INFORMATION NEEDS AND USE OF INFORMATION ENVIRONMENT OF PRIVATE SECONDARY SCHOOLS STUDENTS IN IKEJA, LAGOS, NIGERIA

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Abstract

Purpose: The study investigated the information needs and seeking behaviour of students in private secondary schools in Ikeja, Lagos State.

Design Methodology/Approach: The survey research design was adopted while questionnaire was used as the major instruments of data collection. A total of 193 copies of questionnaire were administered to the student and a 100% return rate was recorded as all the copies of questionnaires were returned with useful and usable responses.

Findings: This study revealed that the major information needs of the students in private schools in Ikeja, Lagos State to include information on career choices and vocation, information to pass examinations, information to complete assignments and information on subject matters while Internet, Television, Facebook and Textbooks are the most commonly used sources in the information environment of students in private secondary school students in Ikeja, Lagos State. Also, assistance in finding answers to specific reference questions, assistance in the direction of information sources location and assistance in doing assignments or projects given in class are major services being utilised within the information environment of students in private secondary schools in Ikeja, Lagos State. The major purposes for which students in private secondary schools in Ikeja used the information environment were; consulting or school work, entertainment and recreation, looking up general information, linking up on social networking website like Face-Book, twitter and checking the internet for educational websites among others. Information overload, power supply problem, poor network services/Internet facility and lack of regular current awareness service in the library are the major barriers facing students in private secondary schools in Ikeja, Lagos State in their efforts at using the information environment available to them.

Implication: The study established that students in private secondary schools in Ikeja, Lagos State have diverse information needs including information on their academics and career choices while electronic sources such as television and Internet are being used by the students.

Originality: This paper observed that there was a witness in the provision of necessary infrastructure on maximization of student use environment as this would be captured in the further studies.

Keywords: Information use environment, Information needs, Private secondary school students, Lagos State

Paper type: Empirical research

Background to the study

Information is considered to be an important part of human beings' existence as it is an essential resource for individual growth and survival. It is the knowledge we obtain from investigation, study, or instruction. When communication occurs in our everyday lives, information is said to be passed. The progress of modern societies as well as individuals depends a great deal upon the provision of the right kind of information, in the right form and at the right time which ultimately influence informed decision making of an individual including young adults. Tella (2011) defines information as data valuable in the planning, decision making, and evaluation of any program and that such data must have been subjected to some processing functions capable of answering a user's query, whether recorded, summarized, or simply collected, that assists decision making.

Consequently, young adults interact with different information systems for purposes of providing or obtaining information for use in day-to-day living or to perform a task in the information environment. An information environment is considered as the context in which information is sourced, accessed, managed, utilised and generally made available for the use (Brikše 2006). Information environment in the lives of modern-day societies and young people is becoming an important social phenomenon which involves users, the communications (information) infrastructure, and the content of communications. Information in the information environment is made available and accessible in two main formats namely, print and non-print. Print materials are information that includes printed books, periodicals, maps, bibliographies, indexes and abstracts, photographs, government documents, technical reports, etc. Non-Print materials are information produced in non-print formats including audio, audiovisual, multimedia, and electronic books, journals, images, texts/records from the Internet they are mostly regarded as materials in the electronic format.

Certain factor(s) that affect the use of information environment are quality of information, availability and accessibility of information sources, packaging and timeliness of information. The abundance of information on the internet has changed the information environment of young people because nowadays the internet has become a dumping place for everyone. Owing to the fact that you can find several information on the internet, an average young adult who can operate a computer system finds it easier to use the internet compared to other information systems to satisfy their need, hence, information has moved from the traditional to the digital information environment. The availability of information everywhere had brought about diverse methods of providing information.

Some of the factors affecting the information environment of young adults, as opined and reported by scholars and information providers include users' awareness and ability to access sources of information. Also, the source of information and ease of accessibility is another key factor to be considered because in the process of seeking for and accessing information sources, young adults want something that is at their immediate reach. According to Brikše (2006), information environment is based on three different attributes: integration of diverse types of information, recognition of revolutionary changes as well as focus on people and information behaviour.

