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## INFLUENCE OF INFORMATION CONSCIOUSNESS ON STUDENT ACADEMIC ACHIEVEMENT IN SOME SELECTED SECONDARY SCHOOLS IN IJEBU-ODE LOCAL GOVERNMENT AREA OF OGUN STATE

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### ABSTRACT

*The study investigated influence of information consciousness on student academic achievement in some selected secondary schools in Ijebu-Ode Local Government Area of Ogun State. The study population consisted of all the secondary students within the local government area. The study adopted the survey research design. In the study the questionnaires titled Information Consciousness Questionnaire (ICQ) and Student Academic Achievement Test (SAT) was used to gather the necessary information from the 150 respondents drawn from the secondary schools in the local government area. Three research questions were raised and two hypotheses were formulated to pilot the study. The data gather from the respondents were analysed using simple percentage frequent count and inferential statistics of Pearson Product Moment Correlation statistical tools. The findings shows that that Students are very conscious of information from their teachers and the textbooks they used at school for their academic achievement while their level of information consciousness on internet and library were very low. Secondly, The sources of information available to secondary school students was considered to be Instructional Materials while Teachers, Textbook are considered to be very available but Library and Internet almost not available. Thirdly, the purpose of seeking information by students is for academic success, learning purpose and knowledge acquisition among others. Fourthly, there is a positive significant relationship between level of information consciousness and students academic achievement ( $r = .875, p < .05$ ). Finally, there is a strong positive significant relationship between student's information consciousness and academic achievement ( $r = .875, p < .05$ ).this implies that information consciousness influence the academic achievement positively. Base on the findings above the study recommended that; the school administrator should maintain the existing information sources they have and make request to the government for the provisions of these sources. The teachers should continue to counsel and encourage the students to make use of the available sources of information i.e Library and internet facilities for their academic achievement. The school administrators should provide enabling environment to the student to assess educational information services available to the students to improve their academic*

**Keywords:** information consciousness and academic achievement

### INTRODUCTION

#### Background of the Study

Academic achievement has to do with what a learner is able to accomplish by execution of class work in the school. Stiggings (2001) sees academic achievement as something a learner do or achieve at school, college or university, in class, in a

laboratory or field work. Went ling (2000) said that academic achievement refers to achievement of individuals' objective to various types of knowledge and skills. According to the author the objective are established based on the age, prior learning and capacity of individuals with regards to education, socialization and qualification. Some of the purposes of academic achievement measurement are enumerated in Ukwuije (1989: 22) as follows: to determine the relative effectiveness of a programme in terms of students' behavioural outputs; to identify students growth or lack of growth in acquiring desirable knowledge skills, attitudes and social values; to help teachers determine the effectiveness of their teaching technique and learning material; to help motivate students to learn as they discover their progress or lack of progress in given task; to encourage students to develop a sense of discipline and systematic study habits; to acquaint parents or guardians with their children performance ; to predict the general trend in the development of teaching learning process; to make reliable decision about education planning and to provide educational administrators with adequate information about teachers effectiveness and school need. Information is the hub of human development around which knowledge revolves. Information is regarded as a vital resource with which an individual functions effectively in the society. Information consciousness is at the centre of all areas of life because human wants are insatiable. Olaniyan and Okemakinde (2006) affirmed that every human being needs adequate and accurate information about their right, obligation and every event and action that affect them. This makes information a tangible resources and a necessity in human life and secondary school education.

Information consciousnesses are evidence of a knowledge gap which needs to be fulfilled. The identification of the gap creates room for information search and the satisfaction of the need. Information consciousness according to Balarinwa (2002), are desires or wants or needs to be transferred for or use which prompt man to ask questions about happenings in the past, things to be done, sources and services available, things that will happen if certain things are done according to rules and regulations. The teacher is the mover of learning, He facilitates learning. Like the saying that "one can only take a horse to the stream but cannot force it to drink, the child can be taken to school to learn but cannot be forced to learn except he/she is ready to search for passable and germane information and learn from the teacher who is well trained, knowledgeable of curriculum content and of child development and can apply appropriate methods and strategies to promote all-round development of the learners to enable them become countable to national development" Chukwu, (2011). The quest for academic information begins to manifest mostly during the late teenage years as high school students become conscious of their social expectations

and begin preparation for academic exploration (Dupont & Gingras, 1991; France, 1990). Preparation for academic exploration according to Herr & Johnson (1989) require that students actively seek out information about alternative choices; learn about their own skills, attitudes, values, and interests; and discover educational and career opportunities. To succeed in academics, students, whether at the primary, secondary or tertiary level needs adequate information. Information remains the major ingredient in taking decisions and assists in reducing the degree of uncertainty. It is a valuable resource in the life of a student. Information enables students to meet their learning and research needs. Information facilitates decision making, problem solving and reduction of uncertainty among students (Aina, 2004). Belkin (2000) defined information as the data associated with text, modified by purpose, intend, knowledge of recipients state of mind and conceptive structure which underlines the surface structure of a text. The concept of information needs or consciousness was coined by Robert S. Taylor. According to Taylor, (2009) information consciousness has four (4) major levels. The levels are:

1. The consciousness and unconsciousness need for information.
2. The conscious mental description of defined area of decision. In this level, the inquirer might talk to someone else in the field to get an answer.
3. The inquirer forms a rational statement of his question. This statement is a rational and unambiguous description of the inquirer's doubts;
4. The question being presented to the information system. According to Wilson (2009), information is needed by an individual or group desire to locate and obtain information to satisfy a conscious or unconscious need. Needs and interest leads to information search. Khan and Shafique (2010) stated that the objectives of studying information consciousness includes: the examination of wants; the explanation of observed phenomena of information consciousness ; the prediction of instance of information use; and the control and improvement of the utilization of information for solving problems and making decisions.

Kamarudin (2010) stated that information consciousness leads to information seeking which could be successful or unsuccessful. If successful, information located would be used for decision making and problem solving. Satisfaction occurs when the located information has been analyzed and satisfies the original need. A failure to find information to satisfy the required need leads to dissatisfaction and poor academic achievement. Records have shown over the past decade that Secondary School students' academic achievement in external examination has consistently deteriorated. Trend analysis on studies achievement pattern in government among students in Secondary Schools in Cross River State clearly show that between 1989 and 2002, there was a steady average of 1.7% annual decline in students A to C

grade of acceptable achievement in government at senior Secondary School Certificate Examination (Essien, 2004; Seweje, 2003, Ukewe, 2002, Hanushek, 2000; and Aaronson; Barrow & Sander 2003). Most existing research reports that have tried to solve the problem of poor achievement government students focus on students motivation, teacher quality, administrative policy discipline, school cultural environment, entry qualification of students, instructional process, gender and parental attitudes towards the subject (Nwokocha, (2005), Ofem & Inyang (2006) and Asuquo, (2005). From the above, it could be observed that only few studies have been carried out using information consciousness variables to solve the problem of poor government student academic achievement. There are few studies conducted on the information consciousness. Majority of these studies on information consciousness have been focused on the information needs of staffs, faculty members, lecturers, under-graduate students, post graduate students, farmers, traders, rural dwellers, rural women, lawyers, teachers and other categories of people. The few studies conducted on the information consciousness of secondary schools students have reported similar needs of secondary schools students which include information consciousness on learning, parental upbringing, societal values, cultural activities, religious activities, science and discoveries, peer groups, nature and environment, childhood activities and maturity. Fister, (2012) with advancement of information and communication technology, information is everywhere. Adeleke, (2015) opined that, the intensity of the search for information depends on the amount of uncertainty that is present. The choice of information might be problem for the students in secondary school, furthermore, there is perceived inability of students to search for information sources and resources because the community the students are located may be a rural community which consequently may have an effect on the student's academic achievement. Personal observations show that most of the students might lack basic information literacy skills, lack of experience in seeking information, lack of awareness of information need and poor knowledge of information needs. It is against this background that this study is embarked upon to examine the influence of information consciousness on student's academic performance in Ijebu Ode Local Government of Ogun State.

