

**BACKGROUND FACTORS AND MEDIA RESOURCE PREFERENCE ON
MEDIA RESOURCE UTILISATION AMONG PUBLIC SECONDARY SCHOOL
STUDENTS IN LAGOS STATE, NIGERIA**

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Abstract

The study investigated the extent to which background factors information and media resource preferences influence media resource utilisation among senior public secondary school students (SSSSs) in Lagos State. 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 use and gratification theories. Findings from the study reveals reference books, realia, flip charts, charts & pictorials, and magazines are major media resources preferred by SSSSs in Lagos State, Nigeria. The type and major purposes of utilisation of media resources were charts, CD/DVD, 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 Lagos State, while cassette player, video clips, real objects and samples as well as slides were found to be the most commonly utilised media resources for information purposes. Occasional use. On the frequency of utilisation of the media resources, an occasional use of media resources was established. Background factors and media resources preference were found to have joint contribution to media resources utilisation by the students while media resources preference was found to be the leading contributor to media resources utilisation among secondary school students in Lagos State.

Keywords: *Background factors, Media resources preference Information literacy skills, Media resources utilisation, Lagos State, Nigeria.*

Background to the Study

Secondary education is a first step to opportunities and benefits of economic and social development. The mission of the secondary education can be said to be vital, and combines the policy peculiarities, which are both terminal and preparatory, compulsory and post compulsory, uniform and diverse, general and vocational. According to the World Bank Group (2013) secondary education has developed to the stage where it is being recognised as the foundation of educational systems in the 21st century. The difference between the lower and the upper secondary education is important in a global since some developing countries are able to provide some form of access to lower-secondary education, while the upper-secondary education is still beyond the national reach (UNESCO, 2012). Therefore, a qualitative education at the secondary level is pivotal to creating a clear future for persons and nations alike because it affords students the opportunity to identify their personal skills and future activities which they have to engage based to their talents and skills (Neny, 2009).

The secondary education bridges the gap between the primary and the tertiary education (Arikewuyo, 2009). Erber (2012) in his own view described the secondary school education as a vital path through which young individuals obtain skills that advance opportunities for good jobs. Hence, a high quality secondary education which provides the widest possible range of abilities, interests and backgrounds is fundamental to set young people on the lane to the world of work, and give countries the educated personnel which they require to compete in the technologically-driven world today.

However, studies have established that issues such as background factors, information literacy skills, media resources' preference and accessibility can influence students' utilisation of media resources. Students' background factors are significant in predicting the effective utilisation of media resources among secondary school students (Maliki and Uche, 2007). Such background factors may include the socio-economic background of students, the level of education of the parents, occupation, the availability of facilities at home, the quality of residence, and size of the family. No doubt, the sort of home from which a student comes goes a long way in determining his awareness or otherwise of media resources, and how to utilise them.

Background factors of an individual have been described as having the propensity to influence students' educational activities including media resources utilisation (Jeynes, 2002). The background status is mostly determined by combining the educational level, occupational status, designation, and income of parents, with students' personal factors. To Barry (2006), students who have a low background status have negative attitude to educational activities and are most likely to have low media resources' utilisation level. McNeal (2001) and Eamon (2005) emphasised that studies in developed countries have frequently established that background factors influence students' media resources usage. According to the authors, the economic adversities which are caused by low background status can lead to disruptions in parenting and increase the amount of family differences, and the possibility of depression in parenting households (Eamon, 2005).

Background conditions are significant for media resources' utilisation (Geske and Ozola, 2008). Therefore, it is not inappropriate to imagine that students' socio-economic background can have possible effects on their reading habits. To Smith, Fagan and Ulvund (2002) the background of students is a significant predictor of media resources' usage while Oni (2007) and Omoegun (2007), in their study, reported a major distinction between rates of media resources usage among students from high and low background status. Therefore, background factors can be established as a major factor that can predict media resources' utilisation among the students. Observations have also revealed that background factors may determine the preferences which students have for specific types or categories of media resources

According to Miyanda (2010), media resources give bright feeling of reality learning and bring durable preservation on the part of students such that it could serve as a stimulus that encourages students' attention in learning. Literature is replete on the use of media resources in classroom (Salami, 2008, Sangodoyin, 2010; Miyanda, 2010). However, there is scanty literature on the combined influence of background factors and media resources preference on media resources utilisation. Therefore, this study intends to investigate the influence of background factors and media resources preference on media resources' utilisation among senior secondary school students in Lagos State.

