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Information literacy skills and utilization of school library resources among secondary school students in Kwale Local Government Area of Delta State, Nigeria

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Abstract
This study examined information literacy skills and utilization of school library resources among secondary school students in Kwale Local Government Area of Delta State, Nigeria. The study adopted a descriptive survey research design. A population of 1,240 students was drawn from four selected secondary schools, while a sample of 302 students was determined using the Taro Yamane formula and selected through a multistage sampling technique. Data were collected using a structured questionnaire and analyzed using frequency, percentages, mean, standard deviation, Pearson's Product-Moment Correlation (PPMC), and independent samples t-test at the 0.05 level of significance. The findings revealed that the respondents demonstrated a high level of information literacy skills. The highest-rated skill was the ability to identify information needed for assignments (Mean = 3.28), while the lowest was the ability to use library catalogues and reference tools (Mean = 2.76). The findings showed that students utilize school library resources to a high extent (Grand Mean = 2.84). Textbooks recorded the highest utilization while e-books recorded the lowest utilization. The study further revealed a significant positive relationship between school library resource utilization and information literacy skills among students ($r = 0.684$, $p < 0.05$). The study concluded that effective utilization of school library resources enhances students' information literacy skills. It was therefore recommended that schools provide adequate and current library resources, strengthen information literacy training programmes, encourage library-based learning activities, and increase funding for school library development.

Keywords: School library resources, library utilization, information literacy skills, secondary school students, Kwale, Delta State

Introduction
School libraries are recognized as vital components of the educational system because they provide access to a wide range of information resources that support teaching, learning, and research activities. A well-equipped school library serves as an information center where students can access books, journals, magazines, newspapers, electronic databases, and other educational materials that enhance academic performance and intellectual development. In the contemporary information age, school libraries have evolved beyond their traditional role of storing books to becoming dynamic learning environments that promote independent learning, critical thinking, and lifelong learning skills among students (Kuhlthau, 2021).

The increasing volume of information available through both print and digital media has made information literacy an essential skill for students. Information literacy refers to the ability to recognize information needs, locate relevant information, evaluate the credibility of sources, organize information effectively, and use information ethically to solve problems and make informed decisions. These skills are particularly important in the twenty-first century, where students are constantly exposed to vast amounts of information from various sources, including the internet, social media, and digital libraries. Consequently, educational institutions are expected to equip students with the competencies required to navigate and utilize information effectively (Mondal, 2026).

School library resources play a significant role in the development of information literacy skills among students. Through regular access to library collections and services, students learn how to search for information, evaluate different sources, and apply information appropriately in academic and personal contexts. Library resources such as reference materials, textbooks, electronic databases, multimedia resources, and internet facilities provide opportunities for students to engage in inquiry-based learning and independent research (Joel *et al.,* 2025).

Furthermore, librarians often provide guidance and instruction that help students develop effective information-seeking behaviors and critical evaluation skills. The utilization of school library resources is influenced by several factors, including the availability and adequacy of library materials, accessibility of resources, students' awareness of library services, the competence of library personnel, and the level of support provided by school administrators. In many schools, inadequate funding, outdated collections, limited technological facilities, and poor library management practices have hindered effective utilization of library resources. As a result, students may fail to take full advantage of the educational benefits that school libraries offer, thereby limiting the development of their information literacy competencies (Amusan and Lawal, 2020).

In recent years, there has been growing concern among educators, librarians, and policymakers regarding students' ability to locate, evaluate, and use information effectively. Despite the increasing availability of information resources, many students experience difficulties in identifying credible information sources, distinguishing facts from misinformation, and applying information appropriately to academic tasks. These challenges underscore the need for effective school library programs that not only provide access to information resources but also foster the acquisition of information literacy skills necessary for academic success and lifelong learning (Mashiyane, 2022).

It is against this background that this study seeks to examine the utilization of school library resources and its relationship with information literacy skills among school students. The study aims to provide empirical evidence that will assist educators, librarians, school administrators, and policymakers in developing strategies for enhancing library services and fostering information literacy competencies among students in Kwale LGA, Delta State.

