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**READING CULTURE AND LIBRARY USE OF STUDENTS IN SELECTED
GOVERNMENT SECONDARY SCHOOLS IN OGBOMOSO, OYO STATE,
NIGERIA**

BY

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ABSTRACT

The main objective of this study was to identify the reading habits and library use of selected secondary school students in Ogbomoso, Oyo state, Nigeria. Two stage random selection technique was used in selecting the secondary schools and the students used for the study. Fifteen schools and three hundred (300) students who are in the senior secondary schools (SSS) classes were used. Out of this, two hundred and ninety-one (97%) students returned usable questionnaires.

The study was set to test five null hypotheses and seven research questions. The results of the hypotheses showed that only the class of the students had effect on their library use possibly because they were preparing for entrance examination into higher institutions. The school, parents' occupation, gender and age does not have any effect on the library use of the students. The study revealed that 122 (41%) respondents spent less than 1 hour in the library. The results of the study also showed that 57% students utilized textbooks whenever they visited the library (\bar{x} =2.19) while newspapers/magazines (\bar{x} =1.36), non fiction books (\bar{x} =1.45) and fiction books (\bar{x} =1.60), were not utilized during library visits by the respondents. . It was also observed that in most of the secondary schools visited, books available in their libraries were old and in bad condition, and not inviting enough to stimulate additional reading. In addition, the respondents have low opinion on their reading habits and this could account for their low level of reading.

Recommendations were made and which included that librarians and educators in Nigeria should take a critical look at the Federal government current Vision 2020 policy and seek means to reposition libraries especially in the primary and secondary schools which is the foundation of education.

Reading culture and library use of students in selected government secondary schools in Ogbomoso, Oyo State, Nigeria

INTRODUCTION

Reading has always been regarded as an attractive activity especially among those that are involved in the reading campaign. There is a need to continue to inculcate and foster the reading habit and interest among the younger generation by helping them to develop reading skills. Only when readers have the various skills needed for successful reading will they be inclined to read. Reading, information gathering skill and knowledge of library use will enhance one another in helping the younger generation to form a better reading habit. According to Magara and Batambuze (2005), a reading culture involves a daily activity as essential as a habit. More so, the most effective way to stimulate interest in books and to encourage the reading culture and attitudes of the young ones is to discover good reading habits. Effective reading, on the other hand, is the process of being able to integrate the information in the text with the background of the experiences of the reader (Osman 1989). When youths develop good attitude towards reading, this attitude will be transferred to their future life and it would enable them to develop a culture. Haycock's (2003) review of the current literature on achievement and school library programs has similar findings; this indicated that schools with well-stocked, well equipped school libraries, managed by qualified and motivated professional teacher-librarians working with support staff will attract avid readers. Reading for knowledge and reading for pleasure are one and the same because reading provides information and recreation that is reading must be enjoyed. The dying reading culture among Nigerian youths is such that is now showing in their academic work leading to increase examination malpractices. Reading what they enjoy also assist students to develop a reading habit, leading them towards the goal of becoming lifetime readers (Krashen, 2004). Studies have shown that more access to books leads to more reading, in turn leading to better readers (Krashen, 2009). To develop the reading habit, students need access to books that they like, on topics in which they are interested, and books that reflect their lives and themselves (Cart, 2007 and Friese, 2008). Access to school libraries would

