



**A STUDY OF SCHOOL LIBRARY RESOURCES FOR READING INTERESTS OF
SECONDARY SCHOOL STUDENTS IN OGUN STATE, NIGERIA**

Ajebomogun, Fredrick Olatunji, Ph.D.
*Principal Librarian,
Nimbe Adedipe Library,
Federal University of Agriculture, Abeokuta, Nigeria
ajebomofred@gmail.com*

&

Ajebomogun, Veronica Olufunmilola (Mrs.)
*Senior Librarian,
Gani Bello Library,
Federal College of Education,
Abeokuta, Nigeria
ajebomo@yahoo.com*

ABSTRACT

This study assessed school library resources as a prerequisite for reading interest of secondary school students in Abeokuta South Local Government Area of Ogun State, Abeokuta. A structured questionnaire was designed to elicit the desired information. 400 students were sampled, from Egba Comprehensive High School, Asero High School, Reverend Kuti Memorial Grammar School and Abeokuta Grammar School. The data collected were analysed using simple descriptive statistics, frequency tables and percentages. Report of the findings indicates the average age range of the respondents which falls between 13-17 years. It also showed that senior secondary school three (SS3) forms the majority of the study. Finding indicates that majority of the respondents found library resources useful for their studies and can access library resources easily. The finding also reveals that students gave top priority to books over other resources in their libraries. The study also reveals that the majority of the respondents indicated that library resources have great impact on their reading interest. It is therefore recommended that qualified librarians should be employed to manage the school libraries in order to provide services that will sustain reading interest of the students.

Keywords: *School libraries, Library resources, Reading interest, Secondary school students, Nigeria*

Introduction

Education is the backbone for human advancement in life. Education is a sound knowledge acquired for good value and societal growth. The task of exposing a child to various experiences in life is better achieved through reading. Reading is a very important issue which is not only enjoyable, but a necessity and a basic tool for child educational advancement (Makotsi, 2005). Panigrahi & Panda, 1986; Eyre (2005) agreed that reading provides an opportunity for better understanding of one's experiences and it can be an exciting voyage of self discovery.

Gbadamosi (2007) quoting Okwilagwe (2001) described reading as a reasoning involving meaningful interpretation of words, phrases and sentences requiring all types of thinking such as critical, analytical, creative, imaginative, evaluate, judgment, and problem solving. Reading sharpens

the mind and makes one reason rationally, objectively as well as projects one for greatness in life. Olaiya (1985) reiterated reading as the ability to decode with understanding the printed messages in words, sentences or passages. It requires the reader to think, feel and imagine. Reading requires focusing of attention on texts, ability to see clearly letters that must be translated to the brain and the ability of the eye to break up strings of letter into words, phrases and sentences.

The child, according to Lahey (2004), requires meeting some psychological needs as he matures, broaden his horizons, socializes in the society, develops ideas, identifies positions, feel proud in the race and gains acceptance in his community. The school library resource center has a role to play in the life of such a child. Commenting, Markless and Streatifield (2004) stressed that school libraries are established to support the educational curriculum of schools, which could only be achieved through various means such as the provision of relevant library resources that are relevant with the school curricula and the provision of various information services ranging from technical to reader services. For schools to be meaningful and purposeful, they must adequately equip their library with both print and electronic materials and also, be professionally staffed.

The school library makes resources and services accessible and available to students, teachers and other school administrators. If such information is accessible, it stimulates the imagination of children and promotes their critical thinking. Daniel (2004) observed that the library remains the power house of educational institution and education institution without a library is like a motor without an engine and a body without a soul. Similarly, Smith (2001) opined that the school library is the backbone of functional education, without which educational excellence cannot be achieved. The school library has major and significant role to play in supporting and enhancing educational goals for children and make teaching and learning more meaningful for children.

Over the years, no steady system of funding of school libraries has been established. (Adetoro, 2005). Dilapidated building, obsolete materials and unprofessional staff remained a serious obstacle to the development of school libraries in Nigeria. Collection development has become more difficult in recent times with escalating book and publishing costs. Oloruntoba and Bolarinwa (2000) observed that for proper functioning of a school library, every state's Ministry of Education should provide funds for the establishment of libraries in all Nigerian schools. They further reiterated that, where school libraries exist, they are underfunded and could not broaden the extent of library services to the larger part of the children that really need their services. In spite of all these, the recognition of the importance of school libraries in education has never been in doubt.

