

READING INTERESTS AND USE OF LIBRARY RESOURCES BY STUDENTS IN SELECTED SECONDARY SCHOOLS IN IJEBU-REMO ZONE, OGUN STATE, NIGERIA

Ahmed Olakunle SIMISAYE (Ph.D)

Department of Library & Information Science

Tai Solarin University of Education, Ijagan

Ogun State, Nigeria

Abstract

This study investigated the reading interest and use of school library resources in selected secondary schools in Ijebu-Remo zone of Ogun- State. Survey research design was adopted, while random sampling technique was used to sample 330 students from the five schools surveyed. A self-designed questionnaire was used as data collection instrument. Data collected were analysed using descriptive statistics. Findings revealed that the students surveyed were very interested in books that are related to arts, economics, commerce and business studies. They are also very interested in stories about people that have made it in life, fantasy, funny, comic and amusing stories while they are not very interested on materials relating to science, tales on war, dangerous experiences/events and mystery. It was further revealed that most of library resources were not available in the school libraries while the utilisation of the school libraries was low among the students. Major challenges hindering students' utilisation of the school libraries by the students include non-availability of library resources, lack of library hours on the time tables, non-provision of materials that tally with the interest of the students, inappropriate opening hours, uncoductive and reading enviroment. Recommendation s in improving school library resources, reading and utilisation of school libraries by the students were also proffered.

Keywords: *Children Reading interest, School library resources, School library use, School libraries in Nigeria.*

Introduction

Reading is very vital to progress and development of human lives. It is important for everyone to develop the rudiments of reading and the culture of reading always so as to survive in life. Its impact particularly in the development of children and adolescents cannot be over emphasised too. Olanlokun (1999) described reading as a complex activity which links the eye with the mind to come with the interpretation and evaluation of written symbols. It is an important activity that broadens our mind in respect of the environment that we live. In the same vein, Collins and Cheek (1999) describe reading as a process that requires the use of complex thought processes to interpret printed symbols as meaningful units and comprehend them as a thought unit in order to understand a printed message while Rubin (2002) simply view reading as a total integrative process that starts with the reader and includes the affective, perceptual, and cognitive domains.

The importance of reading in the lives of mankind is also portrayed by God, our creator in His books. In the Holy Bible, the Apostle Paul admonished Timothy “study to show yourself approved unto God (11 timothy 2:15). In Islamic religion, acquisition of

knowledge and literacy are held in high esteem, this is because it is documented in the Holy Quran that the first revelation between prophet Mohammed and Almighty God through angel Jubril has to do with reading as God commanded prophet Muhammed to read, - *Iqraa*, meaning "read" or "recite" (Qur'an 96: 1-5). Anybody that is seeking for knowledge must read and that is why reading is not taken with levity in various educational institutions, right from primary school level to university education. In line with this, inculcation and sustaining reading habit among secondary school students is rigorously pursued in order to produce tomorrow leaders throughout the world. In realisation of the role of reading in knowledge seeking, Medahunsi (1987) echoed that students, however brilliant, cannot succeed in school without reading to gain information for enlightenment. Ifidom(1994) also submitted that an effective educational system requires systematic use of reading which of course requires books.

Reading is recognised as an art capable of transforming man's life and his entire society (Busayo, 2011). It is a very important issue which is not only about enjoyment but a necessity and basic tool of education (Makotsi, 2005). It is further contended that reading makes way for a better understanding of one's own experiences and it can be an exciting voyage to self- discovery. It is the art of interpreting printed and written words, the most effective process of conscious learning which influences the extent and accuracy of information as well as the altitudes morals, beliefs, judgment and action of readers.

Fayose (1995) in her study, extensively discussed the paramount role reading plays in children's educational pursuit and submitted that it promotes a deep awareness and build the child up emotionally and intellectually. Similarly, Krasher (1993) brilliantly illustrates how free voluntary reading benefit students achievements. He observed that: children, read more when they see other people reading; the longer free reading is practiced, the consistent and positive the results that people who read more, write better. He then submitted that reading as a leisure activity is best predictor of comprehension, vocabulary and reading speed of students.

Functional education for children needs books as "books are the most suitable medium through which knowledge is transmitted from generation to generation (Busayo, 2011), hence the paramount roles of library in educational pursuits since it is in the library that books that are mostly needed could be located in any educational institution including secondary schools. In as much as learners can not do without reading in the school system, the place that is most conducive to reading in the school system is the school library, this make it an indispensable facility in every school. That is why Igbokwe and Obidike (2012) affirmed that library is the only place that provides books and other resources which will help shape thoughts and influence the actions of students throughout life with active supervision by an experienced librarian in the school setting. Krashen (2004) averred that reading habit constitutes an important foundation to the use of library resources. Reading is particularly important for children because as Alegbeleye (2010) reveals, it is best formed at a young impressionable age in school and once formed, it can last one's life time. It is in line of this that Simisaye and Quadri (2011) submitted that children should be catch from young so that they can cultivate the habit of reading for pleasure.

It has been asserted that a child can know much about his environment, only, by exposing him or her to reading books, newspapers, and magazines. As the child is exposed to reading and develops the love for books, he finds it easier to explore the wealth of human experience and knowledge. During childhood, it is possible that children miss the opportunity of getting in touch with books and find it difficult to form reading habit at the later years. This is based on the belief that reading children become reading adults. Frequent reading is related to the development of sophisticated language structures; higher levels of comprehension, improved word analysis skills, and fluency in significant amounts of voluntary reading, are associated with greater interest and skill development (Irving, International Reading Association, 2000).

Studies have shown a positive correlation between students' free time reading for fun and their reading achievement (National Center for Education Statistics, 1993; Shefelbine, 1998). Pleasure reading furthers the development of reading as a life-long habit which strengthens both language skills and fluency. Royce (1995) noted that children improve their reading skills when they enjoy reading, that is, when they read for pleasure. Many studies have revealed that free voluntary reading results in improving reading comprehension, writing style, vocabulary, grammar, and spelling. Cunningham and Stanovich (1998) reported that reading volume, both inside and outside the school, has a significant impact on the development of reading speed and fluency, vocabulary, general knowledge, overall verbal ability, and academic achievements. An international comparative study of reading literacy among children in 35 countries showed that the more often a child reads for fun, the higher is his/her average reading literacy scale score (Ogle et al. 2003).

Reading therefore plays a foundation role and is the pivot and anchor of the education of the child. It is undisputable that reading has a crucial role to play in creating independent learners, literacy promotion, and educational attainment of individuals in every society in the world. Adeniji (2006) support this view point, when he affirmed that reading especially the effective type is the bedrock to a learner's success whether in the primary, secondary or tertiary level of education. In tandem with this view, Obanya (2002) extensively discussed the paramount role reading plays in children's educational pursuit and submitted that it promotes a deep awareness and builds the child up emotionally and intellectually. This is even so when reading is voluntarily undertaking helping to enhance students' achievement.

