

To cite this article: Ladele, M., Madukoma, E., & Alegbeleye, G. (2022). Information Literacy Skills and Library Use by JSS111 Students in Sagamu Local Government, Ogun State. *Information Impact: Journal of Information and Knowledge Management*, 13:1, 51-63, DOI <https://dx.doi.org/10.4314/ijikm.v13i1.5>

To link to this article: <https://dx.doi.org/10.4314/ijikm.v13i1.5>

Information Literacy Skills and Library Use by JSS 111 Students in Sagamu Local Government, Ogun State, Nigeria

¹Morolayo Ladele

¹Ezinwanyi Madukoma

¹Gabriel Alegbeleye

¹Department of Information Resources Management, Babcock University, Illisan-Remo, Ogun State, Nigeria

Abstract

The library is an important infrastructure for enhancing learning, teaching and research; as the hub of all academic activities, the library is dedicated to inspiring cognitive brilliance. The study investigated information literacy skills, and, library use by JSS III Students in Sagamu Local Government area, Ogun State, Nigeria. The study adopted the survey research design with a population consisting of 4283 Junior Secondary School Students (JSS III) in 11 private secondary schools in Sagamu local Government area in Ogun State. Sample size was 354 copies of questionnaire and data collected were analyzed using descriptive and inferential (Multiple regression) statistics. The study concluded that information literacy skills is a good predictor of library use as it is important to have the necessary skills to be able to identify and locate relevant information sources and use them to satisfy one's information needs.

Keywords

Information Literacy Skills, Library Use, Junior Secondary Schools, Literacy

CONTACT Morolayo Ladele, Ezinwanyi Madukoma and Gabriel Alegbeleye rolayoladele@gmail.com

2022 The Authors Published with License by Information Impact



Introduction

An academic environment is a place for teaching, learning, research, and knowledge creation. The library is a vital infrastructure for enhancing learning, teaching, and research, and as the hub of all academic activities, the library is established for provoking intellectual excellence. In any educational set-up such as the academic environment, apart from human resources, books and other reading materials are considered as major Information resources that are utilized in the process of attaining educational goals (Olaotan & Onifade, 2016). Thus, the effective utilization

of information resources in the library is critical to students' overall academic achievement. Information resources in the library are those resources that the libraries acquire, catalogue, stock and make available to patrons. There is the common view that because libraries can play important role in the academic achievement of students, therefore libraries are source through which knowledge is enhanced and they play a unique role in personality grooming of the students. Libraries are commonly considered essential for educational, social and national progress. The number of people in libraries may be a good indicator of the reading culture of that society (Oyelude, 2015). Therefore, The collection should support the curriculum through information resources, whether in physical or digital formats. Similarly, Olajojo (2013) noted that adequate library resources play an effective role in secondary education in Nigeria. It is a tool of man's knowledge and experiences stored in useful format to aid the learning of the academic community.

Studies have shown that there is a strong connection between the students' use of school library and their academic performance. Students that use the school library often perform better in test and examination than students who fail to use the school library. The major finding of these studies is that students with access to well-supported school library media programme with a qualified school library media specialist scored higher on reading assessments regardless of their socio-economic status (Lonsdale 2013). Aina, Okusaga, Taiwo and Ogundipe (2011) opined that several organizations and institutions including the library have taken steps to encourage and promote reading culture among Nigerians.

There are numerous resources or materials in the library but only a student who is information literate can access the right material that will satisfy his or her information need. According to the Association of College and Research libraries (2002), information literacy skills is a set of abilities requiring individuals to recognize when information is needed and can locate, evaluate, and use effectively the needed information. An information literacy skill is focused on content, communication, analysis, information searching, and evaluation. It is a vital ability for the modern information-intensive world, enabling personal, economic, social and cultural development. Literacy can be described as the ability that one possesses to read and write. It can still be referred to as the ability that one needs to derive meaning from the written word. Types of literacy are audiovisual literacy, print literacy, computer literacy media literacy, web literacy, technical literacy, functional literacy and library literacy. An information literacy skill is quite different from the above; it is a combination of all these concepts but goes beyond them. Information literacy skills are the kind of skills that students need to locate retrieve, select, record, organize and present information from variety of source. Information literacy skills are necessary for students because they would be able to effectively sieve through and identify relevant and reliable information that they get from any source for their related work. In many secondary school, school libraries are supposed to be in the best position of imparting information literacy skills to the students. The connection between information literacy skills and library use is important because information literacy skills could assist in the effective use of

library resources. Hence, the needs to possess the required technical skills to search for, select, synthesize and use information to accomplish a given task or fulfil a purpose.

