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**Influence of School Libraries on Promotion of Reading Culture for Self- Development
and Knowledge Enhancement among Students in Selected Secondary Schools in
Makurdi Metropolis, Benue State, Nigeria**

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ABSTRACT

The study investigated influence of school libraries on promotion of reading culture for self-development and knowledge enhancement among students in selected secondary schools in Makurdi Metropolis, Benue State, Nigeria. Five (5) objectives with corresponding research questions guided the study. The study adopted survey research design. The population of the study consist of 4145 students and teacher librarians in selected secondary schools. A representative sample of 365 respondents were selected at random for the study using Taro Yamen formula. The instrument for data collection for this study was a structured questionnaire titled “Influence of School Libraries on Promotion of Reading Culture Questionnaire” (ISLPRCQ). The data collected was analyzed using descriptive statistics of frequency count and mean scores to answer the research questions. Findings of the study revealed that, computer assisted instructional materials, textbooks, storybooks/novels, newspapers/magazines, among others were the types of information resources provided in school libraries for promoting reading culture. Findings of the study also revealed the purpose of using the information resources provided in school libraries by students in selected secondary schools in Makurdi Metropolis, Benue State, Nigeria to include: to enhance knowledge, to pass examinations, for self-development/improvement, to develop research and reading skills, for personal/intellectual growth as well as to get career information. Finding of the study also revealed that the school libraries play an active role which influence promotion of reading culture for self-development among students in selected secondary schools in Makurdi Metropolis, Benue State, Nigeria through provision of information resources and quality library services for the students. Finding further revealed that school libraries influences promotion of reading culture for knowledge enhancement among students in selected secondary schools in Makurdi Metropolis, Benue State, Nigeria through the information resources provided and the services rendered in the library to the students. Findings of the study revealed lack of current reading materials, lack of qualified librarians, inadequate financial support for school libraries, lack of readership orientation programmes, among others as challenges hindering school libraries in promoting reading culture among students in selected secondary schools in Makurdi Metropolis, Benue state, Nigeria. Finally, conclusion and recommendations were made based on the findings of the study.

KEYWORDS: Influence, School libraries, Reading culture, self-development, Knowledge enhancement, Secondary schools.

1.1 Introduction

Reading is an indispensable learning skill that aids all other learning activities and lays the foundation for independent studies and prepares the child for higher educational opportunities. Reading refers to the ability to interpret and decode an array of words through a cognitive process (Ayoti cited in Onuorah, 2021). The author further describe reading as a complex act that deals with communication in written or visual form. Reading according to Haliru, Abdulkarim, Dogara and Dangani (2015) is a complex process of decoding symbols in order to construct or derive meaning.

Reading is important to learning as it exposes students to extensive information and knowledge. Aina, Okusaga, Taiwo and Ogundipe (2011) viewed reading as an act of interpreting meaning from written words. Reading involves several interactive processes between the reader and the text, in which readers use their knowledge to build, create, and construct meaning (Ogbonna, 2014). Mikulecky cited in Onuorah (2021) asserts that reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct meaning, based on data from the text and the reader's prior knowledge.

Reading is a skill which must be consciously developed and nurtured. The more one reads, the more the reading skill develops. Reading improves one's writing, reasoning, communication skills and vocabulary. There is a saying that continuous reading brings about brain automatism. Reading books enhances one's reading culture. Additionally, the more students read books, the more fluent they become and the more their reading culture is enhanced. Reading is a culture that can be acquired, formed, developed and sustained through the provision of the necessary infrastructure like a good functional library, school, education system and parental support (Iloeje, 2014). Reading also improves a person's vocabulary, spelling, writing skills, fluency, proficiency, language enrichment, cultural enrichment, critical thinking, personal involvement, socio-linguistic and pragmatic knowledge and emotional intelligent (Akande & Oyedapo, 2018).

Culture is an acquired behavioural pattern often followed until it has become a part of one. Culture refers to the way of life of a particular group of people (Ogugua et al. cited by Onuorah, 2021). This implies that reading can become a way of life or lifestyle for students in secondary schools. For students in secondary schools to progress in their academic pursuit in order to improve their academic performances in Junior Secondary School Certificate Examination (JSSCE), West African Senior School Certificate Examination (WASSCE), National

Examination Council (NECO) as well as Joint Admission Matriculation Board (JAMB) examinations it is necessary for them to develop the habit/ culture of reading extensively.

Reading culture, according to Enamen (2015), is an act of engaging in reading regularly. It is a learned practice of seeking knowledge or information through written words or symbols. It is also defined as a culture where reading is part of people's living and constitutes a norm among pupils and students (Ruterana, 2012). Reading culture is an act of reading as a pattern of behaviour (Orakpor, 2012). It is equally defined as the way of life of people which is characterized by the habit of reading intensively and extensively (Nalusiba in Onuorah, 2021). Reading culture is a dedicated and consistent reading lifestyle (Enamen, 2015). In order to inculcate a good reading culture in secondary school students, they have to be encouraged to make reading part of their everyday life. Developing good reading habits would improve the secondary school students' comprehension skills, vocabulary, pronunciation, speed, knowledge and lifelong learning (Akande &Oyedapo, 2018).