According to Mooko and Aina (2007), investigations done in the context of information environment of young adults in Nigeria includes not only the information needs, but also the information seeking behaviours, access to information and sources of information used for meeting the different information needs of young adults, which could either be heterogeneous like rural inhabitants and artisans or homogenous like students, professionals, policy makers, researchers and lecturers. In addition, information use environment aims at integrating students into sound body of knowledge through varieties of information sources and services as well as facilitating student's discovery of information and use of information resources; irrespective of location. It also provides access to educational content for the purpose of learning among students in the secondary school. According to Kamarudin (2010), as cited by Otoide (2015), information needs leads to information seeking which will propel students to use all information assets that are available in an information environment; in order to provide insight and to drive fast and accurate decisions. As such, provision of timely and adequate information should be provided and made available for students when it is needed. Information should be complete and relevant such that it is comprehensive in covering issues, content and subject areas. Finally, information use environment is a unique base for quality knowledge which in turn enhances performance of students.

Information use environment in Nigerian schools relates to sources of information, the organisation of information resources and use

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of information by the students. This is because information can come from virtually everywhere either oral, print, electronic or any form of knowledge resources; that is referred to as information sources. Therefore, the information use environment provides authentic texts of interest to motivate and meet the informational, recreational and educational needs of students in all content areas. For instance, the information use environment of secondary school students comprises of information in prints, non-prints and electronic (published work and unpublished work) formats; speeches, from teachers (at the school assembly or in class), documents like monographs or textbooks, journals, newspaper government publications, pictures, encyclopedia, dictionaries, CD-ROM, electronic materials, E-mail, and Internet to mention just a few. The management of information in a school is based on the context of its information environment therefore; information use environment can as well be described as the organisation of information and provision of numerous opportunities for students through various information sources.

The information use environment is not static; it changes as new services and sources are offered, accessed and used. This enabling environment provides varieties of information services and information sources that can be accessed and used in order to integrate information into the body of knowledge (Closier and Brack, 2013). Service provides a means through which information as accumulated knowledge and experiences are selected, acquired, organised, stored, preserved and disseminated to those who need them. Services serve as the avenue through which the accumulated knowledge and experience can be acquired. In most secondary school the library is one of the oldest and commonest information service providers where students can have access to varieties of information sources and services. Therefore, information service is designed to offer more coherent and less complex provision of relevant information and learning resources for students, whereas there is a rapidly expanding range of information formats which as a result is changing the information operation worldwide. Though

selecting and use of any of these types of information sources is based on the question a student is trying to find answers to. Therefore, information use environment will facilitate access to and the effective use of available sources, thereby enhancing students understanding of how to become independent readers and learners.

Information needs arises when an individual senses a problematic situation or information gap in which his internal knowledge and beliefs, and model of the environment fails to suggest a path towards the satisfaction of his or her goals (Case 2007). Thus, Information needs among students arises wherever and whenever students find themselves in a situation requiring knowledge to deal with the situation in other to fill a gap to achieve an outcome. Generally, information needs of young people can be social, economic, political, cultural or educational. Summer (n.d), highlighted three major categoriesstudents' information needs include their academic and research needs (for both school and personal explorations), recreational materials (reading, listening, and viewing collections), and informational needs (family planning, personal care, etc.).

Few studies conducted on the information needs of secondary school students in Nigeria have reported similar needs of secondary school students which include information needs on learning, parental up-bringing, societal values, cultural activities, religious activities, science and discoveries, peer groups, nature and environment, childhood activities and maturity (Fister, 2012).With advancement in information and communication technology, information has become ubiquitous which available everywhere. However, the choice of information to be used might be problem for the students in secondary school without adequate knowledge of the information environment.

The Nigerian secondary school builds on students' present level of knowledge which could have been acquired through study or experience and aim to equip the student with more sophisticated information required for adult life. Moreover, experience in school is not the only one that will shape the student; students who use their information

environment successfully display characteristics such as being able to add to their core knowledge frequently, ability to use variety of information sources and necessary technology, ability to process the information which surrounds them and confidently use the information effectively (Dawson and Kallenberger, 2007). Therefore, a highly utilised information environment in a Nigerian secondary school will make teaching materials cheaper and more accessible. Such school will improve learning efficiency of its students by providing varieties of educational materials and sharing of experience between students (Morze, Kuzminska and Protsenko, 2013).

