

An Exploratory Study of Information Behaviour and Library Utilization Patterns among Private Secondary School Students in Oyo State, Nigeria

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ABSTRACT

The downward trend in library utilization of secondary school students especially those in private schools has been a subject of concern in the recent time. While previous studies on school librarianship have largely focused on the library personnel, programs and the environment, this study was designed to investigate the relationship between information behaviour and library utilization patterns among students in private secondary schools in Akinyele Local Government, Oyo State, Nigeria. The descriptive survey research design of the correlational type was adopted. Questionnaire was used as the instrument to gather information from the students while descriptive and inferential statistics were used to analyse the data gathered. The population of the study is private secondary schools students in Akinyele Local Government Area, Ibadan. Purposive sampling method was used to select 20 schools out of 61 schools based on availability of school libraries. The study sample consists of 514 students selected using a multistage sampling procedure out of which 402 copies of questionnaire were properly filled at 78.2% response rate. Valid questionnaire (402) was used for analysis. The administration of questionnaire lasted for ten (10) weeks, starting from January 16th, 2023 to March 17th, 2023. The findings revealed that the information behavior of private secondary school students involves seeking information for learning, academic growth and peer group information. The major purpose for seeking information included preparation for tests and examinations. The results also showed that there is a significant positive relationship between information behaviour and school library use ($r = 0.221$; $P < 0.01$). Based on the findings, the study recommended sensitization of students on the crucial roles libraries could play in their studies and the need for information literacy instruction by the school librarians.

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1. Introduction

Library use has become a vital element in the educational sector, evident in its impact on learning outcomes and academic performance of students over the years in Nigeria. It has formed an indispensable part of the teaching-learning process, particularly at the secondary school level, which is a crucial foundation in the entire educational framework. Historically, students' engagement with the library and its resources has produced sound, vibrant, and knowledgeable graduates. Unfortunately, in contemporary times, students no longer attach any importance to the use of the library and whenever library is used at all, it is primarily for examination purposes. To worsen the situation, many secondary school libraries are often no more than makeshift spaces, sometimes merely corners of classrooms. When a spare classroom is available, it is often repurposed as a reading room and referred to as a library (Arilesere and Nwalo, 2020; Fafunwa, 2009). However, according to Ani et al. (2022), regular utilisation of library will enhance knowledge acquisition among students while its irregular use will result into production of half-baked students.

Library utilization is a multifaceted process that includes initiation, selection, formulation, collection, preservation, and use of library resources. During this process, information seekers experience a range of emotions, from optimism and satisfaction to disappointment. Notably, the rate at which secondary school students patronized libraries was significantly higher in the past compared to the recent rate of library usage. This decline can be attributed to various factors, including inadequate reading space, insufficient materials, and lack of knowledge about library services (Moruf, 2015).

Information behavior is a broad term that encompasses the ways individuals articulate their information needs, seek, evaluate, select, and use information. According to Gavit (2018), "information-seeking behavior is the purposive seeking for information as a consequence of a need to satisfy some goal." In the context of this study, information behavior refers to the way a student interacts with information and information sources. Information use, on the other hand, involves the physical and mental incorporation of found information into one's prior knowledge (Kolaric, 2018; Wilson, 2000). The study will impact the society for better understanding of student information behaviour by promoting information literacy, critical thinking and reduction in the misinformation that is common among youths. Moreover, the finding will also serve as a source of reference to any researcher who would want to further undertake a future study on the research topic

1.1 Statement of problem

The school library is designed as a place where students can maximally utilize acquired information resources to support their learning and knowledge acquisition activities. Therefore, the school library plays a significant role in meeting students' information needs. However, existing literature and observations by the researcher have shown that library use among secondary school students, particularly in private secondary schools where adequate resources are expected to be available, is low.

The low usage of the library by students in private secondary schools could be attributed to inadequate library resources, as well as a lack or low level of appropriate information behavior. This issue arises when students are not provided with adequate library orientation and library use

education, which could help them channel their information needs effectively. Most secondary schools, particularly private schools, lack adequate, relevant, and current resources that could make the library appealing to students. Consequently, most students rely on the internet to meet their information needs instead of utilizing the library. Against this background, this study aims to fill a knowledge gap by investigating information behavior and library use among students in private secondary schools in Akinyele Local Government Area of Oyo State, Nigeria.

1.2 Research Questions

The following research questions were answered in this study;

- What is the information behaviour pattern of private secondary school students in Akinyele Local Government Area of Oyo State?
- What is the library use patterns (types of resources used, purpose and frequency of Library use) of private secondary school students in Akinyele Local Government Area of Oyo State?

