

Demographic Factors, Information Literacy Skills and Media Resources'Utilisation among Secondary School Students in Ogun State, Nigeria

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Abstract

The study investigated the extent to which demographic factors and information literacy skills of students in Ogun State, Nigeria determine their utilisation of media resources. The survey research design of the ex-post facto was adopted while the questionnaire was used as the major instruments of data collection. The study was anchored on the information richness and information utilisation capacity theories. Findings from the study reveal possession of the moderate level of information literacy skills by the students. The types of and major purposes of utilisation of media resources were charts, internet and newspapers for academic purposes as well as maps, simulation materials, video clips and real objects for entertainment purposes. Also, realia, flipchart, globes and textbooks were established as media resources being majorly utilised for knowledge acquisition by senior secondary school students in Ogun State, while video clips, real objects and samples as well as slides were found to be the most commonly utilised media resources for information purposes. On the frequency of utilisation of the media resources, an occasional use of media resources was established. Background factors and information literacy skills were found to have joint contribution to media resources utilisation by the students while information literacy skills were found to be the leading contributor to media resources utilisation among secondary school students in Ogun State, Nigeria.

Keywords: Information, literacy skill, media resource, utilisation, student.

Introduction

Secondary education can be described as the gateway to opportunities and benefits of economic and social development because it has a vital mission which combines the policy peculiarities of terminal and preparatory, compulsory, uniform and diverse, general and vocational educational opportunities. According to the World Bank Group (2013) secondary education is now being recognised as the cornerstone of educational systems in the 21st century. The distinction between lower-secondary education and upper-secondary education is useful in a global context because developing countries are sometimes able to provide some access to lower-secondary education while upper-secondary education is still beyond the national reach. Therefore,

a qualitative secondary education is indispensable in creating a bright future for individuals and nations alike because it helps students to identify their own skills and to select their future routine where they have to go according to their talents and skills (Nerry, 2009).

The importance of secondary education made the federal government to state the broad aims of secondary education as preparation for useful living within the society and for higher education (Ekundayo, 2010). The underline principle is that secondary schools should be able to provide quality secondary education to all those who can benefit from it. Studies have shown that the quality of secondary education given in any country is dependent on the availability and utilisation of appropriate media resources (Maliki & Uche, 2007). Hence, media resources can be seen to have the ability to play important role in secondary education. These media resources are in formats including print documents such as books and journals, visual resources such as posters, maps, microforms, audio resources such as audio books, audio tapes, compact disks (CDs), cassettes, audio-visual resources which include projectors e-books, laptops, mobile phones, camera and the internet. Media resources usage can bring about positive influence on secondary education in Nigerian.

However, studies have established that factors such as demographic variables, media resources' variables such as media resources' availability and accessibility as well as skills and competencies such as information, computer and digital literacy skills among others can influence students' utilisation of media resources. Maliki and Uche (2007) emphasised that students' background factors such as socio-economic background of students, parental level of education, occupation, facilities at home, quality of residence, and family size are significant factors that can predict the effective utilisation of media resources among secondary school students. This is because the type of home from which a student comes may determine his awareness of media resources, how to utilise them and their external value. Students' information literacy skills would lead to independent and student-centred learning, rather than dependence on the teacher to provide answers to questions or problems that they encounter (Sasikala & Dhanraju, 2011). This in turn creates a greater responsibility towards their own learning, which would help them become dynamic learners and thinkers who are creative, analytical and efficient instead of mere regulation of facts. Also, information literacy skills would enable students to choose the best information from media resources for important decisions. In a world where an infinite amount of information resources is available, individuals need to develop a greater understanding of information sources and needed abilities to acquire, evaluate, use and communicate information.