The objectives of school libraries according to Ezenwa (1993) are to acquire, process and make available to students, a wide range of books and electronic materials to supplement and enrich the teaching and learning situation in schools. However, in the state of the World Children Report by (UNICEF, 1999) it was stated that a billion of people that enter the 21st century are unable to read a book or write their name. The study by Fayose (1989) shows that Nigeria is neither a reading, nor library conscious country and yet the reading habit of children in any society can only be adequately gauged and discussed in the context of the society's reading culture. She noted further that it is only of recent that the value of books and reading is beginning to be recognized and appreciated, but even the appreciation is yet to penetrate the whole Nigerian society. Coutan and Perchemlides, (2005) said that reading has become a major issue within the African culture in the past decade. The amount of time that the African public spends reading is rapidly declining, and its most frequent drop has been among its young readers.

School library resources are so crucial to the overall intellectual, emotional and psychological development of the child while the stakeholders in the educational sector, namely teachers, publishers, authors, parents and librarians must collectively be actively involved in the development of reading

interest among the students to ensure that it becomes a lifelong legacy of the child (Gbaje, 2008). The ability of the child to read and develop the reading interest with the use of a library resource is a sine-qua-non for achieving emotional stability, and for keeping abreast of what is happening in his immediate environment and the world at large.

The use of school library resources is to promote active learning and reading interest of a child in order to contribute meaningfully to the community. Therefore, the responsibility of promoting and sustaining the interest of these students must be vigorously pursued through standardized school libraries that will encourage patronage. Stressing the importance of reading, Smith and Wilhelm (2002) observed a child must show interest which was regarded as a motivating factor for reading achievement, enjoyment and usefulness. An individual's interest and motivations are reflected in his way of life as a whole. What a child learns or does not learn at school often depends more upon his interests than his/her intelligence. This is evident both in the child's best achievement in his favourite subjects and in his choice of leisure-time activities.

Some researchers have observed that reading interest among students is not encouraging and access to library resources is very minimal due to some difficulty they encounter in locating the resources on the shelves. This may likely be an obstacle that discourages reading. This study, therefore, embark on how secondary school students will make use the library resources to enhance their reading interest in Abeokuta South Local Government Area of Ogun State.

Objectives of the Study

The objectives of this study are to:

- i. determine the type of school library resources the students read to develop their reading interest.
- ii. ascertain the relevance of library resources consulted by students if they promote their reading interest.
- iii. find out the available materials that will activate reading interests of students.
- iv. measure adequacy of resources and services provided by the library.
- v. determine the impact of library materials on their reading habit.

Review of Related Literature

Storing of materials of high value contents of information in the school library will no doubt enable the libraries to carry out their functions effectively. These materials could be related to academic, recreational and social materials aims of inculcating knowledge on the education of the pupils; whether nursery, primary, or secondary school and also add values to the subject interest of the school. The school library is a storehouse of information. It is a growing organism whereby books and non-book materials are systematically organized for the use of students and teachers. According to Akande (2001), library therefore, compliments teaching activities with the use of instructional materials as a symbol for the truthful expression of human's knowledge. Kolade (2001) described school library as the intellectual development unit within the school system that provides an organized collection of books and non-book media specially collected to support the teaching and educational work of the school from early childhood to primary, junior and senior secondary levels. Hence, students who regularly visit the library for reading would have been well groomed for any future challenges.

Hughes (2002) agreed that the school library should be generally well organized, and stocked with a reasonable range of carefully selected books and other reading materials. This will encourage students to explore the library facilities, pursue their own interests and subsequently develop a habit

of reading. Adeniji (2006) reiterated that the extent to which young people will be creative, well informed, knowledgeable and constantly exhibit the trait of a well cultured individual will also be shaped by the boundaries of the contents of library resources available to them. The library can provide the instructional materials and innovative technology that will encourage students to loves reading, lifelong learning, and logical reasoning in decision making.

