

READING HABIT AND USE OF LIBRARY AMONG PUBLIC SECONDARY SCHOOLS STUDENTS IN IBADAN NORTH LOCAL GOVERNMENT, OYO STATE, NIGERIA

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Abstract

This study was undertaken to assess reading habits and use of library among public secondary schools students in Ibadan North Local Government Oyo state Nigeria..Four(4) research questions were raised and answered through the use of self structured questionnaire. The descriptive survey research design of the correlational type was adopted for the study. The population of study comprised 2,178 students from six selected public secondary schools in Ibadan North-West LGA. A random sampling technique was used to select 654 students for the study. In all, 654 copies of the questionnaire were distributed to the respondents while 618 copies were retrieved. The findings of the study revealed that most of the respondents used the library occasionally to get reading materials/library books while and of the respondents stayed in the library for 1 – 2 hours and 3 – 4 hours respectively. Textbooks, fiction (Story) books posters and Chart and Dictionaries were the most readily available for the students' use in the school libraries. The findings on reading habit of the students showed that most of the respondents indicated that they were usually motivated to read because of recommendation from their mates and for self-development. It was revealed that for every level of increase in reading habits, there was also increase in library use among selected public secondary school students by 2.5%.The study recommended among others that Government agencies such as Universal Basic Education Commission, State Universal Basic Education Boards, Education Resource Centres, State Library Boards and other stake holders should ensure that relevant print and electronic resources are readily available in the public school libraries so as to facilitate access and regular use of full range of information resources by students. Reading developmental programmes should be implemented in the school system such as reading clubs, book review, story hour and others.

Keywords: Reading Habit, Library Use, Secondary Schools

Introduction

School libraries exist throughout the world as learning environments that provide space (physical and digital), access to resources, and access to activities and services to encourage and support student, teacher, and community learning. Oyewusi (2016) noted that the school library is an indispensable adjunct to education, a base for gathering innovative thinking, a stimulus to culture and an aid to self-development. The National policy on Education (2014) affirmed that the library is at the heart of the education enterprise. This policy underscores the urgency and the need for standard libraries in Nigerian schools. Also, the IFLA School Library Guidelines (2015) while emphasizing the creation of strong and effective school libraries mandated that “for

each country, that there should be work on developing links between school objectives and its library services." Thus, the contemporary school library now referred to as School Library Media Centre (SLMC) has moved beyond the concept of mere isolated facility for housing of books and other materials which has no role to play in the teaching-learning process in a school. Rather, it is seen more as the structure for integration of the library services with school's curriculum in the current world education scenario.

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 (Olaotan and Onifade 2016). 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. 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. This underscores the fact availability of adequate library resources could propel library usage among secondary school students in Ibadan North Local Government Area. Also, regular use of library by these students could translate into development of favourable reading habit among them which would no doubt have positive influence on their academic performance.

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. 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. Reading habit helps the learner in obtaining meaningful and desirable knowledge. Good reading habits act as a strong weapon for the students to excel in life (Bashir and Mattoo, 2012). According to Palani (2012), reading habit is an essential and important aspect for

creating a literate society in this world. It shapes the personality of individuals and it helps them to develop proper thinking methods, and creates new ideas. However, the developments in the Mass Media, had continued to influence interest in reading (hard copy of literatures such as books, magazines and journals, among others). He was of the opinion that, effective reading is an important avenue for effective learning and reading is interrelated with the total educational process and hence, educational success requires successful reading habit.

A habit is a settled or regular tendency or practice, especially one that is hard to give up. Alex (2011) described a habit as something that is done on scheduled, regular and planned basis that is not relegated to a second place or optional place in one's life. It was further stated that a habit is what is simply done, no reservation, no excuses and no exceptions. Thus, the habit formed can be improved upon by constant practice; and it is very hard to give up a habit once it is formed. A good reading habit is very important for good academic performance and such every parent and teacher would desire their children to be avid and excited readers. Therefore, it is essential to create captivating, inviting and comfortable place for the students in order to help them cultivate good reading habits. Library, more than any other place, provides ideal environment and vital information resources for students to develop and sustain good reading habits necessary for excellent performance in academic works. Thus, it is imperative for the students to cultivate good reading habits that will equip them for excellent performance in their academic work through the use of a school library.