people in Sub-Saharan Africa have less access to books or other learning resources, and without proper access, it is hard to establish a reading culture. However, international organizations have publicly acknowledged the importance of the school library and its relationship to reading cannot be over emphasized. According to Dent (2006), the International Federation of Library Associations (IFLA) published a School Library Manifesto which stated that the school library is essential to very long-term strategy for literacy, education, information provision and economic, social and cultural development. This is because school libraries have the potential to play an important role in Africa and elsewhere in the world because they can introduce a culture of reading to children very early, and provide access to reading materials within a familiar context (Dent, 2006). The importance of the library cannot be ignored because good reading with an adequate grasp of library facilities and resources are vital if students are to become independent readers as well as competent users of the library. Children who have access to varied sources of print materials in their classrooms, school libraries, town libraries and at home, and who are allowed to choose what they read, read more for pleasure and for information. The library therefore exists to provide a bridge to prepare students for specific public examinations and also prepare them intellectually, morally, and physically for the life ahead of them (Kachala, 2007). Evidence abounds to support that reading has not been given its pride of place in subject classification and distribution on the time-table of either elementary and middle grade or high schools in Nigeria and Oyo State (Kolawole, Ladoja & Kuyinu 2008). In fact, it has been pointed out that the state of reading and how it is being handled in the public elementary and primary schools in Oyo State in particular and Nigeria in general is so deplorable because there are no teachers of reading. Children and adults according to Mokatsi (2005) need access to a wide range of reading materials to help them acquire and maintain fluent reading skills, broaden horizons, and think independently and critically. Improving access to relevant information and promoting a reading culture are prerequisite for strengthening literacy skills, widening education and learning opportunities, and helping people to address the causes of poverty.

In the African continent, the reading habit of children is declining as observed by several scholars (Ukpak and Philip, 2006, Tella and Akande, 2007), the cause of this has been traced to poor reading cultures of Africans generally and other notable factors like non-availability of reading materials (books) and where to read them or find them accessible (libraries). The role of librarians and libraries

cannot be neglected in the need to promote reading among secondary school students. In any effective school library program, the librarian should have definite responsibilities in certain areas of the curriculum and should have an active teaching role. But this role must always be coordinated with what is taking place in the classroom. With wide knowledge of materials and techniques for using them, the librarian can make a strong partner in the planning and implementing of the educational enterprise (Sangkaeo, 1999). In most public schools in Nigeria, libraries are virtually non existence, while few public secondary schools have libraries that could be rated fair (Udofia, 2000; Lawal, 2005; Ukpak and Philip, 2006). For the purpose of this study reading habits is defined as regular tendencies in reading behaviour (Kaur and Thiyagarajah, 1999).

OBJECTIVES

The main objective of this study was to identify the reading habits and library use of secondary school students in Ogbomoso, Oyo state Nigeria. This would find out answers to the following questions:

1. How do secondary school students perceive their reading ability?
2. What is the purpose of reading by secondary school students?
3. Where do secondary school students enjoy reading most?
4. What is the purpose of visiting the library?
5. How much time do they spend in the library?
6. What major factors hinder the students from reading?

HYPOTHESIS

1. The school does not have significant effect on library use of secondary school students.
2. The class does not have significant effect on library use of secondary school students.
3. The gender does not have significant effect on library use of secondary school students.
4. The parents' occupation does not have significant effect on library use of secondary school students.
5. The school does not have significant effect on reading habits of secondary school students.
6. The class does not have significant effect on reading habits of secondary school students.

7. The gender does not have significant effect on reading habits of secondary school students.
8. The parents' occupation does not have significant effect on reading habits of secondary school students.

METHODOLOGY

This study adopts a descriptive survey design. Two stage random selection technique was used in selecting the secondary schools to use and the number of respondents/ students. The population of this study comprised of secondary school students in Ogbomoso metropolis. Fifteen schools were randomly selected through balloting, while twenty students were also randomly selected from Senior Secondary School (SS) 1 and Senior Secondary School 2 classes. The schools included Ogbomoso High school, Caretaker Community Grammar School, The Apostolic Secondary School, Baptist Grammar School, Ogbomoso Girls High, Ori Oke Community High School, Soun High School, Ogbomoso Grammar School, Nurudeen Grammar School, Muslim Grammar School, Ogbomoso Baptist High School, Laogun Adeoye Secondary School, Molete. Community High School, Anglican Grammar School and Adeniran Memorial High School. The schools used for this study were public secondary schools funded by the Oyo state government.

