

LIBRARY RESOURCE FACTORS AS PREDICTORS OF READING HABIT AMONG SECONDARY SCHOOL STUDENTS IN OGUN STATE, NIGERIA

Catherine Enobong OLAOTAN

The Library

Federal College of Education, Osiele

Abeokuta, Ogun State, Nigeria

Olakate15@gmail.com

Ayodeji ONIFADE

T.Y Danjuma University Library

Ajayi Crowther University, Oyo

Oyo State, Nigeria

Eralybaba1@yahoo.com

Abstract

The study investigated the extent to which library resource factors such as availability, adequacy and utilisation of information resources predicted reading habits of senior secondary school students in Ogun State, Nigeria. The survey research design was adopted while questionnaire was used as major instruments of data collection. Usable data were collected from 537 students. Findings from the study revealed the dearth of book, instructional and electronic resources as only textbooks and novels were found to be commonly available in school libraries in Ogun State for students' use. However, results from the study revealed regular utilisation of information resources by the students pointing to the fact that the students do have access to relevant information resources outside their respective school libraries. Moreover, findings from the study revealed that the students make use of the library mainly for the purposes of borrowing books and getting information only and do not make use of the library for studying and reading activities due to lack of availability of information resources relevant to their needs within the school libraries. Further findings from the study revealed that the students read mainly for the purposes of academic, information and knowledge acquisition thereby affirming their favourable disposition to reading. Also, a positive relationship was established between reading habits of students and availability, adequacy as well as utilisation of information resources, hence the library resource factors. Availability, adequacy and utilisation were found to have positively predicted reading habits of senior secondary school students in Ogun State, Nigeria with a 5.5%, 19.2% and 12.6% prediction level respectively.

Keywords: *Availability, adequacy and utilisation of information resources, library resource factors, Reading habit, Secondary school students in Ogun State, Nigeria*

Introduction

Reading is an important learning tool at every level of education. When students are equipped with necessary library resources and encouraged to make reading part and parcel of their daily lives, it is likely to make learning more effective and reduce some of the problems in our school system. Reading is the major key to making progress in learning. Inability to read well may be as a result of poor reading habit which makes a student fall

progressively behind other members of the class. If a learner possesses poor reading habits, he/she suffers serious handicaps not only in school but also later in the world of work (Keles, 2006). This is true when one considers the fact that education is now learner-centred with more effective techniques placing a far greater emphasis on the learner's ability to read.

Reading habit refers to the behaviour which expresses the likeness of reading. It is a pattern with which an individual organises his or her reading. It explains the purpose and preference for reading as well as frequency of reading. Therefore, students' reading habit revolves around the purpose of reading which may be for passing examinations, getting information, improve general knowledge and entertainment. In corroborating this assertion, Kumar, Ansari and Shukla (2010) reported that the major purposes of reading among senior secondary school students in India are for getting information and to improve general knowledge.

Good reading habit is a good asset to students because it enables students to achieve excellent academic performance in their studies while bad reading habit constitutes constraints to learning and achievement thereby leading to failure. Observations have revealed that students with poor reading skills end up receiving poor grades at school, get easily distracted and frustrated, have behaviour problems, seem to dislike school and often fail to develop to their full potential. Dorothy (2002) corroborated this assertion by emphasising that student with poor reading habits have higher chances of anti-social behaviour such as school violence, bullying, incidence of hacking computers and even incidence of examination malpractices which have a higher correlation with poor reading habits.

The advantages of good reading habits as outlined by Aina, Okusaga, Adebowale and Ogundipe (2011) include; development of active mental process, development of fundamental skills, vocabulary improvement, insight into other cultures and places, concentration and memory improvement, self-esteem building and development of independent learning ability. The quality of reading habits and interests of students has vital importance in the development of students' mind and this has made analysing students' reading habits very necessary. The reading habits, therefore, plays a very crucial role in enabling secondary school students achieve practical efficiency. Scholars have identified library resource factors, some of which include, provision, availability, adequacy, relevance and effective utilisation of library resources by the students as well as role of qualified personnel as major factors that can influence the ability of students to

However, library resource factors to be considered within the context of this study are availability, adequacy and utilisation of information resources in secondary school libraries. Availability of library and information resources means ensuring the presence of print, non-print and electronic resources within the library for students' use. Print resources includes; textbooks, fiction, journals, indexes, abstracts, newspapers and magazine as well as; flip charts, maps, graphs, diagrams, photographs, posters and globes. Non-print resources include; radio, television videotapes/cassettes, diskettes, magnetic

disk, computers and microforms. Audio tape recording, slides, transparencies, and computer-based interactive media such as internet/e-mail are various library resources that assist students in forming mental pictures of theoretical postulates and providing audible sounds for easy reading and understanding (Odili, 2006). The minimum standard for school libraries in Nigeria stressed that educational resources material of any school library should consist of print and non-print resources.

Busayo (2011) emphasised the function of library and information resources availability as including; development of reading skills, encouraging long-term reading habit, listening to and viewing a variety of learning materials. Also, opportunities for further reading, the use of materials other than prescribed classroom textbooks and provision of recreational materials to encourage students to read for pleasure are afforded through availability of library resources. Hussain and Munshi (2011) highlighted the resources to be made available in the school library to encourage reading habits as including; literary books, novels, story books and romantic literature, newspaper, travelling story, magazines and scientific books. According to them, students read these materials for getting pleasure through edutainment

The school library is a life wire for the attainment of academic excellence and determinant of functional education. The basic requirement for developing good reading habits is the availability of library and information resources in schools. However, the available resources must be adequate. Adequacy refers to the size, range and the complexity of the resources combined with its quality (Aguolu & Aguolu 2002). A good library well equipped with books, periodicals and non-book materials in all subjects is essential for advance study and discovery. In order to inculcate good reading habits, the library collection must be adequate in terms of quantity, quality and currency. The provision of quality information will have impact on the learning environment. On the contrary, if the quality of information provided leaves much to be desired, the result would be worse, (Hanif & Uddun, 2009). Thus adequacy of any collection has both qualitative and quantitative dimensions.

According to IFLA (2015), the collection standards for a school library should include many digital resources available onsite or through external commercial databases and licensed reference materials, and that the conventional school library collection standards should be based on curriculum requirements and instructional approaches. However a balanced collection of current and relevant items is needed to ensure access to resources for users of different ages, abilities, learning styles, and backgrounds. The collection should support the curriculum through information resources, whether in physical or digital formats. Oluwadare (2007) opined that adequate library resources play an effective role in secondary education in Nigeria. It is a tool of man's knowledge and experiences stored in useful format to aid the learning of the academic community. From the foregoing, the importance and relevance of availability and adequacy of library resources in developing reading habits can be established.

Utilisation of library resources, on the other hand, is referred to as the practical and maximum use of library information materials either in book or electronic format by a user

for pleasure, research and in-depth study or for the purpose of solving a problem. Utilisation of library resources has been reported as having the possibility to influence the reading culture of individuals. The UNESCO (2004) report highlighted inappropriate use of libraries, and poor stocked and unattractive libraries which lack potentials to encourage anyone to read for knowledge or pleasure as major constraints to reading culture development among secondary school students.

Adigun and Oyelude (2003) posited that library resources utilisation can help in developing skills in reading and assist students in organising their thoughts and jotting down important facts while reading as well as equipping them for life-long learning. To promote the utilisation of a library and its resources, there is need for a functional library with qualified personnel and adequate resources and facilities (Adetoro, 2006). Such a library, according to him, would develop in users good reading skills and encourage long-term learning habits through listening, reading and viewing. In their study Ogunbote and Odunewu (2008) reported reading of personal books/lecture notes and doing assignments as the major purposes for which students make use of library resources. This is corroborated by Ojebode's (2008) findings which revealed that majority of the students in both public and private schools in Nigeria use the library for the purpose of reading and studying for examinations.

