Disagree’. The result is presented in Table 3.

Table 3: Level of information literacy skills possessed by Secondary School Students in Lagos State, Nigeria

Items	SA	%	A	%	D	%	SD	%	Mean	Std. Dev.
Identification of information needs										
I am confident to learn from my information solving experience and improve my information literacy skills.	29	5.1	310	55.0	169	30.0	57	10.1	2.75	.923
I have the ability to choose the one that best suits my information needs.	0	0.0	197	35.0	309	54.9	57	10.1	2.45	.725
Weighted Mean									2.60	
Information retrieval skills										
I can find information in the library.	28	5.0	367	65.2	112	19.9	56	9.9	2.75	.831
I can use a lot of resources to do research at the same time.	28	5.0	309	54.9	169	30.0	57	10.1	2.65	.726
I can use the library catalogue to find resources in the library.	0	0.0	226	40.1	309	54.9	28	5.0	2.45	.742
I have the ability to use search index and electronic database	0	0.0	281	49.9	141	25.0	141	25.0	2.40	.625
Weighted Mean									2.56	
Identification of sources of information										
I feel able to use a variety of printing resources (such as books, journals, etc.)	56	9.9	282	50.1	141	25.0	84	14.9	2.65	.669
I am confident to carefully evaluate the information.	57	10.1	281	49.9	113	20.1	112	19.9	2.50	.864
I have the ability to start a search strategy	28	5.0	309	54.9	169	30.0	57	10.1	2.45	.916
I am able to identify various potential sources of information	113	20.1	112	19.9	5	10.1	181	49.9	2.35	.573
Weighted Mean									2.49	

Key=Strongly Agree (SA=4) Agree (A=3) Disagree (D=2), Strongly Agree (SD=1)

Table 3 revealed the level of information literacy skills among the respondents. This was considered under three indicators viz: identification of information needs, identification of sources of information and retrieval of information skills. The identification of information needs results shows that majority of the respondents indicated they had confidence to learn from information solving experience and improve information literacy skills (Mean (Mean)= 2.75) while few respondents indicated they had possession of competency in selecting the most appropriate information to their information needs (Mean= 2.45).

The study showed that majority indicated that they were able to locate information in the library (Mean= 2.75) and have competency to use search indexes and electronic databases (Mean= 2.40). The respondents were also asked about information literacy skills relating to identification of sources of information. Majority of the respondents indicated they had competency to use different kinds of print sources (such as books, periodical et cetera) (Mean= 2.65) as well as confidence to evaluate information critically (Mean= 2.50).

Also, using the criterion mean of 2.50 as benchmark, it can be deduced from the result that the respondents possessed some level of identification of information needs and information retrieval with the weighted mean of 2.60 and 2.56 computed for the two indicators respectively. It can further be drawn from the result that the major information literacy skills possessed by the SSSs students are ability to locate information in the library, confidence to learn from information solving experience and improve information literacy skills, competency to use different kinds of print sources (such as books, periodical et cetera), ability to use many resources at the same time to make a research and confidence to evaluate information critically.

Contribution of information literacy skills to media resource utilisation

Table 4 shows the result of the relative contributions of the independent variable to the dependent variable. One of the indicators of information literacy skills which is information retrieval skill was found to be the leading contributor to media resource utilisation ($\beta = 0.224$, $t = 3.625$, $p < 0.05$) and closely followed by identification of sources of information skill ($\beta = 0.181$, $t = 1.522$, $p > 0.05$), identification of information needs skill ($\beta = 0.173$, $t = 1.411$, $p > 0.05$) Media resources preference ($\beta = 0.152$, $t = -1.057$, $p > 0.05$) while Media resource access ($\beta = 0.113$, $t = 0.984$, $p > 0.05$) was the least contributor to media resource utilisation. This shows that information literacy skills contribute immensely to media resource use among the respondents.