The questionnaire administered in the schools used for the study included 19 closed and open ended questions that were answered by the respondents. The questionnaire was divided into three sections, Section A elicited information on the background information, and Section B focused on the effect of the use of library while Section C was on reading habits. Data collected for this study were analyzed using simple percentages, frequency counts and bar charts. Inferential statistics used was Analysis of Variance (ANOVA) to test the entire hypotheses. The data was analyzed using Statistical Package for Social Science (SPSS).

RESULTS AND DISCUSSION

Demographic Profile

291 out of 300 secondary school students that took part in this study returned usable questionnaires. The result showed that 88 (30.2%) respondents belonged to SSS 1 and 203 (69.8%) belonged to SSS 2. The average age of the respondents was between 14-17 years (86.3%). In terms of gender distribution, 116 (39.9%) male students and 171 (58.8%) female students participated in the study.

The respondents were asked to indicate their parents' occupation, the study revealed that the occupation of the respondents parents were as follows: 163 (56%) business, 56 (9.2%) were farmers, 29 (10%) were teachers, 13 (4.5%) were civil servants (Table 1). Other professions like masons, caterers and transporters were also listed by the respondents.

Table 1: The Respondents Parental Occupation $N=291$

	Frequency	Percent
1. Business	163	56.0
2. Farmer	56	19.2
3. Teacher	29	10
4. Civil servant	13	4.5
5. Others	30	10.3
Total	291	100.0

Effect of use of the Library

The respondents were asked if they had a library in their schools, the results revealed that 217 (74.6%) respondents indicated that they had a library in their school while 74 (25.4%) respondents did not have a library. Out of fifteen (15) schools used for the study eleven (11) schools had established libraries. It was observed during the research that some of the schools with libraries had a room/class designated as library but none had current books. In a particular school, the library was also served as office for the English teachers. Thus the space problem is part of the overall lack of buildings in secondary schools which usually stems from the culture of occupying temporary buildings on temporary sites (Ojoade, 1992). This is because most public school buildings were not designed to specifications of a secondary school which must include a library.

The respondents were asked if they were given the opportunity to borrow books from the libraries, their response revealed that 190 (65.3%) students replied negatively while 27 (34.7%) affirmed that they were allowed to borrow books from the school libraries. As said earlier, since the libraries do not have current and up to date books available it might be difficult for the students to borrow the books. The National Policy of Education, as analysed by Ojoade (1992) demonstrated that the basic necessities for implementation of the secondary school programme are qualified personnel including administrators, inspectors, school principals, teachers and the required physical infrastructures which embrace

school buildings with laboratories and their relevant equipment and “libraries stocked with appropriate materials”. A cursory inspection of the schools used for this study reveals that these laudable aims stated above have not been achieved. In other words, Nigerian schools are yet to get to the level where public school libraries would be stocked with appropriate or current library materials. The study also investigated if the students visited other libraries other than their school library, the results revealed that 87 (29.9%) visited other libraries other than the school library while 185 (63.6%) do not visit any other libraries (Table 2). This response was solicited to ascertain if the respondents visited other libraries aside from their school libraries especially in a situation when their school did not have a library. Taking a critical look at the returned questionnaires it was discovered that 41 students out of the 74 students that had no library in their school were part of those (that is 87) that visited other libraries.

Table 2: Visits to libraries by secondary school students

N=291

	<i>Yes</i>	<i>No</i>	<i>No response</i>
<i>Do you visit the school library?</i>	<i>217 (74.6%)</i>	<i>71 (24.4%)</i>	<i>3 (1%)</i>
<i>Do you visit any other libraries?</i>	<i>87 (29.9%)</i>	<i>185 (63.6%)</i>	<i>19 (6.5%)</i>

Fig 1 revealed that the average length of time that 187 (64.3 %) respondents spent any time they visit the library to read was less than 1 hour, 63 (21.6%) respondents spent 1-2 hours, 39 (13.4 %) spent 3-4 hours while 2 (.6%) spent 5 hours and above. This result showed that the respondents did not stay extensively in the libraries to read. The results tallies with the study carried out by Tella and Akande (2007) in Botswana which also showed that several children engage in reading even for less than an hour a day which is an indication that children’s reading culture and reading habits in that part of Africa was also not good.