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 in order to improve their reading habit. Research has shown that the reading habits of secondary school students in Nigeria in the recent past 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. Thus, there is need to investigate the reading habit of secondary school students as it relates with library use among secondary school students.

It is evident from the literature that several studies have examined the variables in this study (reading habit and library use) disparately combining them with various other variables. The researcher is not aware of any study that has researched into the predictive influence of reading habits on library use of secondary schools especially in public schools. This study therefore intend to investigate reading habits (independent variable) as a factor predicting library use among students from public secondary schools in Ibadan North LGA, Oyo State, Nigeria.

Statement of the problem

The critical roles played by school libraries in inculcating and stimulating reading habit in children cannot not be overemphasized. In Nigeria, in spite of the fact that National Policy on Education (2014) emphasised provision of library resources and services in every school in Nigeria. It is however sad to note that 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. Non availability and accessibility of adequate library materials that are relevant to the reading needs of the secondary school may be seen as responsible for poor utilization of the library thereby having negative influence on the reading habit of students. The school library is supposed to provide resources and services that will help develop students reading habit. However, when these resources are not available as it is the case in most public secondary schools, the result of this is the prevalent poor reading habit manifested by most students in public secondary schools. Therefore, this study was embarked upon to investigate reading habit as predictor of library use among Public Secondary Schools in Ibadan North Local Government, Oyo State Nigeria.

Objectives of the study

The general objective of this study is to examine the reading habits as predictor of library use among students in selected Public Secondary Schools in Ibadan North Local Government Area Oyo State, Nigeria. The specific objectives are therefore to:

1. Identifies the available library resources in selected public secondary school libraries in Ibadan North Local Government Area Oyo state, Nigeria
2. Investigate the library use pattern (frequency and purpose) among students in selected Public Secondary Schools in Ibadan North local government Area Oyo State, Nigeria
3. assess the reading habits of students in selected Public Secondary Schools in Ibadan North Local Government Area Oyo State, Nigeria
4. Investigate the relationship between the independent reading habits and library use by students in selected Public Secondary Schools in Ibadan North Local Government Area Oyo State, Nigeria

Research questions

1. The following research questions will guide the study:
2. What are the available library resources in selected Public Secondary School Libraries in Ibadan North local government area Oyo State, Nigeria?
3. What is the library use pattern (frequency, duration and purpose) among students in selected Public Secondary Schools in Ibadan North Local Government Area Oyo State, Nigeria?
4. What are the reading habits exhibited by students in selected Public Secondary Schools in Ibadan North Local Government Area Oyo State, Nigeria?

5. What is the relationship between reading habits and library use by students in selected Public Secondary Schools in Ibadan North Local Government Area Oyo State, Nigeria?

Literature Review

Reading Habit Among Secondary School Students

Reading is a process that enhances the development of the mind and personality of an individual. Dolmaz(2019) noted that reading helps people form attitudes; opinions; beliefs; behaviour and it also enriches intellectual abilities and provides insights into issues. Also, reading has a critical role to play in the overall development of individuals and the nation at large. It is therefore pertinent for everyone particularly the teenagers to develop the habit of reading regularly so as to be resourceful in this challenging society. Moreover, reading habit of teenagers must be rigorously pursued in order to produce tomorrow leaders. Ojerinde (2012) defined reading habit as the use of reading as a regular activity, the cultivation of an attitude and acquisition of skills that make reading pleasurable, regular and constant. Reading habit has also been identified by Miller (2012) as the most important determinant of a student's success in education in the current complex society.

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.

In a study conducted by Loan (2011), it was disclosed that the majority of the students spent between 1-2 hours per day on reading. In an earlier similar study by Tella and Akande (2007) on children's reading habits and availability of books in Botswana Primary school, they revealed that (36.7%) read on a daily basis. According to the study insufficient reading materials in the school library and high cost of reading materials were mentioned as the factors that discouraged students from engaging in reading. Haliru, Marjanatu, Mohammed and Dangani (2015) reported that out of the 480 respondents 250(52%) spent between 1-2 hours in reading, followed by 150 (31%) respondents who said they spent between 2-3 hours reading their books, another 50(11%) stated that they spent 3-4 hours, while 20(4%) spent 4-5 hours and 10(2%) indicated 5 hours and above.