According to Columbia University cited in Miyanda (2010), media resources are useful tool for quality academic work, hence its utilisation should be encouraged among students because it has the potential to give vivid feeling of reality learning and bring

long lasting retention on the part of student just as it could serve as a stimulus that encourages students' attention in learning. Media resources play important role in the implementation of secondary school education. These resources provide students with needed information and knowledge to perform well in schools and to be better citizens in the society. Most importantly educational institutions including secondary schools are adopting the use of the various media resources to facilitate effective teaching and learning in schools. It is on the basis of the foregoing that this study intends to investigate the influence of demographic factors and information literacy skills on media resources' utilisation among senior secondary school students in Ogun State. The following research questions will be answered by the study:

1. What is the information literacy level of senior secondary school students in Ogun state?
2. For what purposes do senior secondary students in Ogun state make use of media resource?
3. What is the frequency of media resources utilisation among senior secondary students in Ogun state?
4. What are the background factors that influence media resources' utilisation among senior secondary students in Ogun state?

Also, the following hypotheses were tested at 0.05 level of significance

- (1) Joint contribution of background factors and information literacy skills to media resources' utilisation among senior secondary students in Ogun state Nigeria is not significant.
- (2) The relative contributions of background factors and information literacy skills to media resources utilisation among senior secondary students in Ogun state, Nigeria is not significant.

Methodology

This study is part of a larger study carried out on senior secondary school students in Ogun State. The study adopted the ex-post-facto type of survey method. The population of the study comprises all the senior secondary school 2 students in Ogun state. The total number of senior secondary schools in Ogun State is three hundred and twelve (312) distributed across the six education districts in the state. The multi-stage procedure was adopted in selecting the sample population for the study. The simple random sampling method using balloting system was adopted in selecting three (3) education districts (50%) out of the six education districts in Ogun state, Nigeria. At the second stage of the sampling method, ten percent (10%) of the total number of schools in each of the selected education districts were selected for the study. The last stage of the sampling procedure adopted the simple random sampling to select thirty percent (10%) of the total number of senior secondary school students in each of the selected.

Therefore, seven hundred and seventy seven (777) senior secondary school students were selected for the study.

The major instrument of data collection adopted for this study was questionnaire. The questionnaire comprises of three major sections aimed at measuring the variables in the study. The first section, (Section A) of the questionnaire is aimed at gathering data on the background information of the respondents such as Name of school, Age, Sex, parent's occupation, parent's educational qualification, parent's income level et cetera. Section B of the questionnaire is designed to measure the information literacy level of the respondents. It comprises of statements to which the respondents agree or disagree with on a 4 point likert scale of 'Strongly Agree', 'Agree', 'Disagree' and 'Strongly Disagree'. The scale for information literacy skills was developed by the researcher and has 13 items. Section C on media resources' utilisation focused on the purpose of media resources' utilisation and frequency of utilising the media resources. Data on purposes of media resources utilisation was collected using a checklist from which the respondents tick the ones that are applicable to them. The frequency of utilisation was measured using a 4 point likert scale of 'Highly Used', 'Used', 'Fairly Used', and 'Not Used'. The questionnaire for this study was personally administered by the researcher with the aid of research assistants that have been briefed about the questionnaire and process of administration. Two research assistants helped in the administration and collection of the copies of questionnaire from the respondents.

The validation and reliability of the questionnaire was done by giving the questionnaire to experts in the fields of library and information studies for their inputs on the adequacy and appropriateness of the items included in the main instruments. Also, the questionnaire was trial tested on 40 senior secondary school students selected from two schools (not part of the schools used for the main study) in Odeda LGA, Ogun State to find out the level of reliability of the instrument. The data obtained were analysed using Cronbach Alpha coefficient and the reliability coefficients for each section of the instrument were background factors ($\alpha= 0.86$), information literacy skills ($\alpha= 0.74$) and media resources' utilisation ($\alpha=0.73$).

Findings and discussion

Out of seven hundred and seventy seven (777) copies of questionnaires administered to the respondents, only 563 were returned with useful and useable responses. This represents 72.5% response rate and considered adequate for this study.