1.3 Hypothesis

What is the relationship between information behaviour and library use of private secondary school students in Akinyele Local Government Area of Oyo State?

2. Review of Related Literatures

Libraries are established to provide an ideal environment and vital information resources for library users to develop and sustain study habits necessary for outstanding academic performance (Padohinog and Ariate, 2024; Jato, Ogunniyi, and Olubiyo, 2014). Library utilization can be described as the reported use of information sources in the library by users, including students, lecturers, or researchers. The loyalty of library users to the library is determined by how often they utilise the library and its resources (Alcober, 2022). Library utilisation is indispensable for students' academic pursuit, learning, and self-development, and the core duty of school libraries is to provide information resources for students' use (Adedokun, Magaji and Makinde, 2018). Aladeniyi and Owokole (2018) opined that libraries should address issues such as noise and inadequate library personnel to enhance library use.

Obiora (2017) explored ways to improve the use of school libraries by secondary school students. The study's findings revealed that school libraries in Awka South L.G.A of Anambra State are non-functional. Furthermore, it was discovered that students only utilize their school libraries during examination periods, and the libraries face challenges such as scarcity of current reading and research materials, which can deter students from using them for academic work.

Yakubu et al (2025) concluded in their study titled "Utilization of school library resources by-secondary school students in Lagos state: a case study of selected secondary schools in Yaba Local Government area" that it is very important for awareness campaign to be conducted in secondary schools on the utilization of library resources. It can be deduced from the conclusion of the research

that there is need for more enlightenment advocacy on the use of library resources in secondary school. In addition to the challenges on the use of library resources, a study carried out by Ogundiran, Ogundiran and Otoayele (2025) suggested that a variety of orientation and assistance should be provided for the student to enhance information on the utilization of available library resources which will affect their academic performance positively.

Several factors have been associated with the decline in the use of libraries by students. Idiedo and Fyneman (2014) study on the assessment of factors affecting the use of library resources and services found that poor quality of services negatively affected library use. The study identified major factors such as lack of adequate space, inadequate orientation/user education, and poor library services. Additionally, Okonoko, Sambo and Ejiro (2018) study revealed major challenges to library resource utilization, including lack of internet facilities, insufficient professional librarians, inadequate funding, and poor library conditions.

Mahwasane and Mudzielwana (2016) study on the challenges of students in accessing information in the library found that students face obstacles such as lack of proper knowledge on information retrieval skills, insufficient user education, and limited computer and ICT knowledge. The study conducted by Ogunbyii et al. (2025) on "Utilisation of Resources and Services in Libraries in Selected Public Libraries in South-West Nigeria" revealed that some of the major factors that militate against the usage of library resources which in tune affect the use of library are absence of internet facilities in the library, inadequate library resources and lack of electronic information resources.

Research into information behaviour is crucial in library and information science because it assists information professionals in designing and delivering information services. By understanding information behavior patterns and the factors that affect them, obstacles to information use can be identified and removed, enabling people to utilize information for planning, analyzing, problem solving, and learning. According to Wilson (2000) and Todd (2003), information behaviour, encompassing information channels, information seeking, and information use, is a fundamental and strategic aspect of intelligent citizenship. It is dynamic and varies according to the factors that influence information seekers. For students within the education system, a unique and important feature is their learning style, which includes physical characteristics, feelings, and how individuals process and organize information in response to stimuli and interactions with teachers, friends, and the learning environment. Students' information behaviour can be understood through the lens of information sources or channels, information use, and information seeking. Additionally, Arthur and Filson (2019) explained that information is needed by everybody to enhance efficiency therefore creating the awareness of the sources of information is a way of increasing productivity. They further stated that knowing the level of information seeking behavior of student is essential for their academic performance.

Information sources refer to the variety of physical or digital media that provide information (Maphoto, 2017), suggesting that information users access information from these sources to satisfy a perceived need. According to Humbhi and Tareen (2022), information behaviour encompasses not only information seeking but also unintentional or passive behaviors, such as glimpsing or encountering information, as well as purposive behaviors that do not involve seeking, like actively avoiding information. Agarwal (2023) further notes that the term "information behaviours" refers

to the numerous methods humans use to interact with information, particularly the ways individuals seek and utilize information. Additionally, Arthur and Filson (2019) explained that information is needed by everybody to enhance efficiency therefore creating the awareness of the sources of information is a way of increasing productivity. They further stated that knowing the level of information seeking behavior of student is essential for their academic performance.