Statement of the problem

School libraries are established to provide students with access to information resources that support learning, research, and the development of information literacy skills. However, observations indicate that many students make limited use of available library resources, while some lack the necessary skills to identify, locate, evaluate, and utilize information effectively. The growing reliance on digital and online sources of information has further increased the need for students to possess strong information literacy competencies. In many schools, challenges such as inadequate library materials, poor access to information resources, insufficient user education, and limited awareness of library services may hinder effective library utilization and the acquisition of information literacy skills. Consequently, students may encounter difficulties in conducting research, completing academic tasks, and making informed decisions based on reliable information. Therefore, there is a need to examine the extent of school library resource utilization and its influence on the information literacy skills of school students in order to provide evidence for

improving library services and educational outcomes.

Objectives of the study

The objectives of the study are to:

1. assess the level of information literacy skills among secondary school students in Kwale Local Government Area of Delta State;
2. determine the extent of utilization of school library resources among secondary school students in Kwale Local Government Area of Delta State; and
3. examine the relationship between information literacy skills and utilization of school library resources among secondary school students in Kwale Local Government Area of Delta State.

Research questions

The following research questions are addressed in the study:

1. What is the level of information literacy skills among secondary school students in Kwale Local Government Area of Delta State?
2. To what extent do secondary school students utilize school library resources in Kwale Local Government Area of Delta State?
3. What relationship exists between information literacy skills and utilization of school library resources among secondary school students in Kwale Local Government Area of Delta State?

Literature review

Conceptual review

A school library is an organized collection of information resources and services established within a school to support the educational objectives of the institution. It serves as a learning resource center that provides students, teachers, and other members of the school community with access to a variety of information materials in both print and electronic formats. The primary purpose of a school library is to support teaching, learning, research, and personal development by making relevant information resources readily available to users. School libraries play a vital role in fostering reading habits, encouraging independent learning, and promoting academic excellence among students (Kuhlthau, 2021).

According to the International Federation of Library Associations and Institutions (IFLA), a school library is a physical and digital learning space where reading, inquiry, imagination, creativity, and knowledge acquisition are central to students' educational experiences. The school library functions as an integral part of the educational system by providing access to information resources that complement classroom instruction and support curriculum objectives. Through its services and resources, the school library helps students develop critical thinking, problem-solving, and information literacy skills necessary for success in academic and lifelong learning endeavors (Johnson and Weber, 2025).

The concept of the school library has evolved significantly over the years. Traditionally, school libraries were viewed primarily as repositories of books where students could borrow reading materials. However, advances in information and communication technologies have transformed school libraries into modern information centers that provide access to both print and digital resources. Contemporary school libraries now offer internet connectivity, electronic databases, multimedia resources, online catalogs, and other digital services that facilitate information access and knowledge sharing. This transformation has expanded the role of school libraries beyond book lending to include information management, research support, and technology-assisted learning (Saponaro *et al.,* 2025).

School libraries contain diverse collections of resources designed to meet the educational, informational, and recreational needs of students. These resources include textbooks, reference materials, fiction and non-fiction books, newspapers, magazines, journals, maps, audiovisual materials, computers, internet facilities, and electronic databases. The availability and accessibility of these resources enable students to obtain information from multiple sources, thereby enhancing their learning experiences and broadening their knowledge base. The library also provides a conducive environment for study, research, and collaborative learning activities (Kuhlthau, 2025).

School library resources refer to the various information materials, facilities, and services provided in a school library to support teaching, learning, research, and personal development. These resources are carefully selected, organized, and maintained to meet the educational and informational needs of students and teachers. They serve as essential tools for acquiring knowledge, developing academic skills, and promoting independent learning. The effectiveness of a school library largely depends on the adequacy, relevance, accessibility, and utilization of its resources (Richardson and Parnell, 2024).

School library resources can be broadly categorized into print, non-print, and electronic resources. Print resources constitute the traditional materials commonly found in libraries and include textbooks, reference books, dictionaries, encyclopedias, atlases, journals, magazines, newspapers, biographies, novels, and other reading materials. These resources provide students with reliable information that supports classroom instruction and academic research. Textbooks help students understand course content, while reference materials enable them to obtain specific information for assignments and projects. Fictional and recreational reading materials also contribute to the development of reading habits, language skills, and creativity among students (Smith, 2020).