### **Statement of the Problem**

The issue of poor academic performance of students in Nigeria has been of much concern to all and sundry. The problem is so much that it has led to the widely attained fallen standard of education in Ijebu-Ode Local Government area of Ogun State and Nigeria at large. The problem of student's academic achievement may be determined by many factors and most importantly their level of information consciousness. If information consciousness is a prerequisite for student academic

achievement, then there is urgent need to determine to what extent the student level of information consciousness influences their academic achievement. Therefore, this study seeks to examine the influence of information consciousness on students' academic achievement with a view to determine how the situation manifests itself in Ijebu Ode Local Government Area of Ogun State.

### **Research Questions**

1. What is the level of student information consciousness in secondary schools in Ijebu Ode Local Government Area of Ogun State.?
2. What are the sources of student information in secondary schools in Ijebu Ode Local Government Area of Ogun State.?
- 3 For what purpose do students seeks information in secondary schools in Ijebu Ode Local Government Area of Ogun State.?

### **Research Hypotheses**

**Ho<sub>1</sub>:** Level of information consciousness has no significant influence on secondary school student academic achievement in Ijebu Ode Local Government Area of Ogun State.

**Ho<sub>2</sub>:** Students information consciousness has no significant influence on secondary school student academic achievement in Ijebu Ode Local Government Area of Ogun State.

### **Purpose of the Study**

The purpose of this study is to determine the influence of student information consciousness on student academic achievement in Ijebu Ode Local Government of Ogun State, which will be channeled towards

- i the level of information consciousness of students
- ii sources and purpose of seeking information in the school and
- iii influence of the information on students' academic achievement in the selected local government.

#### **1.5 Scope of the Study**

The study is on influence of information consciousness on student academic achievement in some selected secondary schools in Ijebu-Ode Local Government Area of Ogun State. The research work focused on some selected secondary schools in Ijebu Ode Local Government Area of Ogun State with reference to SS 2 students offering government in the selected secondary schools.

The research of this type needs a very wide coverage population. Because of time and financial constraint the researcher has adopted a study population capable of generalizing the findings.

### **Significance of the Study**

This study would provide adequate information on the influence of information consciousness on student's academic achievement. It will be useful to teachers, ministry of education, policy makers and the researchers. On the part of teachers, they will benefit by keeping them abreast of the need for information consciousness to improve their classroom instruction and management as well as help them meet their professional growth and development needs. This study will also help teachers expose their horizon about the search for the necessary information required by their profession. The ministry of education will also benefit from this study as it will help them to be aware of the necessity of information to teachers and the impact on the students performance. This will encourage them to disburse more money on the enlightenment and information awareness of teachers and give adequate and necessary information to teachers as at when due.

The policy maker will find this study useful in the sense that they will be able to create a strong intervention through the teachers to monitor the academic performances of the students in the schools.

### **Operational Definition of Terms**

For the purpose of this research the following concept will be define as follows;

**Influence:** in this study the word influence is used as the power of the teacher to effect students thinking or actions.

**Information consciousness:** for the purpose of this study, information consciousness is taken as the degree to which individual students pursues the necessary information for their academic achievement. Such as library, teachers, parent internet etc.

**Students Academic Achievement:** For the purpose of this study, it can be seen as observable changes in student's behavior arising from information consciousness of the teachers. Student academic achievement would be seen as knowledge attained or skill display by the students as been influenced by the teacher's information consciousness. Academic achievement as related to this work is defined as the output or outcome either positive or negative as a result of a test conducted by the researcher in Government subject on the students.

## LITERATURE REVIEW

### Concept and Level of Information Consciousness

**Information** (shortened as **info**) is that which informs. In other words, it is the answer to a question of some kind. It is also that from which data and knowledge can be derived, as data represents values attributed to parameters, and knowledge signifies understanding of real things or abstract concepts. As it regards data, the information's existence is not necessarily coupled to an observer (it exists beyond an event horizon, for example), while in the case of knowledge, the information requires a cognitive observer. The quest for academic information begins to manifest mostly during the late teenage years as high school students become conscious of their social expectations and begin preparation for academic exploration (Dupont & Gingras, 1991; France, 1990). Preparation for academic exploration according to Herr & Johnson (1989) require that students actively seek out information about alternative choices; learn about their own skills, attitudes, values, and interests; and discover educational and career opportunities. Wilson (2000) notes that in the course of information seeking, individuals may interact with manual information systems such as a newspaper or a library or with computer-based systems (such as the World Wide Web). Awareness and use of such information resources are expected to assist secondary school students make informed choices rather than narrow their reliance for career related information on third parties who may not fully understand their career needs. There is no doubt that secondary school students' face daunting challenges in the course of academic information gathering. Julien (1999) identified challenges faced in gathering academic information as: situation in which people do not conscious what information is needed for; situation where information required may simply not exist; not conscious where to find the information that one realizes is needed; lack of awareness of the existence of sources for information; lack of communication skills; lack of self-confidence or ability; discouragement by sources approached for information; delays encountered in information seeking; inaccurate or inappropriate information received which reduces the level at which the students search for the relevant information that could improve their academic career.

### Sources of Information

Information consciousness, according to Okobiah & Okorodudu (2004), refers to a variety of work and non-work situations which usually span through the entire life of an individual. According to the authors' information is generally related to a pattern of decision, transaction and adjustments which affects one's role in work, education, family, community development and leisure. Julien (1999) notes that information used by students in making decisions about their future academic achievement

includes attitudes and beliefs acquired during childhood, including specific information provided by a number of sources, including: parents, other family members, family friends, peers, guidance counsellors, teachers, libraries, the mass media and government centers. Research by Olayinka (1993) found out that high school students acquire academic information from other family members as affirmed by 41% of the study respondents, while 35.5% consulted their parents. McKnight (2009) in a similar study also affirmed that parents, family members, internet and teachers are the most used sources for acquiring academic information. A study by Witko, Bernes, Magnusson & Bardick (2005) came to the conclusion that most senior high school students feel 'most' comfortable approaching their parent(s) and friends for help with academic planning. Patton & McCrindle (2001), while investigating senior students' view on academic information at Queensland, however, found out that the state's tertiary courses publications were perceived as most useful information source for post-school careers, followed by school academic advisors. Alexitch & Page's (1997) study also show that students find academic advice from their high school teachers as being useful than the advice they receive from their high school guidance counselors which definitely improve their academic achievement. With recent technological advancement, the Internet has emerged as an important source for academic information sourcing as affirmed by Offer's (2000) study which revealed that 80% of college students gain academic information from a computer than from a book or a person. The finding by Offer (2000) is supported by Borchert (2002), who claim that the influence of people in the closer circle of friends, family, and academia do not particularly sway, influence, or lead students when it came to the academic achievement process. There is no doubt that secondary school students' face daunting challenges in the course of academic information gathering. Julien (1999) identified challenges faced in gathering career information as: situation in which people do not know what information is needed; situation where information required may simply not exist; not knowing where to find the information that one realizes is needed; lack of awareness of the existence of sources for information; lack of communication skills; lack of self-confidence or ability; discouragement by sources approached for information; delays encountered in information seeking; inaccurate or inappropriate information received all these impinge on the student's academic performance.