In library and information science, information behaviour is a sub-discipline that explores the relationship between humans and information, involving research aimed at understanding this complex dynamic. The study used Wilson's 1999 model of Information Behaviour that gives a clear explanation on information need and information seeking behaviour of the students as the information users in this study complemented by Uses and Gratification Theory that addresses how the public utilizes the resources and library itself.

3. Methodology

This study adopts a survey design of the correlational type to systematically describe the facts, qualities, and characteristics of the given population as accurately as possible. This method was chosen because it was deemed appropriate for obtaining reliable information about information behaviour and library use among students in selected private secondary schools in Akinyele Local Government Area of Oyo State.

The population of the study consisted of all senior secondary school II (SSS2) students from sixty-one (61) registered private secondary schools in Akinyele Local Government, totaling 1,252 SSS2 students. A multistage sampling procedure was employed, with the first stage involving a purposive sampling technique based on the availability of school libraries to select twenty (20) private secondary schools. The second stage involved enumerating all SSS2 students in the selected schools, resulting in a sample size of 514. Out of the 514 copies of questionnaires administered, 402 copies were properly filled and returned. The response rate was 78.2 percent. Those 402 copies were used for the analysis. The researchers used only SSS2 (high school) students in Secondary School in Nigeria and middle school students were not included. A letter of introduction was collected and taken to the sampled schools (20) to formally introduce the researcher. The administration of questionnaire lasted for ten (10) weeks, starting from January 16th, 2023 to March 17th, 2023.

4. Presentation of the results

Table 1. Demographic Information of Respondents

Variable	Frequency	Percentage (%)
Gender		
Male	205	50.99
Female	197	49.00
Total	402	99.9-100

Age Range		
13 -15	235	58.5
16-19	167	41.5
Total	402	100
Class	SSS2	

From the above table 1, the demographic information of the respondents was stated based on gender, age and class. The respondents were male 205 (50.99%) and female 197(49%). Also the 235(58.5%) of the respondents were between the age range of 13-15years old while 167 (41.5%) of the respondents were between the age range of 16-19 years old. All the respondents which consist of four hundred and two (402) (100%) are in Senior Secondary School (SSS) 2class. The dominated age range in the population was 13-15 years old.

4.1 Research Question 1

What is the information behaviour pattern of private secondary school students in Akinyele Local Government Area of Oyo State?

Table 2. Information Behaviour of Private Secondary School Students

Information Need	SD	D	A	SA	Mean	Std.Dev.
I need the following types of information:						
Learning information	1(2%)	18(4.4%)	73(18.0%)	313(77.3%)	3.72	0.55
Academic growth information	1(2%)	-	123(30.4%)	281(69.4%)	3.69	0.47
Cultural activities information	21(5.2%)	30(7.4%)	134(33.1%)	220(54.3%)	3.37	0.83
Religious information	19(4.7%)	55(13.6%)	137(33.8%)	194(47.9%)	3.25	0.86
Family and parental information	1(2%)	91(22.5%)	106(26.2%)	207(51.1%)	3.28	0.86
Information about peer group	2(5%)	55(13.6%)	114(28.1%)	234(57.8%)	3.43	0.81
Science and discoveries information	2(5%)	45(11.1%)	72(17.8%)	286(70.6%)	3.59	0.74
Childhood activities and maturity information	14(3.5%)	71(17.5%)	77(19.0%)	243(59.8%)	3.35	0.89
Societal values information	3(0.7%)	60(14.8%)	144(35.6%)	197(48.6%)	3.32	0.75
Recreational information	21(5.2%)	34(8.4%)	121(31.4%)	223(55.1%)	3.36	0.84
Personal developmental information	34(8.4%)	31(7.7%)	75(18.5%)	265(65.4%)	3.41	0.94
Career choice information	54(12.8%)	37(9.1%)	86(21.2%)	229(56.5%)	3.22	1.06
Entertainment and games information	29(7.2%)	100(24.7%)	60(14.8%)	216(53.3%)	3.14	1.02
Average Mean					3.39	0.81

Table 2 presents the results on information behaviour of private secondary school students in Akinyele Local Government Area, Oyo State. According to the table, the type of information needs as shown by the respondents ranges from: information on learning (Mean=3.72; S.D =0.55) ; academic growth (Mean=3.69; S.D=0.47); cultural activities(Mean=3.37; S.D=0.83). The least information need is on entertainment and games (Mean=3.14;S.D=1.02).

