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Book Clubs as Collaborative Intervention to Reduce Aliteracy among In-School Adolescents in Nigeria: The Roles of Library and Information Science Educators

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Abstract

Aliteracy, the lack of interest in reading by capable readers among the in-school adolescents in Nigeria, has raised many concerns among the stakeholders. This study examines the role of Library School educators in reducing aliteracy through the cooperative intervention of Book Clubs establishment and sustenance in secondary schools. This paper presents opinion reports through a literature search and review. The study was carried out to describe aliteracy and its prevalence among in-school adolescents, ascertain the need for cooperative intervention to reduce aliteracy among in-school adolescents and examine the role of Library School Educators. Literature search and review were used to establish the need to reduce aliteracy through the collaborative intervention of Book Clubs among in-school adolescents. The roles of Library School educators in training personnel that will be involved were also considered. The prevalence of aliteracy among in-school adolescents was established, and the need to reduce it through the collaborative intervention of the establishment of book clubs in secondary schools by stakeholders was also reiterated. There is a need for a holistic overhaul of the library school curriculum to accommodate the training of librarians to reduce aliteracy among in-school adolescents through establishing book clubs.

Keywords: Aliteracy, Book Club, Collaboration, In-school adolescents, Library and Information Science Educators.

Introduction

The importance of reading to in-school adolescents cannot be over-emphasised since reading is the primary means of acquiring an all-encompassing, holistic education. Meanwhile, there has been the prevalence of several problems associated with reading among this category of students in Nigeria, one of which is the lack of interest in reading, otherwise called Aliteracy. Aliteracy is the term used to describe the lack of interest in reading by individuals who can read but are not interested in doing so (Well, 2012). In-school adolescents who can read but are not interested in reading are referred to as aliterates. Therefore, aliteracy among in-school adolescents could be depicted by the reading attitude, reading behaviour, types of texts read, the importance attached to reading, and motivation for reading. Aliterates usually have a negative feeling toward reading and exhibit a negative attitude toward reading. Thus, the feeling that reading is demanding, tedious, laborious, time-consuming, and not worthwhile is dominant among aliterates.

Aliterates display negative reading behaviour, which is shown by faking the act of reading when they have to, finding faults and complaining about all genres of books and authors, and having a feeling of uneasiness about reading when it is required of them (Stearn, 2018). Apart from the negative reading attitude and negative reading behaviour shown by aliterates towards reading, in-school aliterates can be identified in the school system by the intensity of motivation they display for reading, the type of texts they read, and the importance attached to reading. When it comes to reading, aliterates show a low intensity of motivation and are generally put off by long texts that are not of interest to them. They are only interested in short texts that interest them (Gambrell and Marinak, 2009).

According to Sweeney (2003), there are two forms of aliteracy: functional and conditional. Functional aliteracy occurs when a student exhibits poor reading skills, find reading a tiring task and uninteresting, does little or no reading for pleasure, and dodges any reading if possible. In contrast, conditional aliteracy occurs when an in-school adolescent is exposed to certain conditions that are not inspiring. Such conditions include a lack of functional libraries with qualified personnel, poor parental support, and involvement in reading by parents and allied activities as well as a lack of synergy among stakeholders, including teachers and school librarians in encouraging reading among the in-school adolescents. Conditional aliteracy could also occur due to the non-availability of reading space, relevant books, and other reading materials in the homes and the lack of positive and exemplary models of reading from parents, siblings, and friends (Abimbola, 2021; Oyewusi and Abimbola, 2021). Aliteracy could threaten the nation's educational development because the standard of education will remain at the base in a country where reading is not accorded the deserved importance.