### **Purpose of Seeking Information**

Khadli and Kumar (2011) stated that the consciousness for information among secondary school students is one of the cognitive needs of childhood which enable them to understand things, the environment, the society, the family, the school and the future. Asking questions constitute the major means through which secondary



school students extract information from information sources such as their parents, guidance, elders, teachers, friends, family members and peer groups. According to Bitter, (2012) secondary school students search for information just like their tertiary institution counterpart. However, the information consciousness of secondary school students are quite different and even more complex compared to the information consciousness of tertiary institution students. Fieldman and Etington (2010) believe that secondary school students select their information based upon values, interest and characteristics that they exhibit. In a study by Grefins (2011) to find the information consciousness of secondary school students in California, United States of America, the result revealed that the secondary school students search for information in the areas of learning, games, recreation, entertainment, leisure, holiday, family, parental care, teaching methods, teachers, culture, religion and peer group. In another study, conducted by Seaman (2012), it was reported that secondary school students information consciousness encompass information about learning, academic growth, health, family, societal values, friendship and peer groups, religious groups, childhood and adulthood, career choice and culture and personal development. The study concluded that majority of secondary school students have similar information consciousness. In Swintter (2013)'s study, it showed that 12% of the secondary school student required information for personal development, 11% required information for health-related issues, 13% required information for family care and friendship, 9% required information for recreation, travels and entertainment, while a vast majority of the secondary school students 64% required information for their learning (schooling) career choice, academic excellence and welfare. The study further reported that majority of the secondary school students satisfy their information consciousness by asking questions, consulting books, visiting the school library, talking to parents and family members, reporting to teachers and complaining to friends for assistance.

Similarly, Foster's (2012) findings revealed that the information needs of secondary school student include: academic related information (64.1%), information for personal development and knowledge acquisition (12.5%) health-related and friendship information and cultural information on childhood and growing up (9.1%), societal and cultural information (2.8%) and information about parental and teachers care (2.1%). Other authors such as Parvez (2009) investigated the information needs of secondary school students and found that students irrespective of their characteristics and school attended have similar and multi-related information needs. The result of the study revealed that 68% of the secondary school students seek information on academic matters, 48% needed information on personal development and knowledge acquisition, 29% needed information for keeping

themselves up-to-date and to broaden their horizon, 29% needed information for family and parental care, while 17% needed information for entertainment, recreation and exercise. These needs constitute the major needs of secondary school students. According to Koft (2014) secondary school student require current news, events and happenings around them to enable them get up-to-date with information for their academics, personal development and societal values. According to Aina (2004), people seek information based on their personal interest and desires. Belkin (2000) reported that majority of the reasons why people seek information are to satisfy their conscious and unconscious information needs: to be relevant in the information world; to be up-to-date with current and relevant information; to be knowledgeable, vast and competent; to be information literate; and to be useful in the society. Buckland (2011) stated that there are different purposes for which different categories of people seek information students seek information for the purpose of learning, research and academic success. Secondary school students seek information for the primary purpose of learning, academic pursuit, academic excellence and knowledge acquisition. The need to excel academically is the main purpose for which secondary school student seek information. However, apart from the primary purpose of seeking information which revolves round academic related purpose, secondary school student also seek information for secondary purposes such as to be physically fit and to stay healthy, to participate in cultural and societal events as well as to be responsible in the society (Fister, 2012). On the issues of how students meet their information needs, Nwosu (2010) reported that secondary school students have information consciousness, to meet or satisfy, the students often consult the school library, teachers, parents, books, family members and friends.

Smart, Reddy (2014) emphasized that secondary school Otoide 83 students actively consult information from various information sources to satisfy their information needs. They usually consult books, the school library, and personal resources both at home and in school, teachers, parents, brothers, sisters, uncles and aunts. Secondary school students need information for decision making and to solve life problems both at home and in school. They may acquire information through the question and answer method, which is a major process of finding ideas, facts and new information by secondary school students Abels (2014) is of the opinion that the frequency of information seeking among secondary school students to meet their information consciousness has increased in recent times, presently, secondary school students seek for information on regular and daily basis. Suriya, Sangeetha and Nambi (2014) concluded from their study that majority of secondary school students visited the school library several times a week to search for information to meet their academic needs, while few of the secondary school students visited the school library on daily

basis. In the same vein, Shokeen and Kustile (2012) found that secondary school students visit the school library, school counselor and head teachers on a daily basis for the purpose of finding solutions to their information needs. Similarly, Nazli (2011) found that most secondary school students use books, parents, teachers and personal resources to meet their information needs and they usually consult these information sources frequently. Also, Seaman (2012) stated that 73(35.7%) of secondary school students used the school library and its resources on a daily basis, 112 (53.3%) consulted teachers 2–3 times a week, 8(8.9%) met their parents and family members 4–5 times a week, while 5(2.1%) of the secondary school students consulted their friends and school counselor 1–2 times a week. Wikipedia (2014) reported that secondary school students use the library resources more often and frequently compared to their occasional use of parents and teachers. While a majority of secondary school students use the library resources on a regular basis like daily, twice, thrice or 4–5 times a week, the secondary school students tend to use other sources, such as parents, family members and teachers. Grefins (2011) reported that 36% of secondary school students surveyed spent four hours per week in consulting information resources from the library, while 64% of the students spent two hours per week to consult books in the school library. Apart from the school library which is the major information source for secondary school students, some of the students consulted their parents, school teachers and friends when stranded academically and this was done less frequently.

Fister (2012) reported that secondary school students usually make about seven visits to the school library on a weekly basis to look for information resources to satisfy their information needs. The study reported that 96% out of 100 students surveyed used the school textbooks, newspaper, magazines and other school resources, while the other pupils used their school teachers, parents at home and family members. The study concluded that the frequency of information seeking among secondary school students in meeting their information needs is relatively high and encouraging. Wilson (2009) noted that in the process of seeking for information, problems may arise or be encountered. In the same vein, Taylor (2009) noted that after interacting with the information sources, what a user actually needs may not eventually tally with what is practically available due to constraints either within the stock or due to the user's own negligence or inadequacy. Constraints may serve as hindrances to secondary school students when seeking information and this might affect their information seeking behaviour negatively. Some of the constraints highlighted by Wikipedia include library anxiety, poor information literacy, poor retrieval skills, poor library skills, poor attitude towards information resources. Ajiboye and Tella (2007) stated that secondary school students do not use information resources

effectively to meet their information needs due to certain constraints such as poor library skills, poor information searching skills, unfamiliarity with information sources, shyness, anxiety, inadequate information resources and high cost of information resources. With these constraints, the secondary school students tend to record poor information seeking results and consequently lead to information dissatisfaction.