Non-print resources refer to information materials that are not presented in printed form. These include maps, charts, globes, photographs, posters, models, slides, audio recordings, video recordings, and other audiovisual materials. Non-print resources enhance learning by providing visual and auditory representations of information, making complex concepts easier to understand. They are particularly useful in subjects such as Geography, History, Biology, and Social Studies, where visual illustrations can improve students' comprehension and retention of knowledge (Rubin and Rubin, 2020).

The advancement of information and communication technology has led to the emergence of electronic or digital library resources. These resources include computers, electronic books (e-books), online journals, databases, internet facilities, digital repositories, multimedia resources, and educational websites. Electronic resources provide users with quick and convenient access to current information from various parts of the world. They enable students to conduct online research, access scholarly publications, and obtain information beyond what is available in printed collections. The integration of digital resources into school libraries has significantly expanded opportunities for learning, research, and information sharing (Magi and Garnar, 2021).

The utilization of school library resources by students is influenced by various factors that determine the extent to which available resources are accessed and used for learning, research, and personal development. Although school libraries are established to support educational activities, the level of resource utilization often varies among students due to differences in library facilities, user

characteristics, institutional support, and environmental conditions. Understanding these factors is essential for improving library services and enhancing students' use of information resources (Li *et al.,* 2026).

One of the most significant factors influencing library resource utilization is the availability and adequacy of library resources. Students are more likely to use a library that possesses current, relevant, and diverse information materials that meet their academic and recreational needs. Libraries with adequate collections of textbooks, reference materials, journals, newspapers, electronic resources, and multimedia materials tend to attract more users than those with outdated or insufficient collections. When students are unable to find the information they need in the library, their motivation to utilize library resources may decrease considerably (Adeeko *et al.,* 2023).

Accessibility of library resources also plays a crucial role in determining utilization. Resources must be organized and arranged in a manner that allows users to locate information easily. Factors such as convenient library location, flexible opening hours, efficient cataloguing systems, and user-friendly information retrieval tools encourage students to make greater use of library resources. Conversely, poor organization of materials, restricted access policies, and inconvenient operating schedules may discourage students from visiting and utilizing the library (Andrews *et al.,* 2021).

The availability of qualified and competent library personnel is another important determinant of library resource utilization. Librarians and library staff assist students in locating information, using library facilities, and developing effective information-searching skills. Professional librarians also provide user education and information literacy instruction that enable students to maximize the benefits of available resources. When library personnel are knowledgeable, approachable, and supportive, students are more likely to use library resources effectively and regularly (Pitoyo, 2020).

Information literacy is the ability of an individual to recognize when information is needed and to locate, evaluate, organize, and use information effectively to solve problems, make decisions, and acquire knowledge. It is a critical skill in the modern information age where vast amounts of information are available through print, electronic, and digital sources. Information literacy enables individuals to navigate the complex information environment, identify relevant information, assess the credibility of sources, and apply information appropriately for academic, professional, and personal purposes (Wuyckens *et al.,* 2022).

The concept of information literacy was first introduced by Zurkowski (1974), who described information-literate individuals as those who have learned techniques and skills for utilizing a wide range of information resources in solving problems. Since then, information literacy has gained prominence as an essential educational outcome and a fundamental component of lifelong learning. The American Library Association (ALA) defines information literacy as a set of abilities that require individuals to recognize when information is needed and to have the ability to locate, evaluate, and use the needed information effectively. This definition highlights the importance of both access to information and the ability to apply it meaningfully (Haider and Sundin, 2022).

Information literacy encompasses a variety of interconnected skills and competencies. One of its core elements is the ability to identify information needs. This involves recognizing a gap in knowledge and determining the type and extent of information required to address a particular question or problem. Students

who possess this skill are able to formulate research questions, define learning objectives, and determine the most appropriate sources of information for their needs (Sample, 2020).

Another important component of information literacy is information searching and retrieval. This involves the ability to locate information efficiently using various tools and resources such as library catalogs, reference materials, online databases, search engines, and digital repositories. Effective information searching requires knowledge of search strategies, keywords, subject headings, and information retrieval techniques. Students who possess these skills can access relevant information quickly and efficiently, thereby improving the quality of their academic work (Taylor and DiGiacomo, 2023).

