

Predictors of Students' Use of School Library in Private Secondary Schools in Afijio Local Government Area, Oyo State

Alice A. Bamigbola

Department of School Library and Media Technology,
University of Ibadan.

fifemidapo@yahoo.com;

aa.bamigbola@ui.edu.ng

Esther O. Feyisetan

Department of School Library and Media Technology,
University of Ibadan

ABSTRACT

This study explored the predictors of the use of library by private secondary school students in Afijio Local Government Area, Oyo State, focusing on purposes of library use, information needs, and library anxiety. A survey design was employed, selecting 11 private secondary schools in Afijio Local Government Area, Oyo State, with a total of 520 SS2 students through purposive sampling. The Probability Proportionate to Size (PPS) was applied to select 224 participants, representing 43% of the population. The study used questionnaire for data collection. Data was analyzed using frequency counts, mean, standard deviation, Pearson's Product Moment Correlation and multiple regression at 0.05 level of significance. The findings reveal that library usage among private secondary school students in Afijio Local Government Area, Oyo State, Nigeria, was low, with most students using the library only once a week, primarily for academic purposes. Notably, library anxiety exhibited a significant negative relationship with library use, indicating that it serves as a key determinant of library utilisation. However, while information needs alone did not significantly related with library use, the combined effect of information needs and library anxiety played a role in determining students' usage of library resources. Based on these findings, the study recommends that librarians create a supportive and student-friendly library environment, implement orientation and training programmes, improve resource availability and accessibility, and address library anxiety through awareness campaigns.

KEYWORDS

- Library use
- Information needs
- library anxiety
- private secondary school students
- Nigeria

Introduction

The library is a repository of knowledge where print and non-print information resources are acquired, processed organized and made accessible to users to satisfy their varied information needs. It is a place of active learning and not just a repository of books and learning materials (IFLA, 2015). Mubashrah, Riaz and Shaziah (2013) noted that the library is the custodian of books and other material resources that enhance learning and these resources may be in book or non-

book format, such as books, periodicals, films, dictionaries, manuscripts, directories, yearbooks, magazines, newspapers, journals encyclopedias, maps and others to support and improve the educational quality of students. Libraries play an important role in the world's educational system. The success of any educational institution is said to be dependent on the provision of information resources for teaching and learning. A major strategy in providing these information resources has been through the provision of effective library services in the educational sectors.

The use of a library refers to the various ways individuals and communities engage with library resources and services to meet their information, educational, and recreational needs. Library use can be defined as the engagement of individuals or groups with library resources and services to fulfill their informational, educational, cultural, and recreational needs. This includes activities such as borrowing materials, utilizing library facilities, seeking research assistance, participating in programs, and accessing digital resources. School library use is expected to enhance academic performance and improve the learning skills of the users. As critical as the use of library is to the academic success of any student at any level, literature and observation confirm a low use of library by students in this dispensation (Olaleru and Owolabi, 2021; Eke, et.al., 2017). The low usage of library is a concern to all educational stakeholders as poor performance in academic affects development of the society. Micheal and Ogunniyi (2014) submitted that irregular and low use of school libraries among students of secondary schools could lead to poor academic performance

The information needs of secondary school students vary, ranging from academic needs to political information, recreation, current awareness, mental and health information, religious and cultural information, a social and entertainment information needs (Igwe, 2012). Academic information needs are for an assignment, preparation for continuous assessment and examination, a quiz competition and these can be met if they utilise the library (Khadil and Kumar 2011). In a bid to meet the identified information need, an individual would visit library to get information resources. Therefore, information needs play a major role in library use. Students need library resources to meet their information needs and to succeed in their academic pursuits. However, library anxiety might prevent people from using the library. This condition manifests as feelings of intimidation, discomfort, or uncertainty when engaging with library resources and staff, leading to decreased utilisation of available materials.

Library anxiety is a psychological syndrome: fear of the library and the process of finding the information needed. Mellon (1986) defined library anxiety as an uncomfortable feeling or emotional disposition experienced in a library setting that has cognitive, affective, physiological and behavioural ramification. Library anxiety has a foundation in self-efficacy as well as individuals' belief that they do not have the skills needed to complete an assignment. There are five components of library anxiety scale, namely: affective barriers, barriers with staff, knowledge of library, comfort with the library and mechanical barriers (Mellon, 1986). However, in this study only affective barriers, barriers with staff, comfort with the library, and knowledge of library were examined because they are relevant in this context.

Library anxiety not only hampers students' academic performance but also impedes their development of critical information literacy skills essential for success in the digital age. As evidenced by researches, an inclusive library environment that considers the needs of all learners is crucial in alleviating these feelings of apprehension (Abusin, Zainab and Abdul Karim, 2011).

Library anxiety will make students feel uncomfortable in the library as a result they are likely to show unwillingness to utilise the library to satisfy their information needs. Students may not be motivated to use the library resources and facilities due to their inadequate knowledge of how and where to locate information materials. Past studies (Udofot and Idachaba, 2020; Bamidele, 2015; Moruf, 2015) have examined factors such as inadequate library resources, students' information seeking behaviour, and inaccessibility to library among others but this study examined how information needs and library anxiety influence the use of the library by secondary school students in Afijio Local Government Area of Oyo State, Nigeria.