### **The Concept of Students' Academic Achievement**

Academic achievement or (academic) performance is the outcome of education - the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important - procedural knowledge such as skills or declarative knowledge such as facts (Ward, 1996). Academic achievement can be referred to as the level of attainment or performance obtained by a child from lessons taught which may include experiences, knowledge, skills and the like. Gerda & 44 Dennis, (1980) explained that the child's good or poor performance does not depend on any attributes we happen to be born with, but is a complex responses to his family, home environment, his communities and its values, his peer groups, his social contacts, his teachers and the overall climate of his school and its assessment procedures. The concept of achievement is already a household concept as every human being is engaged in setting goals and objectives and striving to achieve them. Thus, achievement has become the central theme existence. This could be the reason why majority of the research carried out in education focus on academic achievement of students or achievement of school goals and objectives since it is the ultimate goal of the educational sector. Academic achievement in ordinary sense of it means the level of performance a particular student attains in his or her academic tasks. Elloit, Kratochwil, Crok & Travers (2000) see academic achievement as knowledge and skill taught by schools which individuals have learned with acceptable accuracy. They further stated that academic achievement can adequately be determined by a set of clearly defined instructional objectives. Thus, when the learning objectives are accomplished by individual learners, they are said to have achieved academically.

### **Factors that affects Academic Achievement**

Individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by IQ tests (quick learners) and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. A recent mental-analysis suggested that mental curiosity (as measured by typical

intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness. Children's semi-structured home learning environment transitions into a more structured learning environment when children start first grade. Early academic achievement enhances later academic achievement (Magnuuson, 2007). Information consciousness is a term describing the way information influence students' academic achievement by shaping students' skills, behaviours and attitudes towards school. Academic socialization can be influenced by information consciousness status. Highly educate teacher tend to have more stimulating learning environments. Children's first few years of life are crucial to the development of language and social skills. School preparedness in these areas help students adjust to academic expectancies. Another very important enhancer of academic achievement is the presence of physical activity. Studies have shown that physical activity can increase neurotic activity in the brain.

Exercise 45 specifically increases executive brain functions such as attention span and working memory. There is a very close relationship between social class and educational performance, this has been the case throughout the 20th century regardless of how the education system has been organised. Pupils from professional backgrounds are extensively more likely to enter higher education than those from unskilled backgrounds. Pupils from middle class are more likely to study for A levels, where as working class students are more likely to study vocational subjects this is because some working class parents place less emphasis on education as a means to get on in life. The undervaluing of education by adults combined with more limited career aspiration results in working class pupils viewing schooling as merely a prelude to getting a manual job. Moreover, pupils from disadvantage backgrounds are more likely to leave school at 16, some sociologists believe that this is because working class culture is fatalistic- parents passed on the idea that their lower status was relatively fixed. the impact of this was working class children don't see much point in investing time and effort into something which will have no effect on their lives, working class children were also more likely to start school unable to read as working class parents seem to put less emphasis on education and the importance of it this could also be the reason why pupils from unskilled backgrounds on average achieve lower scores in exams and are more likely to be put into lower streams or bands. A sociologist called Bourdieu stated that: Middle class are at an advantage because they have right kind of cultural capital- the right language, skills, knowledge and attitudes. So basically the more cultural capital you have, the more successful you'll be in education- working class don't have access to cultural capital so they have less chance of becoming successful in education. Middle class families pass on culture and expectations from parents to children this is called cultural reproduction,

and due to this because the parents from a middle class family have high expectations this pushes their children to work hard at school and to carry on onto further education as they emphasized that you need education in order to succeed. There are other factors to do with social class that affect educational attainment such as material deprivation (Naglieri, 2008). Children are by nature curious to learn. This motivation springs up from their inborn curiosity. This inborn curiosity is needed to enable them master the world around them by becoming competent at things that interest them. Their inborn programming to interact with others makes them respond favourably to learning situation where they can work co-operatively with others. Parents should therefore; construct suitable and standard programmes that would enable children attain a maximum sense of worth. Abbas, (2004) observed that pressure was an influencing factor in school achievement. He agreed that there is a popular theory among educators and laymen with the contention that the middle class children work harder in school than poor children who were compared with. However, one obvious possibility is that middle class students have higher educational aspirations because they feel under pressure from home to continue their education than students from lower class and the upper class homes. Teacher's influence has a great role to play in students academic achievement. The way and manner the teacher observes the students, the teacher's own personal attitude towards the students are of great influence. As a model to them, he can influence positive attitude in his students. According to Macmillan (1980), the causes of failure in the classroom can be attributed to stable effort, consistent pattern of laziness or diligence.

The causes of success and failure in 47= the work of Bar-Tal, Bar Zahard & Zilberman, (1981) in support of Macmillan, (1980) & Merret, (1981) found them to be effort, ability; test difficulty and teachers have the higher frequencies of the response. Besides the teacher-student relationship, the school's organizational system has to be equipped for the teacher's abilities to train the students' potentials. Blakemore, (1980), observed second and fifth grade classroom and interviewed the teachers and pupils in four city schools, located in different kinds of neighborhood. The prominent pupil's backgrounds of the four schools were respectively lower income Negroes and middle income white. He discovered that one major difference that did emerge was that teachers seemed to expect less from their pupils if they were from low income group. In the middle income schools, the teachers were likely to work more with a child having difficulty with a problem, whereas those in the low-income schools would more quickly give up and turn to another child making little effort to see that pupils from low income and low status families are more likely to be met by lower levels of expectations for accomplishment from their teachers. The likely outcome of

those lower levels of expectations is a reduction in levels of aspiration, levels of accomplishment and probably levels of intelligent.

### **Influence of Students Information Consciousness on Student Academic Achievement**

In educational institutions, success is measured by academic performance or how well student performs. The level and quality of a student's academic performance depends on a number of factors like grades, attendance, standardized test and extracurricular activities Mushtaq and Khan, (2012). Academic competence is a multidimensional construct composed of the skills, attitudes, and behaviours of a learner which contribute to academic success in the classroom Demaray & Elliott, (1998). Crosne and Elder (2004) cited in Ali, Haider, Munir, Khan and Ahmed (2013), observed that provision of facilities and availability of resources in schools are important structural components of the school and that access to information resources such as computers can enhance students' academic performance and educational attainment. Academic performance is the demonstration of a student's level of competence and mastery of a subject Anderson and Krathwohl, (2001). For a student to perform well and be competent in the field of study, it is important that the student is conscious and make use of relevant and pertinent information that will enhance the performance. Meadow and Yuan (1997) noted that information is a message that changes the recipient's knowledge base, that is, information significantly enhances the existing knowledge of the users. Information as a concept has no unified definition as there are many authors and writers with different perception and opinion on what information is. Information can also be seen as all that contributes to increasing one's general awareness, understanding or consciousness of a given topic. Similarly, Boakye, (2002) also defines it as some knowledge received or acquired by individual, a group, a society or a nation about an event, incidence or occurrence that contributes to the general awareness, understanding and level of consciousness of the activity in question. Ajewole (2001) categorized definitions given for information by different authors into three: the scientific and technical information (STI) which includes information found within the scientific and technological fields or domain that is mostly generated from research activities. Nwagwu (2006) sees STI as all information developed from research undertakings in all science and technology fields. The second category is the socio-cultural which perceived information as knowledge which when transferred or disseminated, aids diverse human activities. Lastly, information was perceived as a resource. It is believed to serve as an important link between a variety of activities, piece or material and servicing individuals, institutions and the society at large. A number of authors such as Kamba (2009) & Ugnagha and Samuel (2010), agreed that