Fig 1: Time Spent in the Library by Secondary School Students

Using a three point Likert Scale question classified into HU - Highly Utilized, U – Utilized, NU - Not Utilized, questions were asked on the type of materials used when the library is visited. The results of the study revealed that 57% students utilized textbooks whenever they visited the library (*n*=2.19). In addition, 43.6% respondents used their school notes in the library (*n*=1.88). However,

newspapers/magazines (\bar{x} =1.36), non fiction books (\bar{x} =1.45) and fiction books (\bar{x} =1.60), were not utilized during library visits by the respondents.

Table 3: Materials Utilized in the Library by Secondary School Students

N=291

	HU	U	NU	Mean \bar{x}	Std. Deviation
1. Note books	43.6	18.6	37.8	1.88	1.16
2. Text books	57.0	20.6	22.3	2.19	1.11
3. Newspapers and Magazines	14.4	29.9	55.7	1.36	.99
4. Fiction books	28.9	23.7	47.4	1.60	1.12
5. Non fiction books	18.9	27.8	53.3	1.45	1.02

Key: HU - Highly Utilized, U – Utilized, NU - Not Utilized

The respondents were asked if they got assistance when they utilize the library, 151 (51%) respondents indicated that they got assistance from librarians/library staff, 94 (32.3%) indicated that they did not get assistance from anyone and 46 (15.8%) did not respond. The students were requested to access their libraries if it was well equipped with materials. In their own opinion, 108 (37.1%) respondents felt the library was well equipped, 199 (40.9%) respondents believed the library was not well equipped while 64 (22.0%) respondents did not respond. This probably accounts for the reason why the respondents have to use their notebooks and textbooks more when compared to library materials which were observed as old and obsolete.

As seen in Table 4, the respondents were asked to rate the purpose of utilizing the school library. The findings of the study showed 54.6% respondents' main purpose for utilizing the library was to study for examination (\bar{x} =3.94), 55% respondents acquire personal knowledge (\bar{x} =3.89) and 45.4% respondents read their notebooks (\bar{x} =3.90). The study revealed that the respondents' purpose of using the library was to get information (\bar{x} =3.67) and develop information skills (\bar{x} =3.59). The study also found that the respondents rarely use the library to read newspapers (\bar{x} =2.81). This showed that most students did not go to the library to read for pleasure, the library is mostly used by students in order to sit and pass examination. An effective secondary school library is one which provides for its users (teachers and students) services and facilities for executing their curricular and co-curricular activities (Ojoade, 1992). Such services and facilities include the

provision of recorded knowledge relevant to their academic and recreational needs and available in various formats. These are books as well as non-book materials like maps, audio and video cassette, tapes, slides, films, microforms, CD ROMs, computers and Internet connection. When all these facilities are adequately provided in Nigerian secondary schools, the rate of library utilization will greatly improve among the students.