Statement of the Problem

There has been a general dissatisfaction with the falling standard of education in Nigeria with its attendant effect of increase in failure rate in external examinations. This can be connected with the fact that students may not be using the library resources to enhance their academic activities, as past studies have established low library use. Could this low library use be as a result of lack of information literacy skills. Previous studies have also established that students with high information literacy skills perform well in their academics. Inability of the school library to fulfill its functions among which are: to systematically provide information resources required for the schools educational programmes, assist students in acquiring and improving their information literacy skills as well have accounted for low patronage and poor attitude towards library use by the students ,Observations, by the reseacher and studies show poor Library usage in Secondary Schools (Shabi & Adeagbo 2015) Students' failure to use the school library and its' resources may have a negative effect on their academic performance. This non-use of library could lead to examination, test and quizzes failure to mention a few, Studies have showed that information literacy skills could enhance the use of library, that is, Students could search for tools in their study and be able to use the Library resources with the required information literacy practices (Omeluzor, Bamidele, Onuoha, & Alarape 2013). Several studies have been carried out on the variables of this study in combination with other variables; however, none to the knowledge of the researcher have been conducted combining the variables of this study especially in the study location. Therefore, this study examined information literacy skills as factors influencing library use of Junior secondary school students in Sagamu local government Ogun State, Nigeria.

Objective of the Study

The broad objective of the study is to investigate information literacy skills; study habits and Library use of junior secondary school 3 students in Sagamu local government of Ogun State, Nigeria. The specific objectives are as follows to:

1. find out the Purpose of library use of junior secondary school students in Sagamu local government of Ogun State, Nigeria.
2. determine the frequency of library use by junior secondary school students in Sagamu local Government of Ogun State, Nigeria.
3. examine the information literacy skills level of junior secondary school students in Sagamu local government of Ogun State, Nigeria;

Research questions

The study addressed the following questions:

1. What is the purpose of library use of junior secondary school students in Sagamu local government of Ogun State, Nigeria?

2.What is the frequency of library use by junior secondary school students in Sagamu local government of Ogun State, Nigeria?

3.What is the level of information literacy skills of junior secondary school students?

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. Information literacy skills will not have significant influence on library use by junior secondary school students in Sagamu local government of Ogun State, Nigeria.

Scope of the study

This study focused on information literacy skills, and library use of students in selected private secondary schools in Sagamu local government Ogun State Nigeria. The respondents were JSS III students in the private secondary schools in Sagamu local government, township Ogun State. The population is limited to JSS III students because JSS I are just newly admitted to high school and JSS II are just settling down. The study measured library use in terms of available library resources, how students search for library materials, purpose of library use and frequency of library use.

Students' information literacy abilities were tested while they sought information, Task definition, Synthesis, Evaluation, Use of information, Location and Access, information and how to utilize information in a productive manner. The reason for selecting JSS III students is to expose them early to seeking information resources readily available in the library to encourage them to learn how to solve and improve literacy skills, hence, imbibe the confidence to know how to evaluate and interpret all sources of information, and grow into using library at the early stage of their life. It is a general assumption that private secondary schools should have a standard library built in the school premises for the use of their students, compared to the Public Secondary School libraries. The target population for the study are JSS III students who are randomly selected for the study, they are Advanced Breed Comprehensive College, Bade Unik Secondary School, Christ the Redeemers College, Crestville College, Integrity Comprehensive College, Regal New Height College, and Remo Methodist High School all in Sagamu Local government, Ogun State, Nigeria.

Significance of the Study

This study is motivated by the need to establish the influence of information literacy skills, on library use by junior secondary school students in Sagamu local government of Ogun State, Nigeria. The outcome of the study could lead to good library use of the students as the findings of this study will help school management and policy makers and stake holders to redirect resources to ensure the provision of well-equipped school library media centers as an essential component of the school system which would influence library use in students.