information plays a vital role in any development process especially by improving the general wellbeing of those that utilize it, thus implying that lack of information can jeopardize any developmental efforts or process. On the other hand, scholars such as Boon [4] argued that information is power but remains worthless in any problem solving and decision making capacity except when used or applied effectively. Therefore utilization of information can improve the academic performance of students. Also the research work of Osunade, Ojo and Ahisu (2009) cited in Ogedengbe (2012) showed a significant difference in academic performance between those who made use of a source of information (internet) and those who did not. This study has adopted the last category that sees information as resources needed to enhance academic performance. In educational setting, aside from the human resources, books and other reading materials are considered to be another major sources being utilized for advancing and enhancing academic performance. Use of the library has also been found to positively affect the student performance (Young, 1999 cited in Mushtaq & Khan (2012). Kimeu, Tanui & Ronoh (2015) concluded from the study on the influence of instructional resources on students' academic performance that students' academic performance depended on teachers' reference books and guides, students' and teachers textbooks, charts, chalk boards and chalk, classrooms, and laboratory apparatus and chemicals as teaching and learning materials.

### **Appraisal of Literature**

From the above reviewed literature it was observed that Information consciousnesses are evidence of a knowledge gap which needs to be fulfilled. The identification of the gap creates room for information search and the satisfaction of the need. Information consciousness are desires or wants or needs to be transferred for or use which prompt man to ask questions about happenings in the past, things to be done, sources and services available, things that will happen if certain things are done according to rules and regulations. The quest for academic information begins to manifest mostly during the late teenage years as high school students become conscious of their social expectations and begin preparation for academic. Preparation for academic exploration requires that students actively seek out information about alternative choices; learn about their own skills, attitudes, values, and interests; and discover educational and career opportunities. Information consciousness leads to information seeking which could be successful or unsuccessful. Satisfaction occurs when the located information has been analyzed and satisfies the original need. A failure to find information to satisfy the required need leads to dissatisfaction and poor academic achievement. The review on source of information shows that the influence of people in the closer circle of friends, family, and academia do not particularly



sway, influence, or lead students success when it came to the academic achievement process. Study also affirmed that parents, family members, internet and teachers are the most used sources for acquiring academic information but most senior high school students feel 'most' comfortable approaching their parent(s) and friends for help with academic planning. Asking questions constitute the major means through which secondary school students extract information from information sources such as their parents, guidance, elders, teachers, friends, family members and peer groups. The review on purpose of seeking information that secondary school students information consciousness encompass information about learning, academic growth, health, family, societal values, friendship and peer groups, religious groups, childhood and adulthood, career choice and culture and personal development and majority of secondary school students have similar information consciousness. Apart from the primary purpose of seeking information which revolves round academic related purpose, secondary school student also seek information for secondary purposes such as to be physically fit and to stay healthy, to participate in cultural and societal events as well as to be responsible in the society. Finally availability of resources in schools such as teachers and library important structural components of the school and that access to information resources can enhance students' academic performance and educational attainment.

### **Theoretical Framework**

Information models provide a working scheme containing general major concepts and intercalulation. A number of information behaviour models have been developed over the years but for the purpose of the study Wilson's model was intensively discussed. Wilson proposed a series of information-seeking behaviour models and theories in 1981, 1996, and 1997. The modification of the 1981 and 1996 models was as a result of further study, backed by empirical evidence which gave rise to the 1997 model. His 1997 model was based upon two main propositions. Firstly, that since information is a secondary need rather than a primary need, the seeker is likely to meet with barriers of different kinds which can arise as a result of the person himself, his work/social roles as well as environmental factors. The main contribution of Wilson's information need and information seeking behaviour models are; that information seeking is consequential to situation effect; it does not arise on its own but exists to satisfy or fill perceived need situation. The context of information needs and search could be one of the following: economic, political, technological, social or role-related in other work or task/role related. Wilson's model recognizes the existence of barriers in the process of information search, which he sees as personal, role-related and environmental. The role of the individual in the success and failure of the information search is consequent upon his physiological, affective and

cognitive states. All these are applicable to the situation of teachers, their information needs and the way they seek information to satisfy the need. The shortcomings of Wilson's model however, include inability to explicitly expand what constitutes the information-seeking behaviour for empirical testing. Though he recognized the affective and cognitive nature of the person in information search, yet he failed to clearly identify what this affective and cognitive nature is. The contribution of the model despite its shortfall was most evident in the formation of the questions: what factors influence an information search and what types of barriers do we encounter in the search for information? The researchers built her study on Wilson's 1997 model because of the advantage of being the latest model proposed after further modifications. It recognizes physiological, social and environmental roles which are fundamental to information needs and the way people go about getting their desired information as well as likely barriers to encounter when utilizing information sources. These as indicated above apply to the teachers and their information seeking to satisfy their information needs.

## **METHODOLOGY**

This study aimed at finding out if there is any influence of information consciousness on students' academic achievement in Ijebu Ode Local Government area of Ogun State.

This chapter is discussed under the following sub headings:

- I. Research design
- II. Population of the study
- III. Sample and sampling technique
- IV. Instrument for data collection
- V. Validation of the instrument
- VI. Reliability of the instrument
- VII. Method of data collection
- VIII. Method of data analysis

### **Research Design**

The study employed descriptive survey research design to obtain information from the respondents. This is the method that could be used to collect details and actual information that describe existing phenomenon, identify problem and make comparison and evaluation from their experiences Issac, (1992).

### Population of the Study

The study population comprises of all the students in public secondary school in Ijebu-Ode Local Government Area in Ogun State. It included both male and female students in the secondary schools in the area.

There are 19 public secondary schools in Ijebu-Ode local Government Area of Ogun State with 12,450 students.

### Sample and Sampling Technique

The researcher sampled a total number of 10 out of 22 public secondary schools in Ijebu-Ode local Government Area of Ogun State. The simple random sampling technique was used to select fifteen (15) students each in each school which comprises of 150 respondents all together.