Statement of the problem

There is a general outcry in the Nigerian society of the wanton decline in reading habit, especially among children and young people. This is made worse by the fact that mass media through electronic means daily update the Nigerian child with information through the cable televisions, cell phone, the World Wide Web or the Internet so much that children have lost interest in reading.

The critical roles play by school libraries in inculcating and stimulating reading habit in children could not be overemphasized. In Nigeria, in spite of the fact that National Policy

on Education (1989) emphasised provision of libraries in every school in Nigeria, most of the schools do not have desirable and standard libraries. Most of the libraries where they exist are in deplorable condition and this situation perhaps is responsible for poor reading habit and library usage by secondary school students in Nigeria which culminated to poor performance/achievement in their educational pursuits as documented in many studies. Other factors could also be responsible for the poor school library usage and reading habit among secondary school students some of which may include non availability and accessibility of materials that tally with the reading interests of the secondary school students in the school libraries., this is pertinent as observation has been made that not that children could not read, but their lack of interest, indifference or rejection of reading may be as a result of the foregoing factors. (Issa, Aliyu, Akangbe & Adedeji, 2012). The researcher also observed that very little is known about the reading interest, availability, and utilisation of school library resources by secondary school students in the Ijebu- Remo zone of Ogun-State, hence the need for this study.

Objectives of the study

The general objective of this study is to investigate reading interest, school library resources availability and utilisation by secondary school students in Ijebu-Remo zone of Ogun- State, Nigeria. The specific objectives of this study are to:

1. determine the reading interest of students in the selected secondary schools in Ijebu-Remo zone, Ogun-State, Nigeria;
2. ascertain the level of availability of library resources in the school libraries surveyed in Ijebu-Remo zone, Ogun-State;
3. determine the frequency of use of the library resources by students in the selected secondary schools in Ijebu-Remo zone, Ogun- State; and
4. investigate hindrances to the utilisation of library resources by the students in the selected secondary schools in Ijebu-Remo zone, Ogun-State, Nigeria.

Literature Review

Children Reading Interest

Children's reading and information preferences have been a source of study for more than a century (Sturm, 2003). Majid & Tan (2007) also remarked that reading habit of children have long been a matter of much interest to educators, parents, librarians, publishers, and other stakeholders. The usefulness of studying reading interests by librarians and other stake holders is not farfetched as it will lead to the understanding of the reading habits and preferences of children, which will in turn assist them in promoting reading among children.

In the study of reading, term such as interest is often used differently by various investigators (Cundiff, 1948). Getzels as cited by Cundiff (1948) defined an interest as “a characteristic disposition, organised through experience, which impels an individual to seek out particular objects, activities, understandings, skills, or goals for attention or acquisition.” The term interest is defined by Arifin (2005) as someone's willing to learn and to understand about something. It is the emotional part of an individual, which creates a certain desire within the individual to know something thoroughly. This suggests that the

interest is the tendency of one's soul to an object usually accompanied by feelings of pleasure, because it felt there was interest in such objects. It is therefore appropriate to describe an interest in reading, to be the disposition which impels an individual to seek opportunities and sources to read.

Determining children's interest can motivate children to read more difficult reading material (Kragler & Nolley, 1996). Interest in the story comes from a variety of factors. One important factor is a personal connection to the actual text (Johnston, 1999; Shafer, 2003) through perspectives on life (Rinehart, Gerlach, Wisell, & Welker, 1998). A personal connection to the topic also affects comprehension by improving a child's recall of the story read (Kincade et al., 1993). Personal experiences vary from child-to-child. Experiences and background knowledge are important to students because it helps them understand a book as pointed out by Hickman, (1984). Rinehart et al. (1998) found that children revealed their emotions while reading books of interest while experiences or background knowledge that could help them make links to texts could come from their home life, lifestyles, conflicts, or attitudes about life (Johnston, 1999)

Similarly, Zhou and Salili (2008) examined the effect of home literacy factors on intrinsic reading motivation of 177 children in China. They found that after controlling for parents' education level and children's age, three home literacy indicators namely parental model of reading behavior, number of books, and years of character letter teaching have influence on the children's intrinsic reading motivation. They concluded that the number of children's books at home and the frequency of buying books and reading to the child were positively correlated with children's intrinsic reading.

Shafer (2003) also revealed that students often enjoy stories that they can compare to their own lives in some way while Carter (1988) reported that students "find books that are relevant to their daily concerns" more interesting (p. 19). Samuels (1989) submitted that young adults liked books about problems that they or someone they knew had. Shafer explained that cultural experiences were important in determining the reading interest of the young adults he studied. Mellon (1990). reported that teenagers read to fulfill a special interest like learning about people or how to do something.

Worthy, Moorman, and Turner (1999) submitted that students' interest is so powerful that if they are "interested in what is being taught and have access to material that interests them, learning, motivation, effort, and attitude improve" (p. 12). Interest in reading material is not only a strong motivator for reading, but it creates a positive effect on other aspects of reading. Kragler & Nolley (1996) hinted that children attempt to read materials that are more difficult when interest is present, yet they also monitor the difficulty. In fact, interest in a story can influence children to select literature that is more difficult and increase the period of time a child reads (Wolfson, Manning, & Manning, 1984). Wolfson et al. (1984) hinted that research has also shown that students can comprehend high interest material better than low interest material. Interest can improve comprehension, which can improve students' overall attitude about reading. That is why; Kragler & Nolley (1996) advocated that children should be allowed to select books of their interests as it provides motivation to read.

Carter (1988) revealed that students turn away from reading when they read books that are frustrating, boring, or seem unimportant while Children seem willing to take risks with literature that appeal to their interests. Wolfson, Manning, and Manning (1984) found that students comprehend more when reading material of interest. Therefore, it is important that school libraries tap into their students' interests to help them read at a higher level and comprehend more successfully. Hall & Coles (1999) in a survey of 8,000 children in Britain, aged 10, 12 and 14 years, found that children had very diverse reading tastes. Similarly, Steffensen & Weinreich (2000) conducted a study in Denmark on children, aged between nine and twelve years and submitted that there was a great deal of variation in children's reading preferences. It was found that, over a span of one month, the children read a total of 1,598 fiction and non-fiction books written by more than 700 authors. Among the Singapore children, adventure stories were the most popular, followed by mystery stories as reported by Balasundram (1991). In another study conducted by Woolcott Research (2001) in Australia, primary school students liked reading action adventure as much as science fiction and fantasy while in Britain, fantasy fiction was at the top, followed by humour, horror and thriller books in survey carried out by MORI (2004).