Another related study by Kavi, Tackie and Buggyeyi (2015) highlighted that the period of time spent in reading each day by respondents has extended from less than 1 hour to

more than 5 hours. This was shown by 29 (33.3%) of the respondents followed by 4(4.6%) of the respondents who reported that they read more than 5 hours. Another 49 (56.3%) indicated that they spent 1-2 hours each engaging in reading activities. It was Medar and Kenchakkanavar (2015) who also highlighted that out of 246 respondents,(39.02%) spent 2-4 hours for reading while (30.89%) spent 5-6 hours for reading, followed by (17.09%) spent 6-8 engaging in reading while another (07.30%) spent more than 8 hours and (05.69%) spent less than an hour for reading. Teenagers' reading habits evolve as they become older. Across all grade levels, more students visited the school library on weekly basis, especially for Secondary 1 (26.9% vs 15.1%) and Secondary 4 (20.6% vs 11.2%).

Report of Chin Ee and Baoqi (2018) established that nearly half of the Financial Assistance Scheme (FAS) students read for 30 minutes or less whereas more non-Financial Assistance Scheme students report being able to read for more than 60 minutes. The lack of reading practice means that FAS students have fewer chances to improve on their reading proficiency. Nagaraja and Manalan (2016) in a study on reading habits and reading preferences of secondary school discovered that that the most preferred type of books for reading by students is fiction (43.75%) followed by non-fiction (27.50%) and both types (28.75%). Among the types of fictions students prefer to read the adventure stories and horror stories (68.75%) followed by humour/comedy (61.25%) and crime-detective stories (58.75%). Among the non-fiction secondary school students prefer to read general knowledge (61.25%) followed by inspiration writings (58.75%) and Biography (45%). The study also found that students prefer to read both print and digital format (53.75%), followed by digital format (27.50%) and only print format (18.75%) and this indicates that the digital format is gaining acceptance over the traditional print format.

Use of Library among Senior Secondary School

In the secondary school setting, it is the school library that bridges the gap between functional education and the children. That is why Adeniji and Adeniji (2011) 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. 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. 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.

Aderanti and 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. Olaotan and Onifade (2016) also discovered that the level of utilisation of library materials is very low as most of the Secondary School Students in Ogun State Public Secondary School hardly use library resources in their school libraries. The use of school library by student is contingent on the availability and adequacy of library resources such as books, journal, magazines, newspaper, charts, photographs, posters. Oji and Habibu (2011) 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 reported provision of library resources and guaranteeing access to relevant information as a prerequisite for promoting reading culture among students.

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.

Research Methodology

This study adopted the survey design of the correlational type. The population of this study comprised 2,178 (two thousand, one hundred and seventy eight) students in six selected public secondary schools comprising Abadina College, Methodist Grammar School, St. Louis Grammar School St Patrick High school Mount Olivet Grammar School, Ikolaba Grammar School. The selection criteria for arriving at the six schools was the availability of school library though not up to professional standard as there was no single qualified librarian in any of the schools. A simple random sampling technique was adopted in selecting 30% of SS 2 students from each school selected for the study, this gave a total of 654 respondents which from the sample size for the study. An instrument entitled " Reading Habit and Use of Libraries questionnaire" (RHUL) was designed, validated and used for the study. The instrument measured an acceptable reliability coefficient as follows: reading habit of student revealed reliability coefficient of ($r = 0.786$) while use of library by secondary school student scale revealed reliability coefficient of ($r = 0.734$). A total number of six hundred and fifty four (654) copies of the questionnaire were administered to respondents. However, only 618 copies were duly filled and returned by the respondents giving 94.5% response rate. The data collected was analyzed using frequency counts, percentages, mean and standard deviation as descriptive statistics to analyse research questions 1-3, while Pearson Product Moment correlation was used as inferential statistics to analyse research question 4.

Results and Discussion of Findings

Answer to research questions

Research question 1: What are the available library resources in selected public secondary school libraries in Ibadan North local government area Oyo state, Nigeria?

Table 1 presents information on the types of library resources available in the library. It shows that most of the respondents indicated fiction books (518, 83.8%), textbooks (422, 68.3%) and posters and charts (395, 63.9%) as library resources that are readily available in their school library. Also, textbooks ($\chi = 4.08$), fiction ($\chi = 3.73$), posters and charts ($\chi = 3.38$), dictionaries ($\chi = 3.24$) and computers ($\chi = 2.90$) topped the list of available library resources in the secondary schools selected for the study while maps/atlasses ($\chi = 1.98$), newspapers ($\chi = 1.74$) and newsletters ($\chi = 1.42$) ranked lowest. The implication is that textbooks, fiction books and posters and charts are library resources which are readily available in libraries in secondary schools in Ibadan North.