One interesting legacy to hand down to students is teaching them to become life-long learners through reading and love of books. Once this culture is inculcated in them, their ability to study independently and excel academically will increase (Tofi & Onuminya, 2019). According to the authors, they can surmount future challenges in life when they have good reading culture.

Promotion of a reading culture aims to publicize reading among members of the general public. Reading culture is an activity that is meant to popularize reading and make it a life-long hobby. The promotion of a culture of reading among students in secondary schools cannot take place in a vacuum (Tofi & Onuminya, 2019). It has to be initiated. To promote reading culture among students, a library is needed in every secondary schools across the country and Benue inclusive. Library is one of the institutions establish to support and strengthen the educational quality and academic performance of students in secondary schools.

A library is a place of information or a place of lending information resources that leads to acquisition of knowledge. It is essential for promotion of reading culture in students. The information resources (reading materials) available in the library unveil an opportunity for the students to find information or reading materials and read by themselves. According to Ochogwu (2010), library is defined as professionally organized collection of graphic and non-graphic materials for exploitation. Many users of the library see it as a place where books and other materials are kept and made available for use. Generally, a library can be defined as an

institution responsible for the acquisition, organization and storage of recorded knowledge in various media for study, research and consultation.

Contemporary libraries maintain collections that include not only printed materials such as manuscripts, books, newspapers, magazines, journals government documents, abstracts indexes and grey literature such as projects, but also art reproductions, films, sound and video recordings, maps. Photographs, microfiches, CD-ROMs computer software, online resources such as databases e-journals, e-books and other media (Tofi & Onuminya, 2019). In this study, a library can be describe as any building that is professionally planned, designed and built for study, reading and consultation to enhance knowledge and self-development of students at the level of secondary education. For the purpose of this study, the library to be discussed is the school library. A school library according to Ibrahim, (2014) operates within a school as a teaching and learning centre that provides an active instructional program integrated into curriculum content, with emphasis on the following: resource based capabilities, thinking based capabilities, knowledge based capabilities, reading and literacy capabilities, personal and interpersonal capabilities and learning management capabilities.

School libraries are those libraries in nursery, primary and secondary schools. They are located in the school premises and manned by the teacher librarian. Their primary aim is to support the learning activities of the school, and inculcate good reading habit in the students. School library has been described as the heart of the school, school libraries had two principal objectives both of which are still important today: to provide materials to support the curriculum and to promote reading habit. This view is supported by Apotiade cited by Lulu-Pokubo and Akanwa (2017) who identified the role of school library as encouragement of reading habit, and development of student's ability to learn from books. The author further elucidated that the school library is to provide books and other information materials that will assist the students in their studies, instruct students on the use of library resources and encourage recreational reading by providing newspaper, magazines, and books on sports, adventure, hobbies, folklores, fictions etc.

School libraries are libraries that are set up in nursery, primary and secondary school to cater for the teaching and learning needs of the pupils, student and their teachers. They provide printed and non-printed materials to facilitate learning. (Shidi, Aju and Ashaver in Aju and Karim, 2014). School libraries are known as learning laboratory for the school. They provide the total learning package required by the students and their teachers. They exist to provide a range of learning opportunities for both large and small groups as well as individuals with a focus on intellectual content, information literacy and the learner. Ogbonna and Obiozor cited

in Odusina and Oloniruha (2020) posited that a school library enhances students' academic performance and increases their knowledge beyond the walls of a classroom. Funmilayo (2013) opined that the school library provides reading strategy for both large and small groups, as well as students, with an emphasis on intellectual content, information literacy and the learner.

To enable the school library fulfil its role of promoting reading culture, it provides not only books but items such as motion pictures, video tapes, slides, educational materials, etc. as library collections. It is also the culture or habit that enables one to imbibe reading and studying as a library include; fiction and non-fiction books and books on other subject matters. Books on current affairs keep them abreast of current happenings. The school library is the child's first exposure to library use. The reason for establishing school libraries is for them to serve as a pivot for reading and promoting reading habit among students in schools. The school library brings together books and other formats of literacy materials and the readers under the expert guidance of a certified or teacher librarian for the promotion of a sustainable reading culture. Aina, Ogungbeni, Adigun and Ogundipe (2011) posited that school libraries explore book talks, story hours and exhibition as a means of promoting reading culture. Three areas are identified by the authors on how the school library assists in shaping students' habit as: reading for leisure, passing examinations and obtaining information on different aspects of life.

Information resources are necessary to enable the school library fulfil its functions among which are: to systematically provide information resources required for the school's educational programmes and to assist in improving and increasing the reading skills and learning habits of students. Library resources are vital tools in education, it aids the teaching and learning process of students. The resources encompass all persons and things that are capable, in one way or the other, of conveying information, values, processes, experiences and techniques that can be used to actively engage 'learners' in the learning process (Akpochafo cited by Lulu-Pokubo and Akanwa, 2017). The teaching and learning of students at the secondary school level, require diverse human and material resources.