Shafer (2003) submitted that, students enjoy stories that are engaging and of interest to them most often. Interest appears to be the most influential factor in determining children's reading preferences (Kragler & Nolley, 1996; Mellon, 1990; Shafer). Usually students find a story of interest when there is a personal connection to the text (Johnston, 1999). Johnston further reported that stories that connect to a child's home life and lifestyle also help establish a personal link with literature (Johnston, 1999). Other things that influence children reading are individual experiences and perspectives on life that are generally the personal connection that students make to texts (Rinehart, Gerlach, Wisell, & Welker, 1998).

Majid & Tan (2007) also investigated the reading habits and interest of children, motivations behind reading, and their attitudes towards reading. The study reported that a majority of the participating students were motivated to read for academically-related reasons, such as to improve language skills and to obtain better grades in examinations. Reading was the third most preferred leisure activity after hobbies and playing on computer or the Internet.

Stoefen-Fisher (1990) investigated factors used by teachers of the hearing impaired in identifying the reading interests of their students and the accuracy of their judgments in comparison to students' responses on a reading interest inventory. Twenty teachers of the hearing impaired students were requested to judge the top two reading interest areas for each of the 82 students and to describe the factors they applied in making their judgments. The respondents completed a reading interest inventory. Their results were compared with their teachers' judgments. Results revealed that teachers were only moderately accurate in judging their students' reading interests.

In another study, Steffensen and Weinreich (2000) reported that Danish boys preferred reading suspense, humour, thrillers, and historical books while girls read more realistic books, fairy tales and fantasy stories. In a similar study on the information and reading interest of children in North Carolina concluded that boys liked sports, transportation, and military topics whereas girls enjoyed reading about arts and crafts, health, fashion, and beauty topics (Sturm, 2003). An earlier study in Singapore reported that boys preferred reading adventure stories while girls liked mysteries and fairytales (Balasundram, 1991). Some other studies also suggest that generally boys show lesser interest in reading than girls. A survey of 801 young Australians, aged between 10 and 18 years, concluded that females were more likely to enjoy reading books than males (Woolcott Research, 2001). In the same vein, Steffensen and Weinreich (2000) found out similar trend in Demark where girls reported spending more time on reading than boys.

Higginbotham (2006) examined the reading interests of middle school-sixth, seventh, and eighth grade-students in a metropolitan, public middle school located in a southeastern state. The students clearly indicated a strong interest for the categories of Humor and Horror. The students also reported an interest in Mystery, Historical Fiction, Adventure, Science Fiction, and the non-fiction category of Animals. The results of this study showed differences in interest by gender, which are congruent with many of society's stereotypes. The females reported a stronger interest in Romance, Friendship, Animal Stories, Adventure, and Historical Fiction, while the males reported stronger preferences for the categories of Sports and Science. The study further showed that, the male respondents had a stronger preference for non-fiction than did the female respondents.

Reading Habit of Children in Nigeria

The term "reading habit" refers to the behaviour which expresses the likeness of reading of individual, types of reading and tastes of reading (Sangkaeo, 1999). It is a pattern with which an individual organizes his or her reading. Reading habit constitutes an important foundation to the use of library resources. Sangkaeo (1999) refers to reading habit as the behaviour which expresses the likeness (interest) of reading of individual types of reading and taste for reading. Self interest for reading is considered important for children as it is believed that reading children become reading adults.

According to Rubin (2002), children with poor reading habits have a higher chance of anti-social behavior. Delinquency; school violence, bullying, hacking computers, and even examination malpractices have a correlation with poor reading habits. This however does not mean that those with poor reading habits display such behavior; however, poor reading habits are associated with such behavioral patterns while good reading habits help develop a steady and constructive mind. Research has shown that children who have no access to books before going to school are severely disadvantaged and have trouble catching up with other children (Radebe, 2001). The importance of access in promoting reading in children was echoed by Dike (1998). This access is so paramount as she noted that in some parts of Nigeria, most children, especially those from rural areas or economically disadvantaged backgrounds first meet books and reading materials in

school, and have limited access to them in the home and in the community. In order to promote access and reading culture among Nigerian children, Dike suggested story telling, reading together, reading clubs and literacy events as major activities/methods that can be used to develop the reading interest of the children.

The reading skills of most secondary students in Nigeria are poor and as such they could not cultivate habit of voluntary reading as expected. This assertion was corroborated in a study by Kolawole (2009). In the study, most of the students interviewed indicated that they read their books mainly when they had examinations to write. It was also found out that majority of the students did not cultivate reading habit because they did not have the linguistic facility that would help them to and this is the most worrisome aspect of the problem of reading at the secondary school level in the state. The study further reported that most of the students in secondary schools surveyed could not read the basic text in English fluently due to their poor socio-economic background which made it difficult for them to have access to story books as well as the recommended texts (Kolawole, 2009).

Onifade (2002) also observed that Nigerians still regard books as a means to an end, that is to get an educational qualification and once this is satisfied they forget about books and reading. Several reasons were given for the poor reading culture in Nigeria, part of these according to Onifade is the economic hardship in many homes. According to her, most parents only manage to pay their wards school fees and forget about buying books for them. Many Nigerians are more bordered about how to make ends meet. As a result most adult don't engage in voluntary reading and if adults don't read, who will the children emulate? Most of the children in Nigeria now follow the poor reading culture that they met while growing up in the country and perhaps they are even worst than what parents do as there are a lots of side attractions, they are partaking in all sorts of things in the name of civilisation, thereby relegating reading voluntary reading to the background.

Kolawole and Kolawole (2007) also found out that reading skills in English are not being taught well at the primary school level in Oyo State. They also revealed that most primary school pupils had no materials to read, teachers are not working hard to promote reading while parents could not give adequate support to their children due to their level of poverty. Similar study by Ogwuegbu (2000) also showed that secondary school students do not have interest in reading because of their negative attitude, lack of motivation by teachers, lack of reading materials, inadequate attention to reading, absence of reading on the time-table of schools and the influence of home videos, computer games and peer pressure.

Ogunrombi and Adio (1995) surveyed factors affecting the reading habits of secondary school students in Ogbomoso in South-West, Nigeria. The study reported that students showed willingness to read more broadly, e.g. newspapers and novels but the following inhibiting factors: the family background of students where few homes are conducive to reading owing to noise and lack of reading materials; the lack of functional libraries in most of the schools surveyed and a similar lack of trained librarians or teacher librarians;

the failure to provide library periods in schools; language teachers and shortage of equipment and resources for teaching reading skills; and a heavy reliance on school texts hinder their reading habit.

