

School Library Usage: Panacea for Promoting Reading Habits Among Secondary School Students in Oduduwa College, Ile-Ife, Osun State, Nigeria

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Abstract

This study examined the use of school library as a panacea for promoting reading habits among secondary school students in Oduduwa College, Ile – Ife, Osun State, Nigeria. The sample size for the study comprises 50 students that were purposively selected based on their advanced knowledge in reading. Questionnaire was used as the instrument for data collection. Data collected were analysed using descriptive statistics. The major findings of the study revealed the availability of all categories of reading materials including textbooks, study guides, revision books, and professional development materials as topping the list of reading materials available for the students. Other information books available include: easy reader/beginners’ readers, picture books, juvenile fiction, youth fiction, science fiction, dictionaries, encyclopedias, maps, atlases, newspapers, magazines, photographs, films, and computers. Also, the study established that classroom instructions and announcements, collaboration with teachers through library hour integration into class lessons, hosting of reading competitions, creation of book displays for new and popular books, among others are the ways in which the college promotes reading habit among the students. The study recommended the implementation of appropriate legislation in accordance with National Policy on Education (NPE) statements on the provision of libraries by all the stakeholders.

Keywords: *Reading habit, Library use, Reading materials, School library, Secondary school students*

Introduction

Libraries in various schools are considered a treasure of knowledge, store house of knowledge and these libraries are full of reading materials that consist of books, journals, films, images, manuscripts, audio-visual materials, etc., which have knowledge, recorded by peoples, eminent writers and eminent personalities (Patil and Pradhan, 2013). People read various kind of literature whether it is available in print or electronic format every day for their own purposes and gain information and knowledge to solve day to day problems and achieving the tasks as without reading it is not possible to seek any information and knowledge. The best stage of start reading is childhood and from home as well school. Increasing the level of lifetime love of reading should be one of the important goals of school libraries. Through pleasurable reading, primary and secondary school children have opportunity to apply skills to

meaningful contexts, build general and content-specific knowledge, experience fluency with connected text and of course, develop the lifetime reading habit. Marantina (2015) further stressed that children need opportunities in school and at home to enjoy “real” reading as a value and worthwhile activities. For school children to consider reading as a serious part of their lifestyles, they need exposure to a variety of reading materials, including short story anthologies, novels, plays, poetry collections and biography, among others.

Over the years, school libraries in Nigeria have taken a more proactive approach to the promotion of reading habits. At the early stage, libraries were viewed as playing only a supportive role to education but a stronger position eventually emerged, of which libraries are seen as lifelong learning centers. On the strength of this assertion however, Busayo (2012) clearly stated that libraries (both school and public) moved away from the traditional role of passively waiting for the readers to come and borrow books and make reference queries. Also, from this premise, Nwokocha (2016) outlined some literary promotion strategies that could be embarked upon by libraries to achieve a viable reading habit as follow: Encouraging reading for pleasure; promoting the value of reading; and promoting the library network backed by an equitable book distribution. The end result will be a nation of avid, lifelong readers. This requires that libraries must make reading visible everywhere for use. It is therefore on this note that this study is to examine the use of school library as a panacea for promoting reading habits among secondary school students in Oduduwa College, Ile-Ife, Osun State, Nigeria.

Objectives of the study

The specific objectives of this study are to:

1. find out the types of reading materials available for the students in Oduduwa College, Ile – Ife, Osun State, Nigeria
2. examine the extent of use of available reading material by the secondary school students in Oduduwa College, Ile – Ife, Osun State, Nigeria
3. evaluate the various ways through which Oduduwa College promotes reading habits among the students.
4. examine the challenges encountered in in promoting reading habits among secondary school students in Oduduwa College, Ile - Ife.

Research questions

This study provided answers to the following questions:

1. What are the types of reading materials available for the students in Oduduwa College, Ile – Ife, Osun State, Nigeria?
2. What is the extent of use of reading materials available for the secondary school students in Oduduwa College, Ile – Ife, Osun State, Nigeria?
3. What are the various ways through which Oduduwa College Ile – Ife, Osun State, Nigeria promotes reading habits among students?

4. What are the challenges encountered in the use of reading habits among secondary school students of Oduduwa College, Ile - Ife, Osun State, Nigeria?