A secondary school is both an organization that provides secondary education and the building where this takes place. Secondary school is the stage of education following primary school. It is generally the final stage of compulsory education (Odeh, 2013). The author sees secondary school as intermediate between elementary school and college usually offering general, technical, and vocational or college- preparatory courses. As a result of deregulation in Nigerian education, the system of secondary education has two main interest groups – public secondary school education and private secondary school education. Public schools are those schools

controlled neither by individuals nor by private interest or agencies but by those who represent the society as a whole (Adejimoh, Ilo and Audu, 2021). In other words, public schools are those schools which are supported and controlled by the government of the state or nation. Private schools on the other hand are those schools that are not administered by local, state or national government, which retain the right to select their student body and are funded in whole or part by charging their students tuition rather than with public funds (Wanjikwu 2013). This means that the schools established by the missionaries, individuals and voluntary organizations belong to this group (Adejimoh, Ilo and Audu, 2021). Webster cited in Tofi and Onuminya (2019) sees secondary school as a school intermediate between elementary school and college usually offering general technical, vocational or college-preparatory course. According to the author it as a school for young people, usually between the ages of eleven and eighteen.

Secondary education takes place in a secondary school environment or premises. It comprises of 3years of lower or junior phase and 3years of senior or higher phase. This type of education is provided for children after primary education, and it usually comes before tertiary education. Secondary education is intended at developing a child better than the primary level, because it is evident that primary education alone is inadequate for children to acquire literacy, proficiency, and communication skills (Ige, 2011). Secondary schools helps to inculcate the culture of reading in students which enhance self- fulfilment and development.

Self-development is a process of consciously improving oneself in various aspects of his or her life. It is the conscious pursuit of personal growth by improving personal skills, competencies, talents, and knowledge (Arici, 2015). However, the key components to self-development is the growth of one's personal self in order to seek self-fulfilment and proactively reach your fullest potential. It is also a lifelong process which enable a person to assess his abilities, to set goals, and then take action to help him/ her achieve those goals and maximize their potentials. The ultimate goal of self-development is to be a self-fulfilled person. That means living consciously at your full potential and reaching true happiness in your life. Self-development is taking steps by an individual to better his/ her self, such as by learning new skills or overcoming bad habits which can influence them negatively. It simply means the development of one's capabilities or potentialities. An example of self-development is taking courses in school to learn new skills and interesting things for the betterment of the future.

Knowledge enhancement according to Jamil, Tariq and Jamil (2013) involves three major phases: activating what the person knows (the learner's existing knowledge); gradually changing one's knowledge (the learning of new knowledge) and also, consolidating and

transferring the knowledge change. Since the onset of civilization, we have grown and developed mentally. Many learned scholars give credit to the erudite tomes written by our predecessors for our knowledge. The importance of reading books is now more than ever since. Not everything is available in digitalized form. There are numerous ways to learn more about life, from self-help books to reading fiction. Even when you feel demotivated, you can read an inspirational biography to lift your mood. One of the great benefits of reading books is that the knowledge you gain from them can never be taken away from you. Unlike worldly possessions, your knowledge will stay with you till the end of time. The habit of reading can only be cultivated through regular and keen reading of various reading materials such as books, magazines, novels and newspapers by students in order to acquire knowledge which will be applied for development (Akande & Oyedapo, 2018).

In the absence of a good reading culture, there will indeed be an increasing rate of failure in both, internal and external examinations by students, increasing students' drop-out rate, poverty, production of unqualified man power, increasing rate of illiteracy, frustration and loss of self-esteem. Absence of good reading habit skills brings lack of confidence in children resulting in poor attitude towards school work and as well as esteem problems later in life (Fosudo, 2010).

According to Akande and Oyedapo (2018), there are various factors hindering the development of good reading habits among secondary school students in Nigeria. These include: lack of functional school libraries in secondary schools, large percentage of obsolete information materials among the library stock, lack of professional librarians, lack of inviting and conducive environment for reading, lack of adequate funds from government to procure information materials that will cover both intensive and extensive reading, non-existence of public libraries, high poverty rate, illiteracy among others. Ogunrombi and Gboyega cited in Akande and Oyedapo (2018) highlighted inhibiting factors: the family background of students where few homes are conducive to reading owing to noise and lack of reading materials; the lack of functional libraries in most of the schools surveyed and a similar lack of trained librarians or teacher librarians; the failure to provide library periods in schools; language teachers and shortage of equipment and resources for teaching reading skills; and a heavy reliance on school texts.

Literature revealed that the reading culture of Nigerian secondary school students are declining. Consequently, all stakeholders: parents, school teachers, school librarians/ school media specialists, Government and school counsellors, should pay rapt attention to the development

of good reading culture of secondary school students for self-development and knowledge enhancement.

It is against this background that this study is set up to ascertain the influence of school libraries on promotion of reading culture for self-development and knowledge enhancement among students in selected secondary schools in Makurdi Metropolis, Benue State, Nigeria.

1.2 Statement of the Problem

The need to promote reading culture among secondary school students in Benue state have received attention from Government establishments such as Benue State Ministry of Education, the National Library of Nigeria Makurdi branch, Benue State library Board, Nigerian Library Association Benue state chapter through her annual library week, and other non-governmental organisations like the Library and Information Science Orientation Club (LIOC). These organisations has been sponsoring the readership promotion campaign across all schools in the state. This is done as part of the strategies to ginger up the reading of students in secondary schools. Despite the efforts of the Benue state government and other organisations to built and improve on the standard of libraries in secondary schools across the state to enhance knowledge acquisition, academic performance, and self-development among students, preliminary observation by the researchers have shown that there is massive decline in reading especially in secondary schools within Makurdi Metropolis. This scenario have resulted to an increase in the rate of failure in both, internal and external examinations by students, increase students' drop-out rate, poverty, production of unqualified man power, increasing rate of illiteracy, frustration and loss of self-esteem/ lack of confidence in students leading to poor attitude towards school work. The researchers also observe that secondary school students in Benue state do not have a healthy reading habit due to the fact that their school libraries are not adequately stocked with relevant materials to satisfy the information needs of the students, lack qualified and experienced teacher librarians to manned the libraries and as well assists the students with reading tips to improve their reading skills and instil in them the culture of reading which can assist them for knowledge enhancement and self-development for the future. If this scenarios are not properly addressed by stakeholders in educational sector the larger society will suffer in the nearest future. Hence the need for this research to be able to ascertain if school libraries can influence the reading culture of students for knowledge enhancement and self-development in the study area.