Demographic characteristics of respondents

Information on the demographic characteristics of respondents and the results showed that majority of the respondents (351, 62.3%) fall within the age range of 10-15 years just as there are more males (302, 53.6%) than females (261, 46.4%) among the respondents. On the age distribution of the respondents, age range of majority of the students 145 (25.8%) were between 10-11 years also 113 (20.1%) expressed that age

range of between 18 years and above, while 108 (19.2%) expressed age range between 12 to 13 years, 99 (17.6%) indicated age range of between 16 to 17 years. Result of findings showed that majority of the students that were part of the study consisted of more males 302 (53.6%) than females 261 (46.4%). This gives credibility to the study as most of the male students are those who must have knowledge in information literacy skills and media resources among secondary school students in Ogun State. The respondents indicated fathers' highest educational qualification as majority 158 (28.1%) have PGDE, 154 (27.4%) indicate Bachelor's degree, while 108 (19.2%) indicate Ph. Degree and Master's degree were 104 (18.5%) while other certificate were 39 (6.9%) of the total respondents. Results also showed the Mothers' highest educational qualification as majority 258 (45.8%) have Bachelor degree, 217 (38.5%) indicate PGDE, while 36 (6.4%) indicate Ph. Degree and Master's degree and other certificate were 26 (4.6%) of the total respondents respectively. Results also showed the Fathers' income level as majority 180 (32.0%) have income range between ₦41,000 to 50,000, 171 (30.4%) indicate income range between ₦51,000 and above, while 74 (13.1%) indicate income range between ₦10,000 to 20,000 and Income range of ₦41,000 to 50,000 were 53 (9.4%) of the total respondents, while 45 (8.0%) indicate income range between ₦21,000 to 30,000 and Income range of less than ₦10,000 were 40 (7.1%) of the total respondents respectively. Results also revealed the Mothers' income level as majority 172 (30.6%) have income range between ₦41,000 to 50,000, 166 (29.5%) indicate income range between ₦51,000 and above, while 79 (14.0%) indicate income range between ₦10,000 to 20,000 and Income range of ₦31,000 to 40,000 were 57 (10.1%) of the total respondents, while 48 (8.5%) indicate income range between N21,000 to 30,000 and Income range of less than ₦10,000 were 41 (7.3%) of the total respondents respectively. Results also showed the Fathers' occupation as majority 169 (30.0%) were corporate worker, 110 (19.5%) indicate Business, while 85 (15.1%) indicate Civil servant and pensioner were 81 (14.4%) of the total respondents, 65 (11.5%) indicate Trader and peasant farmer were 18 (3.2%) of the total respondents, Commercial farmer were 14 (2.5%) of the total respondents, 10 (1.8%) indicate Artisan(eg mechanic), Clergy or pastor were 7 (1.2%) of the total respondents, while others were 4(0.7%)of the total respondents respectively. Results also revealed the Mothers' occupation as majority 119 (21.1%) were pensioner, 102 (18.1%) indicate Trader, while 92 (16.3%) indicate Corporate workers and Civil servant were 72 (12.8%) of the total respondents, 45 (8.0%) indicate Commercial farmer and, Business were 40 (7.1%) of the total respondents, peasant farmer were 37 (6.6%) of the total respondents, 26 (4.6%) indicate Artisan (For example, mechanic, Clergy or pastor were 24 (4.3%) of the total respondents, while others were 6 (1.1%)of the total respondents respectively.

Answer to research questions

Research Question 1: What is the information literacy level of senior secondary school students in Ogun State?

Table 1 presents information on the level of information literacy skills possessed by senior secondary school students in Ogun State, Nigeria.