Information literacy skills play a crucial role in determining how effectively students utilize school library resources. Students who possess the ability to identify information needs, locate relevant information sources, evaluate information critically, organize information appropriately, and use information ethically are more likely to make effective use of available library resources. These skills enable students to recognize the value of library materials and select appropriate resources to support their academic activities (Liu, 2025).

Information literacy skills enhance students' confidence in accessing and utilizing various information resources available in the school library (Amusan and Lawal, 2020). Students with adequate information literacy competencies are better equipped to use textbooks, reference materials, journals, dictionaries, electronic resources, and other library collections for learning and research purposes. In contrast, students with limited information literacy skills may encounter difficulties in locating and evaluating information, which can reduce their level of library resource utilization (Mondal, 2026).

The relationship between information literacy skills and school library resource utilization has been emphasized in library and information science literature. Information-literate students are generally more active users of library resources because they possess the knowledge and skills required to search for, retrieve, assess, and apply information effectively. Consequently, improvements in students' information literacy skills can contribute to increased and more effective utilization of school library resources, thereby supporting academic achievement and lifelong learning (Joel et al., 2025).

Theoretical framework

This study is anchored on the Information Literacy Theory and the Constructivist Learning Theory. These theories provide a foundation for understanding how the utilization of school library resources contributes to the development of information literacy skills among students.

Information Literacy Theory

Information Literacy Theory was popularized by Zurkowski (1974) and further developed by the American Library Association (1989). The theory emphasizes the ability of individuals to recognize information needs and to locate, evaluate, organize, and use information effectively. It views information literacy as a critical competency that enables learners to function successfully in an information-rich environment. According to the theory, information-literate individuals possess the skills necessary to identify when information is needed, determine the appropriate sources of information, access information efficiently, critically evaluate information, and apply it effectively to solve problems or make decisions. The theory recognizes that access to information alone is insufficient; individuals must also possess the skills required to use information meaningfully and responsibly.

In educational settings, Information Literacy Theory highlights the role of libraries as important centers for information access and skills development. School libraries provide students with opportunities to interact with diverse information resources, thereby enabling them to develop competencies in information searching, retrieval, evaluation, and ethical use. Through regular utilization of library resources, students gradually acquire the knowledge and skills needed to become independent learners and effective information users. The relevance of this theory to the present study lies in its emphasis on the development of information literacy skills through interaction with information resources. Since the study seeks to examine the relationship between school library resource utilization and information literacy skills among students, Information Literacy Theory provides an appropriate framework for explaining how access to and use of library resources can enhance students' information competencies.

Constructivist Learning Theory

Constructivist Learning Theory was developed by Jean Piaget (1952) and later expanded by other scholars such as Lev Vygotsky. The theory is based on the idea that learners actively construct knowledge through interaction with their environment rather than passively receiving information. Learning occurs when individuals engage in exploration, inquiry, problem-solving, and reflection, using available resources to build understanding and meaning. According to Constructivist Learning Theory, students learn most effectively when they actively participate in the learning process and utilize various sources of information to develop their own understanding of concepts. The theory emphasizes independent learning, critical thinking, inquiry-based learning, and knowledge construction. It also recognizes the importance of learning environments that provide learners with opportunities to explore information and engage in meaningful educational experiences.

School libraries support the principles of constructivism by providing students with access to diverse information resources that encourage exploration, investigation, and self-directed learning. Through the use of books, journals, reference materials, electronic resources, and other library services, students are able to seek information independently, analyze evidence, and construct knowledge based on their learning experiences. This process contributes significantly to the development of information literacy skills. The relevance of Constructivist Learning Theory to this study is that it explains how students acquire information literacy skills through active engagement with library resources. As students utilize school library resources to search for information, evaluate sources, and apply knowledge, they actively construct understanding and develop competencies necessary for academic success and lifelong learning.