Literature Review

Reading is a lifelong process which never ends. People read various kind of literature whether it is available in print or electronic format every day for their own purposes and gain information and knowledge to solve day to day problems and achieving the tasks as without reading it is not possible to seek any information and knowledge (Sethy, 2018). Reading is a lifelong process which never ends. People read various kind of literature whether it is available in print or electronic format every day for their own purposes and gain information and knowledge to solve day to day problems and achieving the tasks as without reading it is not possible to seek any information and knowledge. The best stage of start reading is childhood and from home as well as school.

Also, Kachala, (2007) states that the development of reading culture should start in early childhood and be nurtured up to adulthood and through this process, it can be built a literate nation that can transform itself into an informed and knowledgeable society which plays a significant role in society. It is therefore imperative here that parents and schools play significantly to motivate the children and create enabling environment to foster reading not only to gain or to benefit but also reading for pleasure. Ahmed and Abdullahi (2017) posits that reading occupies a pivotal role in the life of a man. Reading opens the doors of the treasures of knowledge. It was further said that it is an important means of introducing the child to the world that surrounds him and it was the foundation on which the edifice of the child is to be built. Going by National Policy of Education (2014), Section 4, paragraph 18, that states that secondary school students should be inspired with a desire for achievement and self-improvement both at school and later in life. This suggests that it aimed at equipping the student to live effectively in this modern age of rapid technological development and account for why students in Junior Secondary Schools are expected to cultivate good reading habit. To be able to inculcate good reading habit students must develop the habit of reading on daily basis. This is also complemented by Aliyu and Bilikisu (2012) which are of the opinion that reading habits should be developed from early childhood and sustain through the whole life.

Reading habits is so important because the entire world have been very particular on the development of a reading culture among their citizens. This is also brought to limelight according to UNESCO manifesto of 1994 that states that constructive participation and the development of democracy depend on satisfactory education as well as on free and unlimited access to knowledge, thought, culture and information. The efforts of developing a reading culture cannot be ignored. However, Makenzi (2004) describes reading as an instrument for acquiring lifelong learning and reading skills. On the other hand, Wawire (2010) argues that's reading is important because it is central to development. It is essential to full participation in modern society. It adds quality to life and provides access to culture and cultural heritage. Reading is important because it empowers and emancipates citizens. It brings people together.

Reading is essential because books are the key to the world: both the real world and the fantasy world. Therefore, reading habits among the younger ones should be encouraged in the society. Research has shown that those who read for examinations lapse into illiteracy in the end. Also, Rosenberg (2000) adds that without the opportunity to read widely, what is taught in the classroom is not reinforced and the quality and performance of the benefit of education are endangered. Without wide reading, pupils/students cannot develop skills of locating, selecting, organizing, manipulating, analyzing, evaluating and processing information which are the foundations of developing reading habits.

Research Methodology

A descriptive research design was adopted for the study. The Questionnaire, titled “Use of School Library as a Panacea for Promoting Reading Habits among Secondary School Students in Oduduwa College, Ile – Ife, Osun State, Nigeria”, was used as the instrument for data collection. Twenty-five (25) students in SS 2 and twenty-five (25) students in SS 3 making fifty (50) students were purposively selected from total population in Oduduwa College, Ile – Ife, Osun State, Nigeria.

Analysis on Demographic Information

Table 1: Distribution of respondents by sex, age, religion and status

Items	Classification	Frequency	Percentage
Sex	Male	22	44.0
	Female	28	56.0
	Total	50	100.0
Age	6-10 years	0	0.0
	11-15 years	38	76.0
	16 years and above	12	24.0
	Total	50	100.0
Religion	Christian	25	50.0
	Muslim	17	34.0
	Traditional	8	16.0
	Total	150	100.0
Status	SS2	25	50.0
	SS3	25	50.0
	Total	50	100.0

Table 1 above revealed that 22 (44%) were males and 28 (56%) were females. This shows that female respondent was greater than male respondent. It was revealed that 38(76%) respondents were between the age of 11 – 15 years of age while 16 years and above were 12(24%). It was revealed according to the table that Christians were 25(50%), Muslim were 17(34%) and traditional were 8(16%). Also, 25(50%) students in SS2 and 25(50%) students in SS3 were considered purposively for the study.