Table 1: Information Literacy Level of Senior Secondary School Students in Ogun State

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

Items	SA	%	A	%	D	%	SD	%	Mean	Std Dev
I am able to locate information in the library	28	5.0	367	65.2	112	19.9	56	9.9	2.75	.831
I feel 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 feel competent to use different kinds of print sources (Such as books, periodical et cetera)	56	9.9	282	50.1	141	25.0	84	14.9	2.65	.669
I am able to use many resources at the same time to make a research	28	5.0	309	54.9	169	30.0	57	10.1	2.65	.726
I feel confident to evaluate information critically	57	10.1	281	49.9	113	20.1	112	19.9	2.50	.864
I am competent in initiating search strategies	28	5.0	309	54.9	169	30.0	57	10.1	2.45	.916
I am competent to select the most appropriate to the information need	0	0.0	197	35.0	309	54.9	57	10.1	2.45	.725
I am able to locate resource in the library using the library catalogue	0	0.0	226	40.1	309	54.9	28	5.0	2.45	.742
I am competent to use search indexes and electronic databases	0	0.0	281	49.9	141	25.0	141	25.0	2.40	.625
I am able to identify a variety of potential sources of Information	113	20.1	112	19.9	5	10.1	181	49.9	2.35	.573
Grand Mean									25.4	

Table 1 presented results on the level of information literacy skills possessed by the respondents and it revealed ‘ability to locate information in the library’ (395, 70.2%; $\chi= 2.75$), ‘confidence to learn from information solving experience and improve information literacy skills’ (339, 60.1%; $\chi= 2.75$), ‘competency to use different kinds of print sources (such as books, periodical et cetera)’ (338, 60.0%; $\chi= 2.65$), ‘ability to use many resources at the same time to make a research’ (337, 59.9.2%; $\chi= 2.65$) and ‘confidence to evaluate information critically’ (338, 60.0%; $\chi= 2.50$) as topping the list of information literacy skills possessed by majority of the respondents. Also, using the criterion mean of 2.50 as benchmark, it can be deduced that these are the major skills possessed by the respondents since the mean score for each of these information literacy skills attested to by the respondents falls within the criterion mean which is used as the benchmark mean. The implication to be drawn from this is that the major information literacy skills possessed by the senior secondary schools 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.

In determining the level of information literacy skills possessed by the students, the test norm method was used as presented in Table 1.1 below.

Test norm of information literacy level of secondary school students in Ogun State, Nigeria.

Maximum scores for a respondent on the 15 item access scale (10 x 4)	=	40
Level of use (high, average and low)	=	3
To establish an interval score (40/3) = 13	=	13
Therefore, an interval score of 13 is used to chart the norm table		

Thus, the overall mean score of the secondary school students in Ogun state in their information literacy level of 25.4 falls within the range of 14-27 which is considered average literacy level. This clearly shows that senior secondary school students in Ogun State, Nigeria possess average information literacy skills level. This finding is similar to previous studies of Anderson (2011), Adedoja (2011), Levine (2011) and Bradof (2012) where all the researchers pointed out the ability to identify, understand, find and utilise media effectively as a transferable skill useful for future life as well as enabling the positive and successful use of media resource whilst at secondary school, hence the need for students to acquire these skills to be able to analyse and evaluate information gathered from the media resources for beneficial purposes. And beyond being able to critically evaluate the media resources on its own merits, information literacy skills would allow secondary school students to place media resources into a larger context by understanding the structures and realities that affect media resources.

Table 1.1 Test norm table of information literacy skills level of secondary school students in Ogun State, Nigeria.

Interval	Total mean score	Remark
1 - 13		Low level
14 – 27	25.4	Average level
28 – 40		High level

Research Question 2: What is the purpose for which senior secondary school students in Ogun State, Nigeria utilise media resources?

Table 2: Purpose of media resources utilisation among senior secondary school students in Ogun State