Empirical review

Joel, Obot and Jimmy (2025) investigated the influence of literacy skills on utilization of resources in school libraries in Uyo Local Government Area. The study adopted a descriptive survey research design. The population consisted of 705 students. Simple random sampling technique was used to sample 38 percent of each school's population amounting to 268 respondents. The instrument for data collection was a researcher developed questionnaire entitled “Literacy Skills and Utilization of Resources Questionnaire” (LSURPSLQ). The findings of the study revealed no significant influence of critical thinking, and information literacy on the utilization of resources in private school libraries in Uyo Local Government Area. It was therefore recommended among other things that private secondary school administrators should develop and

implement targeted literacy enhancement programmes within schools to address varying levels of literacy skills among students, with such programmes focusing on improving critical thinking and information processing abilities.

Ukachi (2015) carried out a study to determine the relationship existing between undergraduate students' information literacy skills and their use of electronic resources (ERs) located in university libraries in Nigeria. The descriptive design was adopted for the research questions and the purposive sampling technique was also adopted in selecting 12 university libraries. The population size consisted of all the 36,116 library-registered undergraduate students in the 12 universities, while the sample size was 1,806 (5 per cent of the population) and the 12 librarians heading the ERs sections of the libraries. The findings revealed that ERs are not adequately utilized, undergraduate students do not possess adequate information literacy skills necessary for optimal utilization of the libraries' ERs and strong positive correlation between level of undergraduate students' information literacy skill and their use of ERs provided in the library. The study provided practical insights into the impact of possessing inadequate information literacy skills on the use of ERs.

Amusan and Lawal (2020) assessed information literacy skills and media resource utilization among secondary school students in Lagos State, Nigeria. The study adopted a survey research design and collected data from 1,119 Senior Secondary School II students drawn from 17 secondary schools across three educational districts in Lagos State using questionnaires. The study examined students' levels of information literacy and their utilization of media resources. The findings showed that students who possessed higher information literacy skills demonstrated greater ability to utilize available media and information resources effectively. The study further revealed that information literacy competencies significantly influenced students' capacity to access, evaluate, and use information resources for academic purposes. The researchers concluded that information literacy training should be strengthened within schools to improve students' effective utilization of information resources.

Imam, Okoro and Ilori (2024) investigated the influence of information literacy skills on the utilization of electronic resources among undergraduates in selected public university libraries in Lagos State, Nigeria. The study employed a survey research design involving a population of 49,165 undergraduates, from which a sample of 394 respondents was selected. Data were collected using questionnaires and analyzed using inferential statistics. The findings revealed a high level of information literacy skills among respondents and a correspondingly high utilization of electronic resources. The study further established that information literacy skills significantly influenced the use of electronic resources. The researchers concluded that students who possess stronger information literacy competencies are more likely to utilize available information resources effectively and recommended continuous training in information literacy skills.

Joel, Obot and Jimmy (2025) investigated the influence of literacy skills on the utilization of information resources in school libraries in Uyo Local Government Area of Akwa Ibom State, Nigeria. The study adopted a descriptive survey design involving students from three private secondary schools. The population comprised 705 students, while a sample of 268 respondents was selected using simple random sampling. Data were collected through questionnaires and analyzed statistically. The findings revealed that literacy skills significantly influenced students' utilization of school library

resources. Students with better literacy competencies were more likely to access and use available library resources effectively than those with lower literacy skills. The study concluded that literacy and information-related skills are important determinants of library resource utilization and recommended strengthening literacy development programmes in schools to improve library usage.

Methods

This study adopted a descriptive survey research design. The survey design was considered appropriate because it enables the researcher to collect data from a representative sample of students regarding their utilization of school library resources and their information literacy skills. The design is suitable for describing existing conditions, examining relationships among variables, and obtaining information directly from respondents without manipulating the study variables.

The study was conducted in Kwale, Ndokwa West Local Government Area of Delta State, Nigeria. Kwale is the administrative headquarters of Ndokwa West Local Government Area and is one of the major urban communities in Delta State. The area is characterized by a growing educational sector comprising both public and private secondary schools. Students in the area have access to various educational facilities, including school libraries, which support teaching and learning activities. The choice of Kwale for this study was based on the presence of secondary schools with library facilities and the need to assess how students utilize available library resources in developing information literacy skills. Selected schools in the study area include Universal Secondary School, Girls Secondary School Utagba-Ogbe, Apex Secondary School, and Brighter Future Secondary School.