Preliminary investigation has shown that information needs of students in Nigeria is basically about satisfying either their academics, personal or recreational needs. Because secondary school students at their age have an inquisitive nature, the search for information to satisfy these information needs is aggressive most of which the needed information is sourced, accessed, managed and made available for use from multiple sources. The sources of information, posits challenges for the use of information environment when information is not reliable, timely, available, accessible and packaged well. The quality of information also matters a lot when using a particular source of information. The information environment could include a lot of jargons that are written with no verifiable authority making secondary school students to ignore their academic work while relying on probably one source of information

If the information environment is not there, adequate or due to the search process cannot be found, secondary school students will not be able to complete the task they need to complete because from preliminary studies, they need the information to complete their academic, personal and recreational tasks. Also, if they do not identify their information needs from the available information environment, they will not be able to get what they need to make appropriate decisions. More so, if their information seeking behaviour is not right, they will not be able to get the appropriate information to satisfy their information need.

Observations have revealed perceived inability

on the part of some of the students in Lagos State to search for information sources and resources because not all the secondary schools in Ikeja metropolis are located in the urban community. Ikeja metropolis in Lagos State of Nigeria has some parts where most of the students were found to lack, basic information literacy skills, and experience in seeking information, better awareness of their information needs as well as poor knowledge of information needs. It is against this background that this study is investigated information needs and information use environment of secondary school students in Ikeja Metropolis, Lagos State. This study covers twelve (12) private secondary schools in Ikeja metropolis, Lagos State, Nigeria and only students in senior secondary school were included in the study.

Objectives of the study

The specific objectives of the study are to:

1. ascertain the information needs of students in private secondary schools in Ikeja metropolis;

2. examine the sources of information used by students in private secondary schools in Ikeja metropolis;

3. find out information services being used by students in private secondary schools in Ikeja, Lagos State;

4. establish the purposes of using Information Environment by students in private secondary schools in Ikejametropolis; and

5. find out the barriers constraining students in private secondary schools in Ikeja, Lagos State in their quest to use the information environment available to them

Research Questions

The following research questions were asked to achieve the objectives of the study:

1. What are the information needs of students in private secondary schools in Ikeja Metropolis?

2. What are the sources being used in the information environment available by

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private secondary school students in Ikeja Metropolis?

3. What are the information services being used by students in private secondary schools in Ikeja, Lagos State?

4. What is the purpose of using Information Environment students in by private secondary schools in Ikeja Metropolis?

5. What are the barriers encountered in the information use environment by students in private secondary schools in Ikeja Metropolis?

Literature review

Information needs is vital to everyday lifestyle of human. For information to be effective to information seeker, it must be available and accessible for it to be effectively used. The principles of information seeking behaviour influence the information environment. Most of the major factors that affect information environment include the following: Quality of information, availability and accessibility of information resources and affordability of the information services. The information environment of young adults is mainly focused on digital information because of the revolution technology had brought in. Many young adults are regarded as digital natives.

Furthermore, Some of the factors that affect the information environment of users are: the users' unawareness and unable to access other sources of information; the users' relationship with the information unit, may be a library or other sources of acquiring valuable information, the users working conditions; the time available to the users for consulting information sources; the amount of competition that exist in the user's field of activities; the user's past experience or knowledge; how friendly, knowledgeable and efficient are the members of the information unit; and the various products and services of the information unit (Ogba, 2012).

Information on the Internet has changed the information environment landscape. With the digital environment, information has moved from the traditional to the digital information environment. The availability of information

everywhere had brought about diverse modes of providing information. Technological changes and the use of electronically stored and retrieval information systems have automatically changed the way students perceive the information use environment in terms of accessing, retrieving and use of information. Accessibility of information through the Internet has made vast amounts of information and data available to anyone with a computer, a modem and a provider. Uhegbu (2007) defines information utilisation as the actual putting into appropriate use of acquired information. Igwe (2012) highlighted lack of infrastructure, ignorance, and language as major factors constraining the students in using the information environment.

Research Methodology

The research design employed for this study is the survey design of the ex-post-facto type. The target population for this study comprises of three hundred and seventy-eight (378) students in senior secondary schoolspread across selected 12 private secondary schools in Ikeja, Lagos State, Nigeria.The proportionate to size probability sampling technique was used to select 50% of the total population of students from the selected schools. Therefore, a total of 193 students constituted the sample size for the study.