Research has shown that the reading habits of secondary school students in Nigeria for the past years have not been impressive. A large percentage of secondary school students have problem of poor reading habits. This has led to poor academic performance in both internal and external examinations thereby constituting a major concern to all stakeholders in the education sector. One of the reasons for the poor reading habit and interest has been attributed to the failure of schools to promote and cultivate permanent interest in students' use of the school library to enhance positive reading habit in them. The school library is expected to make up for non-existence of libraries at home. However, scholars have observed that school library resources are grossly deficient and inadequate. This scenario has denied many students the necessary exposure to and utilisation of needed library resources. Thus, there is need to investigate the factors that may be responsible for reading habit formation among secondary school students in Nigeria.

Scholars investigated several factors predicting reading habits of secondary school students however; there seem not to be any investigation on the relationship and extent to which availability, adequacy and utilisation of library resources predict reading habits of senior secondary school students in Ogun State, Nigeria. Therefore, this study investigated the extent to which library resource factors {availability of library and information resources, adequacy and utilisation of library and information resources can predict reading habits of senior secondary school students in Ogun State, Nigeria.

The following research questions were answered in this study:

1. What are the library resources available for use by senior secondary school students in Ogun State?

2. What is the level of adequacy of library resources in senior secondary schools in Ogun State?
3. What are the library resources utilised by the senior secondary school students in Ogun State?
4. What is the pattern of senior secondary school students reading habit in Ogun State?
5. For what purposes do senior secondary school students in Ogun State read?
6. What relationship exists between availability, adequacy and utilisation of library resources and reading habit; and to what extent do these library resource factors predict reading habits of senior secondary school students in Ogun State?

Literature Review

Reading habit of secondary school students

It is believed that for continuous and regular progress in education process, students need to be enhanced to gain reading habits so as to fulfill individual improvement. A study carried out on promoting reading habits by Guthrie (2001), revealed that one of the major contributions to reading is motivation of students for text comprehension. In the mentioned study, it was also reported that motivation increases reading amount and respectively increases both intrinsic and extrinsic reading amount. In this context, motivation can be acknowledged as an important factor for prompting reading habits and reading preferences. In addition, by motivating students for reading, educators can direct students to gain awareness in their social interaction as well as self-esteem. In this perspective, positive attitudes are created by motivating individual habits and interests, and they are all interrelated and supportive items for boosting reading habits (Calkins, 2001).

Similarly, the acquisition of good reading habit has a beneficial effect on all subjects. Poor reading habit can make a student develop a poor attitude towards libraries and schools, and can create self-esteem problems later in life (Fosudo, 2010). Antwi (1985), studies show a relationship between readings or early literacy and a child's emotional, mental health, and social behaviour. According to him, a study done in the United States of America showed that reading was correlated with delinquency, independent of neighbourhood, ethnicity, and family involvement, and was the same in both ethnic groups sampled and constant over the age range studied. The degree of seriousness of delinquent act was directly correlated to the degree of severity of reading problems. The study also showed that early in the primary grades, children who are struggling with literacy begin to experience failure and related negative effects in interpersonal skills. These effects can include task avoidance and acting out, lowered levels of personal regard, seeking of personal validation in venues that are antisocial and most especially, have poor attitude toward the use of library that could enhance their reading habits positively. The quality of reading habits and interests of students has vital importance in the development of students' mind and this has made analyzing students' reading habits very necessary.

Reading habit refers to the frequency of reading, and the average time spent on reading materials. Cleary cited in Abeyrathna (2004) stated that an individual's interest is determined to a considerable extent by the amount of reading materials he will read and the intensity with which he will pursue his reading activity. Bas (2012) emphasized a

favourable reading habit as a prerequisite for a healthy intellectual growth and plays a very crucial role in enabling a person to achieve practical efficiency. By reading books, one gets confirmation or rejection of one's own ideas, which makes one think more critically about right and wrong in the society (Bergland in Abeyrathna, 2004). Reading therefore provides people with a sense of values, which enable them to gradually develop the greatest of all virtues, that is the ability to understand rather than condemn (Bas 2012).

Reading habits refer to regular involvement in reading activity. It is the cultivation of an attitude and possession of skills that make reading a pleasurable, regular and constant activity. Reading habit is identified as the single most important determinant of a student's success in education in our modern complex society (Nssien, 2008). According to Nnadozie and Egwim (2008) books and reading are vital components of successful learning and that since books are important medium of information dissemination, backbone of national development, and principal element in the education process, it can be deduced that no developing nation can advance significantly without making abundant use of ideas, information, and knowledge stored in books.

Research have revealed that students with poor reading skills end up receiving poor grades at school, get easily distracted and frustrated, have behavior problems, seem to dislike school and often fail to develop to their full potential. Dorothy (2002) corroborated this assertion by emphasising that student with poor reading habits have higher chances of anti-social behaviour, such as school violence, bullying, incidence of hacking computers and even incidence of examination malpractices which have a higher correlation with poor reading habits. She, however, stated that this does not mean that only students with poor reading habits display such anti-social behaviour. On the frequency of reading, Nnadozie and Egwim (2008) reported that majority of the students that participated in their study were involved in daily reading, though most of the regular readers were students of private schools though most of the students spend less than two hours on reading daily. However, the incidence of more serious reading established in private schools may be due to the provision of necessary facilities required to facilitate reading by pupils in these schools.

Influence of availability of library resources on reading habits of students

Effective delivery of library services is contingent on the availability and adequacy of library resources such as books, journal, magazines, newspaper, charts, photographs, posters. Audio-visual materials such as television, computer, motion pictures, multimedia projector, radio, recorder, disc, audiotape, personnel, space and the new information and communication technologies (ICT) such as internet. Introducing Internet services in libraries as library resources is also desired by those providing library services. Dike (2008) noted that audio-visual materials serve as concrete channels of information which can help a learner to form a mental picture of what is being communicated.

Commenting on available library resources, Ogunbote and Odunewu (2008) in their study reported textbooks and fiction/novel as the most commonly available library resources in school libraries in Ijebu North local government of Ogun State. Also, Ojebode (2008) findings on available library materials in schools revealed the book as the most commonly

available library materials in both private and public schools in Oyo town, though most of the books that were available in the libraries were worn out and obsolete. The basic requirement for developing good reading habits is the availability of books in schools. Jiagbogu, Osuchukwu, Obijiofor and Ilorah (2012) reported only story books, reference books, textbooks, magazines, newspapers, and maps as learning resources available in government owned schools in Anambra State.

The success in the utilisation of library resources in schools, according to Wofford (2000), depends largely upon the availability of the resources and how effective the resources are organised for improved access to the students. Every school library should be responsive to the needs of the teachers and students by providing suitable library resources for teaching and learning facilitation respectively. In his study, Okasi (2003) believed that school libraries should always provide balanced library collection to meet the needs of the library users.

Influence of adequacy of library resources on reading habits of secondary school students

Library collections provide resources, which support the curriculum and are consistent with the philosophy, goals and objectives of the school. These resources must, however, be adequate for the goals and mission of the schools to be achieved. According to Shivalli (2005) finding relationship between adequacy of library resources and reading habits of students revealed that reading habits of users get negatively affected by the non-availability and inadequacy of the required information resources in libraries. Also, Sharma and Singh (2005) reported inadequacy and non-availability of required materials as main reasons for students not visiting the library to read library books. Olajojo (2013) findings revealed textbooks, dictionaries, maps and pictures as library resources that were found to be adequately available in school library media centres in Oyo state.