School libraries are yet to develop in Nigeria even though the revised version of the National Policy on Education (2004) stated that school libraries are often one of the most important educational services that every state ministry of education needs to provide funds for the establishment of libraries in all our educational institutions and to train librarians and library assistants for this service. For further encouragement of school library services, the Federal Government of Nigeria in 1992 published minimum standard for school libraries in Nigeria, in which some standards for the provision of resources, facilities and personnel, were recommended. If libraries of all types and the book trade in Nigeria are to flourish, more attention should be given to the establishment of school libraries in the country. Lawal (2004) conducted a survey on the use of school libraries in Nigeria and revealed that libraries are almost non-existent in primary schools while few secondary schools have what could be referred to as reading rooms. While lamenting the generally poor state of provision of library facilities and resources in most primary and secondary school in Nigeria, Fadero (2007) stressed that inadequate provision of library school is a general disease that was plaguing the educational system backward in Nigeria.

Obajemo (2002) reiterated that a good library is indispensable if academic excellence is to be achieved. Every secondary school needs a good library as a source of knowledge. It enhances teaching and create opportunity for students to do a follow up of course taught. It encourages the development of personal reading for pleasure and enhancement of life. Also, stated that the school library collection is a depository of knowledge generally with specific emphasis on the school's curricula. Thus, a standard school library offers a wide variety of materials that can answer the quest of developing the mind of the students. It is important that its resources should extend beyond printed materials to graphics, pictures, films and other audiovisual resources in an effort to make learning an all inclusive, realistic experience for the students, the main objective of the school library is educational, therefore, it is important that the library expands according to the evolving new trends and teaching techniques. The staff should be trained professional(s) who can handle the library services and activities effectively.

Edegere (2001) stated that the school library is fundamental in the stimulation of learning skills, creative, reflective thinking and more importantly allows independent self-learning. Dike (2006) observed that the school library is the heart of a school. Consequently, the National Policy on Education (2004) affirmed that since libraries constitute one of the most important educational services, proprietors of schools should provide functional libraries in all their educational institutions in accordance with the established standards. Bitagi (2009) while corroborating these ideas came to the conclusion that the school library could therefore be likened to a cornerstone which does not only beautifies but also fortifies the building. The school library is therefore a partner in progress in the achievement of the entire aims and objectives for which the parent school is established.

The role that the library plays in the attainment of the school's teaching and learning objectives cannot be overemphasized. Therefore, for school libraries to be relevant under the present circumstances, their collections must go beyond the traditional role of collecting books (printed) and those audiovisual materials (non-printed) that give satisfaction to the information need of the teachers and students within the environment where the library is situated. Thus, it becomes very necessary to add to these collections current sources of information such as the Information Communication

Technologies (ICT). These include computers and other telecommunication, which make it possible for a child to access information that helps him to develop talent in any area of interest. The combination of both traditional printed and non- printed, in addition to modern ICT paves the way for a student not only to access information from others, but also makes it possible for him to also contribute to knowledge for others to benefit from.

More importantly, the idea of establishing secondary schools is to prepare them for advanced learning at tertiary institutions. Unless library service at these levels of education is carefully planned and provided, the tendency is that the objective behind establishing the schools will not be holistically achieved. Bitagi (2009) in this direction asserted that the school library services when not adequately provided could lead to a negative effect on the overall performances of the student. The other negative impact on the student for lack of library facilities is as exemplified by Adigun and Oyelude (2003) when they pointed out that there is the view that students who cannot turn to books to fill their spare time will often times turns to pursuits which are not desirable. To avoid this undesirable behaviour, libraries must be established in all secondary schools.

Reading according to Gray and Redmen (2000) is a highly complex activity, including various important aspects, such as recognizing symbols quickly and accurately comprehending clearly and with discrimination of the meanings implied by the author. In developing reading among secondary school students, ability to read well and possess a good command of vocabulary should be seriously encouraged. Lack of reading culture has been described as one of the major causes of the problems militating against the development of our society (Muhammed, 2010). Nssien (2008) identified factors that lead to poor reading habits among Nigerian students, which include; slow comprehension rate, slow reading rate, difficulty in distinguishing main ideas from irrelevant details, inadequate vocabulary, inadequate reading interests, distraction from television and film viewing, and non-availability of reading materials. Scott (2002) identified that books, yield their best to you when you read them at the age at which, each particular masterpiece can ideally be chewed and digested. However, Abeyrathna (2004) gave reasons for the decline of the reading habit and interest among students has been attributed to the failure of educational instructions in schools to cultivate permanent interest in students to read.