SN	Schools Sampled	Students Sampled
1	A.U.D High School Ota	15
2	Christ Church Model School Post Office Road	15
3	Ijebu Muslim College Ondo Road.	15
4	Molipa High School Molipa Road	15
5	Anglican Girls Grammar School Obalende Road	15
6	Ijebu Ode Grammar School Abeokuta Road	15
7	Our Lady Apostle Secondary School Epe Garage	15
8	Luba Comprehensive high School G.R.A	15
9	Imowe Community Secondary School Imowe	15
10	Adeola Odutola Secondary School	15
	<b>TOTAL</b>	<b>150</b>

### Research Instrument

The main instruments adopted for this study were two set of self developed questionnaires. The first questionnaire was titled Information Consciousness Questionnaire (ICQ), while the second questionnaire was titled Student Academic Achievement Questionnaire (SAQ) which consists of three sections. Section A was on Students bio-data while the second aspect was items on information consciousness of students and the last section contains ten Objective questions on Government subject. However, the items on the questionnaire were optioned using different four likert scale:

- (a) Strongly Agreed (SA), Agreed (A), Disagreed (D) Strongly Disagreed (SD).
- (b) Very Available (VA), Available (A), Rarely Available (RA) Not Available (NA)

### **Validity of Instrument**

The researcher conducted face and content validity of the research instruments. The drafted copies of the instruments was given to the expert in the department of Educational Management and finally to my supervisor for necessary suggestion and correction. The necessary correction was made before the final copies was made for data analysis

### **Reliability of Instrument**

The researcher conducted the reliability of the research instruments. This allowed the researcher to determine the level and the degree of consistency of the research instruments. The reliability of the instruments was determined by using the split-half method. 20 of the instruments that were administered to Abeokuta Grammar School which is the population different from the selected sampled population; the instruments was splitted into two and then correlated with Pearson Product Moment Correlation method.

### **Method of Data Collection**

To gather relevant data for the study, the researcher will visit some selected secondary schools in Ijebu-Ode Local Government Area of Ogun State. The researcher will seek the permission of the school authorities for the distribution and administration of the instrument to the respondents and collect immediately on completion. The research instrument will be administered personally by the researcher.

### **Method of Data Analysis**

The data collected from the respondents through the use of questionnaire will be analyzed through the use of Descriptive Statistical tools such as frequent counts, simple percentage and mean with inferential statistics using Pearson Product Moment Correlation method

## **FINDINGS AND DISCUSSION**

This chapter presents the findings and discussion of data analysis of the study. The research question and hypothesis were used in discussing the findings. The data generated through the use of questionnaire were analyzed and extensively discussed.

GENDER	FREQUENCY	PERCENTAGE	VALID PERCENTAGE
Male	65	43.3	43.3
Female	85	56.7	56.7
<b>TOTAL</b>	<b>150</b>	<b>100</b>	<b>100</b>

**Table 4.1 Gender of the respondents**

The table 4.1 shows the demographic information of students based gender. The analysis reveal that 85 (56.7) of the respondents are female while the remaining 65 (43.3) accounted for male respondents. This shows that there were more female students in the sampled classes than their male counterpart.

**Table 4.2: Age Distribution of the respondents**

Age	FREQUENCY	PERCENTAGE	VALID PERCENTAGE
Below 12 years	11	7.3	7.3
12-15	29	19.3	19.3
16-18	76	50.7	50.7
18 and above	34	22.7	22.7
<b>TOTAL</b>	<b>150</b>	<b>100.0</b>	<b>100.0</b>

Table 4.1.1 shows the composition of respondents by age. As it shows that 76 (50.7) of the respondents were between the range of 16-18 years, follow by 34 (22.7) of the respondents that were of age 18 and above also 29 (19.3) were 12-15 years of age while 11 (7.3) were under age 12 below. From the above table it was shows that majority of the students were under the 16-18 which shows that they are older enough to be conscious of the information on their academic achievement.

**Table 4.3: School of the Respondents**

Schools Sampled	No of Students	percentage
A.U.D High School Ota	15	10%
Christ Church Model School Post Office Road	15	10%
Ijebu Muslim College Ondo Road.	15	10%
Molipa High School Molipa Road	15	10%
Anglican Girls Grammar School Obalende Road	15	10%
Ijebu Ode Grammar School Abeokuta Road	15	10%
Our Lady Apostle Secondary School Epe Garage	15	10%
Luba Comprehensive high School G.R.A	15	10%
Imowe Community Secondary School Imowe	15	10%
Adeola Odutola Secondary School	15	10%
<b>TOTAL</b>	<b>150</b>	<b>100%</b>

Table 4.3 shows that the respondent were 15 (10%) each from each sampled schools. This shows that all the sampled schools were equally represented without any element of bias.

**Table 4.4: Research Question 1: What is the level of student information consciousness?**

Rank the level of information you frequently get from;	Very High	High	Low	Very Low
Library	42 (28%)	35 (23.3)	15 (10%)	58 (36.7%)
Teachers	98 (65.3%)	50 (33.3%)	4 (2.7%)	1 (0.7%)
Textbook	75 (50%)	62 (41.3%)	8 (5.3%)	5 (3.3%)
Instructional materials	56 (37.3%)	57 (38%)	22 (14%)	15 (10%)
Internet	8 (5.3%)	15 (10%)	52 (34.7%)	75 (50%)

The above table revealed the level of students information consciousness from (5) source of information available to secondary school students. It was depict that students has a very high information consciousness from teachers 98 (65.3%), Textbooks 75 (50%) and they have High level of information consciousness from Instructional Materials 57 (38%) but the level of information consciousness on Internet and Library appears to be Very low 75 (50%), 58(36.7%) respectively. the result from the table above indicates that students are very conscious of information from their teachers and the textbooks they used at school for their academic achievement while their level of information consciousness on internet and library were very low.

**Table 4.5: Research Question2: What are the sources of student information that is available?**

Sources of information Availability	Very Available	Available	Rarely Available	Not Available
Library	35 (23.3%)	30 (20%)	21 (14%)	64 (42.7)
Teachers	92 (61.3%)	40 (26.7%)	10 (6.7%)	8 (5.3%)
Textbook	75 (50%)	50 (33.3)	21 (14%)	5 (3.3)
Instructional materials	62 (41.3%)	57 (38%)	22 (14%)	9 (6%)
Internet	23 (14.7)	21 (14%)	50 (33.3)	56 (37.3%)

The table 4.5 revealed the sources of information available to secondary school students. Teachers 92 (61.3%) Textbook 75 (50%) are considered to be sources of information that are very available in the secondary school which the students were very conscious of, followed by Instructional Materials 62 (41.3%), but almost not available are the Library 35 (23.3%), Internet 23 (14.7%).

**Research question 3: For what purpose do you seeks information**

**Table 4.6: Purpose of Seeking Academic Information**

Purpose of seeking Academic Information	Strongly Agreed	Agreed	Disagree	Strongly Disagree	Mean	SD
For learning purpose	83 (55.33%)	34 (22.6%)	18 (12%)	15 (10.7%)	5.06	.834
For knowledge acquisition	75 (50%)	50 (33.3)	21 (14%)	5 (3.3)	4.42	.645
For entertainment purpose	21 (14%)	22 (14.7%)	54 (36%)	53 (35.7%)	3.71	1.34
For personal purpose	34 (22.7%)	32 (21.3%)	30 (20%)	54 (36%)	2.15	1.23
For academic success	94 (62.7%)	56 (37.3%)	0 (0%)	0 (0%)	4.75	.902

The table 4.6 above reveals the purpose of seeking information by students. They strongly agreed to seeks information for academic success 94 (62.7%), Learning purpose 83 (55.33%) and knowledge acquisition 75 (50%) with mean score of .902, .834 and .645 respectively. While disagree to seeks information for entertainment purpose 54 (36%) but strongly disagreed to seeks information for personal purpose 54 (36%) and this also have mean score of 1.34 and 1.23 respectively. This shows that the essence of their information consciousness is majorly for academic success, learning purpose and knowledge acquisition but not for the entertainment purpose.