Furthermore, Haruna (2007) found that students who used libraries were partially satisfied with the adequacy of library materials and are using it because they did not have any other alternative. Burman (2013) study on the use of library and reading habits by the students of library and information science in India reported inadequate library resources as major hinderance to reading habits development among the students. Emphasising the importance of adequate and relevant information materials to students reading habits, Odili (2006) remarked that the greatest value of library resources is that it allows pupils to acquire lasting mental experiences at their own pace outside the authority of the teacher. However, he remarked that if the library resources are inadequate students could be seriously handicapped and the learning process hampered when relevant library resources for use as concrete illustration of ideas are lacking or inaccessible.

Utilisation of library resources and reading habits of secondary school students

The role of the libraries in promoting reading is especially crucial in countries like Nigeria where education is emphasised in scientific, reflective thinking and creativity. Libraries and librarians would help children and youths develop creative ability, critical and independent thinking through their exposure to a wide variety of instructional resources

and learning opportunities. With provision and usage of library resources, readers would learn and understand why and how certain decisions or conclusions are reached; the effect of conflicting or incomplete information.

Findings from Akanda, Hog and Hassan (2013) revealed that reading habits and library use are closely interlinked as it is widely assumed that one of the main indicators of the decline in people's reading habit is the fact that the number of people visiting libraries is also decreasing worldwide. Although this is not supported by reliable statistics, it could be inferred that because of the prevalence of digital technologies and various means of entertainment, young people feel less enthusiastic about library visits. However, the survey findings show that a high percentage of Rajshahi College students visit the university library on a regular basis.

Methodology

The survey design was adopted for this study. The population of this study comprised all the 11,769 senior secondary school students in public secondary schools in Ogun State, Nigeria. There are two hundred and ninety seven (297) senior secondary schools spread across the twenty Local Government Areas in Ogun State (Ogun State Ministry of Education Almanac. 2014).

The multi-stage sampling technique was adopted for this study. At the first stage, simple random sampling technique was used to select five local government areas from the twenty local government areas in Ogun State viz: Ewekoro, Ijebu North East, Ipokia, Ogun Waterside, and Yewa South Local Government Areas. There are sixty (60) senior secondary schools spread across these selected Local Government Areas with distribution as follows: Yewa South 16, Ogun Water Side 13, Ipokia 13, Ijebu North East 9 and Ewekoro 9 senior secondary schools.

At the second stage of the sampling, a purposive sampling technique was adopted in selecting 30% of the total number of senior secondary schools in each of the selected Local Government Area. Therefore, nineteen senior secondary schools were selected across the five Local Government Areas selected for the study while proportionate sampling technique was adopted to select 20% of the total number of senior secondary school 2 students in each of the selected schools. This was done in accordance with previous research which holds that if a population is in many hundreds, one needs a sample size of 20% (Nwana, 1989). Thus, 595 senior secondary school two (SSS2) students were selected across the selected LGAs. (See Table 1).

Table 1: Sample size based on schools and no of students

| Local Government Area | Number of schools | Number of school selected | Total Enrolment of SS2 Students in the selected schools | Sample |
|-----------------------|-------------------|---------------------------|---|--------|
| Yewa South LGA | 16 | 5 | 883 | 177 |
| Ogun Waterside LGA | 9 | 3 | 312 | 62 |
| Ipokia LGA | 13 | 4 | 788 | 158 |
| Ijebu North East LGA | 13 | 4 | 377 | 75 |
| Ewekoro LGA | 9 | 3 | 615 | 123 |
| Total | 60 | 19 | 2975 | 595 |

Instrumentation

The research instruments adopted for this study were questionnaire and checklist. The questionnaire designed for this study was named "Reading Habits Predictors Scale (REHAPS)" which comprised four sections aimed at measuring the variables in the study. The first section, of the questionnaire, named availability and adequacy of library resources scale (AVADELRS) gathered data on the availability and adequacy of library resources. The availability of library resources was measured using a modified 4 point likert scale of 'Very Much Available', 'Much Available' 'Rarely Available' and 'Not Available'. Adequacy of library resources was measured using a modified 4 point likert scale of 'Very Much Adequate', 'Much Adequate' 'Inadequate' and 'Very Inadequate'.

Section two of the questionnaire named utilisation of library resources Scale (UTILRS) was designed to measure the utilisation of library resources by the respondents. Utilisation of library resources was measured by the purpose of utilisation and frequency of utilisation of library resources by the respondents. The purpose of utilisation of library resources was measured on a modified 4 point likert scale of 'Never', 'Rarely', 'Sometimes', and 'Frequently' while the frequency of utilisation was measured using a 4 point likert scale of 'Very High', 'High', 'Low' and 'Not at all'.

Section three of the questionnaire named Reading Habit Scale (REHABS) focused on the pattern of reading habits of the respondents and the purpose of reading. The pattern of reading habit was measured on a modified 4 point likert scale of 'Very Often', 'Often', 'Sometimes', and 'Not at all', while the purpose of reading was measured on a modified 4 point likert scale of 'Strongly Agree', 'Agree', 'Disagree', and 'Strongly Disagree'. It contains statements to which the respondents agree or disagree with.

Validation and Reliability of the Research Instrument

The drafts of the questionnaire and checklist were given to experts in the fields of library and information studies, school media, English Language, test and measurement for their inputs on the adequacy and appropriateness of the items included in the main instruments. Also, the questionnaire was trial-tested on 40 senior students of one Senior

Secondary School in Odeda Local Government Area that was not part of the main study. This was to ensure the reliability of the instruments. The data collected was subjected to reliability coefficient variable by variable and the results range from 0.69 to 0.85.

The descriptive methods of analysis such as frequency, percentage, mean, and standard deviation; and inferential statistics such as multiple regression analysis were used in analysing the data collected for the study. The Research questions were analysed using the descriptive statistics such as frequency, percentage, mean and standard deviation and Pearson's product moment correlation.

Data Analysis and Discussion of Findings

A total of 595 copies of questionnaire were administered on the senior secondary school students out of which only 537 were returned with useful responses giving a response rate of 90.2%. This response rate was considered adequate for this study. The findings are presented based on the research questions answered and the hypotheses tested for the study. However, the background information is presented before the detailed results.