One of the objectives of this study is to establish how information literacy skills can influence library use among students, this research will further determine if the students need information literacy skills training programme and it could enable policy makers and school librarians to incorporate information literacy skills programme into the school curriculum. Lastly the study

would contribute to the body of existing literature in the field of school librarianship and serve as reference for future researchers by providing theoretical and conceptual framework.

Literature Review

In the early years of the twentieth century, library use formed an indispensable arm in the learning and teaching process particular at the secondary school level which is a vital foundation level in the whole education cadre (Eghosa 2011). The library is usually referred to as an information center where current books and other related materials are kept for use (Owolabi, 2010) but, a study conducted on the use of school library resources in Singapore, MAJID (2005) revealed that students and their teachers alike generally do not use their school libraries and various information resources effectively due to the inadequacy of their libraries in terms of education materials and structural conduciveness

Qun and Onwuebufie (1997) in a study of library use affirmed that obtaining a book or article is the most important reason for using the library, followed by studying for a test, using the online facilities, and reading a textbook. Tella, Owolabi & Attama (2009), in a similar study found out that the most common use of the library by students is for reading. The finding in this case is in agreement with Oke (1996) in Aina et al (2011) who asserts that people read for self-improvement, pleasure and relational and a feeling of pride and prestige. It is however in contrast with the findings of Abidin: Pour Mohammed & Lean (2011) that students read mostly to pass. Oyediran (2004) stated that the use of school libraries depended on the availability, accessibility and the utilization of the users desire for information sources, but, Bernard & Frankwell (2014) report that the most frequently used library information sources by secondary school students are only books and novels, therefore Aguolu and Aguolu (2002) noted that for any school library to flourish in any society, the economy must be sufficiently vibrant and government must commit funds to its development, furthermore, Okiy (2000) States that it is essential for school library resources to be made available and utilized by users so that learning can take place for the overall development of the country.

The concept of information literacy was first conceived by Zurkowski in 1974, who was an international prosperity lawyer (Badke, 2010). Information literacy as proposed by Zurkowski was viewed from problem solving approach, however the concept has gradually evolved in the field of library studies. Currently, information literacy is undergoing a paradigm shift from the library perspective whose main focus is on information seeking or receiving to a new emphasis on production and presentation of information. Information literacy skills are crucial to the use of library by secondary school students because it will enable them to source for relevant information that could boost their study habits. In their research on the auditing of information literacy skills of Singapore secondary school students, Majid Chang and foo confirmed that information library science were taught to students right from their younger age and that a number of information library competencies were incorporated into textbooks of various subjects at different grade level (Chang et al 2014). In the study carried out on the effect of integrating

information literacy skills into science instruction in Malaysia by Chen, and Ma, two seventh-grade classes (age 12-13) from a public Junior high school in Taiwan were selected and student were divided into experimental and control groups both groups were taught by the same teacher while the experiment group had information literacy curriculum infused with information literacy skills, the control group received traditional lecture- oriented. The finding revealed that the experimental group performed better (Chen, Chen &Ma, 2014)

Information Literacy skills are an integral part of a successful academic career (Oakleaf & Owen, 2010) the acquisition of basic information skills is essential to academic success in the 21st Century because information is produced in quantum quantities. In addition Grafstein (2002) emphasises that information literacy skills teacher's student about topic, content, research practices and information retrieval systems that are typically applied in an interdisciplinary manners. The importance of information literacy skills among the students cannot be ignored in the contemporary academic environment and this has been recognised and accepted by majority of the students (Sasikala & Dhanraju, 2011) Anderson (2011) found a connection between information literacy skills and functional literacy, according to him, if the schools intend to prepare students to function with efficiency and pleasure in this 21st century, they need to catch up to this longer spectrum with appropriate information literacy skills.

The resources of a library can influence its use (Agboola & Bamigboye, 2011). Osinulu cited in Agboola and Bamigboye (2011) reported low use of library resources by students due to lack of awareness. It was further emphasised that students must have access to library resources to ensure maximum use. Agboola and Bamigboye (2011) reported that library resources are being used by the students in the pursuit of their academic activities, though under utilisation of the library resources was also established. Purpose for which students use the library has been documented in research. Studying is the procedure of getting information from prints that is information stored in written materials (magazines, newspapers, books). Mace (2002) opines that study is an organized gaining of intelligence and an interpretation of information and ideologies that calls for memorizing and usage. According to Adedoja (2011) information literacy skills can assist a student to develop an informal understanding of the nature of media resources in education and take control of the use of media resources, while Kellener and Share (2005) observed that information literacy skills helps in developing lifetime learning by making sure that students have the intellectual ability of reasoning which is central to the higher education mission.