Objectives of the study

The study examined information needs and library anxiety as predictors of library use among secondary school students in Afijio local government area of Oyo State, Nigeria. The specific objectives were to:

1. establish the purpose of use of school libraries by students;
2. find out the frequency of use of school libraries by students;
3. ascertain the information needs of secondary school students;
4. examine the level of library anxiety experienced by students;
5. establish the relationship between the independent variables (information needs and library anxiety) and the dependent variable (library use);
6. establish the relative contributions of information needs and library anxiety to library use of private secondary school students;
7. find out the joint contribution of information needs and library anxiety to library use of private secondary school students.

Research questions

1. What is the purpose of use of the school library among private secondary schools in Afijio Local Government Area of Oyo State?
2. What is the frequency of use of the school libraries among private secondary schools in Afijio Local Government Area of Oyo State?
3. What are the information needs of users in the school library of the selected private secondary schools in Afijio Local Government Area of Oyo State?
4. What is the level of library anxiety experienced by students in Afijio Local Government Area of Oyo State?

Hypotheses

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

H01 There is no significant relationship between information needs and library use by students in selected private secondary school students in Afijio local government area of Oyo State.

H02 There is no significant relationship between library anxiety and library use among selected private secondary school students in Afijio local government area of Oyo State.

H03 There is no significant joint contribution of information needs and library anxiety to library use by private secondary schools in Afijio Local Government Area of Oyo State

H04 The relative contribution of information needs and library anxiety to library use by private secondary school students in Afijio Local Government Area of Oyo State is not significant.

Literature Review

Libraries play a critical role in supporting the educational development of students by providing diverse reading resources tailored to meet varying information needs. As articulated by Anumkua, Alaehie, and Igbokwe (2016), the school library functions as an information hub designed to identify, acquire, organize, and disseminate information. This mission aims to adapt to the evolving academic and recreational needs of students. noted that poorly resourced libraries fail to meet students' information needs, leading to under-utilisation.

The purpose of use of library among secondary school students in the Nigerian context, reveal that secondary school students largely use libraries for academic purposes, such as studying, examination, and completing assignments. For instance, Folorunsho and Njoku (2016) investigated the use of school libraries and found that they use library for academic activities with minimal engagement in group discussions or leisure activities. Olajide and Adio (2017) through their qualitative study found that library usage among students is motivated by academic demands. Similarly, Ogunbote and Odunewu's (2008) survey in Ogun State corroborated these findings, highlighting that the dominant activities were reading and completing assignments. Ejiroghene (2021) evaluate library usage patterns of secondary school students. The results showed that students rarely engaged with libraries for recreational or social purposes.

Studies of library use by secondary school students in Nigeria and revealed twice a week and weekly trends. According to Olaleru and Owolabi (2021), secondary school students use school library twice a week among students in public secondary schools. Akande and Bamise (2017) found similar trends through a comparative survey that while secondary school students generally visited libraries weekly, boys showed a higher propensity for usage compared to girls. Research by Fakunle (2023) in Osun State revealed less frequent library usage among secondary school students. This study found that a considerable proportion of students visited the library very rarely, with only a minority using the library daily. Conversely, Bamidele (2015) study, found that a significant number of senior secondary school students in public schools in Ogun State utilized the library regularly.

Secondary school students have diverse information needs, primarily categorized into academic, personal, and recreational. Academic information needs dominate, driven by curriculum requirements and examination preparation. Past studies, (Otoide, 2015; Majid et al., 2020; Wamai, 2020; Opara and Udo-Anyanwu, 2021), emphasize that students primarily use libraries for academic purposes such as curriculum-related resources, homework, research and prepare for standardized tests. In doing these, they consult textbooks, reference materials, and past examination papers. However, students also seek for information on entertainment, friendship, religious, family care, societal values and future career issues (Majid et al, 2020; Wamai, 2020). Yusuf (2012) emphasized the critical role of information-seeking behaviour in library use, suggesting that individuals are more likely to engage with libraries when confident that their information needs will be adequately met. Conversely, if their information needs are not met it will contribute to the under-utilisation of the library.

Library anxiety is another significant barrier to effective library use, a concept first introduced by Mellon (1986). Through her qualitative research, Mellon identified recurring themes such as fear, confusion, and helplessness among students navigating library systems. Bostick (1993) operationalized this phenomenon by developing the Library Anxiety Scale (LAS), a

43-item Likert scale instrument assessing five dimensions: staff barriers, affective barriers, comfort with the library, knowledge of the library, and mechanical barriers.