Research Question 1: What are the library resources available for Senior Secondary School Students in Ogun State

Table 1: Availability of Library Resources

| Library and Information Resources | Not Available | Rarely Available | Much Available | Very much Available | Mean | Std Dev |
|--|----------------------|-------------------------|-----------------------|----------------------------|-------------|----------------|
| Textbook | 96(17.9%) | 92(17.1%) | 142(26.4%) | 207(38.5%) | 2.86 | 1.120 |
| Novel | 157(29.2%) | 90(16.8%) | 131(24.4%) | 159(29.6%) | 2.54 | 1.195 |
| Dictionary | 156(29.1%) | 100(18.6%) | 158(29.4%) | 123(22.9%) | 2.46 | 1.136 |
| Handbook and manual | 167(31.1%) | 130(24.2%) | 139(25.9%) | 110(18.8%) | 2.32 | 1.104 |
| Directory | 201(37.4%) | 98(18.2%) | 138(25.7%) | 100(18.6%) | 2.26 | 1.146 |
| Magazine | 216(40.2%) | 96(17.9%) | 130(24.2%) | 95(17.7%) | 2.19 | 1.148 |
| Newsletter | 211(39.3%) | 121(22.5%) | 110(20.5%) | 95(17.7%) | 2.17 | 1.132 |
| Newspapers | 219(40.8%) | 119(22.2%) | 95(17.7%) | 104(19.4%) | 2.16 | 1.156 |
| Biography | 217(40.4%) | 109(20.3%) | 121(22.5%) | 90(16.8%) | 2.16 | 1.130 |
| Journals | 227(42.3%) | 99(18.4%) | 129(24.0) | 82(15.3%) | 2.12 | 1.123 |
| Encyclopedia | 246(45.8%) | 90(16.8%) | 128(23.8%) | 73(13.6%) | 2.05 | 1.113 |
| Bulletin | 251(46.7%) | 107(19.9%) | 106(19.7%) | 73(13.6%) | 2.00 | 1.100 |
| Grand Mean | | | | | 2.27 | |

Instructional Materials

| Instructional Materials | Not Available | Rarely Available | Much Available | Very much Available | Mean | Std Dev |
|--------------------------------|----------------------|-------------------------|-----------------------|----------------------------|-------------|----------------|
| Globe | 159(29.6%) | 136(25.3%) | 124(23.1%) | 118(22.0%) | 2.37 | 1.126 |
| Map and Atlas | 160(29.8%) | 119(22.2%) | 162(30.2%) | 96(17.9%) | 2.36 | 1.089 |
| Diagram | 214(39.9%) | 80(14.9%) | 143(26.6%) | 100(18.6%) | 2.24 | 1.164 |
| Charts | 197(36.7%) | 105(19.6) | 148(27.6%) | 87(16.2%) | 2.23 | 1.113 |
| Graph | 236(43.9) | 91(16.9%) | 112(20.9%) | 18(18.2%) | 2.13 | 1.167 |
| Flip Chart | 246(45.8%) | 81(15.1) | 121(22.5%) | 89(16.6%) | 2.10 | 1.157 |
| Posters | 237(44.1%) | 111(20.7%) | 104(19.4%) | 85(15.8%) | 2.07 | 1.125 |
| Photograph | 254(47.3%) | 83(15.5%) | 107(19.9%) | 93(17.3%) | 2.07 | 1.167 |
| Grand Mean | | | | | 2.19 | |

Electronic Resources

| Electronic resources | Not available | Rarely available | Much available | Very much available | Mean | Std Dev |
|-----------------------------|----------------------|-------------------------|-----------------------|----------------------------|-------------|----------------|
| Digital video CD | 251(46.7%) | 93(17.3%) | 76(14.2%) | 117(21.8%) | 2.11 | 1.213 |
| DVD ROM | 259(48.2%) | 68(12.7%) | 100(18.6%) | 100(20.5%) | 2.11 | 1.216 |
| Audio cassettes | 270(50.3%) | 65(12.1%) | 109(20.3%) | 93(17.3%) | 2.05 | 1.183 |
| Audio-CD | 269(50.1%) | 86(16.0%) | 81(15.1%) | 101(18.8%) | 2.03 | 1.186 |
| CD-ROM | 269(50.1%) | 87(16.2%) | 88(16.4%) | 93(17.3%) | 2.01 | 1.166 |
| Internet/Email | 260(48.7%) | 88(16.4%) | 114(21.2%) | 75(14.0%) | 2.01 | 1.121 |
| Video cassette | 279(52.0%) | 57(10.6%) | 123(22.9%) | 78(14.5%) | 2.00 | 1.154 |
| Slides | 285(53.1%) | 64(11.9%) | 115(21.4%) | 73(13.3%) | 1.96 | 1.135 |
| Grand Mean | | | | | 1.78 | |

Information on the availability of library and information resources in secondary schools in Ogun State was presented in Table 1. The library and information resources were broken down into three categories viz: book resources, instructional resources and electronic resources. Result on the available book resources revealed textbooks ($\bar{x} = 2.86$), novels ($\bar{x} = 2.54$), dictionary ($\bar{x} = 2.46$) and handbook and manual ($\bar{x} = 2.32$) as ranking highest in the list of library and information resources available in secondary schools in Ogun State while biography ($\bar{x} = 2.16$), journals ($\bar{x} = 2.12$), encyclopedia ($\bar{x} = 2.05$) and bulletin ($\bar{x} = 2.00$) ranked least as available book resources. Analysis of the observation checklist administered on the school librarians in selected schools revealed that majority of the school librarians affirmed the availability of only textbooks (17, 89.5%), dictionary (17, 89.5%) and novels (13, 68.4%) which implies that textbooks, dictionaries and novels were the commonly available library and information resources in secondary schools in Ogun State and it corroborates the assertion of the students. Also, the grand mean of 2.27 was found to be lower than the criterion mean of 2.50 set for high level availability of book resources which implies that there is low level availability of book resources in secondary

schools in Ogun State. This low level availability of book resources in secondary schools in Ogun State is further affirmed by the fact that only four of the listed book resources had mean higher than the grand mean which is set as benchmark for availability of book resources.

On the other hand, result gathered on the availability of instructional resources revealed Globe ($\bar{x} = 2.37$), Maps and Atlas ($\bar{x} = 2.36$), Diagram ($\bar{x} = 2.24$) and Charts ($\bar{x} = 2.23$) as topping the list of instructional resources while Posters ($\bar{x} = 2.07$) and Photographs ($\bar{x} = 2.07$) ranked list in the list of available instructional resources in secondary schools in Ogun State. Using the grand mean of 2.19 as benchmark for available instructional resources, it can be inferred that only Globe, Maps and Atlas, Diagram and Charts are the commonly available instructional resources in secondary schools in Ogun State. Analysis of the observation checklist administered on the school librarians in the selected schools revealed the unavailability of instructional materials and it corroborates the assertion of the students. It can further be inferred from result in Table 1 that there is a low level availability of instructional resources in secondary schools in Ogun State since the grand mean of 2.19 is lesser than the criterion mean of 2.50 set for high level of availability of instructional resources.

Considering the available electronic resources, the result gathered revealed Digital Video CD ($\bar{x} = 2.11$), DVD ROM ($\bar{x} = 2.11$), Audio Cassettes ($\bar{x} = 2.05$) and Audio CD ($\bar{x} = 2.03$) ranked highest among the electronic resources available in senior secondary schools in Ogun State while Video Cassettes ($\bar{x} = 2.00$) and Slides ($\bar{x} = 1.96$) ranked least. Also, using criterion mean of 2.50 set for high level availability of electronic, it can be inferred from the result presented that there is a low level availability of electronic resources in secondary schools in Ogun State since the grand mean of 1.78 is lower than the criterion mean of 2.50 set for high level availability of electronic resources. Analysis of the observation checklist administered on the school librarians in selected schools revealed that majority of the school librarians affirmed the availability of only DVD ROM (153, 39.9%; $\bar{x} = 2.13$), Digital Video CD (133, 34.7%; $\bar{x} = 2.08$), Magnetic Disk (140, 36.5%; $\bar{x} = 2.07$), Diskettes (136, 35.4%; $\bar{x} = 2.04$), and OPAC (136, 35.4%; $\bar{x} = 2.02$). The implication to be drawn from the above finding is that there is high level of unavailability of library resources in secondary schools in Ogun State as only book resources such as textbooks and novels can be said to be commonly available going by the criterion mean set for the availability of library resources. This finding corroborates Adeniyi (2006), Nnadozie (2006), Ogunbote and Odunewu (2008), and Ojebode (2008), findings that reported dearth of learning resources in schools in Ijebu Ode, Ogun State. According to Ogunbote and Odunewu (2008), textbooks and fiction/novel were the most commonly available library resources in school libraries in Ijebu North local government of Ogun State while Ojebode (2008) reported book as the most commonly available library materials in both private and public schools in Oyo town, though most of the books that were available in the libraries were worn out and obsolete

Research Question 2: What are the level of adequacy of the available Library Resources for Senior Secondary School Students in Ogun State?