Studies in Nigeria have also shown that secondary school students do not have interest in reading because of their negative attitude, lack of motivation by teachers, lack of reading materials, inadequate attention to reading, absence of reading on the time-table of schools and the influence of home videos, computer games and peer pressure (Kolawole, 1999; Ogwuegbu, 2000). Ifedili (2009) examined the reading culture among students in tertiary institutions in Nigeria. The major findings affirmed that there was a high decline rate in the reading culture among the students in the tertiary institution; 60% of students read prescribed textbooks only during examination period; browsing and watching television have taken most of students' time for reading and very few students (21%) buy novels to read for knowledge and pleasure. In a study by Abidi, Pour-Mohammadi & Lean (2011), 66% of the respondents claim that they read in order to pass exams; 40% claim to read because they think they should, additional 40% read because they are interested in a topic or subject, while only 10% read because they think reading is fun.

Reading habit of today's children is being affected by different factors which include technological development, and as a result, reading habits are changing. In our society today, while technology is slowly taking a steady control over individual lives, the reading habit is fast vanishing into thin air (The Hindu, 2004). Ikpaahindi (2008) rightly observed that information and communication technology especially internet technology is having adverse effect on the reading culture of Nigerians. This is because it discourages lazy students from engaging in serious reading. Many students prefer to spend most of their time in the cyber cafes, browsing, playing games, chatting with friends. This assertion was corroborated by a study carried out by Igbokwe and Obidike (2012) on the influence of technology on reading ability of Nigerian secondary schools. The study reported that teachers that were interviewed stressed that there is dwindling reading habits in primary and/secondary school children. They attributed the drop in reading habit of the children to too many distractions in the society; ranging from various types of electronic gadgets in homes to lack of proper attention by parents and teachers.

Secondary School Students and use School library in Nigeria

Nweke (1998) described school libraries to mean libraries in primary and secondary schools. He explained that they should contain more of children's literature as these are books that are produced largely with children's interest and needs in mind. Similarly while explaining the school library concept. Uche (1997) stressed that scope of knowledge had become too vast to be extensively with the boundaries of classroom instruction no matter the quality of that instruction. She therefore contended that through the school library these boundaries could be extended immeasurably in all forms of creative expression and the means provided to meet and stimulate many interest appreciation and curiosities of the youth. In order for the school library to provide diversified learning experiences to pupils and students, the school library assists by providing variety of materials for use of teachers and students in the school environment.

In the secondary school setting, it is the school library that bridges the gap between functional education and the children. That is why Adeniji (2006) sees the school library as the heart and soul, as it impacts all categories of learners from the slowest learners in the kindergarten to the most intelligent senior in the higher schools through the provision of print and non-print materials to aid teaching and learning. According to Odunsanya and Amusa (2004) school library provides an atmosphere for self-education and self-development of individual students and public in general. It is expected to bring its services within the reach of every adult member of the public and every child in the school irrespective of their social and mental status. It is also expected and to provide resources of all types on all subjects to students at various levels and classes. No doubt, the school library is an essential ingredient in learning at any level of education.

Even though, the National Policy on Education in Nigeria (1981), section 3 Nos. 5 and 10 states that libraries are one of the most important educational services. The policy recommends that every state ministry of education should provide funds for the establishment of school libraries and for the training of librarians and library assistants. The Nigerian government, however, has not provided serious financial backing to support the policy. As a result, the school libraries that exist have few materials and low patronage. This assertion was supported by Odebiyi (1992) who noted that Nigerian public schools are being established in the country today without adequate plans for functional school library to serve as the complement of teaching and learning and even students do not see school library as beneficial to their education. Nancy (1998) also reported that most school libraries in Nigeria did not meet the required set standard and as result, majority of the students used the library as quiet place to study their own textbooks and notebook.

Fayose (1995) decried the skeletal fiction collection and restrictions placed on the use of school library by children as responsible for their lack of voluntary reading. Similarly, Obayemi (2002) deplores the neglect of library and its development in some government owned secondary schools in Lagos state, Nigeria. The libraries were grossly underfunded, understaffed, under stocked and unorganized. Adeniji (2006) studied the utilization of school library by teachers in six secondary schools in Ogun State. The study revealed that library collections were inadequate in meeting teachers demands, as most of them had to visit other libraries to obtain more information on their area of needs. Besides, the study also showed that most of the school libraries were manned by teachers without qualification in librarianship and only twenty-eight percent respondents used the library for pleasure purpose.

Adetoro (2004) also lamented the poor state of school libraries in Nigeria and he observed that the oil boom of 70's in Nigeria brought relative growth and prosperity in acquisition of materials for libraries. He however reported that the 80's heralded hard times and brought about cutbacks in staff and funding which slowed down school library development nationwide. There are clear indications that conditions of these libraries have not changed for better and are most likely that their conditions are worsen as the Nigerian economy has not improved from recession.

In the same vein, Kolawole and Kolawole (2007) revealed that most schools surveyed in Oyo - State had no functional libraries, books and teachers who could promote reading at that level of education. The cumulative consequence of these problems is that most students were without having adequate skills to use libraries. Otong (2002) equally reported that only a few schools effectively introduce their pupils to school library.

Research Methodology

Survey research design was adopted for this study. The population of this study is made up of total students in the five secondary schools in Ijebu Ode and Remo Local Governments Area of Ogun-States, Nigeria. A random sampling technique was used to select three hundred and thirty (330) students; thirty five (55) students were selected from each of the five schools. Distribution of the sample is shown in table 1. Out of the 330 copies of questionnaire administered, only 315copies were returned and used for the analysis.

Table 1: Distribution of the Sample

Schools	Sample
Remo Secondary School, Sagamu	55
Ijebu Mushin College, Ijebu-Ode	55
Ijebu-Ode Grammar School, Ijebu-Ode	55
Remo Divisional High School, Sagamu	55
Christ Apostolic Grammar Sch, Iperu	55
Federal Government College, Odogbolu, Odogbolu	55
Total	330

Data Analysis and Results

Demographic characteristics of the Respondents

Demographic characteristics of the respondents shows that 198 (62.9%) were male, while 117(37.1%) were female. In terms of age distribution, majority of the students 113 (35.9%) were 17 years and above, 82 (26.0%) were between 15-16 years, 60 (19.0%) were between 11-12 years and 20 (6.3%) were between 9-10 years. Majority of the students 210 (66.7%) were were in Senior Secondary School classes (SSS)

Table 2: Reading interest of the Secondary Students surveyed

S/N	Reading interest	VI	%	I	%	NVI	%	NI	%
1	Stories about animals or a specific kind of animal	189	60	54	17.1	52	16.5	20	6.3
2	Stories on family life and about families	160	51	136	43	10	3	9	3
3	Poems for relaxation and for classroom works	97	31	120	38	83	26	15	5
4	Historical literature or stories describing unread or imaginary event	156	50	88	28	64	20	7	2