Media resources	Academic purpose	Entertainment purpose	Knowledge acquisition	Information purpose
Textbooks	140(24.9%)	116(20.6%)	164(29.1%)	143(25.4%)
Reference Books	136(24.2%)	121(21.5%)	124(22.0)	156(27.7%)
Realia	163(29.0%)	110(19.5%)	191(33.9%)	99(17.6%)
Magazines	161(28.6%)	121(21.5%)	127(22.6%)	128(22.7%)
Newspapers	182(32.3%)	144(25.6%)	121(21.5%)	116(20.6%)
Internet	196 (34.8%)	133 (23.6%)	117 (20.8%)	117 (20.8%)
CD/DVD ROM	212(37.7%)	140(24.9%)	126(22.4%)	85(15.1%)
Charts& pictorials	217(38.5%)	110(19.5%)	121(21.5%)	115(20.4%)
Real objects & samples	99 (17.6%)	159(28.2%)	103(18.3%)	202(35.9%)
Flip charts	179(31.8%)	82(14.6%)	181(32.1%)	121(21.5%)
Cassette Player	133(23.6%)	112(19.9%)	102(18.1%)	216(38.5%)
Cassette	141(25.0%)	98(17.4%)	133(23.6%)	191(33.9%)
Simulation materials	167(29.7%)	187(33.2%)	121(21.5%)	88(15.6%)
Video clips	84(14.9%)	179(31.8%)	99(17.6%)	201(35.7%)
Globes	171(30.4%)	103(18.3%)	172(30.6%)	117(20.8%)
Maps	177(31.4%)	219(38.9%)	111(19.7%)	56(9.9%)
Slides	123(21.8%)	110(19.5%)	142(25.2%)	188(33.4%)

Table 2 presents results on the various purposes for which the respondents utilise media resources under four categories of academic, entertainment, knowledge and information purposes. The results showed Charts (217, 38.5%), CD/DVD (212, 37.7%), Internet (196, 34.8%) and Newspapers (182, 32.3%) as topping the list of media resources being utilised for academic purposes while real objects and samples (99, 17.6%) and video clips (84, 14.9%) ranked least as attested to by the larger portion of

the respondents. The implication to be drawn from this is that charts, CD/DVD, Internet and Newspapers are the major media resources being utilised by senior secondary schools in Lagos State. Also, Maps (219, 38.9%), simulation materials (187, 33.2%), video clips (179, 31.8%) and real objects and samples were indicated as major media resources being utilised for entertainment purposes by the respondents. Therefore, it can be deduced that maps, simulation materials, video clips and real objects and samples are major media resources being utilised by senior secondary school students in Ogun State for entertainment purposes.

Moreover, on knowledge acquisition by the respondents, realia, flipchart, globes and textbooks were indicated as topping the list of media resources being utilised with response rates of 191 or 33.9%, 181 or 32.1%, globes 172 or 30.6% and 164, 29.1% respectively. This implies that realia, flipchart, globes and textbooks are media resources being majorly utilised for knowledge acquisition by senior secondary school students in Ogun State. On the other hand, real objects and samples (103, 18.3%) and video clips (99, 17.6%) ranked least among the media resources indicated as being used for knowledge acquisition purposes by the respondents. On media resources being used for information purposes, the results from data gathered revealed cassette player (216, 38.5%), video clips (201, 35.7%), real objects and samples (202, 35.9%) and slides (158, 33.4%) as leading the table as indicated by the larger proportion of the respondents while maps (56, 9.9%) and simulation materials (88, 15.6%) ranked least. This implies that cassette player, video clips, real objects and samples as well as slides are the most commonly utilised media resources by senior secondary school students in Ogun State, Nigeria.

Research Question 3: What is the frequency of media resources utilisation among senior secondary school students in Ogun State, Nigeria?

Table 3: Frequency of media resources utilisation among senior secondary school students in Ogun State

Items	Daily	Twice a week	Weekly	Fortnightly	Termly	Monthly	Mean	Std. Dev.
Cassette	198(35.2)	28(5.0)	57(10.1)	0(0.0)	196(34.8)	84(14.9)	3.49	.989
Cassette Player	197(35.0)	28(5.0)	113(20.1)	0(0.0)	140(24.9)	85(15.1)	3.40	.962
Magazines	140(24.9)	85(15.1)	56(9.9)	85(15.1)	113(20.1)	84(14.9)	3.35	.825
Realia	168(29.8)	56(9.9)	197(35.0)	85(15.1)	29(5.2)	28(5.0)	3.30	.790
Flip charts	169(30.0)	28(5.0)	86(15.3)	84(14.9)	140(24.9)	56(9.9)	3.29	.791