Research question 1: What are the types of reading materials available for the students in Oduduwa College library, Ile – Ife, Osun State, Nigeria?

Table 2: Analysis on the types of reading materials available for the students in Oduduwa College, Ile – Ife. Osun State, Nigeria

S/N	Items	Available	Not Available
1	Textbooks e.g., English, Maths, Geography etc	✓	
2	Study guides e.g., Key points, Past question papers, Revision books	✓	
3	Other information books	✓	
4	Professional development materials for teachers	✓	
5	Easy Readers / Beginners' Readers	✓	
6	Picture Books	✓	
7	Juvenile Fiction	✓	
8	Youth Fiction	✓	
9	Adult Fiction		✓
10	Science Fiction	✓	
11	Dictionaries	✓	
12	Encyclopedias	✓	
13	Maps	✓	
14	Atlases		✓
15	Journals		✓
16	Newspapers	✓	
17	Magazines	✓	
18	Photographs	✓	
19	Films	✓	
20	Sound and video recording		✓
21	Computers	✓	
22	CD-ROMs		✓

23	Games like Puzzles, Scrabbles, Building Blocks		✓
24	E-Books and Audio Books		✓

From the Table 2 above, it is revealed that Text Books (such as English, Maths, Geography et cetera) and study guides (Key points, Past question papers, Revision books, and Professional development materials) topped the list of reading materials available for the students. Other information books available include: easy reader/beginners' readers, Picture books, Juvenile fiction, Youth fiction, Science fiction, Dictionaries, Encyclopedias, Maps, Atlases, Newspapers, Magazines, Photographs, Films, and computers. The result from this is that all the various categories of reading materials including, academic, entertainment, and general information materials are available for the students of Oduduwa College, Ile-Ife, Osun State, Nigeria. E-books and Audio Books are not available in the college library.

Research question 2: What is the extent of use of the reading materials in Oduduwa College, Ile – Ife. Osun State, Nigeria?

Table 3: Analysis on the extent of use of the reading materials in Oduduwa College Ile-Ife. Osun State, Nigeria

S/N	Items	Very High Extent (%)	High Extent (%)	Low Extent (%)	No Extent (%)	Mean
	Newspapers	19(38)	18(36)	10(20)	3(6)	3.60
	Dictionaries	28(56)	17(34)	3(6)	2(4)	3.42
	Text Books e.g., English, Maths, Geography, etc.	23(46)	18(36)	7(14)	2(4)	3.24
	Professional Development Materials for Teachers	24(45)	16(32)	8(16)	2(4)	3.24
	Maps	26(52)	13(26)	8(16)	3(6)	3.24
	Easy Readers / Beginners' Readers	24(48)	14(28)	9(18)	3(6)	3.18
	Easy Readers / Beginners' Readers	24(48)	14(28)	9(18)	3(6)	3.18
	Picture Books	21(42)	19(38)	6(12)	4(8)	3.14
	Youth Fiction	21(42)	14(28)	9(18)	6(12)	3.00
	Magazines	18(36)	17(34)	11(22)	4(8)	2.98
	Encyclopedias	18(36)	16(32)	11(22)	5(10)	2.94
	Study Guides e.g. Key Points, Past Question Papers, Revision Books	18(36)	17(34)	8(16)	7(14)	2.92
	Science Fiction	17(34)	18(36)	8(16)	7(14)	2.90

Films	17(34)	18(36)	8(16)	7(14)	2.90
Computers	16(32)	15(30)	11(22)	8(16)	2.78
CD-ROMs	14(28)	19(38)	9(18)	8(16)	2.78
Photographs	14(28)	16(32)	9(18)	11(22)	2.66
Adult Fiction	19(38)	14(28)	5(10)	2(4)	2.60
Other Information Books	17(34)	13(26)	7(14)	5(10)	2.52
Atlases	9(18)	12(24)	12(24)	27(54)	2.46
Sound and video recording	12(24)	11(22)	14(28)	13(26)	2.44
E-Books and Audio Books	11(22)	11(22)	16(32)	12(24)	2.42
Games like Puzzles, Scrabbles, Building Blocks	10(20)	11(22)	16(32)	13(26)	2.36
Journals	11(22)	9(18)	16(32)	14(28)	2.34
Internet services	9(18)	7(14)	17(34)	17(34)	2.16
Juvenile Fiction	7(14)	9(18)	16(32)	18(36)	2.10