The following research questions were answered by the study:

- What is the level and types and media resources preferred by senior secondary school students in Lagos state?
- For what purposes do senior secondary school students in Lagos state use media resources?
- What is the frequency of media resources' utilisation among senior secondary school students in Lagos state?
- What are the background factors that influence media resources' utilisation among senior secondary school students in Lagos state?

Research Hypotheses

The following hypotheses were tested at 005 level of significance:

H_{01} : There is no significant joint contribution of background factors and media resources preference to media resources' utilisation.

H_{01} : There is no relative contribution of background factors and media resources preference and to media resources' utilisation.

Literature Review

Media resources plays a significant role in the lifes of secondary school students rapidly increasing and transforming their everyday living in profound ways. They are resources considered as essential resources in the school setting. They are essentially important in preparing teaching activities, lecture note, students' assignment and conducting research work, (Jamil, Tariq and Jamil, 2013). Thus, successful educational programmes depend exhaustively on the utilisation of media resources. According to Adeoye and Popoola (2011) media resources utilisation is necessary for effective

learning process. According to them the media resources can be in both printed and electronic formats including textbooks, journals, indexes, abstracts, newspapers magazines and reports among others.

Moreover, Jamil et.al (2013) findings revealed the most frequently reported reasons for using the media resources was for enhancing knowledge. Onai (2009), in his study, noted that utilisation pattern of media resources by students amongst others is influenced by the attitude of library staff. Most times hostile attitude on the part of library staff drives students away from library use. Ajayi and Ogunyemi (2011), in their study of determinant of library use among students of agriculture in Lagos State Polytechnic reported a negative relationship between media resources utilisation and age but found educational attainment as positively related to education attainment.

Also, Popoola (2008) established an inverse relationship between age and media resources utilisation among students in secondary schools in Nigeria. Ajayi and Ogunyemi (2011) reported in their findings that media resources increase with level of study and age while also reporting textbooks and notes as media resources being mostly used by students. Guidance in the use of media resources was found to be necessary in helping students to effectively use these resources. This finding was reported by Sohail, Pandye and upadlyah (2012).

On the specific types of media resources being used by students, journals, magazines and notes were found to be the most popular media resources among secondary school students in India as reported by Saukai and Gohain (2006). Commenting further on the types of media resources being used by students, they affirmed textbook and newspaper as the most used media resources among the students. This finding is supported by Hameed and Osunnade (2010) who reported newspapers and magazines as the most regularly used media resources by the students. This, according to them, may be due to the ready availability of and accessibility to these media resources.

Media, resources are used for several purposes. But Essien (2007) reported that majority of the students in secondary schools use media resources for examination purposes only, though the students emphasised lack of adequate media resources as major hindrance to utilisation of media resources by students. According to Bello (2009), the library must ensure an organised collection of media resources which are relevant to students' education and can promote the objectives of the school it serves. Organization of collection facilitates its usage among students.

Commenting on media resources format preferred by the students, Erber (2012) emphasised that the students found it easy using electronic format of media resources than print format. Media resources are in different formats viz: print, electronic, audio and visual among others. Velmurugan (2008) highlighted electronic media resources as including CD-ROMs, online databases, e-journals, e-books and Internet resources. According to him, electronic resources provide access to information that might be restricted to the user because of location of finances.

Students' background has been considered as having the tendency not only to affect the behavior of the students but also make it impossible for students from low

socioeconomic background to compete well with their counterparts from high socioeconomic background under the same academic environment (Omoegun, 2007; Aramide, 2015). For instance, secondary school students from poor and average income families are often likely to face various problems causing emotional and psychological disturbance which will negatively influence them in every aspect of their life. Therefore, the researcher is of the opinion that it is not out of place to imagine that background factors of students could constitute a hindrance or a benefitting factor to their educational, social, psychological and moral development, since a person's education is closely linked to their life chances, income and well-being.