The instrument that was used for collecting data for the study was a questionnaire designed specifically to address the variables in the study. The questionnaire tagged ''Information Needs, and Information use environment Questionnaire'' was divided into 4 sections. Section A was designed to collect data on the demographic information of the respondents such as: name of the school, gender, age, class arm of the respondent while Section B is a 12-items scale designed to gather data on information needs of the students and measured on a 4-point likert scale of Strongly Agree = 4; Agree = 3; Disagree = 2 and Strongly Disagree = 1. Section C of the questionnaire was designed to elicit data on the information use environment of the students and was structured to collect data on information sources and services utilisation, purpose of use of information, and barriers encountered in using

the information environment by the students.

The validation of the questionnaire was done by two experts in the fields of librarianship who helped in ensuring the face and constructs validations of the questionnaire. The psychometric properties of the instrument were established through Cronbach Alpha method. The instrument was subjected to a test-retest procedure among 30 students of senior secondary school students of Good Tidings Standard Collegiate, Lagos State which are not part of the respondents covered by the study and the following reliability coefficients were obtained for the sections: Information Needsis 0.75and Information Use Environment Scale is 0.75. Descriptive statistics such as means, standard deviations, frequency counts and percentages were used to analyse the research questions.

Interpretation of Results and Discussion of Findings

A total of 193 copies of questionnaire were administered to the respondents and all were returned and found useful and useable for this study which gives a response rate of 100.0%.

Demographic characteristics of Respondents

Table 2: Distribution of Respondents base on Demographic Information

S/N	Variables		Number	Percentage (%)
1	Gender	Male	109	56.5
		Female	84	43.5
		Total	193	100.0
2	Class Arm of the Respondents	Science	72	37.3
		Arts	88	45.6
		Commercial	33	17.1
		Total	193	100.0
3	Age group	12 to 14 years	101	52.3
		15 to 17 years	74	38.3
		Over 17 years	18	9.3
		Total	193	100.0

Table 2 provided information on the demographic characteristics of respondents and the result of findings showed that there were more male (109, 56.5%) than female students (84, 43.5%). The distribution of the respondents based on class revealed that there were more students in the Arts class (88, 45.6%) than in Science (72, 37.3%) and Commercial (33, 17.1%) classes while majority of the students were found to be within the age range of 12 to 17 years with 175 or 90.6% response rate.

Research Question 1: What are the information needs of students in private secondary school in Ikeja, Lagos State?

Table 3: Information needs of students in private secondary schools in Ikeja, Lagos State.
Key: Strongly Agree (SA)-4; Agree(A)-3;Disagree(D)-2; Strongly Disagree (SD)-1,

S/N	Item Description	SA (%)	A (%)	D (%)	SD (%)	Mean
1	I need information on career choices and vocation	143(74.1)	50(25.9)	0(0.0)	0(0.0)	3.74
2	I need information to pass my examinations	139(72.0)	45(23.3)	5(2.6)	4(2.1)	3.65
3	I need information to complete my assignment	109(56.5)	71(36.8)	13(6.7)	0(0.0)	3.50
4	I need information on my subjects of interest	104(53.9)	70(36.3)	18(9.3)	1(0.5)	3.44
5	I need information on current affairs and politics	85(44.0)	103(53.4)	2(1.0)	3(1.6)	3.40
6	I need information on educational opportunities	80(41.5)	102(52.8)	9(4.7)	2(1.0)	3.35
7	I need information on how to socialize with family and friends	85(44.0)	78(40.4)	24(12.4)	6(3.1)	3.25
8	I need information on my family interest	85(44.0)	77(39.9)	19(9.8)	12(6.2)	3.22
9	I need information on health matters	77(39.9)	80(41.5)	34(17.6)	2(1.0)	3.20
10	I need information on sports and recreation	76(39.4)	78(40.4)	28(14.5)	11(5.7)	3.13
11	I need information on entertainment matters	64(33.2)	96(49.7)	21(10.9)	12(6.2)	3.10
12	I need information on how to use the library	66(34.2)	77(39.9)	39(20.2)	11(5.7)	3.03

Results presented in Table 3 revealed, information on career choices and vocation ($\overline{X}$ =3.74), information to pass examinations ($\overline{X}$ =3.65), information to complete assignment ($\overline{X}$ =3.50) and information on subjects of interest ($\overline{X}$ =3.44) as ranking highest among the various information needs as affirmed by majority of the respondents. On the other hand, information on sports and recreation ($\overline{X}$ =3.13), information on entertainment matters ($\overline{X}$ =3.10) and information on how to use library were ranked lowest among the information needs of students as affirmed by the students. It can be deduced from the results presented that the major information needs of students in private secondary schools in Ikeja, Lagos State are information on career choices and vocation, information to pass examinations, information to complete assignments and information on subject matters.