Library anxiety has been linked to adverse academic outcomes, such as poor study skills, limited research productivity, and over-reliance on online materials (Egbochuku, Adeleke and Agbonavbare, 2021). Lu and Adkins (2012) found that perceptions of hostile or unapproachable library staff significantly deterred students from seeking assistance. Affective barriers, including feelings of inadequacy and embarrassment, were similarly linked to library avoidance behaviours (Jiao, Onwuegbuzie, and Lichtenstein, 1996; Asghar and Bhatti, 2017). Furthermore, the perceived unwelcoming ambiance of libraries and inadequate knowledge of library navigation emerged as critical deterrents (Abusin, Zainab, and Abdul Karim, 2011). Wildermuth (2017) emphasized the importance of creating a welcoming and inclusive library environment to mitigate anxiety and enhance student engagement.

Research indicates that the effective utilisation of libraries remains vital in justifying the substantial investments allocated by educational institutions. However, literature confirms underutilization of school library by secondary school students in Nigeria (Eke et al. 2017). The empirical evidence demonstrates that while libraries hold transformative potential for student development, barriers such as inadequate resources to meet students' information needs and library anxiety undermine their utilisation.

Methodology

The study covered secondary school students in Afijio Local Government Area of Oyo State, Nigeria. Afijio is a Local Government Area in Oyo State, Nigeria. The local government area houses 14 public and 15 private secondary schools as at the time of data collection but this study focused on private secondary schools with functional school libraries. The survey design was adopted for this study. The sample size of 224 was determined from a population of 520 students using the Krejcie and Morgan sample size table. Multi-stage sampling procedure was adopted in selecting the participants. Purposive sampling technique was first used to select 11 private schools with functional libraries. Private schools were sampled because private schools are often better funded and have functional library than public secondary schools (Ejiroghene (2021). Thereafter, the Probability Proportional to Size (PPS) sampling was used to select the sample (224) which was 43% of the population. A questionnaire, adapted from Adeeko (2021), Omonigbo (2020), Akanbi (2019) and Bamidele (2015) was used for data collection. The instrument was determined by trial-testing among 30 students from a school that is not part of the study. Cronbach's alpha coefficient was used to determine the reliability of the instrument with the following results: information needs (0.811), Library anxiety (0.79) and Library Use (0.77). Respondents' informed consent was sought before administration of the questionnaire. A total of 224 copies were randomly distributed and 100% response rate was achieved. Data were analyzed using Pearson Product Moment Correlation (PPMC) and multiple regression in the Statistical Package for Social Sciences (SPSS).

Results

Demographic Information of the Respondents

Figure 1: Gender of the respondents

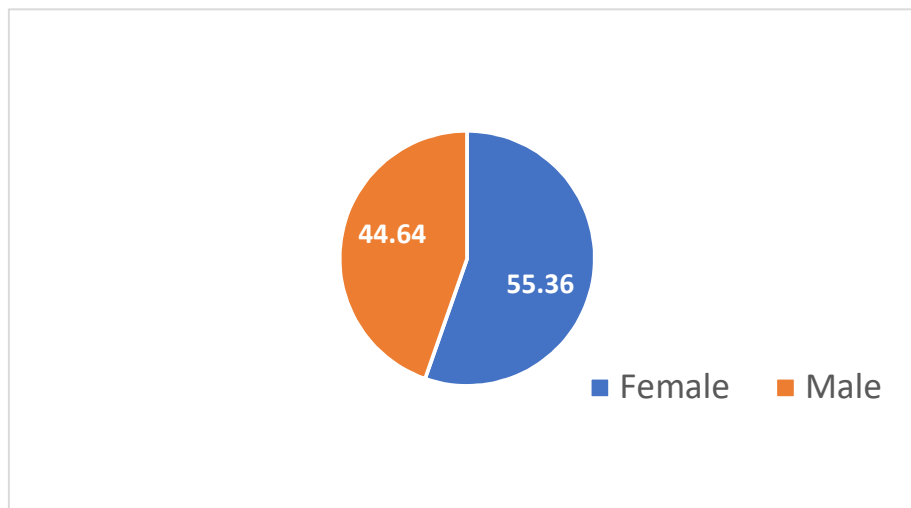


Figure 1 presents the gender distribution of the respondents, indicating that 53.4% are females, while 44.6% are males. This suggests that female students constitute the majority of SS2 students in schools within Afijio LGA

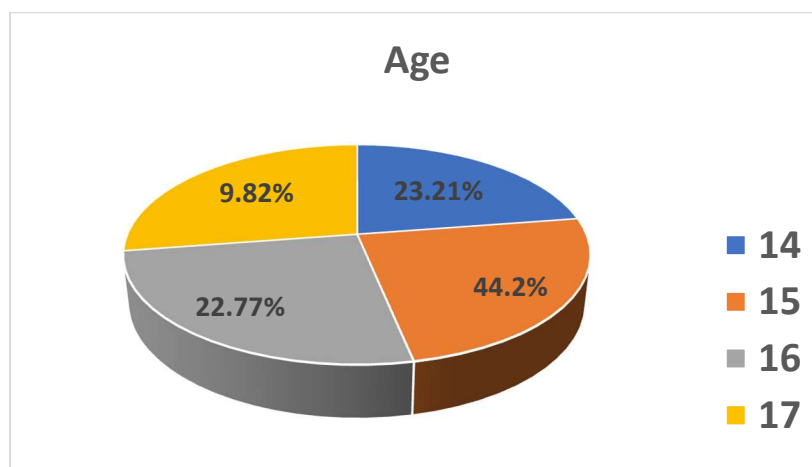


Figure 2: Age of Respondents

Figure 2 illustrates the age distribution of the respondents. The data reveals that the majority were aged 15 years (44.2%), followed by 14 years (23.2%), 16 years (22.7%), and 17 years (9.8%). This indicates that most of the respondents fall within the 14–15 years age bracket.