Statement of the problem

The realisation of Sustainable Development Goal 4 (SDG-4), which focuses on ensuring an inclusive and equitable education that can promote lifelong learning opportunities for all, would become a mirage in the absence of the right attitude to reading by in-school adolescents. However, meaningful reading cannot occur if the reader is not interested in reading. The prevalence of aliteracy among in-school adolescents could breed complacent youths with little or nothing to contribute to the nation's development. Therefore, the lack of functional and well-equipped school libraries, rigid curriculum, lack of reading specialists, and lack of synergies between teachers, school librarians, parents, and government authorities are some of the factors responsible for the thriving of aliteracy among in-school adolescents in Nigeria. The implications of aliteracy among in-school adolescents include examination malpractices, poor academic performances, poor communication, analytical, critical, and creative thinking skills,

and lack of declarative knowledge. However, establishing a well-equipped, adequately staffed school and public libraries and media centres and role modeling in reading by parents are some of the ways of tackling aliteracy in previous studies (Aramide and Abimbola, 2021; Oyewusi and Abimbola, 2021). Apart from the recommended means of tackling aliteracy highlighted, the researchers are of the view that collaborative interventions by relevant stakeholders could be of immense benefit in solving the problems of aliteracy among in-school adolescents since the required solution may not be achievable without synergy among stakeholders. Therefore, this write-up investigated the roles of Library and Information Science Educators in facilitating collaborative intervention of relevant stakeholders to reduce the prevalence of aliteracy among in-school adolescents in Nigeria.

Objectives of the Study

The specific objectives of the study seek to:

1. describe aliteracy and its prevalence among in-school adolescents in Nigeria;
2. ascertain the need for collaborative intervention to reduce aliteracy among in-school adolescents;
3. establish book clubs as a collaborative intervention to curb aliteracy among in-school adolescents;
4. examine the role of Library and Information Science educators in facilitating collaborative intervention for aliteracy reduction among in-school adolescents in Nigeria.

Literature Review

Description and the Prevalence of Aliteracy among In-school Adolescents

Aliteracy happens when an individual who can read is not interested in doing so, thereby creating the irony of having the ability to read but choosing not to read. An attempt to differentiate aliteracy from illiteracy was made in 1978 by Mickulecky, who discovered in a study that apart from those who were not able to read at a basic level, an increasing number of American citizens (old and young) were choosing not to read even when they can read (Wells, 2012). Thus, the difference between illiterates and aliterates is that while illiterates cannot read because they are not able to do so, aliterates can read, but they deliberately choose not to read. Therefore, aliteracy is the choice made by individuals not to read when they can. When reading is perceived as a burdensome task that is neither gratifying nor fulfilling, people may display a negative disposition toward it. When this is done repeatedly, it becomes a habit. Thus, consistent antipathy for reading by capable readers leads such to display poor and negative reading habits.

Different individuals have attempted to establish the prevalence of aliteracy among different categories of students in other studies. Beers (1996), one of the foremost researchers in the study of aliteracy among adolescents, described aliteracy as a condition of possession ability to read but exhibiting an indifference and boredom attitude to reading for academic and enrichment purposes. Thus, aliteracy depicts a state of apathy to reading by literate in-school adolescents. It is expected that in-school adolescents should be favourably predisposed to reading and find pleasure in it. However, when some see reading as tasking, time-consuming, and unprofitable, such adolescents are said to be aliterates.

Furthermore, aliteracy which occurs when students who are capable of reading choose not to read limits literate individuals to operate at insignificant literacy levels thereby impeding them from functioning at their full potential (Vanslyke- Briggs, 2011). Also, aliteracy describes individuals who hate the act of reading and try to avoid it by every means. It happens when in-

school adolescents who are expected to be engaged in reading not only for academic purposes but also for entertainment and enrichment purposes do not find pleasure and accomplishment in reading but perceive it as an arduous task. This leads to the categorization of aliteracy into two groups of functional and conditional aliteracies.

Functional aliteracy and conditional aliteracy are the two forms of aliteracy, as observed by Sweeney (2003). Functional aliteracy can be described as having poor reading skills, little or no motivation for reading, finding reading burdensome, and avoiding it for whatever purpose, be it academic or leisure. While poor reading skills inhibit comprehension of facts and ideas in reading materials, good reading skills enhance comprehension of reading materials. Reading skills help in-school adolescents recognise simple ideas presented in reading materials, evaluate them and relate them to situations. Conditional aliteracy, on the other hand, is what happens when students are made aliterates as a result of certain conditions that are unfavourable to the reading to which they are exposed. Conditional aliterates may possess good reading skills and the ability to comprehend reading materials but do not want to read due to certain conditions they find themselves in. With exposure to conditions such as shortage or lack of different books of interest, lack of functional school libraries, shortage of reading materials, and homes that are not conducive to reading, indifference to reading may set in. Thus, in-school adolescents are made aliterates not by their choice but by the conditions around them. Aramide and Adigun, (2022) highlighted the factors that can breed conditional aliteracy to include, including environmental/sociological, biological, and psychological. Environmental or sociological factors include those that relate to the home, school, social, and cultural environment of the pupil (Jennings, Caldwell, and Lerner, 2014) while biological factors include vision impairment, hearing impairment, speech problems, and general health and nutrition problems. The psychological factors that could result in conditional aliteracy are low intelligence quotient, lack of attention, and emotional problems. If these problems are left unresolved, the students may develop conditional aliteracy.