Brief (2011) emphasized that the information explosion menace requires that students of nowadays must be information literate and possess the essential information literacy skills that would allow them survive. To Tyner (2011), as students practice how to question media and other information, they begin to internally question information every time it appears in the environment without a prompt from the teacher; hence, developing their information literacy skills. Information literacy skills also emphasize students' creative formats, including school newspapers, vide, yearbook, public service announcements, narrative films, music video, film scripts, advertising, song lyrics, magazine articles, website and more.

Methodology

Survey research design was adopted for this study. The population comprised of 4,283 JSS-111 students of 124 private secondary schools in Sagamu local government, Ogun State, Nigeria.

The sampling technique adopted for the study was purposive sampling in order to determine the reliability of this instrument, a pre-test was conducted using 30 JSS III students in Illishan-Remo, Ogun State. The data collected was analysed using cronbach alpha co-efficient and SPSS v.21 was used for the analysis and was measured at 0.05 significant levels.

Result

Research question one: What is the purpose of Library use of junior secondary school students in Sagamu local government of Ogun State, Nigeria?

Table 4.2: purpose of library use by students

Purpose of library use	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Mean	SD
I use the library for pleasure reading	151(44.4)	134(39.4)	36(10.6)	19(5.6)	3.23	.856
I use the library when I have examination	107(31.5)	136(40)	64(18.8)	33(9.7)	2.94'	.948
I use the library for assignment	58(17.1)	92(27.1)	121(35.6)	69(20.3)	2.41	.996
I write notes in the library	32(9.4)	54(15.9)	147(43.2)	107(31.5)	2.03	.923
I visit the library to while away time	31(9.1)	58(17.1)	87(25.6)	164(48.2)	1.87	1.00 2
I go to the library to meet with friends	8(2.4)	18(5.3)	113(33.2)	201(59.1)	1.51	.706

Source: field work,

The result in table 4.2 reveals that the purpose for which students use the library is for pleasure reading (mean=3.23), and for examination preparation (mean=2.94). The result also reveals that majority of the students do not use the library for assignments (mean=2.41) and for writing notes (mean=2.03.). The respondents also mentioned that they use the library to have access to text books, discover new things/knowledge, get information, and keep one busy.

Research Question Two :What is the frequency of library use by junior secondary school students in Sagamu local government of Ogun State, Nigeria?

Table 4: 3Frequency of library use based on library services

Frequency of Library Use	Very frequently (%)	Frequently (%)	Occasionally (%)	Never used (%)	Mean	SD
Reading novels	151(44.4)	98(28.8)	60(17.6)	31(9.1)	3.09	.990
Having group study/reading	141(41.5)	98(28.8)	56(16.5)	45(13.2)	2.99	1.054
I devote extra time to thoroughly learn a certain subject	117(34.4)	134(39.4)	57(16.8)	32(9.4)	2.99	.944
I make use of library to expand the scope of my study	121(35.6)	110(32.4)	66(19.4)	43(12.6)	2.91	1.025
I have a private time table	146(42.9)	74(21.8)	57(16.8)	63(18.5)	2.89	1.153
I schedule my time to cover all subjects	121(35.6)	87(25.6)	91(26.8)	41(12.1)	2.85	1.042

I study in the library everyday	104(30.6)	65(19.1)	125(36.8)	46(13.5)	2.67	1.052
Reading library information notebooks.	91(26.8)	98(28.8)	83(24.4)	68(20)	2.62	1.083
Searching for library materials	66(19.4)	125(36.8)	85(25)	64(18.8)	2.57	1.007
Participating in reading literacy programmes	78(22.9)	106(31.2)	76(22.4)	80(23.5)	2.54	1.087
Borrowing books in the library	93(27.4)	87(25.6)	47(13.8)	113(33.2)	2.47	1.210
Using the catalogue	64(18.8)	102(30)	73(21.5)	101(29.7)	2.38	1.100
Consulting Librarian for reference services	61(17.9)	97(28.5)	81(23.8)	101(29.7)	2.35	1.088
I use to do my assignment in the school library	44(12.9)	62(18.2)	86(25.3)	148(43.5)	2.01	1.067
Using the internet services	42(12.4)	49(14.4)	54(15.9)	195(57.4)	1.82	1.087
Grand Mean					2.61	