CD/DVD ROM	170(30.2)	84(14.9)	56(9.9)	0(0.0)	225(40.0)	28(5.0)	3.20	.836
Video clips	225(40.0)	0(0.0)	28(5.0)	113(20.1)	140(24.9)	57(10.1)	3.20	.916
Charts & Pictorials	169(30.0)	29(5.2)	112(19.9)	112(19.9)	85(15.1)	56(9.9)	3.15	.713
Reference Books	169(30.0)	28(5.0)	112(19.9)	169(30.0)	57(10.1)	28(5.0)	3.00	.552
Internet	281(49.9)	86(15.3)	0(0.0)	56(9.9)	84(14.9)	56(9.9)	2.70	.872
Real objects & samples	252(44.8)	29(5.2)	84(14.9)	113(20.1)	28(5.0)	57(10.1)	2.66	.744
Films	254(45.1)	56(9.9)	0(0.0)	141(25.0)	112(19.9)	0(0.0)	2.65	.682
Wall Charts	282(50.1)	56(9.9)	29(5.2)	56(9.9)	56(9.9)	84(14.9)	2.64	.955
Globes	196(34.8)	141(25.0)	28(5.0)	141(25.0)	0(0.0)	57(10.1)	2.61	.629
Maps	255(45.3)	56(9.9)	0(0.0)	196(34.8)	281(49.9)	28(5.0)	2.59	.656
Newspapers	28(5.0)	28(5.0)	56(9.9)	85(15.1)	85(15.1)	28(5.0)	2.55	.748
Simulation materials	56(9.9)	28(5.0)	56(9.9)	56(9.9)	339(60.2)	28(5.0)	2.19	.661
Textbooks	140(24.9)	56(9.9)	0(0.0)	367(65.2)	0(0.0)	0(0.0)	1.85	.875
Grand Mean							51.82	

Table 3 presents the results on the frequency of utilization of media resources among the respondents. The results revealed that the respondents indicated cassette (283, 50.3%; $\chi= 3.49$), cassette player (338, 60.1%; $\chi= 3.30$), magazines (281, 50.0%;

$\chi= 3.35$), realia (423, 74.7%; $\chi= 3.30$), and flip charts (283, 50.3%; $\chi= 3.30$) as ranking higher among the list of media resources being frequently utilized by the respondents. On the other hand, newspapers (112, 19.9%; $\chi= 2.25$), simulation materials (143, 24.8%; $\chi= 2.19$), and textbooks (196, 34.8%; $\chi= 1.85$) were found to rank least among the media resources being frequently utilized by the respondents. It can therefore be inferred from the result that cassette, cassette player, magazines, realia and flip charts are the most frequently utilized media resources by secondary school students in Ogun State. In determining the frequency of utilisation of media resources by the secondary school students, the test norm method was used as presented in Table 3.1 below.

Test norm of frequency of media resources utilisation by secondary school students in Ogun State, Nigeria.

Maximum scores for a respondent on the 18 item access scale (18 x 6) = 108

Level of use (regular, occasionally and never) = 3

To establish an interval score (108/3) = 36

Therefore, an interval score of 36 is used to chart the norm table

Thus, the overall mean score of the secondary school students in Ogun State on their frequency of media resources utilisation of 51.82 falls within the range of 37-73 which is considered as occasional use. This clearly shows that senior secondary school students in Ogun State, Nigeria make use of media resources on occasional basis.

Table 3.1 Test norm table of information literacy skills level of secondary school students in Lagos State, Nigeria.

Interval	Total mean score	Remark
1 - 36		Regular
37 – 73	51.82	Occasionally
74 – 108		Never

Research Question 4: What background factors influence media resources utilisation among senior secondary school students in Ogun State, Nigeria?