The population of the study comprised all Senior Secondary School (SS I–SS III) students in four selected secondary schools in Kwale, Ndokwa West Local Government Area of Delta State. The selected schools were chosen because they possess functional library facilities and represent both public and private secondary schools within the study area. The total population for the study was 1,240 students.

Table 1: Distribution of the Population

S/N	School	Population
1	Universal Secondary School, Kwale	420
2	Girls Secondary School, Utagba-Ogbe, Kwale	280
3	Apex Secondary School, Kwale	250
4	Brighter Future Secondary School, Kwale	290
Total		**1,240**

Source: School administrative records, 2026.

The population was considered appropriate because the students are direct users of school library resources and are therefore in a position to provide reliable information regarding library utilization and information literacy skills.

The sample size for this study was determined using the Taro Yamane (1967) formula for sample size determination:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

(n) = Sample size
(N) = Population size (1,240)
(e) = Level of precision (0.05)

Substituting the values into the formula:

$$n = \frac{1240}{1 + 1240\,(0.05)^2}$$
$$= \frac{1240}{1 + 1240\,(0.0025)}$$
$$= \frac{1240}{1 + 3.10}$$
$$= \frac{1240}{4.10}$$
$$= 302.44$$

The calculated sample size was approximately 302 students

.

Table 2: Distribution of sample size

S/N	School	Population	Sample Size
1	Universal Secondary School, Kwale	420	102
2	Girls Secondary School, Utagba-Ogbe, Kwale	280	68
3	Apex Secondary School, Kwale	250	61
4	Brighter Future Secondary School, Kwale	290	71
Total		1,240	302

Multistage sampling technique was employed for the study. In the first stage, four secondary schools were purposively selected from Kwale, Ndokwa West Local Government Area based on the availability of library facilities. In the second stage, proportionate sampling was used to allocate the sample size to each selected school according to their student population. In the third stage, simple random sampling technique was used to select the required number of students from each school. This ensured that every student had an equal chance of being selected for the study.

The instrument used for data collection was a structured questionnaire titled "School Library Resources Utilization and Information Literacy Skills Questionnaire (SLRUILSQ)." The questionnaire was designed by the researcher based on the objectives of the study and relevant literature reviewed. The instrument was divided into three sections. Section A elicited information on the demographic characteristics of the respondents, Section B contained items on school library resource utilization, while Section C focused on information literacy skills among students. The questionnaire items were structured on a four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

The validity of the instrument was established through face and content validity. The draft questionnaire was presented to experts in Library and Information Science as well as Measurement and Evaluation for critical examination. The experts assessed the relevance, clarity, adequacy, and appropriateness of the questionnaire items in relation to the objectives, research questions, and hypotheses of the study. Their observations, suggestions, and corrections were incorporated into the final version of the instrument to ensure that it adequately measured school library resource utilization and information literacy skills among students.

The reliability of the instrument was determined using the Cronbach Alpha reliability method. A pilot study was conducted using 30 students from a secondary school outside the selected schools but with similar characteristics to the study population. Data obtained from the pilot test were analyzed using Statistical Package for Social Sciences (SPSS) version

25. The analysis yielded a Cronbach Alpha coefficient of 0.82 for the School Library Resource Utilization Scale, 0.85 for the Information Literacy Skills Scale, and an overall reliability coefficient of 0.84. These values indicated that the instrument possessed a high level of internal consistency and was therefore considered reliable for the study.

The researcher obtained an introductory letter from the appropriate authority and sought permission from the principals of the selected secondary schools before administering the questionnaire. With the assistance of class teachers and school librarians, copies of the questionnaire were distributed directly to the respondents during school hours. The purpose of the study was clearly explained to the students, and they were assured that the information provided would be treated with utmost confidentiality and used solely for academic purposes. The questionnaires were completed and retrieved immediately after administration to ensure a high response rate and minimize loss of instruments.