Question 1: What is the purpose of use of the school library among private secondary schools students in Afijio local government area of Oyo State.

Question 1: What is the purpose of use of the school library among private secondary schools in Afijio Local Government Area of Oyo State?

The purpose of use of the school library among private secondary school students in Afijio Local Government Areas of Oyo State is presented in Table 1.

Table 1: Purpose of library use among private secondary schools in Afijio local government area of Oyo State

I use the library to	SA=4 F (%)	A=3 F (%)	D=2 F (%)	SD=1 F (%)	Mean	SD
study for test and examination	139 (62.1)	71 (31.7)	8 (3.6)	6 (2.7)	3.5	0.7
find books for assignment	95 (42.4)	11 (4.9)	17 (7.6)	2 (0.9)	3.3	0.7
read storybooks/novels	54 (24.1)	14 (6.4)	22 (9.8)	3 (1.3)	3.1	0.6
borrow library books	20 (8.9)	87 (38.8)	106 (47.3)	11 (4.9)	2.5	0.7
hide from class work	1 (0.4)	8 (3.6)	182 (81.3)	33 (14.7)	1.9	0.4
meet with friends	4 (1.8)	45 (20.1)	145 (64.7)	30 (13.4)	2.1	0.6
relax, gist or sleep	5 (2.2)	53 (23.7)	137 (61.2)	29 (12.9)	2.1	0.7
make use of computer system/other media resources	15 (6.7)	7 (3.1)	189 (84.4)	13 (5.8)	2.1	0.6
copy my notes	23 (10.3)	13 (5.8)	62 (27.7)	8 (3.6)	2.7	0.7
Overall mean	2.2					

Note: SA -Strongly Agree; A-Agree; D- Disagree; SD- Strongly Disagree: F- Frequency

Table 1 highlights the purposes for which private secondary school students in Afijio LGA utilise the school library. The findings indicate that the majority of respondents use the library primarily to study for tests and examinations (\bar{x} =3.5), followed by finding books for assignments (\bar{x} =3.3), reading storybooks or novels (\bar{x} =3.1), and copying notes (\bar{x} =2.7). Other less frequent purposes using the computer system (\bar{x} =2.1), and hiding from classwork (\bar{x} =1.9). These results suggest that the primary uses of the school library are for academic-related activities such as studying for tests and examinations, completing assignments, reading novels, and copying notes.

Question 2: What is the frequency of use of the school libraries among private secondary schools in Afijio local government area of Oyo State?

The frequency of use of the school libraries among private secondary school students in Afijio Local Government Area is presented in Table 2.

Table 2: Frequency of library use among private secondary schools in Afijio local government area of Oyo State

Frequency of library use	F	%
Daily	6	2.7
3-4 times a week	59	26.3
Once a week	75	33.5
Once a while	70	31.3
Rarely	13	5.8
Never	1	0.4

Table 2 shows the frequency of use of the school library by secondary school students. The result from the above table depicts that 33.5% of the respondents use the school library once a week, while 2.7% use the library daily and 0.4% has never used the library.

Table 3: Time spent in the library

Time spent in the library	F	%
More than an hour	8	3.6
About an hour	23	10.3
Less than an hour	177	79.0
I rarely spend any time	16	7.1

Table 3 shows that 79.0% of the respondents spent less than an hour in the school library, and 3.6% spent more than an hour.

Question 3: What are the information needs of users in the school library of the selected private secondary schools in Afijio local government area of Oyo State.

Table 4: The information needs of private secondary schools in Afijio local government area of Oyo State

Information needs	SA=4 F (%)	A=3 F (%)	D=2 F (%)	SD=1 F (%)	Mean	SD
Academic Information needs						
I need information to complete my school assignment	154 (68.8)	64 (28.6)	2 (0.9)	4 (1.8)	3.6	0.5
I need information in preparation for continuous assessments test and Examination	102 (45.5)	115 (51.3)	4 (1.8)	3 (1.3)	3.4	0.6
I need information on my subjects of Interest	103 (46.0)	115(51.3)	5 (2.2)	1 (0.4)	3.4	0.5
In need information on career choices and preparation	88 (39.3)	134(59.8)	2 (0.9)	0.0	3.3	0.5
Health Information needs						
I need information on how to manage my health and wellbeing	107 (47.8)	111(49.6)	4 (1.8)	2 (0.9)	3.4	0.5
I need information about sexual health and safe behavior	72 (32.1)	142(63.4)	8 (3.6)	2 (0.9)	3.2	0.5
I need information relating to personal hygiene	59 (26.3)	155(69.2)	6 (2.7)	4 (1.8)	3.2	0.5
I need information about causes, prevention and cure of some ailments	48 (21.4)	154(68.8)	1 (7.6)	5 (2.2)	3.0	0.6
Quest for Current awareness						
I need information on current Affairs	78 (34.8)	134(59.8)	9 (4.0)	3 (1.3)	3.2	0.6
I need information on upcoming school events	41 (18.3)	166(74.1)	14 (6.3)	3 (1.3)	3.0	0.5
I need information about current events and trends	26 (11.6)	163(72.8)	31 (13.8)	4(1.8)	2.9	0.5
I need information on climate change and environmental issues	12 (5.3)	118(52.7)	86(38.4)	8 (3.6)	2.6	1.4
Overall Mean					3.18	