Table 3. Purpose for Seeking Information

I seek information for:	SD	D	A	SA	Mean	Std.Dev.
Preparation for tests and examinations	20(4.9%)	8(2.0%)	24(5.9%)	353(87.2%)	3.75	0.72
Academic development	3(0.7%)	39(9.6%)	34(8.4%)	329(81.2%)	3.70	0.67
physical fitness	21(5.2%)	66(16.3%)	134(33.1%)	184(45.4%)	3.19	0.89
To stay healthy	19(4.7%)	43(10.6%)	144(35.6%)	199(49.1)	3.29	0.84
Cultural and societal events	33(8.1%)	78(19.3%)	130(32.1%)	147(36.3%)	3.09	1.02
Average Mean					3.40	0.82

Table 3 also shows the purpose for which the respondents seek for information. The finding clearly revealed that students seek information mostly for tests and examinations (Mean=3.75; S.D=0.72) while the least purpose for least for seeking information is for cultural and societal needs(Mean = 3.09; S.D = 1.02).

Table 4. Information Sources

Information Sources	SD	D	A	SA	Mean	Std.Dev.
I use books in the library when seeking for information	-	21(5.2%)	129(31.9%)	255(63.0%)	3.58	0.59
I ask my parents and family members to source for information	56(13.8%)	16(4.0%)	177(43.7)	156(38.5%)	3.07	0.99
I ask teachers at school when seeking for information	21(5.2%)	38(9.4%)	148(36.5%)	198(48.9%)	3.29	0.84
I ask my friends when seeking for information	60(14.8%)	8(2.0%)	177(43.7%)	160(39.5%)	3.08	1.00
I use the internet when seeking for information	3(0.7%)	30(7.4%)	141(34.8%)	231(57.0%)	3.48	0.67
Average Mean		3.30				

The result analysis from table 4 above shows three hundred and eighty-four (94.9%) source for information by using books in the library when seeking for information, majority of the respondents 177 (43.7%) source for information by asking parents and family. The result also revealed that 346 (85.4%) respondents source for information by asking teachers at school when seeking for information, 337 (83.2%) respondents source for information by asking friends when seeking for information while a higher percentage of the respondent 231 (57.0%) also agreed that they source for information by using the internet.

4.2 Research question 2

What is the library use patterns (types of resources used, purpose and frequency of Library use)

of private secondary school students in Akinyele Local Government Area of Oyo State?

Table 5. Types of Library Resources

S/N	Types of Library Resources	Used	Not Used	Mean	STD. DEV.
1.	CD	24(5.9%)	381(94.1%)	1.05	0.24
2.	Films	47(11.6%)	358(85.4%)	1.11	0.32
3.	CD Player	78(19.3%)	327(80.7%)	1.19	0.39
4.	Video	93(23.0%)	312(77.0%)	1.22	0.42
5.	Slides	112(27.7%)	293(72.3%)	1.27	0.45
6.	Realia	120(29.6%)	285(70.4%)	1.29	0.46
7.	Records	134(33.1%)	271(66.9%)	1.33	0.47
8.	Slide Projectors	149(36.6%)	256(63.2%)	1.36	0.48
9.	Real Objects	241(59.5%)	164(40.5%)	1.59	0.49
10.	Fiction	253(62.5%)	152(37.5%)	1.62	0.49

Table 5 shows a list of library resources and how the students use them. From the table, Charts (Mean = 1.95; S.D. =0.21) and Textbook (Mean =1.87; S.D.=0.33) are the mostly used library resources by the respondents followed by Encyclopedia (Mean =1.84; S.D.= 0.36). The least used of the resources is CD with (Mean=1.05; S.D= 0.24).