Table 1: Types of library resources available to selected public secondary school students

S/N	ITEMS	Very Readily Available		Readily Available		Sometimes available		Not Available		Not Applicable at All		Mean	Std. Dev.
		F	%	F	%	F	%	F	%	F	%		
1	Textbooks	401	64.9	21	3.4	78	12.6	62	10.0	50	8.1	4.08	1.386
2	Fiction (Story) books	70	11.3	448	72.5	13	2.1	19	3.1	62	10.0	3.73	1.048
3	Posters and Chart	6	1.0	389	62.9	11	1.8	41	6.6	63	10.2	3.38	1.005
4	Dictionaries	21	3.4	253	40.9	7	1.1	282	45.6	49	7.9	3.24	1.554
5	Computers	263	42.6	14	2.3	7	1.1	55	8.9	273	44.2	2.90	1.901
6	CD-Rom/Player	205	33.2	65	10.5	48	7.8	22	3.6	272	44.0	2.85	1.801
7	CD/DVD	212	34.3	21	3.4	66	10.7	34	5.5	279	45.1	2.76	1.802
8	Encyclopedia	47	7.6	191	30.9	55	8.9	45	7.3	274	44.3	2.50	1.495
9	Journals			263	42.6	27	4.4	15	2.4	307	49.7	2.40	1.451
10	Magazines	-	-	120	19.4	34	5.5	205	33.2	253	40.9	2.03	1.120
11	Maps/atlass	41	6.6	27	4.4	72	11.7	213	34.5	259	41.9	1.98	1.150
12	Newspapers	-	-	-	-	99	16.0	254	41.1	259	41.9	1.74	.719
13	Newsletters	-	-	62	10.0	27	4.4	20	3.2	503	81.4	1.42	.971
Weighted Mean = 2.69													

- i. **Research question 2:** What is the library use pattern (frequency, duration and purpose) among students in selected Public Secondary Schools in Ibadan North Local Government Area Oyo state, Nigeria

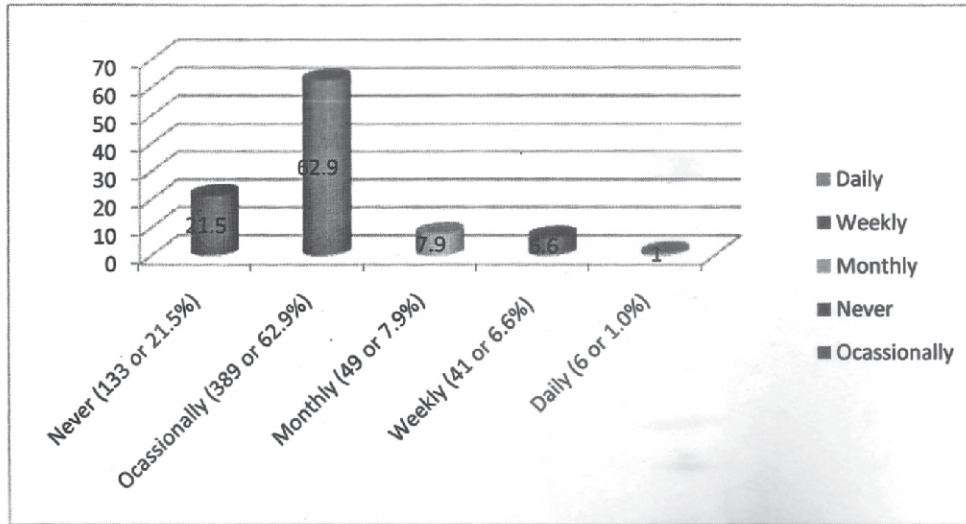


Table 2: Frequency of use of library by respondents

Figures were used to present information on frequency of use of school library and duration of use of school library by the students. It shows that most of the respondents 389 (62.9%) affirmed that they used the school library occasionally. Only 6 (1.0%) of the whole respondents indicated that they used the school library on a daily basis.