Both functional and conditional forms of aliteracy are detrimental to developing and sustaining a good reading habits among in-school adolescents. Therefore, while functional aliteracy will result in a lack of interest in reading most genres of books that are supposed to be helpful to in-school adolescents due to poor reading skills, low motivation, and poor reading interest reading preference, conditional aliteracy will limit the potential of the affected students because the conditions surrounding them at home and school may not always encourage reading (Abimbola and Aramide, 2022).

Studies on aliteracy are just emerging in Nigeria, but the prevalence of aliteracy among in-school adolescents has been established in different studies. Ilogho (2011) stated that Nigerian secondary school students are reluctant to read for the love of it. Contrary to what was obtained when reading was viewed as a noble enterprise among in-school adolescents, the few students who have the luxury of possessing books and other reading materials these days are not interested in reading them. Olufowobi and Makinde (2011) stated that students in Nigerian secondary schools do not find reading interesting, affecting diverse facets of their lives, including academic accomplishment as most of them cannot analyse and comprehend facts, making examination questions difficult for them to answer.

Abimbola and Adeoye (2013) asserted that boys and girls in secondary schools get involved with many things that distract them from reading which include harmful use of technology, spending undue time on extracurricular activities, and the inappropriate use of the internet, unguided interest in sports and unsupervised television viewing to mention a few. Involvement

in all these activities could make secondary school students find it difficult to make quality time for reading. Nwosu and Nnagha (2014) reported that Nigerian secondary school students prefer to spend their spare time interacting with electronic and social media to gather information rather than reading to increase knowledge. This implies that reading is not prioritised by in-school adolescents in Nigeria as they sought information through some other means apart from reading.

Some of the factors responsible for aliteracy among Nigerian in-school adolescents, as reported in earlier studies, include a shortage of well-equipped school libraries with professional librarians; rigid nature of assigned books; curricula that are not flexible enough; lack of good examples from teachers; lack of parental involvement and the negative influence of technology (Abimbola, 2021). While some students may genuinely have an aversion to reading, others may find it challenging to make time for reading which could ultimately lead to an inability to comprehend reading materials and a loss of interest in reading for some others.

The present educational system and approach to examination in Nigeria do not allow in-school adolescents to express their feelings and opinions because teachers and examiners expect students to provide only what was taught in the classrooms and available in the textbooks and other assigned materials without any consideration for their creative and thoughtful expressions (Ilogho, 2011; Olufowobi and Makinde, 2011 and Abimbola and Adeoye, 2013). Observations have shown that 21st-century in-school adolescents are energetic and passionate about discoveries and knowledge; they have little interest in dogmatic activities. Thus, if their claim is not considered in writing and recommending reading materials, reading would be an unexciting activity in which they may not desire to participate without coercion. The associated consequences of aliteracy among in-school adolescents should be a matter of concern to all stakeholders.

In Nigeria, aliteracy was discovered to be responsible for poor performances in standardised examinations, examination malpractices, poor communication skills, lack of creative and analytical thinking, and low literacy levels as observed among different categories of students, especially the in-school adolescents (Olufowobi and Makinde 2011; Ilogho, 2011; Abimbola and Adeoye 2013 and Nwosu and Nnagha 2014). The detrimental effects of aliteracy call for synergy between the stakeholders, such as teachers, school librarians, and parents, in reducing aliteracy among in-school students.