Table 4: Contribution of information literacy skills to media resource utilisation

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	(B)	Std. Error	Beta		
Constant	12.395	0.848		14.624	0.000
Identification of information needs skill	0.205	0.381	0.173	1.411	0.000*
Information retrieval skill	0.595	0.164	0.224	3.625	0.000*
Identification of sources of information skill	0.362	0.138	0.181	1.522	0.029*
Media resources preference	-0.118	0.108	0.152	-1.057	0.027*
Media resources access	0.018	0.042	0.113	0.984	0.000*

Key: * = significant

Testing of hypotheses

H₀₁: There is no significant relationship between Information Literacy Skills (ILS) and Media Resource Utilization (MRU) among SSS Students.

Table 5: PPMC results showing the relationship between information literacy skills and media resource utilization among the respondents

Variable	N	Mean	Std.	r	Sig
Media resource utilization	566	55.63	28.57	0.226*	.000
Information literacy skills	566	5.05	1.63		

Table 5 shows the relationship between information literacy skills and media resource utilization among the respondents. From the table, it is evident that there was a significant relationship between media resources utilisation and information literacy skills of the participants ($r = 0.22$, $p < .05$), hence, the null hypothesis was accepted.

Discussion

The finding revealed that secondary school students in Lagos State, Nigeria have moderate information literacy skills. Invariably, the secondary school students who are not information literate may not be able to relate with available media resources within and outside their domain.

According to the findings, major information literacy skills possessed by the students is the ability to locate information in the library. The moderate information literacy level of the respondents is in agreement with the findings of Chorun, Tsegba and Tor-Akwer (2015) who found moderate information literacy skills among students, the findings further revealed that students have the ability to identify potential sources of information, integrates new information into an existing body of knowledge and uses it for problem solving. This also supports the findings of Malliari, Togia, Stella, and Ilias (2014) that students have problems in locating and evaluating information for school work.

Ramzan and Singh (2010) in their study emphasised that since students found information literacy skills essential, it is therefore important to equip them with the important information and communication technology tools that support accessibility and utilisation of available media resources among secondary school students. However, this finding negates that of Adeyemi (2017) who found in his study that greater majority of secondary school students did not have the necessary information literacy skills to search and find information, despite their ability to recognise when they need information. Mezbah-ul-Islam and Ahmed (2011) who in their study found that information literacy skills among students of rural secondary school is low and that majority of the students have little or no knowledge about library and they do not use it as a source of information.

The findings also revealed that information literacy skills contributed significantly to media resource utilisation among SSS Students. This supports the findings of Adetimirin and Ojetola (2008) that the media resources utilisation among students are predicted by factors such as availability, accessibility and information literacy skills of students. This is also in line with the findings of Odede and Zawedde (2018) who in their study revealed that students' ability to utilise media resources is largely influenced by their information literacy competency.

The findings further revealed that there is a significant relationship between information literacy skills and media resource use of the students. This is in line with Gross and Don Lathan (2009) findings that possession of adequate information literacy skills is key to media resource use by the university students and suggested the design and implementation of information literacy programmes for students to enable them utilise media resources effectively. This is also supported by Kiyngyere, Kiyngi and Baziraake (2012); Ekenna and Mabawonku (2013); Okon, Etuk and Akpan (2014) and Adeleke and Emeahara (2016) who in separate studies reported significant relationship between utilisation of media resources and information literacy skills.

Conclusion

The study concludes that students in the secondary schools in Lagos, Nigeria have some required information literacy skills. Also, information skills of the Secondary School Students contributed significantly to the use of media resources available to them. In addition, it was discovered that there was a significant relationship between the level of information literacy skills possessed by the students and the use of media resources available to them. This translates that for effective use of media resources among the students, information literacy skills are required.

Recommendations

Based on the findings of this study, the followings are hereby recommended:

1. There is need for students to acquire in-depth information literacy skills to be able to analyze and evaluate information gathered from the media resources for beneficial purposes. Beyond being able to critically evaluate the media resources on its own merits, information literacy skills would allow SSS Students to place media resources into a larger context by understanding the structures and realities that affect media resources.
2. School authorities and other concerned stakeholders in Nigeria should incorporate subjects on information skills development into the schools' time table. This can only be done with school library employment of qualified personnel for school library media centres.
3. There is also the need for training and re-skilling of Teacher-librarians across the secondary schools to equip them with required modern skills necessary to function in the 21st Century School Media Resource Centres, and function in line with the international best practices in such area.

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