Access to information is crucial to individual advancement as well as corporate educational development. According to Yusuf (2007), bridges the gap between knowledge and ignorance. One of the major sources of acquiring information is reading. Reading is the basis upon which other intellectual skills are built. It offers a dynamic approach to improving vocabulary and language skills competence. Tella and Akande (2007) asserted that the ability to read is at the heart of self-education and lifelong learning and that it is an art capable of transforming life and society. This view is supported by Yusuf (2007), who says that children imbibe good character during their formative years. The most important factor in student learning in schools is the quality of teaching. Since education involves interaction between learners, instructional materials, and teachers, teachers must encourage readers themselves in order to ignite a lifelong reading habit in his students. Students should be motivated to read and know how to use reading materials to improve themselves and their social environment. A good reading habit is necessary for a healthy intellectual growth.

Hughes (2002) stated that reading is an only language skill, but also a means of educating and developing an individual and society. Yet, there are many people today, both within and outside the formal educational environment, who have not made progress in this valuable skill, despite the wealth of reading materials and endless efforts by teachers to promote activities in this area. Reading provides people with a sense of values, which enable them gradually to develop the greatest of all virtues, that is the ability to understand rather than condemn. Reading is a vital mean of knowledge

development, skills and expression of thought, especially in this global advancement in technology, which demands that one should be able to take an intelligent and informed interest in the happenings within one's environment and the world at large. Nevertheless, the library has a role to play by creating interfaces with the global knowledge system, tailored towards children developments and every child needs to become fully competent in reading in order to succeed in school and to discharge responsibilities as a citizen of a democratic society.

Methodology

The population of this study consists of students selected from twelve secondary schools' in Abeokuta South Local Government. However, was limited to four schools that have a functional library. In the Nigerian educational sector, the secondary schools' operating systems are based on Junior Secondary School (JSS 1-3) and Senior Secondary School (SSS 1-3). The senior secondary schools were chosen for this study because reading interest manifest at this stage of their study as they are preparing for their senior school certificate final examination.

A survey design was used in conducting this study. The instrument used for collecting data is a structured questionnaire containing six open-ended items. The sample consisted of 400 students from four (4) schools (Egba Comprehensive High School (ECHS), Asero High School (AHS), Reverend Kuti Memorial Grammar School, Abeokuta Grammar School (AGS), Abeokuta). One hundred (100) students from each school in the classes of Senior Secondary school (SSS 1-3) were randomly selected for this study. The sample selected was considered adequate for generalization based on Nwana (1981), if the population is in the few thousands, one need sample size of 10% and this will be regarded as adequate representative. The data collected were analysed and the results presented in simple descriptive statistic using frequency tables and percentages.

Distribution of the Population and the Sample

S/N	Name of Selected Schools	Population	Sample
1	Egba Comprehensive School	425	100
2	Asero High School	465	100
3	Referend Kuti Memorial Grammer School	510	100
4	Abeokuta Grammer School	590	100
	Total	1990	400

Data Analysis

The research sample comprises 400 respondents from four secondary schools in Abeokuta South Local Government Area of Ogun State. Table 1 reveals demographic data of the respondents. 182 (45.0%) are males while 218 (55.0%) are females. This shows that there are more female students in the study than male. The data shows that 164 (41. 0%) were between the age range of 13-14 years old, 178 (44.5%) were 15-16 years old while whose between ages 17 and above were 58 (14.5%). This reveals that 15-16 years old form the bulk of the age in the study.

The table also reveals that 96 (24.0%) of the respondents are SSS 1 students, 126(31.5%) are in SSS 2 while 178(44.5%) of the respondents are SSS 3 students. This revealed that students from SSS 3 form the bulk of the respondents used for the study.