Survey of literature have revealed Socioeconomic status as typically the major components of background factors which can be broken into three categories, high, middle, and low to describe the three areas a family or an individual may fall into. Also, researchers have repeatedly established that students' background status affects their total being. Studies (Omoegun, 2007; Oni, 2007) have also revealed that the attitudes of secondary school students differed significantly in relation to parents socioeconomic status such as parents educational level in favour of students whose fathers and mother had high school and/or graduate level of education in their study. These results obtained in the research were to the disadvantage of students whose father and mothers were illiterates and/or had elementary school level of education. In other words, when students have parents who are poorly educated, they will not have enough academic, emotional and social support from their parents.

Another socioeconomic components of background factors is the financial income level since parents who are poorly educated do jobs for low background status and they reserve less money for their children's education. Financial income level of families differed significantly in terms of types of occupation, level of education and sources of income. Rooij, Jansen and Grift (2017) conducted a study on factors that contribute to secondary school students in being a successful university student. Using a survey method of data collection, 759 pre-university students in Grades 10 and 11 spread across eight secondary schools in different geographical regions in the Netherlands participated in the study and findings revealed that parents' financial income had no significant influence on the three domains of students investigated. On the other hand, findings from Oni and Omoegun (2007) study reported that parents whose financial income level is low cannot meet their children's needs. So, this issue can cause children not to have favourable standard of living with ultimate effect reflecting in lack of access to resources required for their academic endeavours. In other words, a significant difference was established between standard of living and academic attainment of students from high and low background status in favour of students from high background status.

Media resources for secondary school students comprise the various information carriers which the students consult and use in their day to day activities broadly categorized into print, non-print and electronic sources. However, the dawn of the 21st century has brought about the realisation in many countries the need for a new vision for their educational systems that will prepare their students and future citizens for life in an increasingly information and technology-rich society. These has also led to

paradigm shift in the way students seek for information and the types of media resources they would like to relate with out of the abundance of media resources available, hence the reason why students demonstrated their preference for a particular media resource over others. Competing in a rapidly changing information-based economy often requires skills different from those more traditionally accepted as part of the educational process (Majid, Chaudhry, Foo and Logan, 2012). Creative problem solving, innovative thinking, information processing and assessment are only some of the skills deemed as necessary for active engagement of students in media preference in the 21st century global economy.

McCarron (2004) queried if Kuhlthau (1988) study on students' information seeking behaviour and media utilisation still stands up in light of the major technological changes because students of today are fundamentally different in the way they receive, process and choose media resources to relate with, hence media resources preference among the students is becoming more fundamental. According to Adeyoyin (2015), electronic media resources is becoming the preferred major information source by students due to obvious reasons such as proliferation of electronic media resources as well as ease of access to these category of media resources. Earlier, Bastian (2008) search costs model explores the idea that female students view electronic based media resources as the most preferred media resources for reducing high information search costs. These models were tested using data collected among secondary school students in three southern New Jersey counties in the USA. Consistent with expectations, their findings showed electronic media resources as most preferred sources to meet the information needs of the students in favour of female students from high level background. The study concluded that students rely on the electronic media resources to supplement traditional sources and discussed the implications of their findings for policy makers.

Kišiček, Lauc and Golubić (2012) study investigated Simon's behavioural decision-making theories of bounded rationality and satisfying in relation to young people's decision making in the media resources preference, and considered the role of personal preferences. They employed a qualitative research methodology involving group interviews with 22 students. Data analysis revealed that the study participants did operate within the limits of bounded rationality. These limits took the form of time constraints, information overload, and physical constraints. Also Lauc, Bago and Kakai (2011), in their study which investigated the three ethnicity-specific patterns of media resources use by students remained relatively stable at different educational levels, implying that the effect of patients' ethnicity overrides their educational level in shaping their preference for media resources. The results of their study indicate the importance of recognising patients' culturally developed world views when understanding their health information-seeking behaviour. Another study by Agosto and Huges-Hassell (2005), presents preliminary findings on the everyday information-seeking behaviours of urban students which indicated that these students prefer to gather information from people. Personal preference was found to play a major role in media resources evaluation and use in the areas of graphic/multimedia and subject

content preferences. This study has related implications for information needs and seeking behaviour of secondary school students.