Table 6. Purpose of Library Use by Students

S/N	Purpose of Library Use	SD	D	A	SA	MEA N	STD
1.	I use the library for study	4(1.0%)	15(3.7)	249(61.5 %)	137(33.8 %)	3.28	0.58
2.	I go to the library to read my notebooks and textbooks	13(3.2%)	62(15.3 %)	150(37.0 %)	180(44.4 %)	3.23	0.82
3.	I use the library to prepare for class test and examinations	17(4.2%)	78(19.3 %)	128(31.6 %)	182(44.9 %)	3.17	0.88
4.	I go to library to relax and read story books	77(19.0 %)	106(26.2 %)	114(28.1 %)	108(26.7 %)	2.62	1.07
5.	I use the library to do assignments and further studies	99(24.4 %)	112(27.7 %)	87(21.5 %)	107(26.4 %)	2.50	1.13
6.	Teachers' encouragement to use the library	90(22.2 %)	171(42.2 %)	60(14.8 %)	84(20.7 %)	2.34	1.04
7.	I use the library because home is not suitable conditions for study	182(44.9 %)	85(21.0 %)	85(21.0 %)	52(12.8 %)	2.02	1.09
8.	I use the library because of high cost of books	201(49.6 %)	158(39.0 %)	45(11.1 %)	1(.02%)	1.62	0.69
9.	I use the library because the School Librarian is friendly	231(57.0 %)	129(31.9 %)	26(6.4%)	19(4.7%)	1.59	0.81

Table 6 presents the purpose of library use by respondents. Results on purpose of library use by students revealed that they make use of library for the following purposes: for study (Mean = 3.28; S.D = 0.58); to prepare for class test and examinations (Mean = 3.17; S.D = 0.88); to

do assignments and further studies (Mean = 2.50; S.D = 1.13), to read notebooks and textbooks (Mean= 3.23; S.D = 0.82) and also to relax and read story books (Mean = 2.62; S.D = 1.07). The results imply that majority of the respondents have the understanding of the purpose of the existence of library in their schools.

Table 7. Frequency of Use of Library by Students

S/N	I Use the Library to:	Never	Occasionally	Monthly	Weekly	Daily	Mean	STD
1.	Prepare for class test and examinations	41(10.1%)	145(35.8%)	23(5.7%)	121(29.9%)	74(18.3%)	3.10	1.34
2.	For study	1(0.2%)	213(52.6)	1(0.2%)	140(34.6%)	50(12.3%)	3.06	1.17
3.	Do assignments and further studies	89(22.0%)	139(34.3%)	31(7.7%)	38(9.4)	107(26.4%)	2.84	1.54
4.	Write notes	59(14.6)	188(46.4%)	32(7.9%)	19(4.7%)	106(26.2%)	2.81	1.46
5.	Relax and read story books	106(26.2%)	179(44.2%)	23(5.7%)	22(5.4%)	74(18.3%)	2.45	1.41
6.	Get current information	175(43.2%)	96(23.7%)	25(6.2%)	60(14.8%)	49(12.1%)	2.29	1.49
7.	Read newspapers and magazines	226(55.8%)	76(18.8%)	19(4.7%)	56(13.8%)	27(6.7%)	1.97	1.33
8.	Visit friends and classmates	268(66.2)	69(17.0%)	21(5.2%)	31(7.7%)	15(3.7%)	1.65	1.11
9.	Meet friends	309(76.3%)	47(11.6%)	22(5.4%)	16(4.0%)	11(2.7%)	1.45	0.96
Average Mean							2.40	

Table 7 shows the frequency of library use by respondents. To prepare for class test and examinations, a few of the students, 195(48.2 %) regularly (daily or weekly) use the library while a few also 190(46.9%) regularly either daily or weekly use the library to study. However, the majority 356(87.9%) irregularly (occasionally or never) use the library to meet friends. The average mean score of 2.40 clearly shows that the respondents do not use the library frequently.

4.3 Hypothesis

What is the relationship between information behaviour and library use of private secondary school students in Akinyele Local Government Area of Oyo State?

Table 8. Relationship between Information Behaviour and School Library Use by Private Secondary School Students of Akinyele Local Government Area, Oyo State.

Correlation Matrix		Information Behaviour	Library Use
Information Behaviour	Pearson Correlation	1	0.221**
	Sig (2-tailed)		0.000
	N	402	402
Library Use	Pearson Correlation	0.221**	1
	Sig (2-tailed)	0.000	
	N	402	402

** Correlation is significant at the 0.01 level (2-tailed)

Table 8 revealed that there is a significant positive relationship between information behaviour and school library use ($r = 0.221$; $P < 0.01$) which implies that increase in information behaviour will lead to increase in library use among students in private secondary schools in Akinyele Local Government Area, Oyo State.

5. Discussion

The findings of this study revealed that the information behaviour of private secondary school students begins with recognizing a need for information. This study has clearly shown that the major need for information by the students is for academic purposes. This finding is in line with Mboghoina, and Kavishe (2020) which reported that students use libraries mainly for self-reading, doing assignments, reading notes and borrowing books. Similarly, the findings support Adekunle (2025) which revealed that libraries were used for study, assignment preparation and consulting reference materials. The need for information is closely related with the purpose of seeking for information which according to this study is seeking information primarily in preparation for tests and examinations.