Table 1: Demographic Data of the Respondents

Item No	Item Description	Respondents	Percentage
1	Sex		
	Male	182	45.5
	Female	218	54.5
	Total	400	100
2	Age		
	13-14	164	41
	15-16	178	44.5
	17 and above	59	14.5
	Total	400	100
3	Level of Study		
	SSS 1	96	24
	SSS 2	126	31.5
	SSS 3	178	44.5
	Total	400	100

Significance of Fiction Resources Used in the Library

Table 2a, reveals responses to the use of fiction materials such as; Career stories 292 (73%), Realistic stories 272 (68%), Drama 266 (66.5), Poetry 264 (66%), Family stories 244 (61%), Mystery, crime and detection 228 (57%) and found them as the most significant resources used in the library by the respondents. This means that students found fiction materials very useful as it also aid their reading interest.

Table 2a: Significance of Fiction Resources Used in the Library

Resources (Fiction)	Most Significant		Less Significant	
	Frequency	Percentage	Frequency	Percentage
Folk tales	184	46	216	54
Family stories	244	61	156	39
Mystery, crime and detection	228	57	172	43
Career stories	292	73	108	27
Animal stories	182	45.5	218	54.5
Realistic stories	272	68	128	32
Poetry	264	66	136	34
Drama	266	66.5	134	33.5

Significance of Non-fiction Resources Used in the Library

Table 2b, reveals responses to non-fiction materials such as; Textbooks 327 (93%), Magazines 220 (55%) and Newspapers 212 (53%) are found to be most significant resources used in the library due to different kinds of information obtained from them especially textbooks of various subjects to do assignment, forming notes and also to prepare them for an examinations.

Table 2b: Significance of Non-fiction Resources Used in the Library

Resources Non-Fiction	Most Significant		Less Significant	
	Frequency	Percentage	Frequency	Percentage
Textbooks	372	93	28	7
Journals	178	44.5	222	55.5
Magazines	220	55	180	45
Newspapers	212	53	188	47
Comics	150	37.5	250	62.5

What are the priorities based on reading library books by the respondents?

Table 3 shows different type of subjects on which students read mostly in the library in order of their priorities. These subjects are: English Language 378 (94.5%), Mathematics 364 (91%), Economics 354 (88.5%), Biology 348 (87%), Chemistry 260 (65%), Physics 258 (64. 5%), Geography 254 (63.5%) Agricultural Science 212 (53%), Government 212 (53%) and Further Mathematics 200 (50%). Majority of all books read in the library by students are mainly on science subjects which means that there is larger number of science students who use library books than commercial and arts students. It is discovered that students pay more interest to these subjects listed above because they are subjects' of high priority most especially, English Language, Mathematics and Biology irrespective of their disciplines.

Table 3: Priority Based on Reading Library Books by the Respondents

Resources	Top Priority		Less Priority	
	Frequency	Percentage	Frequency	Percentage
English Language	378	94.5	22	5.5
Mathematics	364	91	36	9.0
Physics	258	64.5	142	35.5
Chemistry	260	65	140	35
Biology	348	87	52	13
Economics	354	88.5	46	11.5
Government	212	53	188	47
Yoruba/Igbo/Hausa	178	44.5	222	55.5
Religious Studies	180	45	220	55
Literature in English	182	45.5	218	54.5
Principles of Account	124	31	276	69
Commerce	192	48	208	52
Geography	254	63.5	146	36.5
History	106	26.5	294	73.5
Further Mathematics	200	50	200	50
Technical Drawing/Fine Art	112	28	288	72
Agricultural Science	212	53	188	47

Food & Nutrition	140	35	260	65
French	54	13.5	346	86.5
Music	90	22.5	310	77.5

Access to Library Resources

Table 4 reveals respondents accessibility to library resources. 135(33.7%) of the respondents strongly agreed 160 (40%) respondents agreed that they found easy access to the library resources which is quite appreciable. 149(37.3%) of the respondents disagreed that their school library has a functioning computer to facilitate easy access to library resources. 108 (27%) of the respondents strongly agreed while 171(42.5%) of the respondents agreed that the existing library resources in their school libraries are adequate to facilitate reading interest. Whereas, 165(41.3%) and 97(24.2%) indicated that they are not satisfied with the shelving arrangement of materials stocked in the library. Hence, the students' needs professional librarian to guide them on the use of library. 151(37.8%) strongly agreed and 92 (23%) agreed that they have difficulty in locating some materials in the library. This may discourage students from effectively use of the library for relevant information.