Table 2: Adequacy of Library Resources

| Library and Information resources | Grossly Inadequate | Inadequate | Adequate | Very adequate | Mean | Std Dev |
|-----------------------------------|--------------------|------------|------------|---------------|-------------|---------|
| Text book | 89(16.6%) | 104(19.4%) | 141(26.3%) | 203(37.8%) | 2.85 | 1.182 |
| Novel | 85(15.8%) | 139(25.9%) | 149(27.7%) | 164(30.5%) | 2.73 | 1.061 |
| Handbook and manual | 110(20.5%) | 124(23.1%) | 153(28.5%) | 150(27.9%) | 2.64 | 1.096 |
| Dictionary | 126(23.5%) | 117(21.8%) | 133(24.5%) | 161(30.0%) | 2.61 | 1.144 |
| Magazine | 114(21.2%) | 187(34.8%) | 111(20.7%) | 125(23.3%) | 2.46 | 1.068 |
| Directory | 143(26.6%) | 169(31.5%) | 127(23.6%) | 98(18.2%) | 2.34 | 1.059 |
| Newspapers | 127(23.6%) | 206(38.4%) | 115(21.4%) | 89(16.6%) | 2.31 | 1.010 |
| Encyclopedia | 136(25.3%) | 191(35.6%) | 122(22.7%) | 88(16.4%) | 2.30 | 1.023 |
| Biography | 156(29.1%) | 167(31.1%) | 117(21.8%) | 97(18.1%) | 2.29 | 1.072 |
| Bulletin | 159(29.6%) | 195(36.3%) | 81(15.1%) | 102(19.0%) | 2.23 | 1.074 |
| Newsletter | 157(29.2%) | 186(34.6%) | 124(23.1%) | 70(13.0%) | 2.20 | 1.003 |
| Journals | 162(30.2%) | 191(35.6%) | 106(19.7%) | 78(14.5%) | 2.19 | 1.023 |
| Grand Mean | | | | | 2.43 | |

Instructional Materials

| Instructional Materials | Grossly inadequate | Inadequate | Adequate | Very Adequate | Mean | Std Dev |
|-------------------------|--------------------|------------|------------|---------------|-------------|---------|
| Diagram | 121(22.5%) | 172(32.0%) | 127(23.6%) | 117(21.8%) | 2.45 | 1.066 |
| Photograph | 149(27.7%) | 167(31.1%) | 95(17.7%) | 126(23.5%) | 2.37 | 1.122 |
| Globe | 128(23.8%) | 187(34.8%) | 132(24.6%) | 90(16.8%) | 2.34 | 1.019 |
| Map and Atlas | 133(24.8) | 199(33.3%) | 144(26.8%) | 81(15.1%) | 2.32 | 1.009 |
| Posters | 132(24.6%) | 195(36.3%) | 123(22.9%) | 87(16.2%) | 2.31 | 1.015 |
| Graph | 162(30.2%) | 153(28.5%) | 125(23.3%) | 97(18.1%) | 2.29 | 1.083 |
| Flip Chart | 158(29.4%) | 171(31.8%) | 108(20.1%) | 100(18.6%) | 2.28 | 1.079 |
| Charts | 139(25.9%) | 190(35.4%) | 134(25.0%) | 74(13.8%) | 2.27 | .995 |
| Grand Mean | | | | | 2.33 | |

Electronic resources

| Electronic resources | Grossly inadequate | Inadequate | Adequate | Very adequate | Mean | Std Dev |
|----------------------|--------------------|------------|------------|---------------|-------------|---------|
| Audio cassette | 202(37.6%) | 120(22.3%) | 124(23.1%) | 91(16.9%) | 2.19 | 1.118 |
| Video cassette | 217(40.4%) | 124(23.1%) | 85(15.8%) | 111(20.7%) | 2.17 | 1.168 |
| CD-ROM | 203(37.8%) | 147(27.4%) | 79(14.7%) | 108(20.1%) | 2.17 | 1.141 |
| Internet/ Email | 212(39.5%) | 136(25.3%) | 104(19.4%) | 85(15.8%) | 2.12 | 1.100 |
| Audio CD | 215(40.0%) | 145(27.0%) | 94(17.5%) | 83(15.5%) | 2.08 | 1.090 |
| Digital video CD | 231(43.0%) | 121(22.5%) | 96(17.9%) | 89(16.6%) | 2.08 | 1.126 |
| DVD ROM | 234(43.6%) | 140(26.1%) | 63(11.7%) | 100(18.6%) | 2.05 | 1.139 |
| Slides | 249(46.4%) | 135(25.1%) | 78(14.5%) | 75(14.0%) | 1.96 | 1.081 |
| Grand Mean | | | | | 2.10 | |

Result on the level of adequacy of available book resources revealed textbooks ($\bar{x} = 2.85$), novels ($\bar{x} = 2.73$), dictionary ($\bar{x} = 2.64$) and handbook and manual ($\bar{x} = 2.61$) as ranking highest in the list of library and information resources available in secondary schools in Ogun State while biography ($\bar{x} = 2.29$), bulletin ($\bar{x} = 2.23$), newsletter ($\bar{x} = 2.20$) and journals ($\bar{x} = 2.19$) ranked least as available book resources. Also, the grand mean of 2.43 was found to be lower than the criterion mean of 2.5 set for high level of adequacy of book resources which implies that the book resources available in secondary schools in Ogun State are inadequate. This corroborates the responses of the students. This inadequacy of book resources in secondary schools in Ogun State is further affirmed by the fact that only five of the listed book resources had mean higher than the grand mean which is set as benchmark for adequate availability of book resources.

Furthermore, result gathered on the adequacy of instructional resources available in secondary schools in Ogun State revealed Diagram ($\bar{x} = 2.45$), Photograph ($\bar{x} = 2.37$) and Globe ($\bar{x} = 2.34$) as topping the list of instructional resources while Flipchart ($\bar{x} = 2.28$) and Chart ($\bar{x} = 2.27$) ranked list in the list of instructional resources that are adequately available in secondary schools in Ogun State. However, using the grand mean of 2.33 as benchmark for adequacy of available instructional resources, it can be inferred that only diagram, photograph and globe are adequately available in secondary schools in Ogun State. It can further be inferred from result in Table 2 that there is inadequate availability of instructional resources in secondary schools in Ogun State as shown through the result of grand mean of 2.33 which is lesser that the criterion mean of 2.50 set for adequate availability of instructional resources.