5	Tales on a particular war or about wars	75	24	57	18	88	28	95	30
6	Stories on school activities and about challenges of students	215	68.2	55	17.5	37	11.7	8	2.5
7	Tales of events, thing or happenings which have no cause or origin, works of mystery which can not be Explained.	38	12	91	29	137	43.5	49	18
8	Stories about the life people who have achieved	216	68.6	46	14.6	50	15.9	3	1
9	Funny or amusing and entertaining stories or comics	204	64.8	60	19	33	10.5	18	5.7
10	An account of unusual and exciting or dangerous experience or event(s) or occurrences	35	11	24	8	121	38	135	43
11	Stories describing unreal scientific event(s) or people	98	31.1	66	20.9	40	12.7	111	35
12	Books or textbooks on natural science subjects such as physics chemistry and biology	107	34	117	37	66	21	25	8
13	Books on general or specific sporting events achievements or stories	170	54	90	28.6	48	15.3	7	2,2
14	Textbooks on the art subjects such as history, government and literature etc.	223	70.8	33	10.4	30	9.5	29	9.2
15	Books on stories that describe how to do things	107	33	104	33	61	19.4	42	13.3
16	Textbooks on subjects such as Economics, Commerce and Business Management	205	65	87	27.6	7	2.2	13	4.1
17	General unread stories and fantasies	190	60.3	65	21	18	5.7	42	13.3
18	Consulting of material such as dictionaries, encyclopedia and Directories, reference materials	64	20.3	90	28.6	91	28.9	70	22.2

Note: VI=Very Interested; I=Interested; NVI=Not Very Interested; NI=Not Interested

The study requested the respondents to indicate their reading interests for leisure and academic purposes. The results are presented in Table 2. The results showed that students signified that they found textbooks on the art subjects such as history, government and literature very interesting with 223 (70.8%) students signifying, textbooks on subjects such as economics, commerce and business management 190 (65%) came next; stories about the life of people who have achieved recorded 189 (60%) of the students; stories about animals or a specific kind of animal followed with 173 (55%); stories on family life and about

families 160 (51%); historical literature or stories describing unread or imaginary events came next 156 (50%); stories about activities and about challenges of students 151 (48%) were also very interesting to the secondary students while an account of unusual and exciting or dangerous experience or event(s) or occurrence 35 (11%); tales of events, thing or happenings which has no cause origin and cannot be explained, mysteries stories 38 (12%) general unread stories and fantasies 72 (33%) reference materials such as dictionaries, encyclopedia and directories, reference materials 94(30%) were not interesting to the respondents in the surveyed schools. The other reading interests of the respondents are presented in table 2.

Table 3: Level of availability of library resources in school libraries surveyed

S/N	Library Resources	RA	%	A	%	NRA	%	NA	%
1	Audio CD	11	3.5	43	13.5	25	8	236	75
2	Cartoons	98	31	90	29	62	20	105	33
3	Story books	54	17	44	14	90	29	124	39
4	Games	39	12.5	50	16	105	33	111	35
5	Computer	10	3	28	9	122	39	155	49
6	Newspapers	15	5	37	12	132	42	131	42
7	Posters	10	3	12	4	170	50	123	39
8	Television	-	-	6	2	147	47	160	51
9	Audio Tape	3	1	40	13	135	43	137	57
10	VCD Player	14	4	25	8	125	40	148	75.5
11	Projector	-	-	5	2	10	3	300	95
12	Textbooks	45	14	55	17	96	30	119	38
13	Magazines	56	18	60	19	80	25	119	38
14	Reference books, e.g. Dictionaries, Encyclopaedias	63	20	22	7	78	25	152	48
15	Internet	5	2	-	-	12	10	295	94

Note: RA=Readily Available; A=Available; NRA=Not Readily Available; NA=Not Available

The study revealed the level of availability of library resources in the school libraries surveyed and this is depicted in Table 2. of most of these resources in the schools libraries surveyed as only 11 (3.5%) agreed that audio The revelation is that there was low level of availability CD, cartoons 98 (31%), story books 54 (17%), games 39 (12.5%), computers 10 (3.0%), textbooks 45 (14.0%), magazines 56 (18.0%), reference books 63 (20.0%) and internet 5 (2.0%) indicated that they were readily available in the school libraries. As could also be seen in the table that majority of the respondents signified that almost all the resources needed in the school libraries were not available as 236 (75.0%) affirmed that audio CD were not available, the same thing goes to other resources such as computers 115 (49.0%), newspapers 131(42.0%), posters 123 (39.0%), television 160 (51.0%), VCD players 148 (75.5%), projectors 300 (95.0%), textbooks 119 (38.0%), magazines 152 (48.0%), reference

books 152 (48.0%) and internet 295 (94.0%) said they were not available the school libraries surveyed. Other details in terms of level of availability of school library resources are shown in table 3.

Table 4: Frequency of Utilisation of library resources by the Secondary Students surveyed

S/N	Library Resources	D	%	W	%	M	%	O	%	N	%
1	Audio CD	-	-	-	-	-	-	15	5	300	95
2	Cartoons	-	-	-	-	38	12	222	70	55	17
3	Textbooks	135	43	121	38	54	19	5	2	-	-
4	Story books	150	48	88	28	65	21	12	4	-	-
5	Computers	45	14	64	20	-	-	95	30	111	35
6	Television	-	-	47	15	65	21	108	34	95	30
7	Posters	98	31	56	18	59	19	67	21	35	11
8	Games	88	28	80	25	67	21	76	24	4	1
9	VCD Players	-	-	47	15	67	21	111	35	90	29
10	Projectors	-	-	-	-	-	-	15	5	300	95
12	Magazines	88	28	121	38	38	12	8	3	60	19
13	Reference books, e.g. Dictionaries, Encyclopaedias	10	3	40	13	20	6	235	75	10	3
14	Internet	6	2	5	2	7	2	17	5	280	89