Table 4: Access to Library Resources by the Respondents

SN	Access	SA	%	A	%	D	%	SD	%
1	I find easy access to the library resources	135	33.7	160	40	70	17.5	35	8.6
2	My school library has a functioning computer to facilitate easy access to library resources.	72	18	101	25.3	149	37.3	78	19.5
3	The existing library resources in my school library is adequate to facilitate reading interest	108	27	171	42.7	67	16.8	54	13.5
4	I am satisfied with the shelving/materials arrangement in by the library.	97	24.2	41	10.3	165	41.3	97	24.2
5	I have difficulty in locating some materials in the library	151	37.8	92	23	98	24.5	59	14.8

SA=Strongly Agreed, A=Agreed, D=Disagreed, SD=Strongly Disagreed

Impact of Use of Library Resources on Students' Reading Interests

To determine the impact of use of library resources on students' reading interest, Table 5 reveals that 138(34.5%) of the respondents strongly agreed and 163(40.7%) agreed while only 77(19.3%) disagreed and 22 (5.5%) strongly disagreed that their learning has improved greatly through the reading of library resources which thereby encourage them to use the library resources. Also, 138(34.5%) of the respondents strongly agreed while 144(36%) agreed and 75(18.7%) disagreed, 45(11.3%) strongly disagreed that there are programmes organized by the library to improve their reading interest such as library display/exhibition, reading competitions, library orientation and so on. Without some of these programmes, some of the students might not know and be aware of the importance of using the library in order to improve their reading interest. 141(35.3%) of the respondents strongly agreed, while 138(34.5%) agreed and 105(26.2%) disagreed and 16(4%) strongly disagreed that they are satisfied with the present library service of their school such as attending to the student's enquiry in order to meet their information needs, having empathy towards them and so on. 121(30.3%) of the respondents strongly agreed and 190(47.5) agreed that they are

better-off academically since they have started using the library resources, while only 87(21.7%) of the respondents disagreed and 2(0.5%) strongly disagreed with the fact that their learning has improved through the reading of library resources. This means that from the on-going, it can be concluded that library resources have an impact on student reading interest.

Table 5: Impact of Use of Library Resources on Students' Reading Interests

S/N	Impact	SA	%	A	%	D	%	SD	%
1	My learning has improved through the reading of library resources.	138	34.5	163	40.7	77	19.3	22	5.5
2	There are programmes organized by the library to improve my reading interest.	138	34.5	144	36	75	18.7	45	11.3
3	I am satisfied with the present library service of my school.	141	35.3	138	34.5	105	26.2	16	4
4	I am better off academically since I have started using the library resources.	121	30.3	190	47.5	87	21.7	2	0.5

SA=Strongly Agreed, A=Agreed, D=Disagreed, SD=Strongly Disagreed

Findings

This study has presented results relating to, school library resources as a measure for reading interest of Secondary School Students in Abeokuta South Local Government Area of Ogun State. The study has shown that there are more female students 109 (55.0%) than male students 91 (45.0%). The results showed that the respondents from 13-14 years old and 15-16 years old and SSS 3 form the bulk of the population of the study. The study further revealed majority of the respondents found fiction materials very useful as it also aid their reading interest while non-fiction materials are useful in doing assignments, forming notes and also to prepare for the examination.

The findings also revealed that different type of subject's students reads mostly in the library in order of their priorities are: English Language, Mathematics, Economics, Biology, Chemistry, Physics, Geography, Agricultural Science, Government and Further Mathematics. Majority of the subjects read in the library by the respondents are mainly science subjects which means that there is a larger number of science students who read library books than commercial and arts students. It was discovered that students pay more interest in these subjects because they are core subjects of learning. Such subjects are; English Language, Mathematics and Biology. In the study, most of the respondents agreed that they found an easy access to the library resources which is quite appreciable. The majority of the respondents disagreed that their school libraries have a functioning computer to facilitate easy access to library resources. This means that the libraries are not automated. The majority of the respondents agreed that the existing library resources in their school libraries are adequate to facilitate their reading interest. This implies that the majority of the respondents found the materials stocked in the libraries as relevant and useful to facilitate the use.