Information gathered on the adequacy of electronic resources in secondary schools in Ogun State showed that Audio cassette ($\bar{x} = 2.19$), Video cassette ($\bar{x} = 2.17$), CD-ROM ($\bar{x} = 2.17$) and Internet/e-mail ($\bar{x} = 2.12$) as topping the list of electronic resources while DV-ROM ($\bar{x} = 2.05$) and Slides ($\bar{x} = 1.96$) ranked lowest in the list of adequately available electronic resources in secondary schools in Ogun State. Thus, only audio cassette, video cassette, CD-ROM and Internet/e-mail can be said to be the electronic resources that are

adequately available in senior secondary schools in Ogun State. This is corroborated by the fact that only these electronic resources have mean that are greater than the grand mean set as benchmark for adequate availability of electronic resources. In finding the overall adequacy of available electronic resources in secondary schools in Ogun State, it can be deduced that there is inadequate availability of electronic resources in senior secondary schools in Ogun State since the grand mean of 2.10 recorded for adequate availability of electronic resources is lesser than the criterion mean of 2.50 set for adequate availability of electronic resources. The implication to be drawn from the above finding is that there were inadequate availability of book resources, instructional resources and electronic resources in secondary schools in Ogun State. This is a serious issue for concern especially in this 21st century when the acquisition of technology and electronic resources are being encouraged in schools. This finding is in line with Nnadozie (2006) finding which reported the inadequacy state of library resources and facilities in secondary schools in Owerri, Imo State and Adeniyi (2006) finding which described the available library collections in secondary schools in Ijebu North, Ogun state as inadequate in meeting the needs of the users.

Research Question 3: What are the library resources utilised by the senior secondary school students in Ogun State?

Table 3: Utilisation of Library Resources by Senior Secondary School Students in Ogun State
Book Resources

| Library and Information resources | Not utilised | Rarely utilised | Utilized | Much utilised | Very much utilised | Mean | Std Dev |
|-----------------------------------|----------------|-----------------|----------------|----------------|--------------------|------|---------|
| Text book | 70 (13.0%) | 72 (13.4%) | 64 (11.9%) | 116 (21.9%) | 215 (40.0%) | 3.62 | 1.446 |
| Dictionary | 74 (13.8%) | 76 (14.2%) | 83 (15.5%) | 169 (31.5%) | 135 (25.1%) | 3.40 | 1.362 |
| Novel | 89(16.6%) | 92 (17.1%) | 104 (19.3%) | 90 (16.8%) | 162 (30.2%) | 3.27 | 1.463 |
| Magazine | 173 (32.2%) | 105 (19.6%) | 54 (10.1%) | 84 (15.6%) | 121 (22.5%) | 2.77 | 1.579 |
| Handbook and manual | 158 (29.4%) | 118 (22.0%) | 69 (12.8%) | 87 (16.2%) | 105 (19.6%) | 2.74 | 1.510 |
| Directory | 169 (31.5%) | 115 (21.4%) | 65 (12.1%) | 83 (15.5%) | 105 (19.6%) | 2.70 | 1.525 |
| Encyclopedia | 162 (30.2%) | 131 (24.4%) | 74 (13.8%) | 83 (15.5%) | 87 (16.2%) | 2.63 | 1.456 |
| Newspapers | 185 (34.5%) | 116 (21.6%) | 65 (12.1%) | 76 (14.2%) | 95 (17.7%) | 2.59 | 1.510 |

| | | | | | | | |
|-------------------|----------------|----------------|---------------|----------------|---------------|-------------|-------|
| Newsletter | 197 (36.7%) | 113 (21.0%) | 48 (8.9%) | 96 (17.9%) | 83 (15.5%) | 2.54 | 1.507 |
| Biography | 188 (35.0%) | 118 (22.0%) | 59 (11.0%) | 109 (20.3%) | 63 (11.7%) | 2.52 | 1.437 |
| Bulletin | 193 (35.9%) | 105 (19.6%) | 72 (13.4%) | 100 (18.6%) | 67 (12.5%) | 2.52 | 1.447 |
| Grand Mean | | | | | | 2.85 | |

Instructional Materials

| Instructional Materials | Not utilised | Rarely utilised | Utilized | Much utilised | Very much utilised | Mean | Std Dev |
|-------------------------|----------------|-----------------|---------------|----------------|--------------------|-------------|---------|
| Globe | 143 (26.6%) | 75 (14.0%) | 72 (13.4%) | 76 (14.2%) | 171 (31.8%) | 3.11 | 1.617 |
| Map and Atlas | 150 (27.9%) | 123 (22.9%) | 64 (11.9%) | 90 (16.8%) | 110 (20.5%) | 2.79 | 1.514 |
| Diagram | 167 (31.1%) | 119 (22.2%) | 48 (8.9%) | 97 (18.1%) | 106 (19.7%) | 2.73 | 1.539 |
| Graph | 189 (35.2%) | 94 (17.5%) | 47 (8.8%) | 108 (20.1%) | 99 (18.4%) | 2.69 | 1.559 |
| Flip Chart | 187 (34.8%) | 101 (18.8%) | 45 (8.4%) | 97 (18.1%) | 107 (19.9%) | 2.69 | 1.572 |
| Posters | 179 (33.3%) | 110 (20.5%) | 49 (9.1%) | 103 (19.2%) | 96 (17.9%) | 2.68 | 1.532 |
| Charts | 179 (33.3%) | 109 (20.3%) | 53 (9.9%) | 111 (20.7%) | 85 (15.8%) | 2.65 | 1.503 |
| Photograph | 205 (38.2%) | 108 (20.1%) | 39 (7.3%) | 85 (15.8%) | 100 (18.6%) | 2.57 | 1.564 |
| Grand Mean | | | | | | 2.74 | |

Electronics resources

| Electronic resources | Not utilised | Rarely utilized | Utilized | Much utilized | Very much Utilized | Mean | Std Dev |
|----------------------|----------------|-----------------|----------------|----------------|--------------------|------|---------|
| DVD ROM | 127 (23.6%) | 82 (15.3%) | 150 (27.9%) | 104 (19.4%) | 74 (13.8%) | 2.84 | 1.350 |
| Audio cassette | 190 (35.4%) | 90 (16.8%) | 55 (10.2%) | 114 (21.2%) | 88 (16.4%) | 2.66 | 1.531 |
| Digital video CD | 215 (40.0%) | 93 (17.3%) | 39 (7.3%) | 70 (13.0%) | 120 (22.3%) | 2.60 | 1.627 |
| Internet/ Email | 204 (38.0%) | 96 (17.9%) | 32 (6.0%) | 124 (23.1%) | 81 (15.1%) | 2.59 | 1.540 |
| Video cassette | 205 (38.2%) | 94 (17.5%) | 63 (11.7%) | 87 (16.2%) | 88 (16.4%) | 2.55 | 1.524 |

| | | | | | | | |
|-------------------|----------------|----------------|---------------|---------------|----------------|-------------|-------|
| Slides | 213 (39.7%) | 109 (20.3%) | 42 (7.8%) | 73 (13.6%) | 100 (18.6%) | 2.51 | 1.561 |
| Audio CD | 220 (41.0%) | 107 (19.9%) | 51 (9.5%) | 84 (15.5%) | 75 (14.0%) | 2.42 | 1.489 |
| CD-ROM | 230 (42.8%) | 115 (21.4%) | 65 (12.1%) | 73 (13.6%) | 54 (10.1%) | 2.27 | 1.390 |
| Grand Mean | | | | | | 2.56 | |

Electronic resources

Result gathered on the utilisation of library and information resources was presented in Table 3. Textbook ($\div = 3.62$), Dictionary ($\div = 3.40$) and Novel ($\div = 3.27$) ranked highest among the book resources available in secondary schools in Ogun State as affirmed by the respondents just as Biography ($\div = 2.52$) and Bulletin ($\div = 2.52$) ranked least. This is corroborated as the mean for most of the book resources listed were found to be lower than the grand mean of 2.85 which can be used as benchmark for utilisation of book resources. Only Textbooks, Dictionary and Novel were found to have means that are greater than the grand mean. Overall, using 2.50 criterion mean set for high level utilisation, it can be inferred that there is a high level of book resources utilisation by secondary schools students in Ogun State though the utilisation may be limited to only textbooks, dictionary and novel

Furthermore, result gathered on the utilisation of instructional resources by senior secondary school students in Ogun State revealed Globe and Map and Atlas as ranking highest while Charts and Photographs ranked least among the instructional resources being utilised by secondary school students in Ogun State. This further corroborated by the result of the grand mean as only globe and map and atlas had means higher than the grand mean of 2.74 used as benchmark for utilisation of instructional resources listed. However, considering the overall level of utilisation of instructional resources by the students, it can be deduced from the result that there is a high level utilisation of instructional resources by secondary school students in Ogun State since the grand mean of 2.74 is greater than the criterion mean of 2.50 set for high level utilisation of instructional resources though the high level utilisation may be more related to globe and maps and atlas.