The Need for Collaborative Intervention to Reduce Aliteracy among In-school Adolescents

Collaboration refers to working with others to achieve a common goal. Therefore, collaborative intervention between the relevant stakeholders could go a long way in reducing aliteracy among in-school students in Nigeria. Teachers, school librarians, parents as well as policymakers need to cooperate to foster the love of reading in in-school adolescents and sustain it. The 21st Century school librarian (teacher-librarian) is responsible for leadership in planning collaborative programmes that could enhance voluntary and involuntary reading. The roles of librarians should extend beyond offering library services to the students; they are also expected to be responsible for collaborating with school teachers to foster good reading habits among the students (Forrest, 2011).

Critical information literacy skills are necessary to help in-school adolescents select appropriate reading materials in the contemporary environment of the proliferation of information resources (Abimbola, 2017). In-school adolescents could lose interest in reading

when they cannot find appropriate materials to read in the school libraries. Therefore, to reduce illiteracy among in-school adolescents, school librarians should collaborate with the school teachers to ensure that in-school adolescents possess the information literacy skills needed to access information materials. Many learning activities require students to explore different text styles and genres, hence librarians are expected to be informed about and more familiar with various resources in their collections and are in the best position to guide in-school adolescents and teachers in choosing books and discussing books. Allowing teacher-librarians to feature texts at differing reading levels enhances critical and creative thinking skills, honours student choice, and offers exposure to different voices and themes.

Strategies for a successful collaboration between the school librarians and teachers should involve initiating the partnership by the librarian, securing permission and support from the appropriate authorities, identifying a shared vision with all collaborators, collecting and analysing data about the progress of the collaboration, holding regular meetings, and documenting the collaboration (Kammer, King, Donahey, Koeberl, 2021). Apart from collaboration with school teachers, school librarians need to collaborate with parents of in-school adolescents to build strong reading habits. The role of parents in developing the right attitude toward reading by in-school adolescents cannot be overemphasised. Reading is an essential aspect of education; parents are expected to commit time and resources to encourage sustained good reading habits in children (Nehal, 2017). The disposition of in-school adolescents to reading could be affected by the involvement of the parents in reading activities since family is an influential factor on the child from where he receives inspiration that could aid in making informed decisions. The earlier the parents get involved in their children's reading activities, the better because no one is more responsible than parents in making the children know the importance of reading through their examples, assistance, and involvement (Abimbola, 2021). Provision of books, creating time for reading with children at home, and provision of reading space or home libraries are ways by which parents could get involved in the reading activities of their children.

According to Stint (2022), starting book clubs, encouraging parents to be role models, making books that appeal to the parents available in the library, and collaborating are ways to encourage parents' involvement in the school library. However, for parents to be practically involved in developing and sustaining good reading habits for in-school adolescents, there is a need to cooperate with school teachers, school librarians, and other stakeholders. All stakeholders (school administrators, parents, teachers, and students) are best served when collaboration and communication are allowed to flourish, and effective partnerships develop within a culture that supports them (Mattesich and Johnson, 2018).

Theoretical Underpinnings

The following theories were considered for this study.

Matthew Effect theory of reading

Matthew effect theory was used by Stanovich (1986), a researcher in reading, to describe an observed phenomenon on how readers who have good reading skills as a result of constant practice continue to love reading and do well in it while readers who do not love and practice reading constantly fail to develop good reading skills. The theory is so called because it was developed from the word of Christ in Matthew 25:29, which states that "For whosoever has, to him shall be given, and he shall have more in abundance, but whosoever has not, from him shall be taken away even what he has". The theory emphasises that students who love to read tend to read more, enjoy reading, and become better readers, while those who hate to read tend to read less, abhor reading, and fail to develop good reading skills (Cunningham and Stanovich

2001). Therefore, deliberate and concerted efforts should be taken by LIS educators and LIS professionals to curtail aliteracy among in-school adolescents.

Collaborative Theory of Education

This study examines the Collaboration Integration Theory, which was built around the fact that no single individual could maximally connect all the available learning resources. There is a need for stakeholders (parents, teachers, students, policymakers, and school authorities) in education to collaborate and work together to achieve the common learning goal. This theory was implemented by Cooperative Learning Exercises and Roles (CLEAR). According to Strom and Strom (2002), all-inclusive learning should not just be built around the students and teachers but should involve others within and outside the school setting, including parents. Efforts to reduce aliteracy among in-school adolescents should involve the collaboration of teachers with school librarians, school counselors, parents, school authorities, and other members of the communities.