Decision Rule: 0.1 - 1.0 = No Extent; 1.1 - 2.0 = Low Extent; 2.1 - 3.0 = High Extent and 3.1 - 4.0 = Very High Extent

Results from table 3 above shows the extent of use of reading materials and it revealed the high extent usage of newspapers (3.60), dictionaries (3.42), Text Books (e.g. English, Maths, Geography etc) (3.24), maps (3.24), Professional Development Materials for Teachers (3.24), Study Guides e.g. Key Points, Past Question Papers, (3.18), Picture Books (3.14), Youth fiction (3.00), Magazine (2.98), Revision Books (2.92), Films (2.90), Science Fiction (2.90), Computers (2.78) and CD-ROMs (2.78), photographs (2.66) Easy Readers/Beginners' Readers Adult fiction (2.60). This implies that there the students make use of all categories of reading materials to a high extent. Hence, a high extent use of reading materials is established among secondary school students of Oduduwa College, Ile-Ife, Osun State, Nigeria. These are used with means score of 2.50 and above. While Atlases (2.46), Sound and video recording (2.44), E-Books and Audio Books (2.42), games like Puzzles, scrabbles, building Blocks (2.36), Journals (2.34), Internet services (2.16), Juvenile (2.1) are not used in the college with means score below 2.50.

Research question 3: What are the various ways through which reading habits are promoted among students in Oduduwa College, Ile – Ife. Osun State, Nigeria?

Table 4: Analysis on the various ways through which various ways through which reading habits are promoted among students in Oduduwa College, **Ile – Ife. Osun State, Nigeria**

S/N	Items	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Mean
1	Classroom instructions and announcements	19(38)	18(36)	9(18)	4(8)	3.04
2	Hosting of Reading Competitions	18(36)	17(34)	11(22)	4(8)	2.98
3	One on one conversation with a librarian / teacher librarian	16(32)	14(28)	9(18)	11(22)	2.70
4	Collaboration with Teachers through Library Hour integration into class lessons	18(36)	19(38)	9(18)	4(8)	3.02
5	Creation of Book Displays for new and popular books	17(34)	18(36)	8(16)	7(14)	2.9
6	Book Clubs and Discussion Groups	18(36)	16(32)	9(18)	7(14)	2.9
7	Training sessions	7(14)	9(18)	17(34)	17(34)	2.12
8	Invitation of Authors to speak at the school	16(32)	14(28)	11(22)	9(18)	2.74
9	Advertisement	9(18)	11(22)	21()	9(18)	2.40
10	Announcements through Phones	6(12)	5(10)	19(38)	20(40)	1.94
11	Flyers	16(32)	18(36)	10(20)	6(12)	2.88
12	Newsletter	17(34)	13(26)	14(28)	6(12)	2.82
13	Workshops	13(26)	16(32)	12(24)	9(18)	2.66
14	Use of social	7(14)	11(22)	15(30)	17(34)	2.16

	media to post updates about new books and upcoming library events					
15	Partnership with local bookstores and publishers to host book fairs.	9(18)	12(24)	17(34)	15(30)	2.42
16	Direct mail	11(22)	9(18)	16(32)	14(28)	2.34
17	Provision of e-books and audiobooks	9(18)	8(16)	19(38)	5(10)	1.94

Criterion Mean Score = 2.50

From the Table 4 above, it reveals that Classroom instructions and announcements (3.04), Collaboration with Teachers through Library Hour integration into class lessons (3.02), Hosting of Reading Competitions (2.98), Creation of Book Displays for new and popular books (2.9), Book Clubs and Discussion Groups (2.9), Flyers (2.88), Newsletter (2.82), Invitation of Authors to speak at the school (2.74), One on one conversation with a librarian / teacher librarian (2.7), workshop (2.66) are considered as the ways through which Oduduwa College promotes reading habits among the students with mean score of 2.50 and above. While, Partnership with local bookstores and publishers to host book fairs (2.42), Advertisement (2.4), Direct mail (2.34), Use of social media to post updates about new books and upcoming library events (2.16), Training session (2.12), Announcements through Phones (1.94), and Provision of e-books and audiobooks (1.94), are not considered to be the ways through which Oduduwa College promotes reading habits among the students with mean score below 2.50.