Moreover, Todd (2013) provides an overview of the field of human information behaviour as it shapes and affects the provision of quality information services and products to students and subsequent utilisation. It is a diverse, dynamic, and complex field and one shaped by many situational, personal, social and organisational factors which reflect media resources preference as very fundamental. According to him information-seeking behaviour, motivation, critical thinking, and media preferences were explored and findings identify motivating factors behind students' preference for media resources as their information needs which revealed that only a very small percentage of the students prefer traditional media resources in form of print to electronic media resources. Weighing the importance of electronic media resources utilisation in meeting the information needs of students, Kur and Orhewere (2009) investigated the effectiveness of traditional media resources in their academic activities among students in urban and rural areas in a local government in Nigeria. Their study revealed that many students in rural areas are interested in traditional media resources because they consider the traditional sources as the as a dominant source of information. Their study concluded that traditional media resources should be promoted in rural and urban areas.

Hill, Castelino, Lansford, Nowlin, Dodge, Bates and Peltit (2004) argued that socio-economic status of parents as part of background information of students do not only affect the performance, but also makes it probable for children from low background to contend well with their colleagues from high socio-economic background under the same academic environment. Moreover, Smith, Fagan and Ulvund (2002) asserted that significant predictor of media resources' utilisation intellectual performance at age of 8 years included parental socio economic status (SES). Similarly, other researchers had posited that parental socio-economic status could affect school children as to bring about flexibility in adjusting to the different school schedules (Guerin, Reinberg, Testu, Boulenguiez, Mechkouri and Touitou, 2001). Also, Smith, Fagan and Ulvund (2002) asserted that the background of students is a significant predictor of media resources' utilisation, while Oni (2007) and Omoegun (2007) in their study, reported a significant divergence between rates of library and media resources' use among students from high and low socio-economic statuses. Therefore, socio-economic factor is a major factor that can predict media resources' utilisation among the students.

The result of the two hypotheses which examined the parental socio-economic statuses and educational background and the effects on students' use of library established a significant relationship. This finding differs from what was obtained by other researchers. Eze (2002), Ronald (2003), Hill et al (2004) and Rothstein (2004) asserted that the status of parents does not only affect the library and media resources' use of students but also makes it impossible for children from low socio-economic background to compete well with their counterparts from high socio-economic background under the same academic environment.

Bas' (2012) study revealed that attitudes of high school students towards library and media resources' usage differed considerably in relation to father's and mother's educational height in favour of students whose fathers and mothers had high school and/or graduate level of education in the study. These results obtained in the research were for the disadvantage of students whose fathers and mothers were illiterates and/or had elementary school level of education. The findings from Bas (2012) corroborated other studies such as Keleş (2006) and Anastasiadou (2009) that also found out in their studies that students' library attitudes and use differed considerably in terms of father's and mother's educational level. This specifically established the fact that socioeconomic factors of parents such as educational level do affect the habits that students exhibit towards academic activities.

On the other hand, Suna (2006) found out an important difference between media utilisation attitudes of students and their mother's (not father's) educational level. So, it can be said that the findings in relation to father's and mother's educational level variable of this research are paralleled to the studies in the literature. These findings can be explained from two perspectives. The first reason can be explained by Bandura's (1977) social learning theory which states that since students watch their parents, when students have parents who are poorly educated, they will not have enough academic, emotional and social support from their parents in terms of purchasing of library resources.

On the influence of income level on students' attitude towards reading, findings from Bas (2012) revealed a significant difference in attitudes of students towards reading based on income level of parents. Coşkun (2003) emphasised that one major factor which determines one's socio-economic position is the financial income height. Also, Tosunoğlu (2002) stated that there is a strong connection between media resources' use and the financial income level of parents. While parents whose financial income level is high can meet their children's needs parents whose financial income level is low cannot meet their children's needs. In researches carried out by Guthrie (2001) and Keleş (2006), it was found out that financial income level of families differed appreciably in terms of attitudes of students towards library media resources. Hence, it can be said that there exists a significant body of results showing that monthly income level of the family affects the students' reading habits.

Methodology

This study adopted the ex- post facto type of survey method. The population of the study comprises all the senior secondary school 2 students in Lagos state. The total number of senior secondary schools in Lagos is three hundred and twelve (312), distributed across the six education districts and twelve zones. Table 1 presents the distribution of the schools across districts and zones in Lagos state.