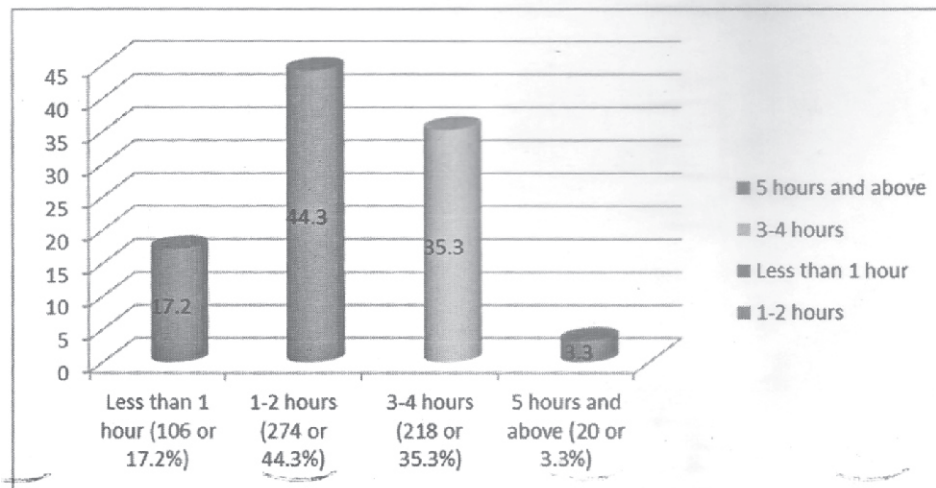


Table 3: (Duration) Number of hours spent in the library

Observation of the results in table 3.shows that most of the respondents 274(44.3%) stayed in the library for 1 – 2 hours, while 218(35.8%) stayed in the library for 3 – 4 hours.

Table 4 :Purpose of Use of Library by Respondents

S/N	ITEMS	Very Frequently		Frequently		Occasionally		Never Used		Mean	Std Dev.
		F	%	F	%	F	%	F	%		
1	Reading materials/library books	451	73.0	7	1.1	28	4.5	126	20.4	3.28	1.237
2	Search for materials for doing assignment assignment purpose	35	5.7	231	37.4	129	20.9	217	35.1	2.14	.971
3	Borrowing books in the library	45	7.3	245	39.6	15	2.4	307	49.7	2.05	1.094
4	Consulting librarian for reference services	35	5.7	34	5.5	292	47.2	251	40.6	1.76	.799
5	Participating in reading literacy programmes	38	6.1	55	8.9	205	33.2	314	50.8	1.70	.874
6	Relaxation	49	7.9	14	2.3	106	17.2	443	71.7	1.46	.881
7	Socializing with friends	33	5.3	35	5.7	93	15.0	451	73.0	1.43	.827
N = 618											

Results in Table 4 show that reading library materials/books (438, 74.1%; $\chi = 3.28$), searching for materials for doing assignment (266, 43.1%; $\chi = 2.14$) and borrowing of books in the library (290, 46.9%; $\chi = 2.05$) topped the list of purposes for which the respondents make use of the library while relaxation (63, 8.2%; $\chi = 1.47$) and socializing with friends (68, 11.0%; $\chi = 1.43$) ranked least among the purposes for which the respondents make use of the library. It may therefore be inferred that senior secondary school students in Ibadan make use of library mainly for the purposes of reading library materials/books, searching for library materials to do their assignment and borrowing of books from the library

Research question 3: What are the reading habits exhibited by students in selected public secondary schools in Ibadan North Local Government Area Oyo State, Nigeria