Research Question 2: What are the sources being used in the information environment available by private secondary school students in Ikeja, Lagos State?

Table 4: Sources being used by students in the available information environment in private secondary schools in Ikeja, Lagos State

Key: VHU (Very Highly Utilised), HU (Highly Utilised), U(Utilised), NU (Not Utilised)

S/N	Item Description	VHU (%)	HU (%)	U(%)	NU(%)	Mean
1	Internet	127(65.8)	56(29.0)	7(3.6)	3(1.6)	3.59
2	Television	111(57.5)	47(24.4)	33(17.1)	2(1.0)	3.38
3	Facebook	106(54.9)	57(29.5)	16(8.3)	14(7.3)	3.32
4	Textbooks	91(47.2)	73(37.8)	24(12.4)	5(2.6)	3.30
5	Informal Sources such as parents, guardian and friends	84(43.5)	71(36.8)	36(18.7)	2(1.0)	3.23
6	Google+	89(46.1)	72(37.3)	18(9.3)	14(7.3)	3.22
7	YouTube	88(45.6)	62(32.1)	25(13.0)	18(9.3)	3.14
8	Electronic books	83(43.0)	62(32.1)	27(14.0)	21(10.9)	3.07
9	Messenger	78(40.4)	72(37.3)	21(10.9)	22(11.4)	3.07
10	Educational Software	84(43.5)	55(28.5)	37(19.2)	17(8.8)	3.07
11	Magazines	66(34.2)	74(38.3)	46(23.8)	7(3.6)	3.03
12	Instagram	74(38.3)	66(34.2)	26(13.5)	27(14.0)	2.97
13	Twitter	76(39.4)	67(34.7)	15(7.8)	35(18.1)	2.95
14	Radio	64(33.2)	66(34.2)	49(25.4)	14(7.3)	2.93
15	CD-ROM	66(34.2)	72(37.3)	30(15.5)	25(13.0)	2.93
16	Blogs	77(39.9)	59(30.6)	16(8.3)	41(21.2)	2.89
17	LinkedIn	74(38.3)	58(30.1)	23(11.9)	38(19.7)	2.87
18	MySpace	72(37.3)	55(28.5)	24(12.4)	42(21.8)	2.81

Table 4 presented results on the use of available information environment by students in private secondary schools in Ikeja, Lagos State and it showed Internet, Television, social media and Facebook as ranking highest among the available information environment being used by the students with mean rankings of 3.59, 3.32, 3.30 and 3.23 respectively. The mean ranking is supported by the frequency and percentage distribution of the results which revealed that majority of the students, 190 (98.4%), 191 (99.0%), 179 (92.7%) and 188 (97.4%) affirmed their use of Internet, Television, Facebook and Textbooks respectively as information environments being used by them. The implication to be drawn from this is that Internet, Television, Facebook and Textbooks are the most commonly used sources in the information environment of students in private secondary school students in Ikeja, Lagos State.

Research Question 3: What are the information services being used by students in private secondary schools in Ikeja, Lagos State?

Table 5: Information services being used by students in private secondary schools in Ikeja, Lagos State
Key: VHU (Very Highly Utilised) HU (Highly Utilised), U (Utilised), NU (Not Utilised)

S/N	Item Description	VHU (%)	HU (%)	U(%)	NU(%)	Mean
1	Assistance in finding the answer to specific reference questions	103(53.4)	71(36.8)	16(8.3)	3(1.6)	3.42
2	Assistance in the direction of an information source's location	103(53.4)	65(33.7)	22(11.4)	3(1.6)	3.39
3	Assistance in doing assignment or projects given in class	90(46.6)	80(41.5)	23(11.9)	0(0.0)	3.35
4	Current awareness about new books in the library	71(36.8)	73(37.8)	34(17.6)	15(7.8)	3.04
5	Bibliographic services	79(40.9)	56(29.0)	40(20.7)	18(9.3%)	3.03

Table 5 presented results on the information services being utilised by the respondents and it showed ''assistance in finding answer to specific reference question'' (190, 98.4; $\overline{X}$ = 3.42), assistance in the direction of information sources location'' (190, 98.4; $\overline{X}$ = 3.39) and ''assistance in doing assignments or projects given in class'' (193, 100.0%; $\overline{X}$ = 3.39) as ranking highest among the information services being utilised by the respondents. It can, therefore be deduced from the results that assistance in finding answers to specific reference questions, assistance in the direction of information sources location and assistance in doing assignments or projects given in class are major services being utilised within the information environment of students in private secondary schools in Ikeja, Lagos State.