The multi-stage sampling 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 Lagos state, Nigeria. The three education districts selected include District II, District V, and District VI. 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 making a total of 17 school. (Source: Eko Project: Improving the quality of junior and secondary school education, www.lagosekoproject.org).

The last stage of the sampling procedure adopted the simple random sampling to select thirty percent (30%) of the total number of senior secondary school 2 students in each of the selected schools (See Table 3). Therefore, one thousand, one hundred and nineteen (1119) senior secondary school students were selected for the study (See Table 1).

Table 1: Sample size for the Study

Name of School	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
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 Senior Secondary School, Surulere	146	50
Total	1544	464
Agidingbi Senior Grammar School, Ikeja	264	109
Community Senior High School, Wasimi-Ikeja	172	81
Opebi Senior Grammar School, Ikeja	192	61
Isolo Senior Secondary School, Isolo	211	63
Okota Senior Secondary, Okota-Isolo	192	58
Total	1241	372
Grand Total	3726	1119

Source: Preliminary Investigation, April, 2018

The research instrument adopted for this study was questionnaire. The questionnaire designed for this study named “**School Media Resource Utilisation Questionnaire**” (**SMRUQ**) 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 students' preference for media resources. The respondent is expected to indicate his/her preference level for each of the media resources on a 5-Point likert scale of 'Very High Preference', 'High Preference', 'Moderate Preference', 'Low Preference' and 'No Preference'. Section C on media resources' utilisation focused on the purpose of media resources' utilisation and frequency of utilising the media resources. The purpose of media resources utilisation was surveyed using a checklist of media resources checked against the purposes to

which the respondents may use media resources from which the respondents tick the ones that are applicable to them. The purposes highlighted were "Academic", "Information", "Entertainment", and "Knowledge acquisition". The frequency of utilisation was measured using a 6 point likert scale of "Daily", "Twice a Week", "Weekly", "Fortnightly", "Termly" and "Monthly". The administration of the questionnaire was done over a period of 3 weeks.

The draft of the questionnaire was given to experts in the fields of library and information studies including school media for their inputs on the adequacy and appropriateness of the items included in the main instruments. Also, the questionnaire was trial tested on 40 SSSSs selected from two schools (not part of the schools used for the main study) in Lagos mainland to find out the level of reliability of the instrument. The data obtained were analysed using Cronbach Alpha coefficient. The reliability coefficients for each section of the instrument were background factors ($\alpha=0.66$), media resources' preference ($\alpha=0.78$) and media resources' utilisation ($\alpha=0.73$).

The descriptive methods of analysis such as frequency, percentage, mean, and standard deviation; and inferential statistics such as Pearson Product Moment Correlation, and regression analysis were used in analyzing the data collected for the study. The Statistical package for the Social Sciences (SPSS) software was used for the analysis. Research questions 1 to 3 (RQ1-RQ3) were answered using descriptive analysis technique such as frequency counts, percentages, mean and standard deviation while research question 4 (R4) was answered using the multiple regression technique. In testing the hypotheses, the multiple regression technique was adopted.

Data Interpretation and Discussion of Findings

This chapter presents interpretation and results of analysed data on the extent to which background factors and media resources' preference influence media resources' utilisation among senior secondary school students Lagos State, Nigeria. Out of 777 copies of questionnaire 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.

Information on the demographic characteristics of respondents and the results showed that the 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 them. On the age distribution of the respondents, age range of the majority of the students 145 (25.8%) were between 10-11 years. Also, 113 (20.1%) expressed that they are age range of between 18 years and above, while 108 (19.2%) expressed that they are age range between 12 to 13 years, 99 (17.6%) indicated age range of between 16 to 17 years. The result of findings showed that the majority of the students that were part of the study consisted of more males, that is 302 (53.6%) than females which were 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 senior secondary school students in Lagos State. The majority of the respondents that is 158 (28.1%) indicated father's highest educational qualification as PGDE, 154 (27.4%) indicated Bachelor's degree, 108 (19.2%) indicated Ph.D Degree, Master's degree holders were