Table 4 outlines the types of information need of private secondary school students in Afijio Local Government Area, Oyo State. The findings indicate that the majority of respondents require information for completing school assignments ($\bar{x}=3.6$), preparing for continuous assessments, tests, and examinations ($\bar{x} = 3.4$), exploring subjects of interest ($\bar{x} = 3.4$), and making career choices and preparations ($\bar{x}=3.3$). Additionally, students expressed a need for information on managing health and well-being ($\bar{x} = 3.4$), sexual health and safe behaviour ($\bar{x}=3.2$), personal hygiene ($\bar{x} = 3.2$), and the causes, prevention, and treatment of ailments (\bar{x}

= 3.0). Furthermore, the students sought information on current affairs ($\bar{x} = 3.2$), upcoming school events ($\bar{x}=3.0$), current events and trends ($\bar{x}=2.9$), as well as climate change and environmental issues ($\bar{x} = 2.6$). These results imply that students' primary information needs are centered around academic purposes and health-related topics.

Question 4: What is the level of library anxiety experienced by private secondary school students in Afijio local government area of Oyo State?

Table 5 presents the level of library anxiety experienced by students in Afijio Local Government Area of Oyo State.

Table 5: Level of Library Anxiety experienced by secondary school students in Afijio local government area of Oyo State

Library Anxiety	SA=4 F (%)	A=3 F (%)	D=2 F (%)	SD=1 F (%)	Mean	SD
Affective barrier						
I am unsure about how to begin my search	26 (11.6)	110(49.1)	82 (36.6)	6 (2.7)	2.7	0.7
I am embarrassed that I don't know how to use the library	22 (9.8)	7(2.1)	101(45.1)	29 (12.9)	2.3	0.8
I am afraid of asking other students questions because I don't want to be humiliated	31 (13.8)	120 (53.6)	60 (26.8)	13 (5.8)	2.7	0.7
Comfort with the library						
I feel welcome in the library	29 (12.9)	117(52.2)	73 (32.6)	5 (2.2)	2.7	0.6
The library is a safe place for me to read and study effectively	6 (11.6)	161 (71.9)	33 (15.6)	2 (0.9)	2.9	0.5
I enjoy the warmth atmosphere in the library	20 (8.9)	40 (17.9)	148 (66.1)	16(7.1)	2.2	0.7
Knowledge of the library						
I do not know what resources are available in the library	20 (8.9)	80 (35.7)	97 (43.3)	27(12.1)	2.4	0.8
There is lack of adequate library instructions	45 (20.1)	103(46.0)	60 (26.8)	16 (7.1)	2.7	0.8
I experience difficulty finding information materials	45 (20.1)	109(48.7)	61 (27.2)	9 (4.0)	2.8	0.7
Barriers with staff						
Librarians are too busy or do not have time to help me	26 (11.6)	152(67.9)	29 (12.9)	17 (7.6)	2.8	0.7
Librarians are too hostile to students	16 (7.1)	165(73.7)	26 (11.6)	17 (7.6)	2.8	0.6
Absence of a school librarian to manage the library	8 (3.6)	67 (27.7)	7 (31.3)	8 (37.5)	1.9	0.8
Overall Mean					2.57	

Table 5 presents the results on the level of library anxiety experienced by secondary school students in Afijio LGA, Oyo State. The findings indicate that under the affective barrier, many respondents reported feeling unsure about how to begin their search ($\bar{x}=2.7$) and being afraid to ask other students questions for fear of humiliation ($\bar{x}=2.7$). Regarding comfort with the library, the majority of respondents agreed that they feel welcome in the library ($\bar{x} = 2.7$) and consider it a safe place to read and study effectively ($\bar{x} = 2.9$). For knowledge of the library, respondents highlighted challenges such as a lack of adequate library instruction ($\bar{x}=2.7$) and difficulties in locating information materials ($\bar{x}= 2.8$). Under barriers related to staff, the majority indicated that librarians are often too busy or unavailable to assist them ($\bar{x}= 2.8$) and that some librarians exhibit hostility toward students ($\bar{x} = 2.8$). These findings suggest that the respondents experience library anxiety across all four dimensions of the Library Anxiety Scale. The level of library anxiety experienced by secondary school students was determined using a test of norm with a four-point Likert scale. The categories were defined as follows: 0 to 1.0 (very low), 1.1 to 2.0 (low), 2.1 to 3.0 (high), and 3.1 to 4.0 (very high). The overall mean score was 2.57, which falls within the 2.1 to 3.0 range, indicating a high level of library anxiety among private secondary school students in Afijio Local Government Area, Oyo State.