Information gathered on the utilisation of electronic resources in secondary schools in Ogun State showed DVD ROM ($\div = 2.84$), Audio Cassette ($\div = 2.66$), Digital Video CD ($\div = 2.60$) and Internet/e-mail ($\div = 2.59$) as electronic resources that topped the list of electronic resources being utilized by secondary school students in Ogun State while Audio CD ($\div = 2.42$) and CD ROM ($\div = 2.27$) ranked least. Also, using the benchmark of the grand mean of 2.56, only DVD ROM, Audio Cassette, Digital Video CD and Internet/e-mail had means greater than the grand means, hence it can be deduced that these resources are the only resources being commonly utilized by secondary school students in Ogun State. Overall, result from the Table revealed that there is a high level of utilisation of electronic resources since among the students since the grand mean of 2.56 is greater than the criterion mean of 2.50 set for high level utilisation of electronic media resources. The implication to be drawn

from the above finding is that there is regular and high level use of library and information resources in secondary schools in Ogun State. This finding is in contrast with Usoro and Usanga (2007) findings which reported that students in Nigerian schools make more use of electronic resources such as DVD, Audio and Video tapes and internet resources in their academic pursuit.

Research Question 4: What is the pattern of senior secondary school students reading habits in Ogun State?

Table 4: Reading habits of Senior Secondary School Students in Ogun State

| Reading habit | Not | Rarely | Sometimes always | Always | Mean | Std Dev |
|--|------------|------------|------------------|-------------|-------------|---------|
| I enjoy reading in a quiet place | 31(5.8%) | 28(5.2%) | 270(50.3%) | 208(38.7%) | 3.22 | .789 |
| I take note while reading. | 37(6.9%) | 42(7.8%) | 238(44.3%) | 220(41.0%) | 3.19 | .853 |
| I read while listening to music | 39(7.3%) | 61(11.4%) | 205(38.2%) | 232 (43.2%) | 3.17 | .899 |
| I always take reading as a serious task | 39(7.3%) | 45(8.4%) | 257(47.9%) | 196(36.5%) | 3.14 | .850 |
| I often use my spare time to read books | 19(3.5%) | 60(11.2%) | 312(58.1%) | 146(27.2%) | 3.09 | .720 |
| I read in the company of friends | 44(8.2%) | 52(9.7%) | 262(48.8%) | 179(33.3%) | 3.07 | .868 |
| My usual daily reading period is more than an hour | 34(6.3%) | 93(17.3%) | 244(45.4%) | 166(30.9%) | 3.01 | .858 |
| I take pleasure in reading at my leisure period | 29(5.4%) | 91(16.9%) | 287(53.4%) | 130(24.2%) | 2.96 | .792 |
| I prefer reading in isolation | 30(5.6%) | 74(13.6%) | 325(60.5%) | 108(20.1%) | 2.95 | .749 |
| I most often squeeze in time to read everyday | 29(5.4%) | 101(18.8%) | 273(50.8%) | 134(25.0%) | 2.95 | .808 |
| I don't feel fulfilled until I have read in a day. | 71(13.2%) | 71(13.2%) | 225(41.9%) | 170(31.7%) | 2.92 | .986 |
| I enjoy reading at night. | 52(9.7%) | 88(16.4%) | 260(48.4%) | 137(25.5%) | 2.90 | .893 |
| I love reading silently | 80(14.9%) | 60(11.2%) | 232(43.2%) | 165(30.7%) | 2.90 | 1.003 |
| I enjoy reading in Daytime | 65(12.1%) | 114(21.2%) | 219(40.8%) | 139(25.9%) | 2.80 | .959 |
| I enjoy reading aloud | 101(18.8%) | 118(22.0%) | 186(34.6%) | 132(24.6%) | 2.65 | 1.048 |
| Grand Mean | | | | | 2.99 | |

Table 4 presents information on the pattern of reading among the senior secondary school students surveyed. It revealed that most of the respondents enjoyed reading in a quiet place (478, 89.0%; $\div = 3.22$). Also, most of these students affirmed that they take note while reading (458, 85.3%; $\div = 3.19$), read while listening to music (437, 81.4%; $\div = 3.17$), take reading as a serious task (453, 84.4%; $\div = 3.14$), and to while away spare time (358, 85.3%; $\div = 3.09$) which implies that the student love reading and they see reading as a task which should be taken seriously. Furthermore, information gathered from the analysis revealed that most of the students prefer to read in the company of friends (441, 82.1%; $\div = 3.07$) and read for more than an hour daily (410, 76.3%; $\div = 3.01$). Overall, using the criterion mean of 2.50 set for positive reading habit of students, it can be deduced from the result that the secondary school students in Ogun State have positive reading habit since the grand mean of 2.99 is greater than the criterion mean. The implication to be drawn from this is that the senior secondary school students in Ogun State have a positive favourable reading pattern and consider reading as very important to their educational attainment.

Research Question 5: For what purpose do Senior Secondary School Students in Ogun State read?

Table 5: Purpose of reading among senior secondary school students

| Why you read | Strongly Disagree | Disagree | Agree | Strongly agree | Mean | Std Dev |
|---|-------------------|------------|------------|----------------|------|---------|
| Pass an examination | 64(11.9%) | 62(11.5%) | 225(41.9%) | 186(34.6%) | 2.99 | .970 |
| Catch fun | 63(11.7%) | 59(11.0%) | 250(46.6%) | 165(30.7%) | 2.96 | .942 |
| Derive pleasure | 53(9.9%) | 83(15.5%) | 236(43.9%) | 165(30.7%) | 2.96 | .925 |
| While away time | 64(11.9%) | 98(18.2%) | 173(32.2%) | 202(37.6%) | 2.96 | 1.018 |
| When bored and have nothing else to do | 62(11.5%) | 73(13.6%) | 232(43.2%) | 170(31.7%) | 2.95 | .956 |
| Personal development | 65(12.1%) | 84(15.6%) | 215(40.0%) | 173(32.2%) | 2.92 | .979 |
| Get information Knowledge acquisition | 79(14.7%) | 73(13.6%) | 212(39.5) | 173(32.2%) | 2.89 | 1.018 |
| See reading as an hobby | 72(13.4%) | 86(16.0%) | 216(40.2%) | 163(30.4%) | 2.88 | .993 |
| For my future career | 80(14.9%) | 80(14.9%) | 204(38.0%) | 173(32.2%) | 2.88 | 1.026 |
| Because I want to be a leader | 64(11.9%) | 78(14.5%) | 270(50.3%) | 125(23.3%) | 2.85 | .913 |
| Learn things on my own | 83(15.5%) | 118(22.0%) | 164(30.5%) | 172(32.0%) | 2.79 | 1.057 |
| Because my Parents encouraged me To do so | 89(16.6%) | 120(22.3%) | 188(35.0%) | 140(26.1%) | 2.71 | 1.031 |
| | 90(16.8%) | 121(22.5%) | 206(38.4%) | 120(22.3%) | 2.66 | 1.004 |