**Table 4: Purpose of Utilizing the Library by Secondary School Students
N=291**

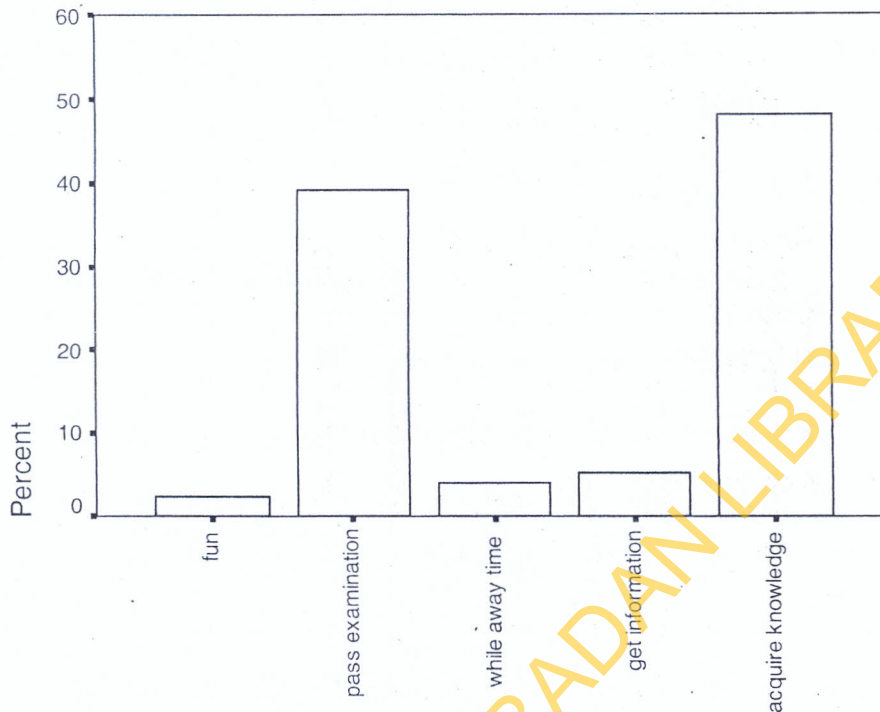
	SA	A	UD	SD	D	Mean x̄	Std. Deviation
1. To get information	39.2	31.3	9.6	5.5	14.4	3.67	1.57
2. To read my notebooks	45.4	33.3	6.9	3.8	10.7	3.90	1.50
3. To read newspapers	16.8	25.4	19.2	9.3	29.2	2.81	1.63
4. To develop information skills	41.6	26.5	9.6	4.8	17.5	3.59	1.69
5. To study for examination	54.6	25.4	3.1	3.8	13.1	3.94	1.63
6. To read for pleasure	34.0	33.3	9.3	7.2	16.2	3.53	1.61
7. To write notes	23.4	29.9	13.4	9.6	23.7	3.11	1.64
8. To do homework/assignment	28.9	26.1	10.0	10.3	24.7	3.15	1.71
9. To acquire personal knowledge	55.0	19.2	5.8	6.5	13.4	3.89	1.61

Key: SA- Strongly Agree, A- Agree, UD- Undecided, SD-Strongly Disagree, D- Disagree

Reading Habits of Secondary School Students

The respondents were asked to indicate where they enjoyed reading most, the results indicated that the library 147 (50.5%) was most favoured by the respondents followed by their homes 109 (37.5%) while the classroom 35 (12%) was the least favoured place to read. This showed that if students in Oyo state secondary schools were provided with well equipped libraries in their schools, such libraries would be fully utilized by the students and their interest in reading would also improve. The respondents were also asked to indicate the main purpose of reading. In Figure 2 the results revealed that among the factors indicated as purpose of reading, acquiring of knowledge 140 (48.1%) was rated higher by the respondents, this was followed by passing of examination 114 (39.2%), to while away time 12 (4.1%) and reading for fun 7 (2.4%) was listed least. This result indicated that the respondents' main purpose for reading has nothing to do with having fun which implied that they did not read when they have nothing to do. This concurred with a similar study by Tella and Akande (2007) where they discovered that in Botswana the respondents engaged in reading just for examination purposes and not for personal development, fun, or to be well informed.

Fig. 2: Purpose of Reading by Secondary School students



The students used for this study were asked to indicate their opinion on their reading habits. The results showed that 46.4% respondents had high preference for using timetable to plan for their studies ($n=2.98$), 42.3% respondents reads subjects that are pressing for examination ($n=3.02$) while 40.5% respondents assimilate best through summarization ($n=2.91$). The implication of the result revealed that most of the respondents had low opinion on their reading habits as seen in Table 5. Reading is important through out man's lifespan, particularly as he responds to new demands and changes and reading for pleasure or recreational has been found to improve reading comprehension, writing style, vocabulary, spelling and grammatical development (Kaur and Thiyagarajah, 1999). These skills would also assist secondary school students to perform better in other subjects when applied.