4.1 Test of Hypotheses

The hypotheses were tested at the level of 0.05 significance.

H₀₁: There is no significant relationship between information needs and library use by students in selected private secondary school students in Afijio local government area of Oyo State.

Table 6: The relationship between information needs and library use by students in selected private secondary school students.

Variables	Mean	Std. Deviation	N	<i>r</i>	Sig. <i>p</i>	Remarks
Information Need	38.87	4.040	224	.084**	.213	Not Sig.
Library Use	26.56	2.441				

Table 6 presents the results of the analysis examining the relationship between information needs and library use among private secondary school students in Afijio Local Government Area, Oyo State. The findings indicate no significant relationship between the two variables ($N = 224$, $r = 0.084$, $p > 0.05$). Since the p-value exceeds the 0.05 significance threshold, the relationship between information needs and library use is not statistically significant. Consequently, the null hypothesis is accepted, indicating no significant relationship between information needs and library use in the study area.

H02: There is no significant relationship between library anxiety and library use among selected private secondary school students in Afijio local government area of Oyo State.

Table 7: Result of PPMC and the significant relationship between library anxiety and library use by students in selected private secondary school students.

Variables	Mean	Std. Deviation	N	<i>r</i>	Sig <i>p</i>	Remarks
Library Anxiety	31.49	3.329	224	.209**	.002	Sig.
Library Use	26.56	2.441				

Table 7 presents the results of a bivariate correlation analysis conducted to examine the relationship between library anxiety and library use among private secondary school students in Afijio Local Government Area, Oyo State. The findings reveal a significant negative correlation between the two variables ($r = 0.209$, $p < 0.05$, $N = 224$). The result indicates a low, negative correlation that is statistically significant at the 0.05 level. This result implies that library anxiety as library anxiety increases library use decreases among secondary school students. Consequently, the null hypothesis is rejected.

H03: There is no significant relative contribution of information needs and library anxiety to library use by private secondary school students in Afijio Local Government Area of Oyo State

Table 8: Relative contribution of information needs and library anxiety to library use among private secondary schools in Afijio local government area of Oyo State

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	20.103	2.113		9.513	.000
Information Need	.044	.040	.073	1.112	.267
Library Anxiety	.151	.048	.205	3.127	.002

a. Dependent Variable: LIBRARY USE

Table 8 presents the results of the regression analysis examining the relative contributions of information needs and library anxiety on library use. The coefficient for information needs is 0.044, with a standard error of 0.040. The t-value for information needs is 1.112, and the

corresponding p-value is 0.267. In contrast, the coefficient for library anxiety is 0.151, with a standard error of 0.048. The t-value for library anxiety is 3.127, with a p-value of 0.002. While the contribution of information needs is not statistically significant ($p = 0.267$), the contribution of library anxiety is statistically significant ($p = 0.002$). Therefore, library anxiety has a more substantial impact on library use compared to information needs among private secondary school students in the Afijio Local Government Area of Oyo State.

H04: There is no joint contribution of information needs and library anxiety to library use by private secondary schools in Afijio Local Government Area of Oyo State

Table 9: Multiple regression analysis of information needs, library anxiety on library use among private secondary schools in Afijio local government area of Oyo State.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.222 ^a	.049	.040	2.39145	.049	5.702	2	221	.004

a. Predictors: (Constant), Library Anxiety, Information Need

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	65.224	2	32.612	5.702	.004 ^b
	Residual	1263.901	221	5.719		
	Total	1329.125	223			

1. Dependent Variable: Library Use

2. Predictors: (Constant), Library Anxiety, Information Need

The regression model reveals that information needs and library anxiety, explain 4.9% of the variance in library use ($R^2=0.049$, $R^2 = 0.049$). This indicates that, although the effect is small, the combined influence of these two factors on library use is statistically significant. The adjusted R^2 value of 0.040 accounts for the number of predictors in the model, offering a more conservative estimate of the variance explained. The F-test results from the ANOVA table show that the regression model is statistically significant ($F = 5.702$, $p = 0.004$), suggesting that the joint effect of information needs and library anxiety is not due to chance. These findings indicate that information needs and library anxiety collectively determine library use among private secondary school students in the study area. Therefore, the hypothesis is rejected.

Discussion of Findings

This study revealed low use of school library by private secondary school students of Afijio Local Government Area, Oyo State, Nigeria. The findings showed that secondary school students use the school library to study for tests and examinations, to find books for assignments, to read novels, to copy notes and to borrow library books. This finding corroborates the studies of Folorunsho and Njoku (2016) and Olajide and Adio (2017). On the frequency of library use, this study found that the majority of the students utilised the library once a week. This agrees with Olaleru and Owolabi (2021), who found that the school library was generally used twice a week among students in public secondary schools. Further findings by Akande and Bamise (2017) revealed that students' use of the school library was on weekly basis.