Table .5: Reading Habits of Secondary School Students

S/N	ITEMS	SA		A		D		SD		Mean	Std. Dev.
		F	%	F	%	F	%	F	%		
1	I am usually motivated to read because of recommendation from my mates and for self-development	488	79.0	49	7.9	40	6.5	35	5.7	3.62	.843
2	I am a deep reader	289	46.8	246	39.8	42	6.8	35	5.7	3.29	.829
3	I read this class of non-fiction the most: i. Subject texts ii. Historical books iii. Biographies iv. Autobiographies	269	43.5	287	46.4	21	3.4	35	5.7	3.29	.787
4	I read this class of fiction the most: i. Romance ii. Comics iii. Fantasies iv. Adventure v. Series	218	35.3	306	49.5	34	5.5	54	8.7	3.12	.866
5	I prefer reading in isolation	261	42.2	211	34.1	92	14.9	54	8.7	3.10	.955
6	I often use my spare time to read	304	49.2	53	8.6	247	40.0	14	2.3	3.05	.991
7	I often read for long hours when I am less busy	127	20.6	409	66.2	49	7.9	33	5.3	3.02	.706
8	I always take reading as a serious task	91	14.7	422	68.3	72	11.7	27	4.4	2.94	.664
9	I read both fiction and non-fiction	42	6.8	461	74.6	55	8.9	54	8.7	2.80	.688
10	I often read to pass examinations alone	317	51.3	49	7.9	49	7.9	197	31.9	2.79	1.35 9
11	I enjoy reading Fiction to Non-fiction books	36	5.8	297	48.1	239	38.7	40	6.5	2.54	.706
12	I most often squeeze in time to read everyday	55	8.9	254	41.1	210	34.0	99	16.0	2.43	.863
13	To avoid sleeping while reading, I, take coffee, soak legs in water, listen to radio, chew gums	90	14.6	99	16.0	403	65.2	20	3.2	2.42	.778
14	I don't feel fulfilled until I have read in a day	55	8.9	85	13.8	423	68.4	49	7.9	2.24	.723
15	I take pleasure in reading at my leisure period	57	9.2	225	36.4	104	16.8	232	37.5	2.17	1.03 9
Weighted Mean = 2.85											

Table 5 presents information on pattern of reading habit of secondary school students in the study area with the scale: strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD).

Results in Table 5 show that most of the respondents indicated that they were usually motivated to read because of recommendation from their mates and for self-development with highest mean = 3.62. Respondents also affirmed that they read this class of non-fiction the most: i. Subject texts ii. Historical books iii. Biographies iv. Autobiographies (mean = 3.29). in the same way, most of the respondents affirmed that they were deep readers (mean = 3.29). However, respondents take pleasure in reading at their leisure period was rated last in the Table 4.3 (mean = 2.17). This is followed by the fact that respondents do not feel fulfilled until they have read in a day (mean = 2.24). in the same way, respondents opposed that to avoid sleeping while reading, they take coffee, soak legs in water, listen to radio, chew gums (mean = 2.42).

Table 6: Purpose of reading by secondary school students

S/N	ITEMS	SA		A		D		SD		Mean	Std Dev.
		F	%	F	%	F	%	F	%		
1	Examination	239	38.7	262	42.4	27	4.4	78	12.6	3.09	.973
2	Assignments	34	5.5	280	45.3	271	43.9	27	4.4	2.52	.670
3	Read for pleasure	61	9.9	140	22.7	389	62.9	22	3.6	2.39	.714
4	Write notes	35	5.7	245	39.6	34	5.5	298	48.2	2.03	1.057
6	To while away time	20	3.2	54	8.7	64	10.4	474	76.7	1.38	.780
N = 618											

Table 6 reveals that most of the respondents read for examination purpose (mean = 3.09), and assignment (mean 2.52). However, majority of the respondents opposed that they read to while away time (mean = 1.38).

Research question 4: What is the relationship between reading habits and library use by students in selected public secondary schools in Ibadan North local government area Oyo state, Nigeria

Table 7: Correlation Matrix Showing Relationship Between Independent Variable (Reading Habits) and Dependent Variable (Library Use) Table 7: Relationship Between, Reading Habits and Library Use by Secondary School Students

S/N	Variable	N	Mean	Std. Dev.	Library Use	Reading Habit
1	Library Use	618	13.81	2.694	1.000	
2	Reading Habits	618	39.86	3.517	.157	1.000

Table 7 presents information on the relationship between reading habits and library use by respondents. It showed that and reading habits ($r = .1570$) is positively related with library use by respondents. This implies that students reading habits do have the potential to improve their use of library. The implication to be drawn from this is that students reading habit does have the potential to improve the use of library among them which can in no small measure contribute to students' personal growth and improved academic performance.

Discussion of Findings

The finding showed that most of the respondents 389(62.9%) affirmed that they used the school library occasionally. Only 6(1.0%) of the whole respondents indicated that they used the school library on a daily basis. Observation of the results shows that most of the respondents 274(44.3%) stayed in the library for 1 - 2 hours, while 218(35.8%) stayed in the library for 3 - 4 hours. It was also seen that most of the respondents very frequently used the library reading materials /library books with highest mean = 3.28. This is followed by searching for library materials to do assignment (mean = 2.14). Hence, the least was relaxation (mean = 1.43) and socializing with friends (mean = 1.46). Therefore, it could be inferred from the findings that the respondents used the library occasionally to make use of the library reading materials/library books. This implies that the use of library is low among public secondary school students in. this development may not be unconnected to the fact that there are no standard school library in public schools. This may make the library unattractive to students and such level of usage of library would be low. This low usage of the resources in the school libraries is in agreement with the submissions of other scholars such as Aderanti and 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.