1.3 Objectives of the study

The main objective of the study is to ascertain the influence of school libraries on promotion of reading culture for self- development and knowledge enhancement among students in selected secondary schools in Makurdi Metropolis, Benue State, Nigeria. Specifically, the study seeks to:

1. Find out the types of information resources provided in school libraries for promoting reading culture among students in selected secondary schools in Makurdi Metropolis, Benue State, Nigeria.
2. Examine the purpose of using the information resources provided in school libraries by students in selected secondary schools in Makurdi Metropolis, Benue State, Nigeria.
3. Ascertain the influence of school libraries on promotion of reading culture for self-development among students in selected secondary schools in Makurdi Metropolis, Benue State, Nigeria.
4. Assess the influence of school libraries on promotion of reading culture for knowledge enhancement among students in selected secondary schools in Makurdi Metropolis, Benue State, Nigeria.
5. Find out the challenges hindering school libraries in promoting reading culture among students in selected secondary schools in Makurdi Metropolis, Benue state, Nigeria.

1.4 Research Questions

This study seeks to answer the following research questions:

1. What are the types of information resources provided in school libraries for promoting reading culture among students in selected secondary schools in Makurdi Metropolis, Benue state, Nigeria?
2. What are the purpose of using the information resources provided in school libraries by students in selected secondary schools in Makurdi Metropolis, Benue State, Nigeria?
3. What is the influence of school libraries on promotion of reading culture for self-development among students in selected secondary schools in Makurdi Metropolis, Benue State, Nigeria?
4. What is the influence of school libraries on promotion of reading culture for knowledge enhancement among students in selected secondary schools in Makurdi Metropolis, Benue State, Nigeria.

5. What are the challenges hindering school libraries in promoting reading culture among students in selected secondary schools in Makurdi Metropolis, Benue state, Nigeria.

1.5 Scope of the study

Geographically, the study is conducted within Makurdi Metropolis in Benue state, Nigeria. In terms of content scope, the study was focused on the influence of school libraries on promotion of reading culture for self- development and knowledge enhancement among students in selected secondary schools in Makurdi Metropolis, Benue State, Nigeria. The study specifically looked at: the types of information resources provided in school libraries for promoting reading culture among students in selected secondary schools in Makurdi Metropolis, Benue state; the purpose of using the information resources provided in school libraries by students in selected secondary schools in Makurdi Metropolis, Benue State; influence of school libraries on promotion of reading culture for self- development among students in selected secondary schools in Makurdi Metropolis, Benue State; the influence of school libraries on promotion of reading culture for knowledge enhancement among students in selected secondary schools in Makurdi Metropolis, Benue State; as well as the challenges hindering school libraries in promoting reading culture among students in selected secondary schools in Makurdi Metropolis, Benue state, Nigeria. The population scope for the study covers teacher librarians and final senior students (SSS 1-3) in five secondary schools within Makurdi Metropolis.

2.1 Review of Related Literature

Lulu-Pokubo and Akanwa (2017) conducted a study on the influence of school libraries usage in promoting reading culture among Secondary school students in Rivers state, Nigeria. Findings of the study revealed that, there is a positive and moderate relationship between the availability of information resources and students' reading habit for self-improvement. Hypothesis moved that the relationship is significant. This implies that availability of information resources in the school libraries can influence the reading habit of secondary school students for self-improvement. Also, it was found that there is a positive low relationship but which is significant between the students' utilization of school libraries and their reading habit. This has revealed by the study invariably means that the utilization of the school library can influence the reading habit of the students for self-development.

A study was conducted by Adejimoh, Ilo, and Audu, (2021) on the role of school libraries in promoting reading culture among secondary school students in Benue State. Findings of the revealed that students read in the library to catch funs, for personal intellectual development, to

while away time, for self-fulfilment and to hide from school works. Findings also revealed that students read once a week in the library. Findings revealed that students spend less than an hour reading in the library. Findings revealed that students prefer poetry, newspapers and magazines, novels and story books and comics. Findings finally revealed that the hours for opening the libraries is not convenient for students, most of the school library materials are outdated and are not relevant for students, the school always closes libraries and the school lacks library periods.