The study further revealed that students' information needs were academic, health and current awareness. This finding aligns with Otoide (2015) and Seaman (2012). Wamai's (2020) study, also aligns with this finding that the information needs of secondary school students included academic, health news about current affairs among others. The finding that there is no significant relationship between information needs and library use among private secondary school students in Afijio Local Government Area could be attributed to several factors. One possible explanation is that students' information needs are met through other means outside the library because of the inadequacy or misalignment between the resources available in the school libraries and the specific information needs of the students. If the libraries lack relevant and up-to-date materials that align with the students' academic and personal interests, students may not view the library as a viable solution to meet their information needs. This aligns with previous studies in Nigeria that identified poor library collections and inadequate resources as major challenges in library utilisation (Folorunsho and Njoku, 2016; Olajide and Adio, 2017).

Another factor could be a lack of awareness or knowledge among students about how libraries can address their information needs. Many students may not understand how to navigate the library, search for resources, or use tools like the library catalog to locate materials. This ties into the concept of library literacy, which emphasizes the importance of equipping users with the skills to effectively utilise library resources (Majid et al., 2020). In addition, the finding of this study showed the level of library anxiety experienced by secondary school students was moderate. The findings revealed that knowledge of the library, affective and staff barriers contributed to library anxiety which led to low use of school library. Lu and Adkins (2012) is in agreement with the findings of this study asserted that affective barriers and barriers with staff were the greatest sources of library anxiety. The findings also corroborate that of Asghar and Bhatti (2017). The implication of this is that library anxiety can impact students' behaviour and their willingness to utilise the library to satisfy their information needs (Egbochuku, Adeleke, and Agbonavbare, 2021).

Conclusively, this study revealed a joint contribution of information needs and library anxiety on library use. The implication of this is that information needs and library anxiety plays important role in the use of library among private secondary schools in Afijio local government area of Oyo State. However, library anxiety is a factor that predicts library use by private secondary schools in Afijio local government area of Oyo State.

Conclusion

The school library plays a vital role in the educational system, serving as a critical resource for academic success and personal development. This study highlighted key factors influencing the utilisation of school library resources and services. The findings revealed that the overall level of school library use among private secondary school students is low. Notably, library anxiety was identified as a significant negative predictor of library use, while information needs showed no significant direct relationship with library utilisation. However, the combined effect of information needs and library anxiety was found to have a joint influence on library use. These results underscore the need to address library anxiety as a barrier to effective library utilisation while enhancing the alignment of library resources with students' information needs to foster greater engagement and usage.

Recommendations

1. Librarians should introduce regular library orientation sessions and training programmes to familiarise students with library resources, services, and research skills. This can help reduce library anxiety and encourage confident library use.
2. Librarians should adopt a welcoming approach by offering personalized assistance and guidance. Establishing peer mentoring programmes where senior students assist new users can also help alleviate anxiety and improve engagement.
3. Librarians should ensure that library collections are updated, diverse, and aligned with students' academic and personal interests. Additionally, providing digital access to resources can improve convenience and encourage more frequent usage.
4. Librarians should promote campaigns to educate students about library anxiety, its impact, and coping strategies. Encouraging open discussions can help students feel more comfortable using the library.

References

- Abusin, A. A., Zainab, A. N. and Abdul Karim, N. S. (2011). Anxiety and its effects on information-seeking behavior. *Information Research*, 16(2).
- Akande, S. and Bamise, A. (2017). An assessment of students' library usage patterns in elected Nigerian secondary schools. *Journal of Library and Information Services in Distance Learning*, 11(1), 14-24. <https://doi.org/10.1080/1533290X.2017.1294945>
- Anumkua, I., Alaehie, N. and Igbokwe, U. (2016). School libraries as information centers in Nigerian education: Roles and challenges. *Library Philosophy and Practice*, 2016, Article 1477. <https://digitalcommons.unl.edu/libphilprac/1477>
- Asghar, M. and Bhatti, R. (2017). Library anxiety among postgraduate students: A study in Southern Punjab, Pakistan. *Library Philosophy and Practice*, 2017, Article 1560. <https://digitalcommons.unl.edu/libphilprac/1560>
- Bamidele, S. (2015). Library anxiety and its effect on academic performance of secondary school students in Nigeria. *African Journal of Library, Archives and Information Science*, 25(2), 115-126.
- Bostick, S. (1993). The library anxiety scale: A measure of library anxiety. *Library & Information Science Research*, 15(2), 115-140. [https://doi.org/10.1016/S0740-8188\(05\)80020-5](https://doi.org/10.1016/S0740-8188(05)80020-5)
- Egbochuku, E., Adeleke, O. and Agbonavbare, O. (2021). Library anxiety among students and its effects on academic performance. *Nigerian Journal of Library and Information Science*, 12(1), 22-30.
- Ejiroghene, A. (2021). The role of libraries in students' academic success: A study on library usage. *International Journal of Library and Information Science*, 13(1), 1-8. <https://doi.org/10.5897/IJLIS2020.0987>
- Eke, H. N., Ilogho, J. E. and Odoh, J. (2017). Barriers to school library use in Nigeria: A survey of secondary school students. *African Journal of Library, Archives, and Information Science*, 27(2), 147-160.
- Fakunle, S. (2023) Availability and utilisation of school library resources for learning activeness by students in selected secondary schools in Isokan Local Government, Osun state, Nigeria. *Library Philosophy and Practice (e-journal)*. 7784. <https://digitalcommons.unl.edu/libphilprac/7784>
- Folorunsho, A. and Njoku, R. (2016). Library usage among students in Nigeria: A case study of selected schools. *Nigerian Libraries*, 49(2), 35-47.