The findings on library use pattern have clearly shown that textbooks like English and Mathematics and reference books are the resources most commonly used by the students. Onuoha and Chukwueke (2020) in their findings also affirmed that the most highly utilised information resources by secondary schools in Nigeria is textbook. Other resources were reported to be of low utilisation by the respondents. The finding also supports the findings of Chukwuji, Gadanga and Yusuf (2017) which discovered that textbook is the mostly used information resources by secondary school students. It also aligns with the findings of Isreal (2020) which revealed that textbook is the most frequently used information material by secondary school students in Nigeria. In addition, the study found out that overall frequency of library use is irregular and low. This finding agree with Olanusi and Falade (2023) findings that reported that majority of the respondents studied rarely utilise school library media centre and information resources.

The analysis of the data collected for this study has also revealed a positive significant relationship between information behaviour and library use by secondary school students in Akinyele Local

Government Area, Ibadan, Oyo State, Nigeria. The finding is in consonance with Olutoyosi (2019) which revealed a significant relationship between information needs and utilization. The report indicated that the students' information needs (which is a core component of information behavior) relate with the students use of library resources. The implication is that when students have the ability to identify a gap in their knowledge (an information need), they would definitely make effort to engage with library resources to fill that gap.

6. Conclusion

Based on the findings of this study, it can be concluded that library use among secondary school students is largely determined by their information behaviour. The study has shown that the students information needs are diversified and this greatly influences the purposes for which they seek information. For students to maintain a positive attitude towards library use, their information needs must be met through appropriate sources provided by the library. Therefore, it is pertinent for the library personnel to understand the students' information behaviour, including their information needs, purposes for seeking information, and ensure the provision of relevant sources to meet the information needs of the students. The findings of this study will enable the secondary school students to see what kind of information are they lacking or needing in order to help their academic performance and how to access such information and use it. Also, the finding of the study would enable school administrators globally to appreciate the position and usefulness of school library provision and the Policy Makers will find the study useful in the area of resource allocation for the school libraries. The study will impact the society for better understanding of student information behaviour by promoting information literacy, critical thinking and reduction in the misinformation that is common among youths. Moreso, the finding will also serve as a source of reference to any researcher who would want to further undertake a future study on the research topic. The suggested future research directions from the findings of the study are as follows; since the current study focuses on private secondary school students, a future research direction can compare information behaviour and school library usage between students in public and private secondary schools. This would provide the policymakers in the area of education with empirical findings that can be used for improving equitable access to quality library services across different school categories. Future research direction can be to examine how students integrate digital information sources with traditional school library resources. This will observe whether digital information resources complement or replace school library and it will also find out factors that influence students' preference for one source over another. Also, future study can examine how Artificial Intelligence (AI) technologies influence students' information behaviour, school library utilization and information evaluation skills. This can help the researcher to determine whether AI enhances students' ability to search for relevant academic information or reduces their dependence on school libraries.

7. Recommendations

The following recommendations are made based on the findings of the study:

- School librarians should sensitize students to the library's crucial role in their studies through library education programs like orientations, exhibitions, library weeks, storytelling hours and debates. This would create awareness on the sources and channels available for meeting their information needs.
- School Librarians/School media specialists should be engaged in teaching secondary school students' library use, information literacy and information-seeking skills to improve the use of the library and its resources as well as their information behaviour.
- The school management, school librarians and parents should motivate the students to use the school library for other purposes rather than for academic purpose alone like visiting the library to read for pleasure and for personal development.
- School Libraries should improve in the areas of facilities, opening hours and integrating library activities into the school curriculum to address irregular and low library usage.
- Based on the peculiarity of the school libraries, acquisition of relevant textbooks and reference books should be focused especially for the core subjects like English and Mathematics to encourage usage of the libraries.
- Future studies should cover beyond private secondary schools to include public secondary schools, faith-based schools and technical colleges.
- Considering the increase use of digital technologies in education, future study should examine how artificial intelligence (AI) tools such as Chatgpt and educational platforms etc influence students' information seeking behaviour and dependence on school libraries.

Statements and Declarations

Authors Contributions: Manuscript with multiple authors: conceptualization, V.M.; methodology, S.O. and V.M.; data collection, V.M.; analysis, V.M. and S.O.; writing-original draft preparation, V.M.; writing review and editing, S.O. and V.M.; supervision, S.O. Authors have read and agreed to the published version of the manuscript.

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