Data collected from the respondents were coded, organized, and analyzed using the Statistical Package for Social Sciences (SPSS) version 25. Frequencies, percentages, mean, and standard deviation were used to answer the descriptive research questions, while Pearson's Product-Moment Correlation Coefficient to answer the relational research question,

Results

The data presented in Table 3 show that a total of 302 copies of the questionnaire were administered to the respondents. Out of this number, 295 copies were successfully retrieved, representing a response rate of 97.7%, while 7 copies (2.3%) were not retrieved. The high response rate indicates adequate participation of respondents and provides sufficient data for the study.

Table 3: Response rate of questionnaire

Item	Frequency	Percentage (%)
Questionnaire administered	302	100.0
Questionnaire retrieved	295	97.7
Questionnaire not retrieved	7	2.3

Table 4: Demographic characteristics of respondents (n = 295)

Variable	Category	Frequency	Percentage (%)
Gender	Male	142	48.1
	Female	153	51.9
	Total	**295**	**100.0**
Age (Years)	10–12	68	23.1
	13–15	124	42.0
	16–18	89	30.2
	Above 18	14	4.7
	Total	**295**	**100.0**
Class Level	SS I	102	34.6
	SS II	98	33.2
	SS III	95	32.2
	Total	**295**	**100.0**
School Attended	Universal Secondary School, Kwale	100	33.9

Variable	Category	Frequency	Percentage (%)
	Girls Secondary School, Utagba-Ogbe	66	22.4
	Apex Secondary School, Kwale	60	20.3
	Brighter Future Secondary School, Kwale	69	23.4
	Total	295	100

The demographic characteristics of the respondents is presented in Table 4. The results show that 153 (51.9%) of the respondents were females, while 142 (48.1%) were males, indicating a fairly balanced gender distribution. Regarding age, the majority of the respondents, 124 (42.0%), were within the age range of 13–15 years, followed by 89 (30.2%) aged 16–18 years, while only 14 (4.7%) were above 18 years. The distribution by class level revealed that 102 (34.6%) were in SS I, 98 (33.2%) were in SS II, and 95 (32.2%) were in SS III, showing a relatively equal representation across the three senior secondary classes. Based on school attended, Universal Secondary School had the highest number of respondents with 100 (33.9%), followed by Brighter Future Secondary School with 69 (23.4%), Girls Secondary School, Utagba-Ogbe with 66 (22.4%), and Apex Secondary School with 60 (20.3%). The demographic distribution indicates that the respondents were adequately represented across gender, age groups, class levels, and selected schools.

Research question one: What is the level of information literacy skills among secondary school students in Kwale Local Government Area of Delta State?

Table 5: Mean and standard deviation of information literacy skills among the students (n = 295)

S/N	Information literacy skills	Mean	SD	Decision
1	I can identify information needed for my assignments.	3.28	0.72	High
2	I can locate information from different sources.	3.15	0.78	High
3	I can evaluate the reliability of information sources.	2.97	0.85	High
4	I can distinguish between reliable and unreliable information.	3.02	0.81	High
5	I know how to use library catalogues and reference tools.	2.76	0.91	High
6	I can organize information obtained from various sources.	3.10	0.79	High
7	I acknowledge information sources appropriately.	2.89	0.87	High
8	I avoid plagiarism when using information.	3.20	0.74	High
Grand mean		3.05	0.81	High Level

Decision rule: Mean ≥ 2.50 = High Level; Mean < 2.50 = Low Level.

The result in Table 5 shows a grand mean of 3.05, indicating that the respondents demonstrated a high level of information literacy skills. The highest-rated skill was the ability to identify information needed for assignments (Mean = 3.28), while the lowest was the ability to use library catalogues and reference tools (Mean = 2.76).

Research question two: To what extent do secondary school students utilize school

library resources in Kwale Local Government Area of Delta State?

Table 6: Mean and standard deviation on the extent of utilization of school library resources among the students (n = 295)

S/N	Utilization of school library resources	Mean	SD	Decision
1	I use textbooks available in the school library for my studies.	3.28	0.72	Agree
2	I use dictionaries and encyclopedias in the school library.	3.12	0.79	Agree
3	I utilize reference materials for assignments and projects.	3.05	0.83	Agree
4	I use newspapers and magazines available in the school library.	2.86	0.88	Agree
5	I consult journals and academic publications in the school library.	2.71	0.91	Agree
6	I use computers provided in the school library to obtain information.	2.64	0.95	Agree
7	I access internet resources through facilities provided by the school library.	2.57	0.97	Agree
8	I use e-books and other electronic information resources available in the school library.	2.48	1.01	Disagree
Grand mean		2.84	0.88	High Extent

Decision rule**:** Mean ≥ 2.50 = High Extent; Mean < 2.50 = Low Extent.