Research question 4: What is the purpose of using Information Environment students in by private secondary schools in Ikeja, Lagos State?

Table 6: Purposes of using information environment by students in private secondary schools in Ikeja, Lagos State.

S/N	Item Description	SA (%)	A (%)	D (%)	SD (%)	Mean
1	Consulting or school work	117(60.6)	65(33.7)	9(4.7)	2(1.0)	3.54
2	For entertainment/Recreation (play games, watch movies)	102(52.8)	65(33.7)	21(10.9)	5(2.6)	3.37
3	Looking up general information	89(46.1)	84(43.5)	17(8.8)	3(1.6)	3.34
4	To link up on social networking website like Face-Book, twitter	92(47.7)	69(35.8)	29(15.0)	3(1.6)	3.30
5	Checking the internet for educational websites	75(38.9)	96(49.7)	22(11.4)	0(0.0)	3.27
6	To look up information about class assignment or projects	91(47.2)	70(36.3)	26(13.5)	6(3.1)	3.27
7	To prepare for competitive examination	85(44.0)	77(39.9	26(13.5)	5(2.6)	3.25
8	Looking up personal information	82(42.5)	76(39.4)	28(14.5)	7(3.6)	3.21
9	To meet with friends	86(44.6)	72(37.3)	25(13.0)	10(5.2)	3.21
10	To stream educational videos	70(36.3)	88(45.6)	29(15.0)	6(3.1)	3.15
11	Checking information about my family interest	77(39.9)	70(36.3)	38(19.7)	8(4.1)	3.12
12	To download electronic book	80(41.5)	65(33.7)	37(19.2)	11(5.7)	3.11

Results presented in Table 6 revealed on purposes of using the information environment by the respondents. The results revealed that majority of the respondents affirmed the use of their information environment for the purposes ''consulting or school work'' (182, 94.3%; $\overline{X}$ = 3.54), ''entertainment and recreation'' (167,86.5%; $\overline{X}$ = 3.37), ''looking up general information (173, 89.6%; $\overline{X}$ = 3.34) and ''linking up on social networking website like Face-Book, twitter'' (161, 83.4%; $\overline{X}$ = 3.30) as ranking highest among the list of purposes for their use of information environment. Other purposes of use of information environment as attested to by the respondents include: checking the internet for educational websites, looking up information about class assignment or projects

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and to prepare for competitive examination with mean rakings of 3.27, 3.27 and 3.25 respectively. It can therefore be inferred from the results that the major purposes for which students in private secondary schools in Ikeja used the information environment are for; consulting or school work, entertainment and recreation, looking up general information, linking up on social networking website like Face-Book, twitter and checking the internet for educational websites among others.

Research question 5: What are the barriers encountered in the information use environment by students in private secondary schools in Ikeja, Lagos State.?

Table 7: Barriers facing student in private secondary schools Ikeja, Lagos State in the use of information environment

S/N	Item Description	SA (%)	A (%)	D(%)	SD(%)	Mean
1	Too many information not able to identify most relevant ones(Information overload	108(54.9)	58(30.1)	23(11.9)	6(3.1)	3.37
2	Power supply problem	83(43.0)	79(40.9)	29(15.0)	2(1.0)	3.26
3	Network services/Internet facility not available	75(38.9)	85(44.0)	28(14.5)	5(2.6)	3.19
4	Lack of regular current awareness service in the library	75(38.9)	84(43.5)	30(15.5)	4(2.1)	3.19
5	Ignorance of where/how to locate information	87(45.1)	57(29.5)	45(23.3)	4(2.1)	3.18
6	Lack of time	82(42.5)	71(36.8)	31(16.1)	9(4.7)	3.17
7	Insufficient information in the library	82(42.5)	66(34.2)	39(20.2)	6(3.1)	3.16
8	Language barrier for searching for information	74(38.3)	78(40.4)	38(19.7)	3(1.6)	3.16
9	Hindrance to information access due to password problems	75(38.9)	79(40.9)	31(16.1)	8(4.1)	3.15
10	Available information not timely	81(42.0)	56(29.0)		11(5.7)	3.07
11	Lack of self-confidence to use the different available services	61(31.6)	89(46.1)	35(18.1)	8(4.1)	3.05
12	Not well trained staff in the library	77(39.9)	63(32.6)	30(15.5)	23(11.9)	3.01