Tofi and Onuminya (2019) conducted a study on availability and utilization of school library resources in selected secondary schools in Makurdi Metropolis. Findings of the study revealed that resources such as encyclopaedias, directories, almanacs, newspapers display/ chalkboard, dictionaries, maps and textbooks are available in most libraries while e-books, computer assisted instructional materials, computer/ internet facilities, visual and audio-visual resources, gazettes and government documents were not available. Findings also showed that library resources most frequently used were text books, dictionaries and magazines while encyclopedia, newspapers, novels, plays and maps are often used while resources such as computer/internet, e-books, virtual files and audio-visual aids were never used. Findings of the study revealed that the students use library resources for information, education and studying purpose only. Findings further revealed shortage/lack of qualified library staff, short loan duration, lack of current relevant books and inadequate funding of library were among the problems hindering the utilization of school library resources.

Chidaka (2017) assessed the utilization of school library resources in teaching in secondary schools in Obio/Apor Local Government Area of Rivers State. It was found that most of the relevant materials were not available in all the schools. Findings of the study further revealed some problems such as lack of convenient accommodation, lack of funds, lack of reading tables and chairs, non-involvement of library staff in collection development, lack of qualified librarians were among the problems of these libraries.

Onuorah (2021) conducted a study on influence of story books at children's library on reading culture of pupils in public primary schools. Findings of the study revealed that storybooks enhance reading culture among pupils in public schools since there is a significant difference in the performance of pupils exposed to storybooks in the experimental group compared to pupils in the control group. Lastly, the study also indicated that there was no significant mean difference in reading culture of male and female pupils in public primary school when exposed

to storybooks. Therefore, exposing pupils to storybooks can help improve their culture of reading.

Popoola, Amoo, Umar, Popoola and Olatunji (2021) conducted a study on influence of reading habit on student academic performance in a senior second school in Ibadan. Finding of the study revealed that, there is a significant positive relationship between student reading habits and student academic performance ($r = 0.84$). At $F=1.31$, there is no significant difference in the reading habit of male and female students. Findings further revealed that reading habit enhances the academic performance of students. Therefore, students should be encouraged to inculcate in them the reading habit by providing enabling environment and infrastructures that will stimulate students to read.

Odusina and Oloniruha (2020) in their study investigated the reading culture among students in selected secondary schools in Lagos State, Nigeria. Findings of this study revealed that majority of the students use the library to enhance knowledge and skills. In addition, another finding of the study revealed that most of the respondents agreed that library usage encourages them to read in their school. Findings of the study further revealed that paucity of funds to purchase current information resources and lack of librarian are challenges encountered when using the school library materials.

Onuoha and Chukwueke (2020) conducted a study on provision and utilization of school library information resources by students of Ndume Otuka Secondary School, Umuahia, Abia State, Nigeria. Findings of the study revealed the provision of different information resources such as textbooks, and magazines. Few of these resources were found to be utilized by the students. The extent of utilization of the school library information resources was found to be low, while the frequent use of majority of the information resources were for different reasons such as to prepare for examinations, for leisure, and to do assignment.

3.1 Methodology

This study employed a survey research design. The study was conducted in Benue state in secondary schools within Makurdi Metropolis. The population of this study comprised 4124 Senior Secondary School (SSS1-3) students and 21 teacher librarians selected from 21 secondary schools having functional libraries within Makurdi Metropolis (Benue State Teaching Service Board, 2021). This give a total population of 4145 students and teacher librarians. Thus, the respondents were chosen in order to ensure that those used for the study have sufficient knowledge about the variables under study and will supply useful answers to

the research questions. Since the population is a large one, a representative of the population was selected to form the sample of 365 respondents were selected at random for the study using Taro Yamen formula. The instrument for data collection for this study was a structured questionnaire titled “Influence of School Libraries on Promotion of Reading Culture Questionnaire” (ISLPRCQ). The instrument was validated by experts. To ascertain the reliability of the instrument for this study, the questionnaire was administered on thirty (30) students and fifteen (15) teacher librarians in private secondary school in Enugu Township who were not part of the study but considered to have similar characteristics with the subject under study. Data obtained from the trial testing was subjected to reliability analysis using Cronbach Alpha method, to determine the internal consistency of the instrument. The analysis yielded a grand reliability coefficient of 0.87 indicating that the instrument is reliable for the study. To ensure high percentage return, data for this study was collected by the researchers with the aid of teacher librarians working in the schools understudy. The data collected was analyzed using descriptive statistics of frequency count and mean scores was used to answer the research questions. The decision rule use for mean (\bar{X}) is calculated as follows:

Strongly Agreed (SA) –4 Agree (A) -3
 Disagreed (D) – 2 Strongly Disagreed (SD) –1

$$\text{Hence } \frac{4+3+2+1}{4} = \frac{10}{4} = 2.50$$

Bench mark of 2.50 was established to accept any item with a mean rating of 2.50 or above as agreed while any item with a mean rating less than 2.50 is regarded as disagreed.

4.0 RESULT AND DISCUSSION

This section is concerned with data presentation, analysis, interpretation and discussion of findings. The results are presented and analyzed based on the research questions raised for the study.

4.1 Result

Research Questions One: What are the types of information resources provided in school libraries for promoting reading culture among students in selected secondary schools in Makurdi Metropolis, Benue state, Nigeria?

Table One: Mean scores of the types of information resources provided in school libraries for promoting reading culture among students in selected secondary schools in Makurdi Metropolis, Benue state, Nigeria.