Note: D=Daily; W=Weekly; M=Monthly;O=Occasionally; N=Never utilised

Table 4 showed the level of utilisation of library resources by the secondary students surveyed. In order to determine resources the students' frequency of use of library resources, the utilisation was calibrated into daily, weekly. Monthly, occasionally and never in terms of how often they use them. In terms of daily use, the result showed that 150 students (48.0%) indicated that they utilised story books, textbooks 135 (43.0%) and Internet 122 (39.0%), posters 98 (31.0%), games 88 (28.0%), Magazine 88 (28.0%) while only 10 (3.0%) signified that they consulted reference sources on daily basis. On the resources they utilised frequently on weekly basis, result shows that textbooks and magazines were frequently utilised by the students with about 121(38.0%) indicating that they utilised textbooks and magazines, story books was also prominent with 88 (28.0%), Internet has 79 students (25.0%), computer 64 (20.0%). On monthly basis, resources that were frequently utilised by the students were Internet with 88 students (28.0%) indicating, games with 67 (21.0%), story books has 65 (21.0%) and posters with 59 (19.0%). The result also revealed materials the students frequently utilised occasionally by the students in the libraries surveyed, reference sources top in this category as about 235 (75.0%) signified, cartoons 222 (70.0%), VCD players 111 (35.0%), television 108 (34.0%), computer 95 (30.0%). In terms of materials that were never used by the students the schools libraries, audio CD and projectors top the lead as about 300 (95.0%) indicating that they were never read, computer 111 (35.0%), television 95 (30.0%) while VCD players has 90 (39.0%) signifying that they were not consulted in the school libraries surveyed.

Table 5: Challenges impending utilisation of the school libraries resources

Impediments to the utilisation School libraries	Frequency	Ranked Order
Non- availability and accessibility of library resources	256	1
Lack of library hours on time table	236	2
Non- availability of information resources of my interest	234	3
Unconducive environment for reading in the library	224	4
Location of the school library	207	5
Inappropriate operating hours of the school library	203	6
Unconducive environment for reading in the library	190	7
Inadequate library staff	190	7
Location of the school library	122	8
Provision of information resources in format dislike by students	120	9
Limited reading space in the library	120	10
Excessive class works	120	10
Inability to read and comprehend	111	11

Non- availability and accessibility of library resources, is ranked first in the challenges facing students in making use of school library. Other challenges include lack of library hours on time table library staff, non- availability of information resources of my interest, unconducive environment for reading in the library, location of the school library, inadequate library staff, limited reading space in the library, Excessive class works, provision of information resources in format dislike by students as and Inability to read and comprehend

Discussion of the Findings

The study revealed that secondary school students surveyed are very interested in arts related materials such as history, government and literature. They are also very interested in books on subjects such as economics, commerce and business studies. The finding also indicated that respondents were not very interested in books on natural sciences such as physics, Chemistry and Biology. The respondents equally were not very interested high interest on books that describe how to do things. This might be attributed to fact that arts and social sciences subject are more popular among secondary school students in Nigeria and that is why there are more students in arts and social sciences classes than in sciences in the country.

The finding also showed that the students surveyed are very interested in stories about people that have made it in life, this perhaps, could be as a result that the children need to learn from the experiences of people that have succeeded in life in order to assist them in molding their characters toward being successful in life. In addition, the finding showed that the respondents found books on fantasies very interested, this is in line with the with the finding of Woolcott Research (2001) conducted in Australia, that reported that school

students like reading fantasy while in Britain, fantasy fiction was top in reading interest of children in schools in a surveyed carried out by MORI(2004).

The finding also indicated that the respondents are very interested in funny or amusing stories or comics. This could be as a result of the fact that children might develop reading such materials as they serve as sources of entertainment as students would be amused by the humorous stories. This finding is similar to the summation made by MORI (2004) that secondary student have great interest in humour. The finding further revealed that the respondents are very interested in reading books that cover stories on school activities and about challenges of students, the probable reasons could being that the students by reading such stories students will learn on how to tackle challenges faced relating to schooling as they are experiencing the problems themselves, they will be inquisitive and curious to read how to triumph, hence the great interest they showed on these materials is understandable. This finding also corroborated the Shafer (2003) revealed that students often enjoy stories that they can compare to their own lives in some way while Carter (1988) reported that students find books that are relevant to their daily concerns more interesting. The finding also tallies with Samuels (1989) who submitted that young adults liked books about problems that they or someone they knew had, while Johnston(1999) established that secondary students seem to enjoy literature when stories, reflect their lives and offer information about their world

Stories about animals were also of great interest to the students, perhaps, this could be as result of curiosity of the children in wanting to know and learn about these lower creatures as they might be have been hearing and watching documentaries on animals on television or films. The interest students showed in stories on animals could also be influenced by what they watch on television just as Gallo (2007) reported that the reading interests and habits of students in grades four through twelve are influenced by television and movies they often watched. This finding also confirms the revelation of Higginbotham (2006) that secondary students have interest in reading stories on animals.

In addition, to a great extent, the finding suggested that the respondents were very interested in books on general or specific sporting event achievement, historical literature or imaginary events. The high interest shown in sporting events is not unconnected to the significance roles sports play in the world, notable Nigerians have made it in life through sports and it is also good in portraying the image of various countries in the world. All these could ginger them to see them as role model and therefore develop great interest in reading stories relating to sports. It is also pertinent to mention that the children did not show much interest in books on poems. The students equally did not have interest in reading tales on war and dangerous experiences/events, which have no cause or origin, works of mystery which can not be explained. This could be attributed to their ages as they are young to read scaring and frighten stories, which can bring them discomfort. This finding disagrees with the finding of Higginbotham (2006) who examine the reading interests of middle school-sixth, seventh, and eighth grade-students and reported among other things that the students have interest in reading books on mysteries.

This finding also negates Balasundram (1991) who also revealed that students in secondary schools have interest in mystery stories. The disagreement with these studies could be caused by differences in socio-cultural settings that the children experienced. The revelation of this study also showed that there was low level of availability of library resources in the school libraries surveyed. Finding also revealed that the book collection of the school libraries is inadequate materials in the libraries was not only scanty but poorly organized for effective library and information service delivery. The expected printed and non-printed materials are not available. This finding has further reinforced the non-availability of these resources in most of the school libraries in Nigeria as reported by various studies such as Ahmed (2003); Adetoro (2004); Adeniji (2006); Nwofor and Ilorah (2006); Kolawole and Kolawole (2007) Udensi (2000); Owate & Okpa Iroha (2013).

In respect of school library utilisation by the respondents, the result showed that the level of utilisation of library materials is very low as most of them hardly use library resources in their school libraries. This low usage of the resources in the school libraries is in agreement with the submissions of other scholars such as Aderanti & Adedotun (2015) that reported libraries in the school were not always been used by students due to unavailability of resources even though the library is considered by the students as the most influential in academic performance. Similarly, Arua (2011) reported the same low utilisation of library resources among secondary school students in Umuahia North local Government of Abia State, Nigeria while the of Ajegbogun and Salam (2007) revelation of also was not different as they reported low utilisation of school library resources by secondary school students in Nigeria.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. The provision information resources in the school libraries and such materials should be accessible to the students.
2. Government should commit funds for the establishment and development of the school libraries.
3. The school libraries should start acquiring materials as dictated by the reading interest of these students so that their interest could be aroused and sustained in reading.
4. Suggestion boxes should be placed in the library for students to give suggestions on how to improve library services to students.
5. Adequate professional and non-professionals staff should also be employed by government and owners of the school.
6. The school libraries should also be mounting programmes that will promote reading and library usage among students and teaching staff in the schools, such programmes may include exhibitions, library week, reading competitions, library/ Book clubs and library magazines.
7. Extension of library opening hours beyond the official closing hours of the school so that students could have time to use the school libraries.
8. Teachers should also encourage students to use the school library by making use of the libraries themselves so that the students could emulate them.