Source: field work, Decision rule: If mean is 2.5-3.49= frequently used, 3.5-4.0=Very frequently used

The grand mean in table 4.4 indicates that the library base on the services is frequently used (mean=2.61. SD=1.065). The result further reveals that the respondents visit the library frequently to read novels (mean = 3.09), have group study/reading (mean = 2.99), devote extra time to thoroughly learnt a certain subject (mean = 2.99), and use the library to expand the scope of study (mean = 2.91). They also frequently do have a private time table (mean = 2.89), schedule their time to cover all subjects (mean = 2.85), study in the library everyday (mean = 2.67), read library information notebooks (mean = 2.62), search for library materials (mean = 2.57) and participate in reading literacy programs (mean = 2.54). The result also reveals that students do not frequently borrow books in the library (mean = 2.47), use the catalog (mean =2.38), consult librarian for reference services (mean = 2.35), and also does not frequently use the library to do their assignment (mean= 2.01) and use the internet services (mean = 1.82). This trend suggests that the students use school library more for pleasure, personal development and learning.

Research question three: What is the level of information literacy skills of junior secondary school students?

This section presents the respondents view on their information literacy skills

Table 4.4: responses on information literacy

Information literacy Statement	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Mean	SD
Information Seeking Strategies					3.27	.797
I can search for information by subject, author, title, language, and date	168(49.4)	132(38.8)	31(9.1)	9(2.6)	3.35	.755

I am competent in initiating search strategies	159(46.8)	131(38.5)	42(12.4)	8(2.4)	3.30	.774
I can decide where and how to find the information I need	155(45.6)	127(37.4)	48(14.1)	10(2.9)	3.26	.807
I can limit search strategies by subject, language and date	142(41.8)	133(39.1)	48(14.1)	17(5)	3.18	.854
Task Definition					3.22	.774
I am able to define the information I need	138(40.6)	162(47.6)	32(9.4)	8(2.4)	3.26	.725
I am able to identify a various sources of information	136(40)	160(47.1)	29(8.5)	15(4.4)	3.23	.782
Work with classmates outside class to prepare class assignment	136(40)	142(41.8)	49(14.4)	13(3.8)	3.18	.817
Synthesis					3.21	.776
I feel confident to learn from my information solving experience and improve my information literacy	136(40)	154(45.3)	38(11.2)	12(3.5)	3.22	.779
I can identify a variety of potential sources of information	129(37.9)	163(47.9)	35(10.3)	13(3.8)	3.20	.773
Evaluation					3.16	.850
I can assess information	159(46.8)	132(38.8)	35(10.3)	14(4.1)	3.28	.811
I feel confident to assess information critically	125(36.8)	154(45.3)	40(11.8)	21(6.2)	3.13	.848
I can interpret the visual information (i.e graph, tables, diagram)	121(35.6)	153(45)	38(11.2)	28(8.2)	3.08	.891
Use of Information					3.09	.883
I feel confident to use different kind of print sources(such as books, Periodicals)	149(43.8)	135(39.7)	42(12.4)	14(4.1)	3.23	.821
I can use electronic information sources	131(38.5)	143(42.1)	41(12.10)	25(7.4)	3.12	.888
I am competent to use search indexes and electronic databases	126(37.1)	127(37.4)	62(18.2)	25(7.4)	3.04	.921
I am able to use many resources at the same time	106(31.2)	143(42.1)	64(18.8)	27(7.9)	2.96	.905
Location and Access					3.08	.855
I am to locate resource in the library using library catalog	120(35.3)	152(44.7)	50(14.7)	18(5.3)	3.10	.839
I am able to locate information sources in the library	123(36.2)	141(41.5)	60(17.6)	16(4.7)	3.09	.849
I am competent in selecting the most appropriate information needed	119(35)	147(43.2)	51(15)	23(6.8)	3.06	.877
Grand Mean					3.17	.827