Table 4: Summary of Regression Analysis Showing Relative Contributions of Background factors to Media Resource Utilisation

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig
	(B)	Std. Error	Beta		
Constant media resources	46.709	2.067		22.597	.000
Fathers’ Qualification	.459	.221	.088	2.079	.038
Mothers’ Qualification	.126	.656	.008	.192	.848
Fathers’ Income level	.204	.257	.034	.792	.429
Mothers’ Income Level	.352	.310	.049	1.136	.256
Fathers’ Occupation	-.137	.207	-.029	-.661	.509
Mothers’ Occupation	-.140	.208	-.030	-.674	.501

Table 4 presents information on the background factors that influence media resources utilisation by the respondents. The study considers fathers’ and mothers’

qualifications, fathers’ and mothers’ income as well as fathers and mothers occupation. Findings from the study reveals fathers’ qualification ($\beta = .088, t=2.079; p<0.05$) as the only factor that had significantly influence on media resources utilisation by the students.

Hypotheses

H₀₁: There is no significant joint contribution of background factors, information literacy, media resources preference and access to media resources utilisation?

Table 5: Summary of Regression Analysis Showing Joint Contribution of Background factors, Information literacy, Media resources preference and access to Media Resources Utilisation

.R	R Square	Adjusted R Square	Std. Error of the Estimate			
.256	.065	.059	7.454			
SUMMARY REGRESSION ANOVA						
	Sum of Squares	df	Mean Square	F	Sig	Remark
Regression	2167.99	4	541.99	9.754	.000	Sig.
Residual	31005.51	558	55.57			
Total	33173.50	562				

Results from Table 5 showed that there is a significant joint contribution of background factors and information literacy skills to media resources utilisation by senior secondary school students in Ogun State, Nigeria ($F_{(4,561)} = 9.754, p<0.05$). The results further shows a co-efficient of multiple correlations (R) of 0.256, a multiple R square of 0.065 and Adjusted $R^2=0.059$. Thus, it can be deduced that 5.9% of the variance in media resources utilisation by the students is accounted for by the independent variables (background factors and information literacy skills), when taken together.

H₀₂: There is no significant relative contribution of background factors and information literacy skills to media resources utilisation

Table 6: Summary of Regression Analysis Showing Relative Contributions of Background factors and Information Literacy Skills to Media Resource Utilisation

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig
	(B)	Std. Error	Beta		
Constant(media resources utilisation)	45.310	4.536		9.989	.000
Background factors	.022	.071	.013	.307	.759
Information literacy skills	.368	.115	.146	3.213	.001

Table 6 presented the result on the relative contributions of the independent variables (background factors, information literacy, media resources preference and access) to the dependent variable (media resources utilisation), expressed as beta weights using the standardised regression coefficient to determine the relative contributions of the independent variables. Information literacy skills was found to be the leading contributor to media resources utilisation ($\beta = 0.146$, $t = 3.213$, $p < 0.05$). It can, therefore, be deduced from the results that information literacy skills is the leading contributor to media resources utilisation by secondary school students in Ogun State and that the contribution was significant while the contribution of background factors was found to be the lowest and that the contribution was not significant.

Summary

The study was on background factors, information literacy skills and media resources utilisation by secondary school students in Ogun State, Nigeria. It was conducted with a view to establishing linkage mechanisms between the independent variable (background factors and information literacy skills) and dependent variable (media resources utilisation). The study found out that the major information literacy skills possessed by the senior secondary schools 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. An average level of information literacy skills was also established. This indicated possession of a moderate level of information literacy skills among the students.

The purposes for which the respondents utilise media resources were considered under four categories of academic, entertainment, knowledge and information purposes. For the academic purposes, charts, CD/DVD, Internet and Newspapers are the major media resources being utilized by senior secondary schools in Ogun State while maps, simulation materials, video clips and real objects and samples are major media resources being utilised by senior secondary school students in Ogun State for entertainment purposes. Also, realia, flipchart, globes and textbooks are media resources being majorly utilised for knowledge acquisition while cassette player, video clips, real objects and samples as well as slides are the most commonly utilised media resources by senior secondary school students in Ogun State, Nigeria for information purposes. This finding established that all categories of media resources available in secondary schools in Ogun State, Nigeria are being utilised by the secondary school students for one purposes or the other.