104 (18.5%), while holders of other certificates were 39 (6.9%). Results also showed the number of respondents in relation to their mother's highest educational qualification: the majority 258 (45.8%) indicated Bachelor's degree, 217 (38.5%) indicated PGDE, 36 (6.4%) indicated Ph.D degree, while 26 (4.6%) indicated Master's degree and other certificates. On the father's income level, the majority, that is, 180 (32.0%) indicated that their father's income range as between N41,000 and 50,000, 171 (30.4%) indicated N51,000 and above, 74 (13.1%) indicated from N10,000 to 20,000 53 (9.4%) indicated range of N41,000 to 50,000, 45 (8.0%) indicated income range between N21,000 and 30,000, while 40 (7.1%) of the total respondents indicated income range of less than N10,000. On the mother's income level, the majority, that is, 172 (30.6%) indicated that their mother's income range between N41,000 and 50,000, 166 (29.5%) indicated income range between N51,000 and above, 79 (14.0%) indicated income range between N10,000 and 20,000, 57 (10.1%) of the total respondents indicated income range of N31,000 to 40,000, while 48 (8.5%) indicated income range between N21,000 to 30,000 and 41 (7.3%) indicated income range of less than N10,000. On the father's occupation the majority, that is, 169 (30.0%) said corporate worker, 110 (19.5%) indicated Business, 85 (15.1%) indicated Civil servant, 81 (14.4%) of the total respondents indicated pensioner, 65 (11.5%) indicated Trader, 18 (3.2%) of the total respondents indicated peasant farmer, 14 (2.5%) indicated commercial farmer, 10 (1.8%) indicated Artisan (like mechanic), 7 (1.2%) of the total respondents indicated clergy or pastor, while others were 4(0.7%). Results also revealed that on the Mother's occupation the majority, that is 119 (21.1%) indicated pensioner, 102 (18.1%) indicated Trader, 92 (16.3%) indicated corporate workers, and 72 (12.8%) indicated civil servant, 45 (8.0%) indicated commercial farmer, 40 (7.1%) indicated Business, 37 (6.6%) of the total respondents indicated peasant farmer, 26 (4.6%) indicated Artisan (for example, mechanic), 24 (4.3%) indicated clergy or pastor, while others were 6 (1.1%) of the total respondents.

Research Question 1: What are the media resources preferred by senior secondary school students in Lagos state?

The respondents were asked to indicate the media resources preferred by them using a 4 Point likert scale of "Very High Preference (VHP=4), High Preference (HP=3) Moderate Preference (MP=2) and Low Preference (LP=1). Table 5 presents result on preference for media resources by SSSSs in Lagos State, Nigeria.

Table 2: Preference for media resources among secondary school students in Lagos State

Items	VHP	%	HP	%	MP	%	LP	%	Mean	Std Dev
Reference Books	84	14.9	84	14.9	170	30.2	225	40.0	2.95	.970
Realia	29	5.2	169	30.0	196	34.8	169	30.0	2.90	.893
Flip charts	113	20.1	84	14.9	170	30.2	196	34.8	2.80	.723
Charts & Pictorials	141	25.0	29	5.2	224	39.8	169	30.0	2.75	.637
Magazines	141	25.0	85	15.1	169	30.0	168	29.8	2.65	.853
CD/DVD	168	30.0	84	14.9	197	35.0	113	20.1	2.45	.719
Maps	169	30.0	84	14.9	198	35.2	112	19.9	2.45	.717
Video clips	227	40.3	0	0.0	196	34.8	140	24.9	2.44	.546
Newspapers	225	40.0	28	5.0	170	30.2	140	24.9	2.40	.741
Real objects & samples	225	40.0	28	5.0	197	35.0	113	20.1	2.35	.896
Cassette	196	34.8	84	14.9	198	35.2	85	15.1	2.31	.701
Globes	225	40.0	56	9.9	170	30.2	112	19.9	2.30	.887
Simulation materials	196	34.8	142	25.2	141	25.0	84	14.9	2.20	.776
Wall Charts	197	35.0	112	19.9	197	35.0	57	10.1	2.20	.932
Films	281	49.9	56	9.9	170	30.2	56	9.9	2.00	.896
Cassette Player	253	44.9	112	19.9	141	25.0	57	10.1	2.00	.552
Internet	310	55.1	28	5.0	169	30.0	56	9.9	1.95	.717
Textbooks	339	60.2	0	0.0	168	29.8	56	9.9	1.90	.536
Grand Mean									43.0	

Key=Very High Preference (VHP=4) High Preference (HP=3) Moderate Preference (MP=2), Low Preference (LP=1)