Source: Field work, 2020 Decision rule: if mean is 1.5-2.49= low, 2.5-2.99= average/moderate, 3-3.49=high, 3.5-4.0=Very high

The grand mean in table 4.6 indicates that information literacy skill of junior secondary students was high (mean=3.17, SD=.827) However, because the threshold was not met, the score was not very high. This therefore implies that the information literacy skills of the students need to be

enhanced. The result further explains that the respondent's information seeking strategies (mean=3.27),

Task definition skill (mean=3.22) ability to synthesize information (mean=3.21) evaluation skill (mean=3.16) ability to use information (mean=3.09) location and access skill (mean=3.08) were all high. The respondents further explained that they were highly skilled to search for information by subject, author, title, language, and date (mean=3.35), they are also highly competent in initiating search strategies (mean=3.30). However, they indicated they are moderately able to use many resources at the same time (mean=2.96).

Hypothesis one: There is no significant influence of information literacy skills on library use of junior secondary school students in Sagamu local government of Ogun State, Nigeria

Table 4.9: regression analysis on influence of information literacy skills on library use

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	3936.622	6	656.104	12.363	.000
Residual	17672.940	333	53.072		
Total	21609.562	339			
Dependent Variable: Library use, R=.427, R ² =.182, Adj. R ² =.167					
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	32.718	3.188		10.263	.000
Task definition	.894	.272	.188	3.294	.001
Information seeking strategies	.969	.204	.265	4.751	.000
Location and access	.569	.245	.135	2.325	.021
Use of information	.098	.192	.030	.512	.609
synthesis	-.273	.386	-.044	-.707	.480
evaluation	-.067	.243	-.017	-.274	.784

The regression analysis result in table 4.9 reveals that information literacy skills ($F(6,333) = 12.363$, $R^2 = .182$, $P < .05$) has significant influence on the library use of JSS III students. The coefficient of determination implies that information literacy skills has only 18.2% ($R^2 = .182$) influence on library use of the students. With the evidence presented, the null hypothesis is hereby rejected and restated thus: There is significant influence of information literacy skills on library use of junior secondary school students in Sagamu local government of Ogun State, Nigeria.

On the relative contribution of information literacy skills constructs to library use, the result revealed that task definition ($\beta = .188$, $t = 3.294$, $P < .05$), information seeking strategies ($\beta = .264$, $t = 4.751$, $P < .05$), and locating and accessing information ($\beta = .135$, $t = 2.325$, $P < .05$) have significant influence on library use; while use of information ($\beta = .030$, $t = .512$, $P > .05$), synthesis ($\beta = -.044$, $t = -.707$, $P > .05$), and evaluation ($\beta = -.017$, $t = -.274$, $P > .05$) did not have any influence on the library use of the students.

Discussion of Findings

The finding of this study revealed that the purpose for which students use the library is for pleasure reading, and examination preparation. This confirms the finding of Tella *et al* (2009), who in a similar study found out that the most common use of the library by students is for reading. This finding also corroborates that of Mohammed and Lean (2011) that students read mostly to pass examination. The result also reveals that majority of the students do not use the library for assignments and for writing notes. The finding of Agyekum and Filson (2012) that students use library resources and services to supplement their class notes, assignment and helped them in examination preparation also supports the finding of this study.

Another finding of this study is that the library is frequently used and this is done mostly for reading novels. This finding confirms the report of Bernard and Frankwell (2014) that the most frequently used library information sources by secondary school students are only books and novels. The services of school library will be incomplete if the students do not use the library as that is the most important aspect of a library's establishment. It is not only for the school to have a library and the library equipped with resources but for those resources to be used by the expected users. Ogunbote and Odunewu (2008) also reported that reading of personal books/lecture notes and doing assignments are the major purposes for which students frequently make use of library resources. Ojebode's (2008) research findings also revealed that majority of the students in both public and private schools in Nigeria use the library for the purpose of reading and studying for examination. Research has also shown that the ability to effectively utilize library resources heavily depends on students' ability to deploy all the study skills acquired in their educational journey. The skill of scanning through books and other publications in the library is critical to discovering useful and relevant materials without wasting precious time on irrelevant document.