- Igwe, O. (2012). Information needs of secondary school students: A case study. *African Journal of Library, Archives and Information Science*, 22(1), 45-55.
- International Federation of Library Associations (IFLA). (2015). IFLA School Library Guidelines. <https://www.ifla.org/publications/ifla-school-library-guidelines>
- Jiao, Q. and Onwuegbuzie, A. J. (1999). Library anxiety: A new measure and its implications. *Library & Information Science Research*, 21(4), 329-346. [https://doi.org/10.1016/S0740-8188\(99\)00015-6](https://doi.org/10.1016/S0740-8188(99)00015-6)
- Jiao, Q. G., Onwuegbuzie, A. J. and Lichtenstein, A. A. (1996). Library anxiety: Characteristics of "at-risk" college students. *Library & Information Science Research*, 18(2), 151-163. [https://doi.org/10.1016/S0740-8188\(96\)90017-1](https://doi.org/10.1016/S0740-8188(96)90017-1)
- Khadil, H. and Kumar, P. (2011). Library use among secondary school students in India: A case study. *Library Philosophy and Practice*, 2011, Article 478. <https://digitalcommons.unl.edu/libphilprac/478>
- Lu, H. and Adkins, D. (2012). Examining the barriers to library use: A study of library anxiety in a college setting. *Journal of Academic Librarianship*, 38(1), 19-29. <https://doi.org/10.1016/j.acalib.2011.10.004>
- Maduako, T. (2013). The significance of library use in academic achievement. *International Journal of Information Science and Management*, 11(1), 55-65.
- Majid, S., Foo, S. and Zhang, X. (2020). Students' academic information needs and the role of school libraries. *Journal of Educational Media & Library Sciences*, 58(1), 67-81.
- Mellon, C. A. (1986) Library anxiety: A grounded theory and its development. *College & Research Libraries*, 47(2), 160-165
- Moruf, H. A. (2015) Students' utilization of secondary school libraries in Akinyele Local Government Area of Oyo State, Nigeria. *Journal of Research & Method in Education* 5(3.I), 60-66 www.iosrjournals.org
- Mubashrah, R., Riaz, S. and Shaziah, A. (2013). The role of libraries in promoting learning: A review of literature. *International Journal of Library and Information Science*, 5(3), 32-39. <https://doi.org/10.5897/IJLIS12.002>
- Ogunbote, O. and Odunewu, A. (2008). An investigation into school library usage in Ijebu North Local Government Area, Ogun State. *Library Philosophy and Practice*, 2008, Article 1986. <https://digitalcommons.unl.edu/libphilprac/1986>
- Olajide, A. and Adio, G. (2017). Library usage patterns among Nigerian students: A case study of selected institutions. *Journal of Educational Media and Library Sciences*, 54(1), 31-47.

- Olaleru, E. A. and Owolabi, R. O. (2021). Peer influence and school library use by students in public secondary schools in Lagos State, Nigeria. *Information Impact: Journal of Information and Knowledge Management*, 12(2), 94–100.
- Opara, C. S. and Udo-Anyanwu, A. J. (2021). Information needs and library use by Nigerian secondary school students. *Library and Information Science Research*, 43(3), 101074.
- Otoide, I. (2015). Information needs of learners in secondary schools in Abaraka, Nigeria. *Nigerian Journal of Library and Information Science*, 6(2), 18-27.
- Seaman, D. (2012). Information needs of secondary school students: A survey. *Journal of Information Science*, 38(4), 351-363. <https://doi.org/10.1177/016555151143086>
- Udofot, C. and Idachaba, J. A. (2020). Factors retarding the development of School Libraries in North Central Nigeria. *Journal of Library Services and Technologies*, 2(1), 51-57
- Wamai, A. (2020). Information needs of secondary school students in Kenya: A study of selected schools. *Journal of Librarianship and Information Science*, 52(2), 369-379. <https://doi.org/10.1177/0961000618818729>
- Wildermuth, S. (2017). Library anxiety and its impact on college student library use. *College & Research Libraries*, 78(6), 861-872. <https://doi.org/10.5860/crl.78.6.861>
- Yusuf, S. (2012). Understanding information needs of students: Implications for library services. *Library Philosophy and Practice*, 2012, Article 814. <https://digitalcommons.unl.edu/libphilprac/814>