The findings in Table 6 show that students utilize school library resources to a high extent (grand mean = 2.84). Textbooks recorded the highest utilization while e-books recorded the lowest utilization.

Research question three: What relationship exists between information literacy skills and utilization of school library resources among secondary school students in Kwale Local Government Area of Delta State?

Table 7: Pearson's correlation analysis showing the relationship between information literacy skills and school library resource utilization (n = 295)

Variables	N	r-value	p-value	Decision
Information literacy skills	295	0.684	0.000	Significant
School library resource utilization	295			

Significance level**:** p < 0.05.

The result in Table 7 revealed a strong positive and significant relationship between information literacy skills and utilization of school library resources among students (r = 0.684, p = 0.000). Since the p-value is less than 0.05, the relationship is statistically significant. This indicates that students with higher information literacy skills tend to utilize school library resources more effectively.

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Discussion

The study found that secondary school students in Kwale Local Government Area possessed a high level of information literacy skills, with a grand mean of 3.05. This indicates that the students were generally able to identify their information needs, locate information from different sources, evaluate information for reliability, organize information, and use information appropriately. However, their relatively lower ability to use library catalogues and reference tools suggests an area requiring further attention. The finding is comparable with Amusan and Lawal (2020), who examined information literacy skills and media resource utilization among secondary school students in Lagos State and found that students possessed information literacy skills that were

associated with their use of information resources.

The findings showed that secondary school students in Kwale Local Government Area utilized school library resources to a high extent. This indicates that students made considerable use of available library resources, particularly textbooks, dictionaries, encyclopedias, and reference materials for their academic activities. However, the utilization of electronic resources such as computers, internet resources, and e-books was comparatively lower than that of print resources. This may be attributed to greater availability and familiarity with print materials as well as limited access to electronic information resources in many school libraries. The finding is consistent with the study of Onuoha and Chukwueke (2020), who reported that students utilized available school library information resources, particularly print materials, to support learning and academic activities. The result also agrees with Joel, Obot, and Jimmy (2025), who found that students' use of library information resources remained largely concentrated on traditional print resources despite the growing availability of digital information sources.

The study established a significant positive relationship between information literacy skills and utilization of school library resources among secondary school students, with a Pearson's correlation coefficient of $r = 0.684$ ($p < .001$). This indicates that students with higher information literacy skills tended to utilize school library resources more effectively. The finding is consistent with Amusan and Lawal (2020), who reported a significant relationship between information literacy skills and media resource utilization among secondary school students in Lagos State. It also agrees with Omosebi and Omosebi (2020), who found a significant relationship between information literacy skills and the use of e-library resources. The finding therefore suggests that developing students' information literacy competencies may be important for promoting more effective engagement with school library resources.

Conclusion

The study concluded that secondary school students in Kwale Local Government Area of Delta State possess a high level of information literacy skills and utilize school library resources to a high extent, particularly textbooks, dictionaries, reference books, and other print materials. However, the comparatively low utilization of electronic resources and limited use of library catalogues and librarian assistance indicate areas that require improvement. The study further established a significant positive relationship between information literacy skills and utilization of school library resources, suggesting that students with better information literacy skills tend to make more effective use of library resources for their academic activities.

The following are recommended based on the results of the study:

1. School authorities should strengthen information literacy instruction programmes to further improve students' abilities to identify, locate, evaluate, organize, and use information effectively, particularly in areas where students demonstrated relatively lower competencies.
2. Schools should improve the availability and accessibility of electronic library resources, such as computers, internet facilities, and e-books, to encourage greater utilization of these resources alongside traditional print materials.
3. School librarians and teachers should integrate information literacy activities with library resource use through research assignments, guided library exercises, and information-search tasks to sustain and enhanc2e the

positive relationship between information literacy skills and school library resource utilization.

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