Information gathered from Table 5 on the purpose for which the respondents read revealed reading to pass examinations ($\bar{x} = 2.99$), reading to catch fun ($\bar{x} = 2.96$), reading to derive pleasure, reading to while away time ($\bar{x} = 2.96$), reading to relieve boredom ($\bar{x} = 2.95$) and reading for personal development ($\bar{x} = 2.92$) as topping the list of purposes for which senior secondary schools in Ogun State read. Other reasons that prompted the students read include: for future career ($\bar{x} = 2.85$), to get information ($\bar{x} = 2.89$), for knowledge acquisition ($\bar{x} = 2.88$) and to learn new things. This implies that senior secondary school students in Ogun State read mainly for the purposes of academic, information and knowledge acquisition. This is in contrast with Ojebode (2008) findings which revealed that majority of the students in both public and private schools in Nigeria make use of the library for the purposes of reading and studying.

Research Question 6: What type of relationship exists between socio economic factors, availability, adequacy and utilization of library and information resources and reading habit of senior secondary school students in Ogun State?

Table 6: Summary of correlation matrix showing relationship among independent variables and dependent variable

| | Variable | \bar{x} | SD | N | r | P |
|---|---|-----------|--------|-----|------|------|
| 1 | Reading habit | 44.93 | 7.435 | 537 | - | |
| 2 | Availability of library and information resources | 75.18 | 24.674 | 537 | .235 | .015 |
| 3 | Adequacy of library information resources | 79.14 | 24.152 | 537 | .439 | .001 |
| 4 | Utilization of lib. And information resources | 94.10 | 40.210 | 537 | .355 | .000 |

Correlation Significant at $p < 0.01$ level.

Table 6 presents information on the relationships between the independent variables (availability, adequacy and utilisation of library and information resources) and dependent variable (reading habits of senior secondary school students). It can be deduced from the result that availability of library and information resources ($r = .235, p < 0.05$), adequacy of library and information resources ($r = .439, p < 0.05$) and utilisation of library and information resources ($r = .355, p < 0.05$) are positively related to reading habit. Thus, for every level increase in availability, adequacy and utilisation of information resources, a 5.5%, 19.2% and 12.6% respectively in reading habits of senior secondary school students in Ogun State would be achieved.

The positive relationship established between availability of library and information resources and reading habit revealed that reading habit of students improves with increased availability of library and information resources. Thus, availability of library and information resources was found to encourage improved reading habit among the students which ultimately bring about formation of positive reading habit among the students. The fact that textbooks and novels are among the library and information resources commonly available to the students may be responsible for improved reading habit. This finding corroborates Oji and Habibu (2011) view which emphasized that

provision of books and other information materials was one of the major proactive approach to the promotion of reading habits of students and Usoro and Usanga (2007) finding which reported provision of library resources and guaranteeing access to relevant information as a prerequisite for promoting reading culture among students.

Furthermore, the positive relationship between adequacy of library and information resources and reading habit as well as between utilisation of library and information resources and reading habit implies that adequacy and utilisation of library and information resources have led to improved reading habit among students. The adequacy of textbooks, novels, dictionaries, handbook and manuals as well as their utilisation might have encouraged improved reading habit among the students. This finding supports Odili (2006) finding which reported that inadequate library and information resources could seriously hinder reading and learning processes in schools. Also, Sharma and Singh (2005) reported inadequacy and non-availability of required materials as main reasons for students not visiting the library to read library books. Also, The finding on the relationship between the utilisation of library and information resources and reading habits of students revealed a positive and significant relationship between the two variables. This implies that utilisation of library and information resources have the tendency to promote reading habits of senior secondary students. This finding is in support of Aanu and Olatoye (2011) finding which reported that use of library resources encourages good study and reading habit skills, hence it is therefore logical to expect high positive relationship between study habit, use of library resources and academic achievement and thus support Dike (2004) which reported positive relationship between library resources' use and reading habit?

Summary

The study revealed that there is dearth of library and information resources in secondary schools Ogun State, Nigeria and that the dearth of electronic resources was more pronounced than print resources. The few library and information resources available were inadequate in meeting the needs of the senior secondary school students in Ogun State. Also, secondary school students in Ogun State make use of the library for borrowing/returning/renewing of books and getting information only. Senior secondary school students in Ogun State do not make use of the library for studying though they have favourable reading pattern.

Moreover, senior secondary school students in Ogun State read mainly to pass examinations, for personal development, information and knowledge acquisition while availability, adequacy and utilisation of library resources was found to have positive prediction on reading habit of secondary school students in Ogun State.

Conclusion

Availability, adequacy and utilisation of library and information resources have been established as having positive relationships with reading habit of senior secondary school students. Adequate provision of library and information resources is necessary to ensure utilisation among the students. Thus, there is need for the provision of library and information resources relevant to the information, education and entertainment needs of

students Provision of adequate and relevant library and information resources can guarantee effective utilisation, therefore, the school library media centres within the school should ensure access to the library and information resources provided to ensure utilisation by students. Also, the dearth of library and information resources within the school library media centres has also put students from low socio-economic background at a disadvantage since their parents may not be able to provide library and information resources needed by them. But, with adequately equipped school library media resources students from both high and low socio-economic background would have access to more library and information resources to improve their reading habit and ultimately bring about improved achievement in their academic endeavours

However, the study has revealed that the students are disadvantaged in having access to and utilisation of relevant electronic library and information resources such as Instructional DVDs/CDs, slides, Internet, CD-ROM and DVD-ROM. This lack of access to electronic resources has resulted in low level of utilisation of electronic resources. Also, school library media centres in Nigeria should be designed as the hub of access to library and information resources in secondary schools in Nigeria. Their inability to play this role effectively due to inadequate availability of relevant library and information resources has negatively limited the development of reading habit among students. Adequate provision of library and information resources within the school would guarantee access to learning resources.

Moreover, it can be inferred from the findings of the study that inadequate provision of relevant library and information resources within the schools where students can have easy access may hinder the utilisation of such library and information resources. Therefore, provision of library and information resources in school library media centres would facilitate effective utilisation. Furthermore, it may be necessary to also conclude that libraries within the schools are not adequately stocked with library and information resources to support the development of favourable reading habit among the students.

Another conclusion of the study is that students have access to library and information resources outside the schools which may be responsible for the high level of utilisation that was established despite the inadequate availability of library and information resources established by the study. It could also be concluded from the study that there were dearth of electronic resources in the schools which is contrary to what was expected of the 21st century schools. This may also be responsible for why the students do not make use of library and information resources within the school libraries.

Recommendations

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

1. Provision should be made for relevant library and information resources within the secondary schools in Ogun State.
2. Government and school authority should ensure that library and information resources provided within the schools are adequate in quantity and quality.

3. The school library media centre needed to be stocked with relevant and adequate library and information resources for students' use. The availability of these resources would attract the students to the SLMC.
4. Students' should be encouraged towards the use of library and information resources to develop their reading habits.
5. Teachers' should as part of teaching and learning activities give students assignments that would geared them towards reading.
6. School library media centres in schools should develop programmes such as story hours, debates, quiz, and spelling bee competititons to encourage development of reading habit among students.

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