S/N	Item	Mean	Decision	
1.	Computer assisted instructional materials	3.36	Agree	
2.	Textbooks	3.38	Agree	
3.	Storybooks/novels	4.00	Agree	
4.	Newspapers/magazines	3.38	Agree	
5.	Audiovisual materials	2.64	Agree	
6.	Computers/ Internet services	2.29	Disagree	
7.	Electronic resources	2.00	Disagree	
8.	Journals	3.23	Agree	
9.	Encyclopedias	3.04	Agree	
10.	Directories	2.87	Agree	
11.	Almanacs	2.68	Agree	
12.	Gazetteers/ maps	3.25	Agree	
13.	Handbooks	3.00	Agree	
14.	Manuals	3.33	Agree	
15.	Yearbooks	2.95	Agree	

Source: Field Survey, 2022.

Result on table 1 above revealed responses from the types of information resources provided in school libraries for promoting reading culture among students in selected secondary schools in Makurdi Metropolis, Benue state, Nigeria. From the table above items 1,2,3,4,5,8,9,10,11,12,13,14 and 15 were agreed with mean scores above the cut-off mark.

While items 6 and 7 with mean scores of 2.29 and 2.00 respectively below the bench mark was disagreed by the respondents.

Research Questions Two: What are the purpose of using the information resources provided in school libraries by students in selected secondary schools in Makurdi Metropolis, Benue State, Nigeria?

Table Two: Mean scores of the purpose of using the information resources provided in school libraries by students in selected secondary schools in Makurdi Metropolis, Benue State, Nigeria.

S/N	Item	Mean	Decision	
1.	I read in the school library for fun/pleasure	2.04	Disagree	
2.	I read in the school library to enhance my knowledge.	4.00	Agree	
3.	I read in the school library to pass examinations	3.99	Agree	
4.	I read in the school library to hide from school work	2.12	Disagree	
5.	I read in the school library for self-development/ improvement.	3.89	Agree	
6.	I read in the school library to develop my research and reading skills.	3.22	Agree	
7.	I read in the school library for personal/ intellectual growth.	3.67	Agree	
8.	I read in the school library to get career information.	3.00	Agree	

Source: Field Survey, 2022.

Result from table 2 above showed the responses from purpose of using the information resources provided in school libraries by students in selected secondary schools in Makurdi Metropolis, Benue State, Nigeria. From the table items 2, 3,5,6,7, and 8 with mean scores of 4.00, 3.99, 3.89, 3.22, 3.67, 3.00 above the cut-off mark of 2.50 was agreed by the respondents while items 1 and 4 with mean scores of 2.04 and 2.12 below the bench mark was disagreed by the respondents.

Research Questions Three: What is the influence of school libraries on promotion of reading culture for self- development among students in selected secondary schools in Makurdi Metropolis, Benue State, Nigeria?

Table Three: Mean scores of the influence of school libraries on promotion of reading culture for self- development among students in selected secondary schools in Makurdi Metropolis, Benue State, Nigeria.

S/N	Item	Mean	Decision	
1.	School libraries serve as a hub for reliable information for self-development.	3.44	Agree	
2.	School libraries provide reading materials to students which aid in developing their self-confidence, moral and intellectual development.	3.18	Agree	
3.	Students develop skills, social abilities and competencies to live and contribute to the development of the society while reading in school media centres.	3.00	Agree	
4.	School libraries help introduce students to information for personal growth through lifelong learning.	3.11	Agree	
5.	School libraries provide materials that aid students to develop mastery of languages.	2.96	Agree	
6.	It serve as educational media centre for students to develop self-belief for future career development.	3.08	Agree	
7.	School media resource centre provide avenue for students to be creative.	3.19	Agree	
8.	School libraries provide resources and learning opportunities for students to develop critical and independent thinking skills.	3.00	Agree	
9.	School libraries provide information resources that prepare students to be responsible citizens in present day society.	3.44	Agree	

Source: Field Survey, 2022.

Result from table 3 above indicated the mean responses from influence of school libraries on promotion of reading culture for self- development among students in selected secondary schools in Makurdi Metropolis, Benue State, Nigeria. From the table above all the respondents agreed with the entire items as being the influence of school libraries on promotion of reading culture for self- development among students in selected secondary schools. This is because the mean scores of the items were above the cut-off mark.

Research Questions Four: What is the influence of school libraries on promotion of reading culture for knowledge enhancement among students in selected secondary schools in Makurdi Metropolis, Benue State, Nigeria?

Table Four: Mean scores of the influence of school libraries on promotion of reading culture for knowledge enhancement among students in selected secondary schools in Makurdi Metropolis, Benue State, Nigeria.

S/N	Item	Mean	Decision
1.	School libraries provide current reading materials which serve as tools to transmit knowledge to students.	4.00	Agree
2.	Schools libraries provide reading clubs which allows students to read and listen to the wisdom of others to gain more understanding.	3.13	Agree
3.	School libraries enable students to gain knowledge and be competent discharge their responsibilities as citizens of a democratic society.	3.04	Agree
4.	School media centre provide reading materials which improve the knowledge/ understanding of students which can be applied for development.	3.42	Agree
5.	By reading in school libraries students have background knowledge and are familiar with new topics and subjects.	3.55	Agree
6.	School libraries provide reading materials which enhance student's knowledge/ ability to perform excellently in both internal and external examinations.	3.98	Agree
7.	School libraries provide support for knowledge enhancement among students by promoting life-long learning through the acquisition and organization of information resources in schools.	3.78	Agree

Source: Field Survey, 2022.