Finally, the study also revealed that the majority of the respondents agreed that their learning improved greatly through the reading of library resources which thereby encourage them to use the library resources. Most of the students agreed that the programmes organized by the library to promote their reading interest are encouraging. Without some of these programmes, some of the students might not know and be aware of the importance of using the library in order to improve their reading interest. Majority of the respondents agreed that they are better-off academically because they use the library resources while very few of the respondents disagreed with the fact that their learning

has improved through the reading of library resources. This means that, it can be concluded that library resources have greater impact on student reading interest.

Recommendations

Based on the finding of the study, the following recommendations were made:

- i. Library orientation and library exhibitions should be organised in schools to sensitize the importance of library and its resources to improve students reading interest.
- ii. Since majority of the students identified career stories as one of the high priority materials consulted. Recent published of such books should be given high consideration when acquiring them. This could be a great privilege for these students to build up their career at an early stage.
- iii. Qualified librarians should be employed to manage the school libraries and also offer quick and adequate service in order to sustain the reading interest of the students.

Conclusion

Reading should be considered important on the school timetable as reading proficiency is the royal road to knowledge and essential to success in all academic subjects. Reading is synonymous with acquisition of knowledge and knowledge is education, and through the use of the library, students can achieve more. The activities in the library should be directed by the professional librarian who has the knowledge of what is at stake in providing effective services to the users. A library period should be created on the school time-table during which the information literacy skills (basic library use skills) could be taught to enhance students reading interest.

REFERENCES

- Abeyrathna, P.H.A.S. (2004). A study on leisure reading habits and interest among secondary school students in Sri Lanka, M.Sc dissertation. Faculty of Computer Science. University of Malaysia. Kuala Lumpur. Retrieved from repository.um.edu.my
- Adeniji, A.A. (2006). Use of school libraries by teachers in Ogun State. *Nigerian School Library Journal*, 5 (2): 32-41.
- Adeniji, F.A. (2002). Developing reading comprehension skill among secondary school student through teachers' vocabulary context and the use of dictionary. *Ilorin Journal of Education*, 4 (2): 20-29.
- Adetoro, N. (2005). A comparative analysis of school library development and use in selected public and private secondary schools in Ijebu and Remo Geo-political zones of Ogun State. *Lagos Journal of Library and Information Science*, 3(1): 7-15.
- Adigun, O. M. & Oyelude, A. A. (2003). Libraries as tools for development: a survey of users of Oyo State Public library. *Nigerian Libraries*, 37(2): 76-84.
- Akande, S. O. (2001). Evaluation of school library resources services and usage: A case study of International School, University of Ibadan. *Nigerian School Library Journal*, 4(1&2), 103-112.
- Bitagi, A.M. (2009). Repositioning, public and school libraries for quality primary and post-primary education in Niger State in the 21st century. A paper presented at the NLA Annual Conference/AGM, Niger State Chapter held at the ERC, Minna on 30th, April 2009.
- Coutan, C, & Perchemlides, N. (2005). Strategies for teen readers. *Educational Leadership*, 63(2): 42-47.