Results of analysed data on barriers facing the respondents in their use of information revealed information overload (164, 85.0%; $\overline{X}$ = 3.37), power supply problem (162, 84.0%; $\overline{X}$ = 3.26), poor network services/Internet facility (160, 82.9%; $\overline{X}$ = 3.19) and lack of regular current awareness service in the library (159, 82.4%; $\overline{X}$ = 3.19) as topping the list of barriers confronting them in their use of information environment. The implication to be drawn from the results is that information overload, power supply problem, poor network services/Internet facility and lack of regular current awareness service in the library are the major barriers facing students in private secondary schools in Ikeja, Lagos State. in their efforts at using the information environment available to them.

Discussion of Findings

Findings from the study revealed that there are more male students in surveyed private secondary schools in Ikeja, Lagos State. Also, the study revealed that majority of the students is in the Arts class and within the age range of 12-17 years. The age distribution as revealed by the study is line with the age range for secondary school students in Nigeria. The major information needs of the students in private schools in Ikeja, Lagos State were found to be information on career choices and vocation, information to pass examinations, information to complete assignments and information on subject matters. This finding corroborates Taylor (2009) report that opines information needs of an individual or groups revolves around the desire to locate and obtain information to satisfy a conscious need or unconscious need. For secondary school students, information on academics and career choices are usually their priority.

Moreover, findings from the study revealed Internet, Television, Facebook and Textbooks as the most commonly used sources in the

information environment of students in private secondary school students in Ikeja, Lagos State. This finding is at variance with Case (2007) which reported the use of print based sources of information as prevalent among students in South-Eastern Nigeria. Services such as assistance in finding answers to specific reference questions, assistance in the direction of information sources location and assistance in doing assignments or projects given in class were found to be the major services being used within the information environment of students in private secondary schools in Ikeja, Lagos State which is in line with findings from Igwe (2010) study which reported reference services as the major services which usually demanded for by secondary school student in Anambra State.

The major purposes for which the students in private secondary schools in Ikeja used the information environment as established by the study are for; consulting or school work, entertainment and recreation, looking up general information, linking up on social networking website like Face-Book, twitter and checking the internet for educational websites among others. Findings from the study also revealed information overload, power supply problem, poor network services/Internet facility and lack of regular current awareness service in the library as major barriers facing students in private secondary schools in Ikeja, Lagos State in their efforts at using the information environment available to them. This finding is in line with Igwe (2012) study which established lack of infrastructure as major barrier facing the students in their quest for information within their information environment but at variance with Ugah and Okpara (2007) study that reported lack of awareness, inaccessibility to information sources, environmental factors and costs as major barriers facing students in the use of their information environment.

Summary of findings

The study investigated information needs and information use environment of students in private secondary schools in Ikeja, Lagos State. The study established that students in private secondary schools in Ikeja, Lagos State have diverse information needs including information on their academics and career choices while electronic sources such as television and Internet are being used by the students. Reference services were major services being used by the students while major purposes of information environment usage among the students were academics and entertainment purposes. Several barriers were also identified as major constraints to students' maximisation of their information use environment.

Conclusion

Students have diverse information needs which are required to be met. These information needs can be met within an information environment, hence the need to seek for sources and services that can satisfy their information needs. Information environment, the source of information and ease of accessibility is considered as very important. In their bid to satisfy their information needs students want something that is at their immediate reach and as such they would prefer to access information sources within their information environment.

Recommendations

This study investigated information needs and use of information environment of private secondary school students in Ikeja, Lagos, Nigeria. The following recommendations were made based on the findings from the study:

1. Adequate attention should be given to academic, career as well as vocational information needs of the students.

2. School authorities and parents should provide information use environment that wouldenable provide solution to their diverse information needs.

3. The school authorities and stakeholders in post basic education should organise seminars and workshops to train both the teachers and students on how to maximise the use of their information environment. Thiswould in turn lead to high level of available information environment by both teachers and students.

4. Adequate attention should also be given to infrastructure that would guarantee a viable information use environment for the students.

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