Table 2 presents results on the preferred media resources by the respondents. The results showed Reference books (338, 60.0%; $\chi = 2.95$), Realia (394, 70.0%; $\chi = 2.90$), Flip charts (367, 65.2%; $\chi = 2.80$), Charts & Pictorials (394, 70.0%; $\chi = 2.75$) and Magazines (395, 70.1%; $\chi = 2.65$) topped the list of media resources preferred by majority of the respondents. Also, using the criterion mean of 2.50 as benchmark, it can be deduced that reference books, realia, flip charts, charts & pictorials and magazines are the major media resources preferred by the respondents since the mean score for each of these media resources falls within the criterion mean which is used as the benchmark mean. The implication to be drawn from this is that reference books, realia, flip charts, charts & pictorials and magazines are major media resources preferred by senior secondary school students in Lagos State, Nigeria. This finding negates results from Velmurugan (2008) and Erber (2012) studies which reported that students preferred the use of electronic format of media resources including CD-ROMs, online databases, e-journals, e-books and Internet resources above print-based media resources as well as Adeyoyin (2015), which emphasised that electronic media resources is becoming the preferred major information source by students due to obvious reasons such as proliferation of electronic media resources as well as ease of access to these category of media resources. According to them, electronic resources provide access to information that might be restricted to the user because of location to the user because of location, finances. and concluded that students rely on the electronic media resources to supplement traditional sources and discussed the implications of their findings for policymakers.

Research Question 2: What is the purpose for which senior secondary school students senior secondary school students in Lagos utilise media resources?

The respondents were asked to indicate the purposes for which the media resources listed are being used for The four major purposes considered were academic, entertainment, knowledge and information purposes. Table 6 presents results on purposes of media resources utilisation by senior secondary school students in Lagos State, Nigeria.

Table 3: Purpose of media resources' utilisation among senior secondary school students in Lagos 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 3 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 Lagos 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 mainly utilised for knowledge acquisition by SSSSs in Lagos 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 Lagos State, Nigeria.

This finding corroborates Jamil et.al (2013) results which reported the most frequently reported reasons for using media resources was for enhancing knowledge. Findings from the study shows charts, CD/DVD, Internet and Newspapers as the major media resources being utilised by senior secondary schools in Lagos State for academic purposes. Also, maps, simulation materials, video clips and real objects and samples were established as the major media resources being utilised by senior secondary school students in Lagos State for entertainment purposes. Furthermore, results from the study showed realia, flipchart, globes and textbooks are media resources being mainly utilised for knowledge acquisition by senior secondary school students in Lagos State, while cassette player, video clips, real objects and samples as well as slides are the found to be the most commonly utilised media resources by senior secondary school students in Lagos State, Nigeria for information purposes.

Research Question 3: What is the frequency of media resources utilisation among senior secondary school students in Lagos?

The respondents were asked to indicate the frequency of media resources preferred using a 6 point likert scale of “Daily”, “Twice a Week”, “Weekly”, “Fortnightly”, “Termly” and “Monthly”. Table 7 presents results on the frequency of media resources utilisation by senior secondary school students in Lagos State, Nigeria.

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 4 presents the results on the frequency of utilisation 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 utilised 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 utilised by the respondents. It can therefore be inferred from the result that cassette, cassette player, magazines, realia and flip charts are the most frequently utilised media resources by SSSSs in Lagos State. On the frequency of utilisation of the media resources, an occasional use of media resources was established. This corroborates **Ojo and Akande (2005)** and Aboyade and Amusan (2013) findings which reported low level utilisation of media resources among secondary school students in Ede. Commenting further on the types of media resources being used by students, they affirmed textbook and newspaper as the most used media resources among the students just as Hameed and Osunnrinade (2010) reported newspapers and magazines as the most regularly used media resources by the students. This, according to them, may be due to the ready availability of and accessibility to these media resources.

Research Question 4: What background factors influence media resources' utilisation among senior secondary school students in Lagos State?

Table 5: Summary of Regression Background Factors that Influence media Media Resource Utilisation among senior secondary school students in Lagos State?