- Daniel, C.I. (2004). Efforts/Activities at schools' level by Principals, Headmasters, PTA to support provision of library services in school: the case of Abuja Federal Capital Territory. *Nigerian School Library Journal*, 5(1): 20-32.
- Dike, V. W. (2006). Global overview of School Library Development and its impact on information literacy skills of the school child. *Nigerian School Library Journal*, 5(2): 1-13.
- Edegere, F. (2001). School library development for UBE-UBE forum- *A Journal of Basic Education in Nigeria*, 1(1): 6-14.
- Eyre, G. (2005). The development and practice of literacy: A voyage of discovery. Retrieved from <http://www.iasl-slo.org/ifla2005-eyre.doc>
- Ezenwa, C.F.O. (1993). Funding the school library media programme in austere times. *Nigerian School Library Journal*, 3(1&2): 17-21.
- Fayose, P.O. (1989). Factors militating against the development of the reading habits of some Nigerian children. *Nigerian Library and Information Science Review*, 1: 31-35.
- Federal Republic of Nigeria (1981). National Policy on Education, Federal Government Press. 12.
- Federal Ministry of Education 2004. National Policy on Education. Lagos: NERDC.
- Gbadamosi, T. (2007). Library Reading Culture and Student's Academic Performance in Secondary schools in Oyo State. *Middle Belt Journal of Library and Information, Science*, 7(2): 42-58.
- Gbaje, E. S. (2008). Basic Library Skills for Teacher Librarian Department of Library and Information Science, Ahmadu Bello University, Zaria, Presented at Capacity Building Programme for Teacher Librarians Organized by Universal Basic Education Board Gusau Zamfara State. 5th-8th May, 2008.
- Gray R. & Redmen, S. (2000). Working with words: A guide to teaching and learning vocabulary. New York: Cambridge University Press, New York.
- Hughes, J. M. (2002). Extra-curricular reading habits of the secondary school students a survey timeless fellowship, 11: 127-133
- Kolade H.K. (2001). Universal Basic Education programme in Nigeria: Implication for the teaching role of the school library. *Nigerian School Library Journal*, 4(1&2): 33-37.
- Lahey, B.B. (2004). Psychology: An introduction, Boston; McGraw-Hill.
- Lawal, O.O. (2004). Libraries as tools for educational development. In a Compendium of Papers presented at the 2004 NLA Annual National Conference /AGM Akure. June, 2004: 34-40
- Markless, S. & Streatfield, D. (2004). Improve your library: a self evaluation process for secondary school libraries and learning resources centres. Nottingham: DES publications. 35.
- Mokatsi, R. (2005). Sharing resources- how library networks can help reach education Goals. East African Book Development Association. A research paper looking at libraries in the developing world. Commission by Book Aid International
- Muhammed, B. (2010). Lack of reading culture, Nigeria's major problems; Nigerian Tribune. Thursday, 18th March, 2010.
- Nwana, O. C. (1981). *Introduction to Education Research*. Nigeria Heinemann Educational Books Limited.
- Nssien, F.U. (2007). Reading habits and skills. In Etim, F.E., & Nssien, F.U. (eds). *Information Literacy for Library Search*. Uyo; Abaam Publishing: 90-105.
- Obajemu, A. S. (2002). Assessment of School Library Service in a Local Government Area, Lagos State, Nigeria: A Case Study. *African Journal of Library, Archival and Information Science*, 12 (1): 59-67.
- Okwilagwe, O.A. (2001). *Book publishing in Nigeria*. Ibadan, Stirling-Horden.
- Oloruntoba, A.A. & Bolarinwa, J.A. (2000). Librarianship for beginners: A handout on the



- teaching of library education in Rufus Giwa Polytechnic, Owo. 11p.
- Scott, T. M. (2002). Removing roadblocks to effective behavior intervention in inclusive settings: Responding to typical objections by school personnel. *Beyond Behavior*, 12(1): 21–26.
- Smith, D. (2001). Massachusetts reaches out and spreads the word about library media centres. Book Report, 19: 10-11.
- Smith, M.W. & Wilhelm, J.D. (2002). Reading don't fix no chevys: Literacy in the lives of young men, Heinemann, Portsmouth, NH
- Panigrahi, C. & Panda, K.C. (1996). Reading interests and information sources of school going children: A case study of two English medium schools of Rourkela, Indian. *Malaysia Journal of Library and Information Science*, 1 (1): 57- 65.139.
- Tella, A. & Akande, S. (2007). Children's reading habits and availability of books in Botswana primary schools: implications for achieving quality education. *The Reading Matrix*, 7(2) Available: <http://www.readingmatrix.com/article1pdf>.
- UNICEF (1999). The state of the world's children. UNICEF, Geneva.
- Yusuf, F. (2007). Repositioning school libraries in Nigeria: The catalyst for promoting reading habits among primary and secondary school students. *Library Philosophy and Practice*. Retrieved from <http://unllib.unl.edu/LPP/>