References

- Simisaye A.O & Quadri, M.O (2011).Developing reading habit in children: Lagos State Library Board Summer Reading Programme Experience. *Library Philosophy and Practice*.
- Abidin, M. J. Z., Pour-Mohammadi, M. & Lean, O. C. (2011) The reading habits of Malaysian Chinese University Students. *Journal of Studies in Education*. Available @ www.macrothink.org/journal/index.php/jse/article/download/1037/810
- Adeniji MA (2006) Use of school library by teachers in Ogun state. *Nigerian.Libraries*. 5(2):35-42.
- Aderanti R. A. & Adedotun, A. (2015) Perceived influence of information sources availability and U#use on the academic performance of secondary school students in a Nigerian Metropolitan City. *American Journal of Educational Research*, 3 (11): 1346-1349.
- 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
- Ahmed ,Y.O. (2003). Impact of school libraries on students' learning in Ilorin local government area. *Ilorin Journal of Science Education*, 2(2):168-184.
- Ajegbomogun, F.A. & Salaam, M.O. (2011) The State of school libraries in Nigeria. *PNLA Quarterly*, 75(3) (Spring 2011) :1-8 Retrieved on July 23 from www.pnla.org.
- Alegbeleye, M. O. (2008) Reading skills and development for effective use of library resources. *Nigerian School Library Journal* 7: 1-10
- Arifin, A.Z.(2005), The Factors influencing the students' interest in learning english (skripsi), English Department, Faculty of Teacher Training and Education, UNISLA, Lamongan.
- Arua, C.E. (2011). The influence of teachers on students' leisure reading: A case study of a Botswana Junior Secondary School. *The 7th Pan African Reading for All Conference. Conference Programme and Book of Abstracts*11-14th July, 18
- Babcock University Undergraduate Bulletin, (2009-2011). Lagos: Unique Impressions
- Balasundram, S. (1991). A survey of children's reading interests. *Singapore Book World*, 20, 82-105.
- Books Aid International. (2003). Is reading a dying pastime? Readers across in globe say no! (Press Release). Retrieved July 22, 2016, from <http://www.bookaid.org/cms.cgi/site/news/>.
- Busayo, I. O. (2011) The school library as a foundational step To children's' effective reading habits. *Library Philosophy and Practice* . Available @ <http://www.webpages.uidaho.edu/~mbolin/busayo-reading.htm>
- Carter, M. A. (1988). How children choose books: Implications for helping develop readers. *Ohio Reading Teacher*, 22, 15-21.
- Collins, E. H & Cheek, M. D. (1999). *Assessing and guiding reading instruction*. New York: McGraw Hill
- Cundiff, R.E. (1948) Children's reading interests. *Peabody Journal of Education*, 25(6): 259-263
- Cunningham, A.E., & Stanovich, K.E.(1998). What reading does for the mind? *American Educator*, 22(1): 8-15.
- Dike, V. W. (1998) Reading promotion in Nigeria: the role of school libraries. In: *Elaturoti, D. F. (ed) Nigerian school librarianship: Yesterday, Today and Tomorrow* .Ibadan: Nigerian School library Association, 173188

- Fayose, P.O. (1995). *School library resource centres for educational excellence*. Ibadan: AENL Publishers. 20.
- Gallo, D. (2007). Reading interests and habits of connecticut students in grades Four through Twelve". *The Reading Matrix*. 2 (3). September.
- Hall, C. & Coles, M. (1999). *Children's reading choices*, London: Routledge.
- Hickman, J. (1984). Research currents: Researching children's response to literature. *Language Arts*, 61, 278-284.
- Higginbotham, S. (2006). Reading interests of middle school students and reading preferences by gender of middle school students in a Southeastern State". *Libraries Unlimited*.
- Ifedili, C. J. A. (2009) An assessment of reading culture among students in Nigerian tertiary institution a challenge to educational managers *Reading Improvement* 46 (1) retrieved on June 28 2016 from <http://www.freepatentsonline.Com/article/Reading-Improvement/218120730.html>.
- Ifidon, B.T. (1994) Books scarcity in Nigeria: causes and Solution *African Journal of Library Archives and Information Science* 4(1):55-62.
- Igbokwe, J.C., Obidike, N.A. & Ezeji, E.C. (2012). Influence of electronic media on reading ability of school children. Available online at: <http://unllib.unl.edu/lpp>
- Ikpaahinid, L. N. (2008). Readership promotion and national development: The librarians view. A paper presented at the 7th Nigeria International Book Fair and National Book Fair. Lagos: The Nigerian Book Fair Trust.
- International Reading Association (IRA) (2000). Providing books and other print Materials for classroom libraries: A position statement of the International Reading Association. Retrieved on 23 June 2016 from <http://www.reading.org>
- Issa, A.O., Aliyu, M.B., Akangbe, R.A. and Adedeji, A.F. (2012) Reading Interests and Habits of the Federal Polytechnic, OFFA, Students. *International Journal of Learning & Development*, 2, (1), 470-486.
- Johnston, I. (1999). Postcolonial literature and the politics of representation in school programs *Interchange*, 30, 11-25.
- Kolawole, C. O. O. and Kolawole, A. O. (2007). Promoting effective reading among public elementary school pupils in Ibadan, Nigeria. Paper presented at the Reading Adventures Conference on Perspectives on Reading and the Culture of the Book. International Congress Center, Binyanei Ha"Uma, Jerusalem, 19-21 February.
- Kolawole, C. O. O. (2009) The State of Reading in Selected Secondary Schools in Oyo State, Nigeria *African Research Review: An International Multi-Disciplinary Journal*. (1), 388-398)
- Kragler, S. & Nolley, C. (1996). Student choices: Book selection strategies of fourth graders. *Reading Horizons*, 36, 354-365.
- Krashen, S. (1993). *The power of reading: Insights from the research*. Englewood, CO:
- Krashen, S. (2004). *The power of reading*. Portsmouth: Heinemann and Westport, CN: Libraries Unlimited
- Majid, S. & Tan.V. (2007). Understanding the reading habits of children in Singapore. *Journal of Educational Media & Library Sciences*, 45(2), 187-198.
- Market and Opinion Research International (MORI) (2004). *Journal of Educational Media & Library Sciences* 45: 2 (Winter 2007) retrieved on June 3 2016 from <http://www.ipsos-mori.com/polls/2003/nfm17.shtml>.
- Medahunsi, S.O. (1987). The Problem of reading and textbook adaptation in vocational and technical education. *Nigerian Journal of Technical Education*, 4(1&2), 95-102