The result on the frequency of utilisation on media resources by the respondents revealed occasional use of these media resources by the students. This may be due to the fact that the students have limited time to explore the usage of these resources since they can only make use of these resources during school hours based on the fact that the major location of accessing these resources are within the school premises viz: school

library media centres and classrooms. Findings on the background factors that influence media resources utilisation by the respondents revealed fathers' qualification as the only and major background factors that significantly influence media resources utilisation by the secondary school students.

Furthermore, the result of the joint contribution of background factors and information literacy skills to media resources utilisation revealed that the independent variables jointly contributed significantly to media resources utilisation among students in Ogun State, Nigeria. On the other hand, further investigation into the relative contributions of the independent variables (background factors and information literacy skills) to media resources utilisation revealed that information literacy is the leading contributor to media resources utilisation among the secondary school students.

Conclusion

The research concluded that, media resources have emerged as one of the most powerful vehicles for provision of access to unlimited information. This is an inseparable part of today's secondary school students. Students' dependency on media resources is increasing day-by-day and are also depending more on the invaluable educational resources for the learning activities. This study therefore provided empirical data on some factors that determines secondary school students' utilisation of media resources in Ogun State, Nigeria. The results concluded that students in the secondary schools in Nigeria have required information literacy skills to utilize media resources. Their background factors and information literacy skills have enabled them to improve their academic works by providing them with the latest media resources for secondary school category. Consequently, the schools management teams and their libraries should advance strategies to increase the provision of and use of media resources among secondary school students in the Ogun State, Nigeria so as to provide a brighter future for Nigerian youths and also to turn out vibrant students.

Recommendations

Based on the findings of this research work, the following recommendations are given:

1. Applying the Information Richness Theory and Use and Gratification Theory to media resources' utilisation scenario in present trends of educational and personal information needs, (that is exposing secondary school students to media resources that is beneficial to them for educational achievements) the school library media centres should provide enabling environment that will encourage utilisation of media resources by the students. Also, regular and uninterrupted provision of relevant and adequate media resources would promote creativity, knowledge acquisition and academic performance of the students. This is imperative and important so that the much expected vision 20:2020 will not be a ruse or a mirage.
2. Information Utilisation Capacity Theory in the context of this study is aimed at looking into the information literacy skills level of students as an aspect of information utilisation capacity of the students. Therefore, school authorities should

incorporate courses on information literacy skills development into the schools' time table. The employment of qualified personnel in form of school librarians/school library media centres should be ensured since this category of personnel are the only ones that can handle the training on information literacy skills development. By implication, many of the skills underlying the attributes of being a lifelong learner is information literacy skills hence, secondary schools with a focus on lifelong learning should also have a strong focus on information literacy skills for all students. This if done might promote and maintain healthy learning environment in schools. The school library management could provide proper and consistent information literacy programme in their curricular to cater for low information literacy skills users. This is central to all successful learning and by extension, to all successful living. Also, this will help re-engineering of academic and development policies that would earn reputation.

3. Sequel to the invaluable nature of media resources, school library media specialists in schools should acquire a good deal of efficiency in the collection, organisation and retrieval of media resources so that school library staff are able to assist students to obtain, retrieve and use the right media resources at the very right time in the right format. This will serve as performance indicator for school libraries and a parameter for academic excellence. This could be achieved by organising and classifying media resources so that students are able to access required information easily and quickly for their research and personal benefits. The management of the schools should provide funds, policies and quality personnel that will revise, improve and modify the core mission of post-basic education.
4. School library media specialists should strive to help students cultivate a positive attitude to the use of media resources by organising various teaching, learning, orientation and user education programmes, either general training or subject specific training to impart, develop and encourage education about all aspects of media resources to its users. These would allow students to use the media resources.

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