Result from table 4 above revealed the influence of school libraries on promotion of reading culture for knowledge enhancement among students in selected secondary schools in Makurdi Metropolis, Benue State, Nigeria. From the above table all the items were clearly accepted (or agreed). This is based on the fact that the entire items have mean scores of 4.00, 3.13, 3.04, 3.42, 3.55, 3.98, and 3.78 respectively above the bench mark of 2.50.

Research Questions Five: What are the challenges hindering school libraries in promoting reading culture among students in selected secondary schools in Makurdi Metropolis, Benue state, Nigeria?

Table Five: Mean score of the challenges hindering school libraries in promoting reading culture among students in selected secondary schools in Makurdi Metropolis, Benue state, Nigeria.

S/N	Item	Mean	Decision
1.	Lack of current reading materials.	4.00	Agree
2.	Lack of qualified librarians.	3.92	Agree
3.	Inadequate financial support for school libraries.	3.16	Agree
4.	Lack of readership orientation programmes.	3.02	Agree
5.	Lack of students' interest/ desire to read books.	3.96	Agree
6.	Lack of space to accommodate reading materials.	3.98	Agree
5.	Lack of support from parents.	3.12	Agree
6.	High cost of books and other reading materials.	3.18	Agree
7.	Inadequate seating facilities in school libraries such as chairs and table for reading.	2.98	Agree

Source: Field Survey, 2022.

Result from item 5 above indicated the mean responses of the challenges hindering school libraries in promoting reading culture among students in selected secondary schools in Makurdi Metropolis, Benue state, Nigeria. From the above table all the entire items were clearly indicated as being the challenges hindering school libraries in promoting reading culture among secondary school students. This is because the entire items have mean scores of 4.00, 3.92, 3.16, 3.02, 3.96, 3.98, 3.12, 3.18 and 2.98 which is above the cut-off mark.

4.2 Summary of Major Findings

The following findings emanated from the study based on the research questions answered.

- i. Computer assisted instructional materials, textbooks, storybooks/novels, newspapers/magazines, audiovisual materials, journals encyclopedias, directories, almanacs, gazetteers/ maps, handbooks, manuals, yearbooks were revealed as types of information resources provided in school libraries for promoting reading culture among students in selected secondary schools in Makurdi Metropolis, Benue state, Nigeria.
- ii. Findings of the study revealed the purpose of using the information resources provided in school libraries by students in selected secondary schools in Makurdi Metropolis, Benue State, Nigeria to include: to enhance knowledge, to pass examinations, for self-

- development/improvement, to develop research and reading skills, for personal/ intellectual growth as well as to get career information.
- iii. Finding of the study also revealed that the school libraries play an active role which influence promotion of reading culture for self- development among students in selected secondary schools in Makurdi Metropolis, Benue State, Nigeria through provision of information resources and quality library services for the students.
 - iv. Finding further revealed that school libraries influences promotion of reading culture for knowledge enhancement among students in selected secondary schools in Makurdi Metropolis, Benue State, Nigeria through the information resources provided and the services rendered in the library to the students.
 - v. Finally, Findings of the study revealed lack of current reading materials, lack of qualified librarians, inadequate financial support for school libraries, lack of readership orientation programmes, lack of students interest/ desire to read books, lack of space to accommodate reading materials, lack of support from parents, high cost of books and other reading materials, and inadequate seating facilities in school libraries such as chairs and tables for reading as challenges hindering school libraries in promoting reading culture among students in selected secondary schools in Makurdi Metropolis, Benue state, Nigeria.

4.3 Discussion of Findings

Based on the findings derived from the results of the study, the following were discussed. Findings of the study on table 1 revealed that computer assisted instructional materials, textbooks, storybooks/novels, newspapers/magazines, audiovisual materials, journals encyclopedias, directories, Almanacs, Gazetteers/ maps, handbooks, Manuals, yearbooks were the types of information resources provided in school libraries for promoting reading culture among students in selected secondary schools in Makurdi Metropolis, Benue state, Nigeria. This finding is in agreement with that of Tofi and Onuminya (2019) whose findings revealed that resources such as encyclopaedias, directories, almanacs, newspapers, dictionaries, maps and textbooks are available in school libraries. Finding is also in line with that of Onuoha and Chukwueke (2020) whose study also revealed the provision of different information resources such as textbooks, and magazines in school libraries.

Findings of the study revealed the purpose of using the information resources provided in school libraries by students in selected secondary schools in Makurdi Metropolis, Benue State, Nigeria to include: to enhance knowledge, to pass examinations, for self-

development/improvement, to develop research and reading skills, for personal/ intellectual growth as well as to get career information. This finding is in consonant with that of Adejimos, Ilo and Audu (2021) whose study reported that students read in the library for personal intellectual development and self-fulfilment. this finding also corroborate that of Onuoha and Chukwueke (2020) whose study also revealed that students use majority of the information resources frequently for different reasons such as to prepare for examinations, for leisure, and to do assignment. This also agrees with the findings of Tofi and Onuminya (2019) that the students use library resources for information, education and studying purposes.