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

Table 5 presents information on the background factors that influence media resources' utilisation by the respondents and it revealed fathers' qualification as the only factor that significantly influenced media resources' utilisation ($\beta = .088, t = 2.079; p < 0.05$). This finding is in support of result from Oni (2007) and Omoegun (2007) that reported a significant influence of background factors on media resources use among students from high and low socio-economic statuses. Findings from the study reveals fathers' qualification as the only factor that had significantly influence on media resources utilisation by the students which is at variance with findings from earlier studies by Keleş (2006), Anastasiadou (2009) and Bas (2012) which revealed that media resources' usage of secondary students was mainly influenced by father's and mother's educational level in favour of students whose fathers and mothers had high school and/or graduate level of education in the study. However, findings from Suna (2006) study reported mother's educational level as having influence on media resources utilisation by secondary school students in Turkey.

Testing of hypotheses

H_{01} : There is no significant joint contribution of background factors and media resources preference to media resources' utilisation?

Table 6: Summary of Regression Analysis Showing Joint Contribution of Background factors and Media resources preference 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	2	541.99	9.754	.000	Sig.
Residual	31005.51	560	55.57			
Total	33173.50	562				

Results from Table 6 showed that there is a significant joint contribution of background factors and media resources to media resources' utilisation by SSSSs in Lagos State, Nigeria ($F_{(2,562)} = 9.754, p < 0.05$). The results further show 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 background factors and media resources preference, when taken together.

H_{02} : There is no significant relative contribution of background factors and media resources preference to media resources utilisation?

Table 7: Summary of Regression Analysis Showing Relative Contributions of Background factors and Media resources preference 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
Media Resources preference	-.118	.108	.145	1.090	.276

Table 7 presented the result on the relative contributions of background factors, and media resources preference to the media resources' utilisation, expressed as beta weights using the standardised regression coefficient to determine the relative contributions of the independent variables. Media resources preference ($\beta = 0.145, t = 1.090$) followed by Background factors ($\beta = 0.013, t = 0.307$). It can, therefore, be deduced from the results that media resources preference is the leading contributor to media resources' utilisation by senior secondary school students in Lagos State. Findings from the study revealed fathers' qualification as the only factor that had a significant influence on media resources' utilisation by the students.

Summary

- a. The study was on background factors and media resources preference media resources utilisation by senior secondary school students in Lagos State, Nigeria. It was conducted with a view to establishing linkage mechanisms between background factors, media resources preference and media resources utilisation. Answers were sought for four research questions while two hypotheses were tested. The following are the findings derived from the study:
- b. The study revealed that reference books, realia, flip charts, charts & pictorials, and magazines are major media resources preferred by senior secondary school students in Lagos State, Nigeria while an overall moderate preference rate for media resources by the students was also established.
- c. 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 utilised by senior secondary schools in Lagos

State while maps, simulation materials, video clips and real objects and samples are major media resources being utilised by senior secondary school students in Lagos State for entertainment purposes. Also, realia, flipchart, globes and textbooks are media resources being mainly 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 Lagos State, Nigeria for information purposes. This finding established that all categories of media resources available in secondary schools in Lagos State, Nigeria are being utilised by the senior secondary school students for one purpose or the other.

- d. 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.
- e. 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 senior secondary school students.
- f. Furthermore, the result of the joint contribution of background factors and media resources preference to media resources utilisation revealed that the two variables investigated significantly contributed to media resources utilisation among the senior secondary students in Lagos State, Nigeria. On the other hand, further investigation into the relative contributions of background factors and media resources preference to media resources' utilisation revealed media resources preference as the leading contributor to media resources' utilisation while background factors were found to be the least contributor.

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 senior secondary school students. Students' dependence on media resources is increasing day-by-day and; students are also depending more on the invaluable educational resources for the learning activities. This study therefore provided empirical data on factors that predicted the SSSSs' use of media resources in Lagos State, Nigeria.

The results concluded that students in the secondary schools in Nigeria have required information literacy skills, moderate preference and access to media resources. The background factors, information literacy skills, preference and access to media resources 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 senior secondary school students in Lagos 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. 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. 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.
2. Managers of school library media specialists should organise 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 electronic media resources to its users. These would allow students to use the new and emerging media resources that are currently the in-thing in scientific and technological education now. Thus, subject gateways, portals and data archives should be provided in libraries to provide access to back volumes of electronic media resources to know the past research done and to focus on present research trends in order to move towards a brighter and better future.

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