Table 5: Opinion on Reading Habits by Secondary School Students

N=291

	HP	MP	LP	NP	Mean x̄	Std. Deviation
1. I do my serious studies at weekends	32.6	40.5	16.2	10.7	2.94	.99
2. I assimilate best through whole reading	27.1	35.4	20.6	16.8	2.70	1.09
3. I assimilate best through summarization	40.5	26.5	19.6	13.4	2.91	1.13
4. I use timetable to plan my studies	46.4	20.6	18.9	13.1	2.98	1.13
5. I read subject that are pressing/slated for examination	42.3	30.6	16.5	8.2	3.02	1.07

Key:

HP= High Preference

MP= Moderate Preference

LP= Low Preference

NP= No Preference

Problems associated with reading by the respondents revealed that lack of textbooks (35.1%), poor learning environment (31.6%) were the major inhibitors to reading as seen in Table 6. Watching TV (24.7%), Internet browsing (19.2%) and lack of understanding (18.6%) are also problems that affect reading among secondary school students. Scholars like Sangkaeo, 1999; Järve, 2002 and Adetunji, 2007 postulated in their studies that TV's potential effect on students reading performance has become an issue of growing concern among educators and often cited as a cause for the decline in reading.

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Table 6: Problems Encountered while Reading by Secondary School Students
N=291

	SA	A	UD	SD	D	Mean	Std. Deviation
1. Lack of textbooks and reading materials	35.1	24.1	11.7	9.6	19.6	3.44	1.55
2. Browsing the Internet	19.2	25.4	21.3	13.7	20.3	3.07	1.45
3. Watching TV	24.7	22.7	19.9	15.8	16.8	3.21	1.45
4. Poor learning environment	31.6	24.4	13.7	17.5	12.7	3.43	1.46
5. Home and family background	23.4	28.5	13.7	17.5	16.8	3.22	1.46
6. Low interest while reading	23.0	27.5	13.4	17.2	18.9	3.15	1.52
7. Not understanding what the author is saying	18.6	26.8	13.1	17.9	23.7	2.93	1.55
8. Pronunciation of some words in the text.	25.1	29.2	12.7	13.1	19.9	3.23	1.53

Key: SA- Strongly Agree, A- Agree, UD- Undecided, SD-Strongly Disagree, D- Disagree

Test of Hypotheses

The study tested eight null hypotheses. Table 7 revealed that of all the four hypotheses tested on the extent of library use, only the class has significant effect on library use ($P < 0.05$) of the respondents while the school, gender, parents and occupation were rejected ($P > 0.05$). The class had significant effect on the respondents library use probably because they were senior secondary school students and they would soon be writing their entrance examinations into higher institutions, consequently, the need for these students to frequently use the library for reading.

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Four hypotheses also tested the effect of school, gender, parents and occupation on reading. Table 8 showed that class and parents' occupation had significant effect on reading ($P < 0.05$) while gender and school did not have significant effect on reading ($P > 0.05$). The class had significant effect on reading as it had on library use for same reason which is related to reading for their final examination. Parents' occupation in addition had effect on reading because most of the parents had one form of education or the other as seen in the types of profession they practiced, as shown in Table 1.

Table 7: Effect of School, Class, Gender, and Parent's Occupation on Library Use

Source of Variation	df	Sum Squares	Mean Square	F	Remark
School	32	410.816	12.838	.677	Not Significant
Residual	258	4890.442	18.955		
Total	290	5301.258			
Class	32	15.046	.470	2.201	Significant
Residual	258	55.125	.214		
Total	290	70.172			
Gender	32	6.311	.197	.698	Not significant
Residual	258	72.850	.282		
Total	290	79.162			
Parent's Occupation	32	.29.997	.937	.868	Not significant
Residual	258	278.649	.1.080		
Total	290	308.646			

Table 8: Effect of School, Class, Gender, and Parent's Occupation on Reading

Source of Variation	df	Sum Squares	Mean Square	F	Remark
School	1	2.412	2.412	1.063	Not Significant
Residual	289	655.801	2.269		
Total	290	658.213			