Finding of the study also revealed that the school libraries play an active role which influence promotion of reading culture for self- development among students in selected secondary schools in Makurdi Metropolis, Benue State, Nigeria through provision of information resources and quality library services for the students. This finding corroborate with that of Lulu-Pokubo and Akanwa (2017) whose study revealed that, there is a positive and moderate relationship between the availability of information resources and students' reading habit for self- improvement. Hypothesis moved that the relationship is significant. This implies that availability of information resources in the school libraries can influence the reading habit of secondary school students for self-improvement. Also, it was found that there is a positive low relationship but which is significant between the students' utilization of school libraries and their reading habit. This has revealed by the study invariably means that the utilization of the school library can influence the reading habit of the students for self- development.

Finding further revealed that school libraries influences promotion of reading culture for knowledge enhancement among students in selected secondary schools in Makurdi Metropolis, Benue State, Nigeria through the information resources provided and the services rendered in the library to the students. Findings is in agreement with that of Odusina and Oloniruha (2020) who in their study that majority of the students use the library to enhance knowledge and skills. In addition, the authors also reported that most of the respondents agreed that library usage influence them to read in their school. Finding also corroborate Onuorah (2021) study revealed that storybooks enhance reading culture among pupils in public schools since there is a significant difference in the performance of pupils exposed to storybooks in the experimental group compared to pupils in the control group. Lastly, the study also indicated that there was no significant mean difference in reading

culture of male and female pupils in public primary school when exposed to storybooks. Therefore, exposing pupils to storybooks can help improve their culture of reading. Also, Popoola, et al. (2021) also revealed that reading habit enhances the academic performance of students.

Findings of the study revealed lack of current reading materials, lack of qualified librarians, inadequate financial support for school libraries, lack of readership orientation programmes, lack of students interest/ desire to read books, lack of space to accommodate reading materials, lack of support from parents, high cost of books and other reading materials, and inadequate seating facilities in school libraries such as chairs and tables for reading as challenges hindering school libraries in promoting reading culture among students in selected secondary schools in Makurdi Metropolis, Benue state, Nigeria. Finding of the study is in line with that of Odusina and Oloniruha (2020) whose study reported that paucity of funds to purchase current information resources and lack of librarian are challenges encountered when using the school library materials. Findings is also in agreement with that of Chidaka (2017) who identified some problems such as lack of convenient accommodation, lack of funds, lack of reading tables and chairs, lack of qualified librarians among the problems of school libraries. Furthermore, finding corroborate that of Tofi and Onuminya (2019) whose study reported shortage/lack of qualified library staff, lack of current relevant books and inadequate funding of library were among the problems hindering the utilization of school library resources.

4.4 Conclusion

Based on the result of the study the researchers concluded that: computer assisted instructional materials, textbooks, storybooks/novels, newspapers/magazines, audiovisual materials, journals encyclopedias, directories, almanacs, gazetteers/ maps, handbooks manuals, yearbooks were the types of information resources provided in school libraries for promoting reading culture among students in selected secondary schools in Makurdi Metropolis, Benue state, Nigeria. The purpose for using the information resources provided in school libraries by students in selected secondary school include: to enhance knowledge, to pass examinations, for self-development/improvement, to develop research and reading skills, for personal/ intellectual growth as well as to get career information. Also, school libraries play an active role which influence promotion of reading culture for self-development among students in selected secondary schools in Makurdi Metropolis, Benue State, Nigeria through provision of information resources and quality library services for

the students. Furthermore, school libraries influences promotion of reading culture for knowledge enhancement among students in selected secondary schools. Despite the influence of school libraries on promotion of reading culture for self-development and knowledge enhance among students in secondary schools, they are challenges such as lack of current reading materials, lack of qualified librarians, inadequate financial support for school libraries, lack of readership orientation programmes, lack of students interest/ desire to read books, lack of space to accommodate reading materials, lack of support from parents, high cost of books and other reading materials, and inadequate seating facilities in school libraries such as chairs and tables for reading hindering school libraries in promoting reading culture among students in selected secondary schools in Makurdi Metropolis, Benue state, Nigeria.

4.5 Recommendations

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

1. Current reading materials should be made available in school libraries in order to influence the students to read at secondary school level.
2. The Benue State Ministry of Education should ensure that priority is given to employment of competent and qualified librarians to work in libraries established in secondary schools. Teacher librarians with requisite qualifications and cognate experience should be considered for employment in the schools to handle the affairs of the library.
3. There is need for the introduction of readership orientation programmes in all the secondary schools in the state. This will enable the students to be knowledgeable about the activities and services of the library and it will further enhance their patronage of the library.
4. There is need for the management to make the library more attractive in order to get the students desire and interest towards reading. Also, efforts should be made to ensure that story hour, book talks, book/ reading clubs, and exhibition are integrated into the school curriculum as this will help the students to develop more interest/ desire to read books.
5. There is need for need for adequate provision of space in the libraries to accommodate reading materials. If more space is made available in the library, the volume of the books provided to the library can also be increased. This is for the library to accommodate quality materials in various formats to support secondary education.

6. Effort should be made by the school management to give proper orientation to parents on the relevance of reading in the life of their children. This will enable them to give more support to their children at home to assist them with reading tips to develop effective reading skills.
7. There is need for the government to regulate the cost of books and other reading materials in the country. This will enable the schools to purchase more volume of books at cheaper prices which will be made available in the library for the benefit of students.
8. Efforts should be made by the schools management team to provide adequate seating facilities such as chairs and reading tables in the library.

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