Research question 4: What are the challenges encountered in the promotion of reading habits among secondary school students of Oduduwa College, Ile – Ife. Osun State, Nigeria?

Table 5: Analysis on the challenges encountered in the promotion of reading habits among secondary school students of Oduduwa College, Ile – Ife. Osun State, Nigeria? .

S/N	Items	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Mean
1	Home factors i.e. parents not having time to support their children's reading habit	18(36%)	16(32%)	7(14)	9(18)	2.86
2	School environmental factors such as busy academic schedules and time constraint	19(38)	17(34)	7(14)	7(14)	2.96
3	Poor learning environment	22(44)	18(36)	6(12)	4(8)	3.16
4	Lack of functional library	21(42)	14(28)	11(22)	4(8)	3.04
5	Inadequate supply of reading materials	18(36)	17(34)	11(22)	4(8)	2.98
6	Poor reading campaign	17(34)	16(32)	9(18)	8(16)	2.84
7	Problem of inadequate teachers/librarians	17(34)	15(30)	11(22)	7(14)	2.84
8	Problem of students' lack of interest to read	16(32)	15(30)	11(22)	8(16)	2.76
9	Poverty	15(30)	14(28)	12(24)	9(18)	2.7
10	Digital Distractions	19(38)	14(28)	11(22)	5(10)	2.9
11	Reading Difficulties	17(34)	15(30)	8(16)	10(20)	2.78

Criterion Mean Score = 2.50

From table 4 above, the challenges encountered in promoting reading habits among the secondary school of Oduduwa College, Ile – Ife are home factor i.e., parents not having time to support their children's reading habit (2.86), School environment factors such as busy academic schedules and time constraints (2.96), poor learning environment (3.16), lack of functional library (3.04), inadequate supply of reading materials (2.98), poor reading campaign (2.84), Problem of inadequate teachers/librarians (2.84), problem of students' lack of interest to read (2.76), Poverty (2.7), digital distractions (2.9), reading difficulties (2.78). All these are considered to

be the challenges encountered in promoting the reading habits among secondary school students of Oduduwa College with the mean score above 2.50.

Discussion of Findings

Based on the findings in Table 2, majority of library materials are available in Oduduwa College library. Materials include: Text books e.g., English, Math, Geography etc., Study Guides e.g. Key points, Past question papers, Revision Books, Other Information books available are: Easy Reader/Beginners' Readers, Picture books, Juvenile fiction and Science fiction, Dictionaries, Encyclopedias, Maps, Atlases, Magazines, Photographs, Computers. Other materials that are not available include Youth fiction, Adult fiction, Journals, Newspapers, Films, Sound and Video recording, CD-ROMs, Games like Puzzles, Scrabbles, Building blocks and E-books and Audio books. This finding is in line with Emezi (1996) that an institutional library should endeavor to provide extensive materials (books and non-book materials alike) for study, teaching and research for the benefit of both the students and staff. Hence, for an institution to serve all in society, its information sources must be diverse and varied in nature in order to improve teaching and learning.

However, on the extent of use of reading materials include: Text Books e.g., English, Math, Geography etc., Study Guides e.g. Key Points, Past Question Papers, Revision Books, Professional Development materials for teachers, other information books, Easy readers/Beginners' Readers, Picture books and Science fiction, Dictionaries and Maps, Photographs, and Computers. While Juvenile, Atlases, Journals, Sound and video recording, Internet services, games like Puzzles, scrabbles, building Blocks, E-Books and Audio Books are not used. This opposes the opinion that many students use internet services for connecting and chatting friends and relatives, which hinders good reading and studying habits (Afuwape and Aanu, 2001). Therefore, in line with Awojobi (2004) who recommended that library users should make use of as many library resources as possible and not restrict themselves to a few.