Class	1	29.957	29.257	13.780	Significant
<i>Residual</i>	289	628.256	2.174		
<i>Total</i>	290	658.213			
Gender	1	2.720	2.720	1.199	Not significant
<i>Residual</i>	289	655.493	2.268		
<i>Total</i>	290	658.213			
Parent's Occupation	1	1.341	1.341	.590	Significant
<i>Residual</i>	289	658.872	2.273		
<i>Total</i>	290	658.213			

CONCLUSION AND RECOMMENDATIONS

This study aimed at investigating the reading culture and library use of students in selected government secondary schools in Ogbomoso, Oyo State, Nigeria. The study observed that books available in the school libraries were old and in bad condition, the books were also not inviting enough to stimulate additional reading. As a result of the nature of these school libraries it becomes difficult for the students to borrow books for reading. Past investigators (Adeoti-Adekeye, 1996; Alabi, 2007) had decried the attitude of government paying lip service to the development of school libraries. This study has confirmed that there has been no appreciable change in the attitude of education authorities in building and equipping school libraries even nine years into the present millennium. Textbooks and notebooks were the major materials utilized in the library by secondary school students while fiction and non fiction books were less utilized. Moreover, the respondents have low opinion on their reading habits and this could account for their low level of reading especially for fun and entertainment because majority preferred to read for acquisition of knowledge and passing examination. This study revealed that the class where the respondents belonged had significant effect on both library use and reading. Parents' occupation also had significant effect on reading probably because of the parents' literacy level. The class had effect on their library use probably because the senior secondary class were getting ready for entrance examination into higher institutions.

There are several implications from this study, both for schools with libraries and those without. In areas where financial resources are scarce, one strategy for the development of more rural school libraries might be for teachers and school administrators to foster partnerships with community libraries that already exist in

some places while those schools fortunate enough to have libraries, no matter how small, a more aggressive promotion of library books is needed at every class level (Dent, 2006). In line with the foregoing, it is recommended that teacher training institutions in Nigeria should include the use of libraries in their curriculum as a course as it's now done for undergraduates in Nigerian Universities. This would enable teachers at all levels to recognize the importance and the establishment of library services in schools. This would also help them to appreciate libraries and reading. Parents should foster reading habit to children by providing the right environment like reading to them from infants and also showing good examples by reading too. Alabi (2007) reported that one of the ways of improving reading culture in children is through family literacy. When these children grow up they will adhere to this habit of reading. Remembering that the library is for the students and being open to new opportunities to involve students in activities, groups, and projects in the library will only help to strengthen the culture of reading (Schroeder, 2010).

Fostering the reading culture among secondary school students can also be promoted through the establishment of libraries, book clubs, and media resource centres in all schools in Nigeria. The following steps were itemized to ameliorate secondary school library services as documented by the Federal Ministry of Education Library Section's under past the military administration (Ojoade, 1993):

- a) Introduction of Young Reader's clubs in schools.
- b) Training of teacher/librarians through organized seminars and workshops;
- c) The physical development of libraries through conversion of classrooms and school halls into libraries;
- d) Creating greater awareness among students in the Unity Colleges on how to use the library.

Good as these statements looked; it is evident that the policy has not been successfully implemented in most Nigerian secondary schools as was observed in the study. These policy statements should be reproduced and sent to all schools in Nigeria. In addition, the government monitoring team should supervise and see to the realization of these steps not only in Federal government owned secondary schools but in all secondary schools in the federation that is federal, state and private secondary schools. Instead of converting classrooms and school halls into libraries, high-quality buildings should be erected for the libraries and they should be equipped with all library and media resources that would assist and stimulate students in reading.

Librarians and educators in Nigeria should take a critical look at the Federal government current Vision 2020 policy and seek means to reposition libraries especially in the primary and secondary schools which is the foundation of education. Nigerian populace should be made to realise that reading strengthens the economy and increases individual and collective productivity of a nation. It is important to note that a nation, whose population utilizes the library and reads, will grow socially, economically, academically and politically.

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