Pertaining to availability of resources the study showed that that most of the respondents indicated that the following resources were available: textbooks (mean = 4.08) very readily available; Fiction (Story) books (mean = 3.73) readily available; Posters and Chart (mean = 3.38) readily available; and Dictionaries (mean = 3.24) readily available. However, majority of the respondents indicated that Newsletters (mean = 1.42) was not applicable to them. So also the indicated Newspapers (mean = 1.74).therefore, it could be inferred that textbooks, fiction (Story) books, posters and Chart and Dictionaries were the most readily available for the students' use in the school libraries. This may sound positive as noted by Hussain and Munshi (2011) who 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. However, the level of low usage of the school libraries as already established through the findings of this study in spite of available resources as acclaimed to by the respondents could be due to the fact the available resources are outdated and are not relevant to the information and curricula needs of the students. This implies that availability does not translate to relevance.

The findings on reading habit showed that most of the respondents indicated that they were usually motivated to read because of recommendation from their mates and for self-development with highest mean = 3.62. Respondents also affirmed that they read this class of non-fiction the most: I. Subject texts ii. Historical books iii. Biographies iv. Autobiographies (mean = 3.29). In the same way, most of the respondents affirmed that

they were deep readers (mean = 3.29). However, respondents take pleasure in reading at their leisure period was rated last in the Table 4.3 (mean = 2.17). This is followed by the fact that respondents do not feel fulfilled until they have read in a day (mean = 2.24).

In the same way, respondents opposed that to avoid sleeping while reading, they do any of the following, take coffee, soak legs in water, listen to radio, chew gums (mean = 2.42). This finding has varied implications. Firstly it shows that most of the respondents had good reading habit while some of them possessed bad reading habits. This claim however may be controversial to hold on to objectively because it is difficult to categorise which reading habits are good and which are bad especially if the purpose of reading is achieved either ways. It was revealed in the study that most of the respondents read for examination purpose (mean = 3.09), and assignment (mean 2.52). However, majority of the respondents opposed that they read to while away time (mean = 1.38). This is constant with the findings of Agyekummr and Filson(2012) which also affirmed that students read in the school library for the purpose of examination preparation, supplementing class note, for recreational reading and for reference purposes.

Information on relationship between reading habits and library use among selected public secondary schools students showed that reading habits has significant positive relationship with library use among selected public secondary school students ($r = .157^{**}$, $N = 243$ and $P < 0.05$). This means that for every level of increase in reading habits, there is also increase in library use among selected public secondary school students by 2.5%. Finally, this finding implies that the level of the relationship of independent variable to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance. Hence, reading habits of students significantly predicted library use of students in selected public secondary schools. This is in agreement with Akanda, Hog and Hassan (2013) who 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.

Conclusion and Recommendations

Conclusion

The school library of no doubt plays a pivotal role in the attainment of educational goals and adequate provision of school library resources and effective utilization of such would result into better academic performance and students intellectual growth. It is therefore imperative that public school students should have access to well stocked libraries and also be encouraged to utilize them appropriately.

However, there are many factors that affect how the students use the school library but the one identified by this study is reading habits of students. This study has therefore established that reading habits of students significantly predicted library use among students in selected Public Secondary Schools in Ibadan North LGA.. This discovery should therefore be taken into cognizance for planning various library use programmes.

Recommendations

Based on the findings of the study, the following recommendations were proffered:

1. Government agencies such as UBEC, SUBEBs, ERC, State Library Boards and other stake holders should ensure that relevant print and electronic resources be readily made available in the public school libraries so as to facilitate access to full range of information resources by students.
2. Students' should be encouraged towards the use of library and information resources to develop their reading habits.
3. Proper reading developmental programmes should be implemented in the school system such as reading clubs, book review, story hour and reading contribution among others. This will help give students proper orientation towards cultivating good reading habits.
4. There should be collaboration between the librarian and teachers in planning learning activities that will ensure that students use the library often thereby sustaining and improving their frequency of use of library

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