### Testing of Hypotheses

The two hypotheses earlier formulated in chapter one was tested with the aid of pearson product moment correlation at 0.05 level of significant.

**Hypothesis 1:** Level of information consciousness has no significant influence on secondary school student academic achievement in Ijebu Ode Local Government Area of Ogun State.

**TABLE 4.7 Pearson Product Moment Correlation Showing Relationship between Level of information consciousness and student academic achievement.**

Variables	N	X	Std	df	r	P	Remarks
Level of information consciousness	150	65.35	34.75	105	0.875	P.<0.05	S
student academic achievement	150	45.34	2.67	105			

**Significant at 0.05**

The findings in the table above shows a significant is the level of influence of information consciousness on secondary school students' academic achievement. From the table above it was revealed that there was a positive significant relationship between level of information consciousness and students academic achievement ( $r = .875, p < .05$ ) which means that academic achievement depends on the level of information consciousness of the students. Based on this result therefore, the null hypothesis that stated "Level of information consciousness has no significant influence on secondary school student academic achievement is rejected at 0.05 level of significant.

**Hypothesis Ho<sub>2</sub>:** Students information consciousness has no significant influence on secondary school student academic achievement in Ijebu Ode Local Government Area of Ogun State.

**Table 4.8: Pearson Product Moment Correlation Showing Relationship between Students Information Consciousness and Student Academic achievement**

Variables	N	X	SD	DF	R	P	Remarks
Level of information consciousness	150	56.78	43.63	105	0.945	P.<0.05	S
student academic achievement	150	56.44	32.67	105			

The above table depicts the influence of students' information consciousness on students' academic achievement. The result of the findings shows that there is strong positive relationship between students information consciousness and student academic achievement, ( $r = .945 P < .05$ ). This shows that information consciousness of student has a greater implication on their academic achievement. This implies that the academic achievement of student will be influenced by their level of information consciousness from their teacher, textbook and even instructional materials. The students' information consciousness has a greater influence on the entire achievement of the students.



## DISCUSSION OF FINDINGS

The study focused on influence of information consciousness on student academic achievement in some selected secondary schools in Ijebu-ode Local Government Area of Ogun State. Base on the research question one which says what is the level of student information consciousness on? It was depict that students has a very high information consciousness from teachers 98 (65.3%), Textbooks 75 (50%) and they have High level of information consciousness from Instructional Materials 57 (38%) but the level of information consciousness on Internet and Library appears to be Very low 75 (50%), 58(36.7%) respectively. the result from the table above indicates that students are very conscious of information from their teachers and the textbooks they used at school for their academic achievement while their level of information consciousness on internet and library were very low. This finding corroborate the findings of Wilson (2000) notes that in the course of information seeking, individuals may interact with manual information systems such as a newspaper or a library or with computer-based systems (such as` the World Wide Web). Awareness and use of such information resources are expected to assist secondary school students make informed choices rather than narrow their reliance for career related information on third parties who may not fully understand their career needs. On the research question two which stated that what are the sources of student information that is available? the findings depict that the sources of information available to secondary school students are Teachers, Textbook and are considered to be sources of information that are very available in the secondary school which the students were very conscious of, followed by Instructional Materials, while Library and Internet almost not available. This is supported by the findings of Julien (1999`) who notes that information used by students in making decisions about their future academic achievement includes attitudes and beliefs acquired during childhood, including specific information provided by a number of sources, including: parents, other family members, family friends, peers, guidance counsellors, teachers, libraries, and the mass media and government centers.

On the third Research Question which stated that what are the Purpose of seeking Academic Information? The findings shows that the respondents strongly agreed to seeks information for academic success 94 (62.7%), Learning purpose 83 (55.33%) and knowledge acquisition 75 (50%) with mean score of .902, .834 and .645 respectively. While disagree to seeks information for entertainment purpose 54 (36%) but strongly disagreed to seeks information for personal purpose 54 (36%) and this also have mean score of 1.34 and 1.23 respectively. This shows that the essence of their information consciousness is majorly for academic success, learning purpose and knowledge acquisition but not for the entertainment purpose. The is in line with the findings of

Buckland (2011) which stated that there are different purposes for which different categories of people seek information students seek information for the purpose of learning, research and academic success. Secondary school students seek information for the primary purpose of learning, academic pursuit, academic excellence and knowledge acquisition. The research Hypothesis one which stated that level of information consciousness has no significant influence on secondary school student academic achievement above it was revealed that there was a positive significant relationship between level of information consciousness and students academic achievement ( $r = .875, p < .05$ ) which means that academic achievement of the student depends on the level of information consciousness of the students. In support of this France, 1990 opine that the quest for academic information begins to manifest mostly during the late teenage years as high school students become conscious of their social expectations and begin preparation for academic exploration. On the last hypothesis which stated that student information consciousness has no significant influence on secondary school student academic achievement? The findings shows that there is a strong positive significant relationship between students information consciousness and academic achievement,  $r = .945 P < .05$ . This shows that information consciousness of student has a greater implication on their academic achievement. This implies that the academic achievement of student will be influenced by their level of information consciousness from their teacher, textbook and even instructional materials. This corroborates the findings of Anderson and Krathwohl, (2001) which found out that for a student to perform well and be competent in the field of study, it is important that the student is conscious and make use of relevant and pertinent information that will enhance the performance. More so is being supported by Kimeu, Tanui & Ronoh (2015) who noted that academic performance of students depend largely on availability of sources of teaching and learning materials. Kamba (2009) also stressed the important role information plays in the development process. Therefore, for students to be informed and equipped for academic endeavors, necessary instructional materials (information sources) need to be made available to them.

## SUMMARY

This study investigated influence of information consciousness on student academic achievement in some selected public secondary schools in Ijebu-ode Local Government Area of Ogun State. The population for this study is public secondary schools in Ijebu Ode Local Government Area of Ogun State. 150 students was sampled all together which was randomly sampled from the selected schools in the study area. Destructive survey research design was used for the study. Three

research questions were raised and two hypotheses were formulated. The data collected from the respondents through the help of achievement test and questionnaire was analyzed using per percentages and Pearson Moment Correlation statistical tools.

The findings reveal that:

1. Students are very conscious of information from their teachers and the textbooks they used at school for their academic achievement while their level of information consciousness on internet and library were very low.
2. The sources of information available to secondary school students was considered to be Instructional Materials while Teachers, Textbook are considered to be very available but Library and Internet almost not available.
3. The purpose of seeking information is for academic success, learning purpose and knowledge acquisition.
4. there was a positive significant relationship between level of information consciousness and students academic achievement
5. There is a strong positive significant relationship between student's information consciousness and academic achievement.