It is also revealed that Classroom instructions and announcements, hosting of reading competitions, one on one conversation with librarian/teacher librarian, collaboration with teachers through library hour integration into class lessons, creation of book displays for new and popular books, book clubs and discussion groups, invitation of authors to speak at the school, classroom instructions and announcements, flyers, workshops, training sessions, advertisement and newsletter, among others are ways through which Oduduwa College promotes reading habits among the students.

The challenges encountered in promoting the reading habits among the secondary school students in Oduduwa College are home factors/parents not having time to support their children's reading habit, school environment factors such as busy academic schedules and time constraints, poor learning environment, lack of functional library, inadequate supply of reading materials, poor reading campaign, problem of students' lack of interest to read, poverty, digital distractions and reading difficulties. This is supported with the findings of Ochogwu (2007), Aguolu and Aguolu (2002) in their research report, that the impediments to library use by students

include lack of funds, facilities, inadequate staff and lack of proactive librarians. This assertion is true because promotion of reading habits involves funds, good condition of service for personnel as well as qualified staff. Also, according to Langit-Dursin (2019), that the distraction by the fallouts from technological innovation in the world today, such as the easy availability of the entertainment media, games, and gambling, the inadequate funding of educational institutions including funding of libraries, laboratories, workshops and computer units are all hindrances to development of reading habit in school children. Meanwhile, Poor academic performance also related to negative use of school library resources as a result of impediment in promoting the reading habits among the Oduduwa College.

Conclusion

Based on the findings, the following conclusion could be drawn:

Core text books e.g., English, Math, Geography etc., Study Guides e.g. Key points, Past question papers, Revision Books, Other Information books, Easy Reader/Beginners' Readers, Picture books, Juvenile fiction and Science fiction, Dictionaries, Encyclopedias, Maps, Atlases, Magazines, Photographs, Computers. These are the reading materials available for use in Oduduwa College library and also used. It is also revealed that Classroom instructions and announcements, Hosting of Reading Competitions, One on one conversation with a librarian / teacher librarian, Collaboration with Teachers through Library Hour integration into class lessons, Creation of Book Displays for new and popular books, Book Clubs and Discussion Groups, Invitation of Authors to speak at the school, Classroom instructions and announcements, Flyers, Workshops, Training sessions, Advertisement, Newsletter, workshop.

Home factors/parents not having time to support their children's reading habit, School environment factors such as busy academic schedules and time constraints, poor learning environment, lack of functional library, inadequate supply of reading materials, poor reading campaign, problem of students' lack of interest to read, Poverty, digital distractions, reading difficulties are the challenges encountered in promoting the reading habits accordingly. In short, School library use needs to be increased to improve the level of academic performance of the students in Oduduwa College, Ile Ife, Osun State, Nigeria.

Recommendations

Based on the findings of this study, the following recommendations were made to further increase the level of reading culture among the pupils in the secondary schools:

1. The government concerned should provide funds for the administrators in the school to improve the physical learning environment by providing comfortable seating, adequate lightening, and a quiet atmosphere conducive to reading and to provide funds for the acquisition of both print and nonprint materials necessary for the accumulation of knowledge and to purchase materials that motivate the students' interests and hobbies.

2. It is very imperative to employ the professionals in the handling of library materials and instilling in them the reading habits. Equally, organize training and retraining of teacher librarians should be made enabled at all time to increase the literacy, expertise and thus increase the reading culture. Professionals are also implored to sensitize the government on the need to review the curriculum in order to give the reading habits a priority in all segments as it is important to catch them at a very tender age.
3. Parents are also encouraged to set aside reading time for their children. This idea should also be practicable concurrently with the for subjects teaching hours.
4. School should be encouraged on the needs to purchase the necessary materials within the provision of budgetary allocation and more funds should be made available for such. Also, students should be admonished to devote more time to read physical books than digital materials and if they must be engaged in such reading, they should be properly monitored to avoid digital distraction and underutilization of digital devices.
5. Above all, appropriate legislation in accordance with National Policy on Education (NPE) statements on the provision of libraries has not been fully implemented by the stakeholders. It is also recommended that appropriate legislation be enacted to enforce compliance with the policy statements. Such legislation should stipulate stiffer penalties such as closure of school(s), for non-compliance with the policy statements. This will, in no amount, encourage the promotion reading habits among the students and directly promote the use of school library.

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