- Mellon, C.A. (1990). Leisure reading choices of rural teens. *School Library Media Quarterly*, 18, 223-228.
- Mokatsi, R. (2005). Sharing resources: How library networks can help education goals. East Africa Book Development Association. A research paper looking at libraries in developing world. Commissioned by AID International.
- National Center for Education Statistics. (1993). NAEP 1992: Reading report card for the nation and the states. *Report No. 23-ST06*. Washington, DC.
- National Policy on Education (1993). Lagos federal republic of Nigeria.
- Obanya, P. (2002). *Revitalising Education in Africa*. Ibadan, StirlingHorden.
- Nweke, E. (1998). *Selection and acquisition of materials for school libraries*, Owerri: Ministry of Information & Social development.
- Nwofor F.A, Ilorah H.C(2006). School media resource center: a tool for developing good reading habits in children. *Nigerian link: Journal of Library and Information Science*. 4(1&2): 87-94.
- Obayemi, A.S. (2002) Assessment of school library service in a local government area, Lagos State, Nigeria: A case study. *Journal of Library, Archives and Information Science*. 12(1): 59-61.
- Odebiyi, O. (1992) Gateway: the grant strides of the government and people of Ogun state (April 1976-1992), Abeokuta, 6
- Odusanya, O.K.and Amusa, O. I. (2004). School library and promotion of teaching and learning in Nigerian Secondary Schools. *Nigerian School Library Journal*. 5 (1), 38-46.
- Ogle, L.T, Sen, A., & Pahlke, E. (2003). International comparisons in fourth-grade reading literacy: Findings from the Progress in International Reading Literacy Study (PIRLS) of 2001. Retrieved May 6, 2016, from <http://nces.ed.gov/pubs2003/2003073.pdf>
- Ogunrombi, V.E. & Adio,G (1995). Factors affecting the reading habits of secondary school students. *Library Review*, 44 (2), 50.
- Oguwogu, E. (2000). *Students reading interest and academic performance in secondary schools*. Unpublished M.Ed Project. University of Ibadan.
- Olanlokun, S.O.(1999) Strategies for effective reading environment for the Nigerian Society. *Gateway Library Journal*, 2 &3, 1-10.
- Onifade, F.N. (2002) Readership typology and reading habits: A case study of Simeon Adebo Library, Abeokuta, Nigeria, *Gateway Library Journal*, 5(1/2) 78-84.
- Otong, E. J. (2002). Developing first language literacy through the effective participation of libraries in Nigeria. In Onukaogu, C. E. (Ed.) *Literacy and reading in Nigeria*, 9 (2) 131-138.
- Owate, C.N.and Okpa Iroha(2013)The availability and utilization of school library resources in some selected Secondary Schools (High School) in Rivers State, *Educational Research and Reviews*, 8 (16), 1449-1460, retrieved on 22 June 2016 from <http://www.academicjournals.org/ERR>.
- Radebe, T. (2001). Children's literature in the nineties: a South African perspective, In: Stilwell, C., Leach, A., Burton, S. (Eds.) *Knowledge, information and development: An African perspective*. Peitermaritzburg: School of Human and Social Studies, 120-132.
- Rinehart, S. D., Gerlach, J. M., Wisell, D. L., & Welker, W. A. (1998). Would I like to read this book?: Eight graders' use of book cover clues to help choose recreational reading. *Reading Research and Instruction*, 37, 263-280.
- Royce, J. (1995). Lifelong reading element #4: Interest and enjoyment. Retrieved May 20, 2016 from <http://vm.robcol.k12.tr/~jroyce/read6.htm>

- Rubin, D. (2002) *Diagnosis and correction in reading and guiding reading instruction*. 4th ed. Boston: Allyn and Bacon.
- Samuels, S. J. (1987). Information processing and reading. *Journal of Learning Disabilities*, 20, 18-22.
- Sangkaeo, S. (1999). Reading habit promotion in Asian libraries. 65A IFLA council and General Conference, Bangkok- Thailand. Aug 20-28th.
- Shafer, G. (2003). Reflections on a democratically constructed canon. *Teaching English in the Two-Year College*, 31, 144-153.
- Shefelbine, J. (1998). Literacy as a way of life. Retrieved on July 12, 2016, from http://teacher.scholastic.com/products/readingcounts/pdfs/reading_volu_minously.pdf
- Steffensen, A. & Weinreich, T. (2000). Children read books: Reading habits, reading ability reading aloud (summary). Retrieved May 27, 2016, from <http://www.cfb.dk/site.aspx?p=301>
- Stoefen-Fisher, J. M. (1990). Teacher Judgments of Student Reading Interests: How Accurate are They? *Journal of Special Education and Communication Disorders*. Department of Special Education and Communication Disorders, University of Nebraska-Lincoln. July 35 (3): 252-256
- Sturm, B.W. (2003). The information and reading preferences of North Carolina children, *School Library Media Research*, 6. Retrieved March 26, 2007, from http://www.ala.org/ala/aasl/aaslpubsandjournals/slmrb/slmrcontents/volume6_2003/readingpreferences.htm.
- The Hindu (2004). Whither the reading habit? Online India's National Newspaper, Monday, July 12. Retrieved on 30 July 2016 from: <http://www.hinduonnet.com/thehindu/mp/2004/stories/200407120250300.htm>
- Times Educational Supplement (2000). Boys drop books in favour of computer and TV. Retrieved March 25, 2007, from <http://www.literacytrust.org.uk/database/boys/english.html>
- Uche, A.C. (1997) *BOOK CARE, User services and basic Infrastructures in primary school libraries*, Owerri: Imo State Library Board.
- Udensi J. N (2000). "The role of library in effective teaching and learning in education Institutions in Nigeria" *J. Sci. Technol. Math. Educ.* 3(1):73-80.
- Woolcott Research. (2001). Young Australian reading: From keen to reluctant readers. Retrieved March 26, 2007, from http://www.slv.vic.gov.au/pdfs/aboutus/publications/yar_report.pdf.
- Zhou, H. & Salili, F. (2008) Intrinsic reading motivation of Chinese preschoolers and its relationships with home literacy, *International Journal of Psychology*, 43(5): 912-916