## CONCLUSION

The study has established a number of facts among which is that information consciousness has a great influence on students academic performance, which means that, the academic performance of the students can best be determined by their level of information consciousness. This study confirms the unavailability of information sources in most secondary schools in Ijebu-Ode Local Government, Ogun State, Nigeria, based on the perception of the students which automatically affect the use since usage of facilities depends on availability. Inadequate information sources especially library and internet facilities were also observed in this study and therefore affect the academic performance of the students understudy. The result of this study has implication for the government, school administration, teachers and counselors. Academic performance of students depend largely on availability of sources of teaching and learning materials It has come to the conclusion that most senior high school students feel most comfortable approaching their teachers, consulting textbooks and friends for help with academic planning and achievement so it is obvious that source of information consciousness to students are textbook, teachers and library and they make use of all the available resources (information) to acquire knowledge and also achieve academic success.

## RECOMMENDATIONS

The government should make adequate provision of sources of information especially the ones that are germane to the improvement of students' academic performance such as the library with current and useful books, internet access, etc. and also employ school counselors and post them to secondary school.

- The school administrator should maintain the existing information sources they have and make request to the government for the provisions of this sources.
- The teachers should counsel and encourage the students to make use of the available sources.
- The school administrators should provide educational information services to students through orientation, group and individual counseling, by counseling them on the needs to make good use of the existing facilities in the school.

## Suggestion for further Studies

The research investigated the influence of information consciousness on student's academic achievement in Ijebu-Ode Local Government area of Ogun State. The research covered only a local government area of Ogun State, therefore further study could be conducted in other part of the state to generalize the result nationally.

A study can also be carried out on impact of teacher's information consciousness on student's academic achievement in the study area.

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**Influence of Information Consciousness on Student Academic Achievement in Some Selected Secondary Schools in Ijebu-Ode Local Government Area of Ogun State**

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**UNIVERSITY OF IBADAN  
FACULTY OF EDUCATION  
DEPARTMENT OF EDUCATIONAL MANAGEMENT  
Questionnaire on the Influence of Information Consciousness on Student Academic Achievement in Secondary Schools**

Dear respondent,  
The following statements are meant to find out information for a research purpose. Your sincere responses will be appreciated and treated confidential. Thank you.

**Section A: Bio data information**

School-----

Gender                      Male ( ) Female ( )

Age                              Below 12 years ( ), 12-15 ( ), 16-18 ( ) 18 and above ( )

**Section B: Influence of Information Consciousness**

**What are the sources of student information that is available?**

NO	Sources of information Availability	Very Available	Available	Rarely Available	Not Available
1.	Library				
2.	Teachers				
3.	Textbook				
4.	Instructional materials				
5.	Internet				

**What is the level of student information consciousness on?**

3	Rank the level of information you frequently get from;	Very High	High	Low	Very Low
6.	Library				
7.	Teachers				
8.	Textbook				
9.	Instructional materials				
10.	Internet				

**For what purpose do you seeks information**

NO	Purpose of seeking Academic Information	Strongly Agreed	Agreed	Disagree	Strongly Disagree
11.	For learning purpose				
12.	For knowledge acquisition				
13.	For entertainment purpose				
14.	For personal purpose				
15.	For academic success				

**ACHIEVEMENT TEST FOR SSSII STUDENTS**

**(A) MATHEMATICS**

- 1 if  $2x: (X+1) = 3:2$ , what is the value of X? (a)  $\frac{1}{2}$  (b) 1 (c)  $1\frac{1}{2}$  (d) 3
- 2 The sides of two cubes are in the ratio 2:5, what is the ratio of their volumes?  
(a) 4:5 (b) 8:15 (c) 6:125 (d) 8:125
- 3 Uche and chidi shared a sum of money on the ratio m:n. if Chidi's share was N<sub>4,200.00</sub>, what was Uche's share? (a) N<sub>4,200n/m</sub> (b) N<sub>4,200/mn</sub> (c) N<sub>4,200m/n</sub> (d) N<sub>4,200/n</sub>
- 4 a car is traveling at an average speed of 80Kmh<sup>-1</sup>. Its speed in meters per second (m/s) is ?  
(a) 13.3m/S (b) 22.2m/S (c) 133.3m/S (d) 222.2m/S
- 5 Convert the speed 90 Km per hour of a car to metres per second ? (a) 1.5 ms<sup>-1</sup>  
(b) 2.5ms<sup>-1</sup>  
(c) 25ms<sup>-1</sup> (d)  $1.5 \times 10^3$  ms<sup>-1</sup>
- 6 A Man is four times as old as his son the difference between their ages is 36. Find the sum of their ages? (a) 45years (b) 48 years (c) 60years (d) 74 years
- 7 If children share N<sub>10.50K</sub> among themselves in the ratio 6:7:8, how much is the largest share? (a) N<sub>3.00</sub> (b) N<sub>3.50</sub> (c) N<sub>4.00</sub> (d) 4.50
- 8 The side of a square is increased from 20 cm to 21cm. Calculate the percentage increase in its area? (a) 2.5% (b) 9.3% (c) 10.0% (d) 10.25%
- 9 An article bought for D<sub>5, 000.00</sub> depreciate by 15% of its value during the first year. Find its value after a year. (a) D<sub>425.00</sub> (b) D<sub>750.00</sub> (c) D<sub>4,250.00</sub> (d) D<sub>4,985.00</sub>

10 The price of a litre of petrol is increased from ₦30.00 to ₦39.00. What is the percentage increase in the cost of a litre of petrol? (a) 90% (b) 30% (c) 34% (d) 39%

## (B) ENGLISH STUDIES

- 1 Kindly \_\_\_\_\_ me your book because my friend has \_\_\_\_\_ mine  
(a) Borrow/Borrowed (b) Borrow/Rent (c) Lend/Rent (d) Lend/Borrowed
- 2 Okonkwo is a stubborn man; he will never \_\_\_\_\_ his word (a) chew (b) spite (c) eat (d) bite
- 3 Students will always blame their teachers when examination results are unfavourable. (a) Won't they (b) wouldn't they (c) isn't it (d) can't they
- 4 The judge with his son \_\_\_\_\_ travelling to Lagos now (a) were (b) shall (c) is (d) are
- 5 A University teacher is an \_\_\_\_\_ (a) Academic (b) Academics (c) Academician (d) Academia
- 6 The hospital was closed \_\_\_\_\_ because there were no beds to put patients \_\_\_\_\_ (a) again/upon (b) off/on (c) down/at (d) up/on
- 7 I have already \_\_\_\_\_ the picture on the sitting –room wall (a) hanged (b) hunged (c) hang (d) hung
- 8 Most of us will attend the conference \_\_\_\_\_ at Ibadan later this year (a) holding (b) held (c) being held (d) to hold
- 9 I shall work hard so that I can \_\_\_\_\_ a distinction in English (a) secure (b) make (c) receive (d) grab
- 10 The class \_\_\_\_\_ more girls than boys this session (a) comprise of (b) comprises of (c) comprise (d) comprises

## Answer

### MATHEMATICS

1. D
2. D
3. C
4. B
5. C
6. C
7. C
8. D
9. C
10. B

### ENGLISH STUDIES

1. D
2. C
3. A
4. C
5. A
6. D
7. D
8. A
9. B
10. D