Another finding of the study is that, the regression analysis result reveals that information literacy skills has a significant influence on the library use of junior secondary school students and with this evidence presented, the null hypothesis is hereby rejected and restated that there is significant influence of information literacy skills on the library use of junior secondary school students in Sagamu Local government area in Ogun State, Nigeria. The result also shows that information literacy skills contribution to library use reveals indicators like Task definition, information seeking strategies and locating & accessing information have significant influence on library use.

Conclusion

This study examined the influence of information literacy skills on library use of junior secondary school students in Sagamu local government area, Ogun State, Nigeria. This study established that the library is used frequently for the purpose of pleasure reading and preparation for examination. It also established that the information literacy level of the students was high. This study therefore concluded that information literacy skill is a good predictor of library use as it is important to have the necessary skills to be able to identify and locate required information

and information sources as well as have the ability to evaluate and use them to satisfy ones information needs. This also implied that the frequent use of the library will be opportunities to improve on required skills to enhance and maximize library visits.

Recommendations

Based on the findings of the study the following recommendations are made:

1.The purpose for which students used the library were for pleasure reading and preparation for examination, this does not cover all aspects of their study activities, hence, it is recommended that the school management should ensure that students make proper use of the library by assigning tasks to be carried out in the library.

2. The students use the school library frequently but not very frequently and this can be said to be not daily. Hence, this study recommends that students should engage in daily use of the library which can be achieved by assigning a portion of their free time to library visit in order to keep abreast with new developments in their study area and improve their information literacy skills.

3. Level of information literacy of the students was high but not very high hence, there is room for improvement of information literacy skills of the students. It is therefore recommended that information literacy subjects be inculcated into the curriculum of the school.

References

- Olaotan & Onifade, (2016). Library resources factors as predictors of reading habit among secondary school student in Ogun State, Nigeria Catheine Enobong Olaotan & Ayodeji Onifade.
- Olaajo, P.O. (2013). Influence of availability and teachers' utilization of library-media resources on students' cognitive achievement in secondary school social science subjects in Oyo State, Nigeria. A PhD Thesis submitted to the Department of Library, archival and Information Studies, University of Ibadan, 77-78.
- Katelyn,F.(2013) College study Habits News. Available at www.studymode.com/essays1213116
- Mark A, Howard (2009). How to study Psychol. Sci 2014; 516-522.
- Eghea 2011 proceedings of (2011) Nigeria international conference on teaching learning an change international association for teaching and learning (IATEL). Bening City.
- Owolabi, O. (2010).what you need to know about the library with 100 questions and answers Lagos: The Nehemiah:s Rebuilding ministry.
- Qun, J. & Onwuegbuzie, A (1997). Prevalance and reasons for university library usage: Library review. 46 (6)
- Agulu, C.C. & Aguolu, I.E. (2012). Libraries and information managment in Nigeria: Seminar Essays on Themes and Problems.Ed-linform services, Maiduguri. Available at

[http://www.scirp.org/\(S\(351jmbntvnsjt1aadkposzje\)\)/reference/ReferencesPapers.aspx?ReferenceID=1809235](http://www.scirp.org/(S(351jmbntvnsjt1aadkposzje))/reference/ReferencesPapers.aspx?ReferenceID=1809235)

Okoye, R.B (2000). Assessing students and faculty use of academic libraries. The case of Delta State university, Abaraka. *Journal of library and information science*, 4: 52-60.

Badke, W. 2010. Foundation of information Literacy: learning from Paul Zurkcowki online. *Library and information science magazine* 34. 48-50. Retrieved June 6, 2017 from <https://www.comminfolit.org>.

Oakleaf, M & Owen, P.L. (2010). Closing the 12-13 gap together: school and college librarians supporting 21st century learners teacher *Library*, 37, (4), 52-58.

Sasikala, C & Dhanraju, V. (2011). Assessment of Information Literacy Skills among science students in Andhra University. *Library philosophy and practice (e-Journal paper 626 Sasikala, C. and Dhanraju, V. 2011)*. Assessment of information literacy skills among science students of Andhra university library philosophy and practice. Available at <http://unilib.uni.edu/lpp>

Agboola, I.O. & Bamigboye, O.B. (2011). Students level of study and user of library resources in Nigerian universities: a comparative study. *Library philosophy and practice*. Available at <http://digitalcommons.uni.edu/cgi/viewcontent.cgi?article=1559&context>