Methodology

This study employs literature searches and reviews to establish the need for collaborative intervention. Previous studies concerning aliteracy among in-school adolescents were critically reviewed and examined. Also, earlier studies on the need and areas of collaborative intervention between librarians and teachers, parents, and school authorities were critically reviewed. The study reviewed the literature on book clubs and how they can be used as a collaborative intervention between stakeholders to reduce aliteracy among in-school adolescents. Several pieces of literature about the roles of Library and Information Science educators in the training of librarians to reduce aliteracy among in-school adolescents through collaborative intervention using the establishment of book clubs were reviewed and reported.

Discussion

Book Clubs as Collaborative Intervention to Curb Aliteracy Among In-school Adolescents

One of the ways the collaborative efforts of school librarians, teachers, and parents can come to play is by establishing book clubs in the schools and communities. Book clubs are reading groups usually consisting of several people who come together to read and discuss books based on agreed topics. Usually, members of book clubs choose specific books to read and examine simultaneously. Book clubs bring individuals with the intent of reading books of interest together as they read, discuss and share what they read. Thus, you have a community of readers. Book clubs help in-school adolescents discover books of interest, and the discovery of exciting genres makes them more inclined to spend more time exploring the reading of such genres (Ray, 2019). Also, belonging to a book club makes reading more interesting and exciting, which encourages eagerness for independent reading, thereby turning in-school adolescents into book lovers (Petrich, 2015).

Moreover, book clubs encourage deeper engagement with stories as the participants not only comprehend the author's purpose of writing but can also draw their conclusions about the book. Book clubs help in-school adolescents to be accountable, enhancing comprehension of facts and ideas presented in the reading materials as participants are allowed to participate in meaningful discussions (Forrest, 2011). Book clubs also enhance vocabulary development as students are encouraged to benefit from learning the meaning, synonyms, and antonyms of words. The result of good writing and research skills is encouraged at the book club as the participants desire to know more about what is read and discussed (Weiss, 2016). According

to Reister (2020), book clubs can improve students' reading motivation and are used as promotion tools to influence reading culture among reluctant readers.

One of the critical roles of school librarians is to create book lovers alongside parents, teachers, and school authorities. School librarians can collaborate with teachers to develop viable and purposeful book clubs. This involves the choice of place of meeting, time, goal, and objectives of the book clubs, and selecting appropriate books. Also, school librarians should involve the parents of in-school adolescents in significant decisions involving establishing book clubs in the schools and communities. Parents and teachers should be encouraged and convinced to see the need to promote in-school students to participate effectively in book clubs (National Library of New Zealand, 2022).

However, librarians need professional training in establishing and sustaining effective collaborations between the teachers, parents, and the school leadership (Merga, Sayidi, Loh, and Malpique, 2021). Intending LIS professionals should learn and possess all the necessary skills needed for meaningful collaboration. The researchers believe that establishing book clubs in schools and communities could reduce aliteracy among in-school adolescents in Nigeria. Therefore, a collaborative intervention between the librarians, teachers, parents, and policymakers in establishing and sustaining viable book clubs could reduce aliteracy among in-school adolescents. The 21st-century librarians should not only be trained to offer services to library patrons but also to play active roles in reducing aliteracy through every means, including the establishment of book clubs.

Library and Information Science Educators' Role in Collaborative Intervention to Reduce Aliteracy among In-school Adolescents

Library and Information Science (LIS) educators are the lecturers responsible for training librarians and allied information professionals in institutions of higher learning such as Colleges of Education, Polytechnics, and universities in Nigeria. The need for a holistic LIS curriculum that will meet the needs of different users, including in-school adolescents, cannot be underestimated. The LIS schools in Nigeria ought to appraise and, where necessary, modify the contents of LIS curricula to prepare the graduates with the knowledge and skills that would empower them to succeed in meeting such needs (Abubakar, 2021).

According to (Onwubiko, 2020), librarians, as managers and disseminators of information, are looked upon as reformers and agents of change in society. Therefore, librarians cannot afford to look sideways as the consequences of poor reading habits inhibit the desired academic achievements and holistic usefulness of in-school adolescents. Katuli-Munyoro and Mutula (2017) stated that the proficiencies and skills of LIS professionals should evolve continuously to remain relevant in the contemporary world. Since the essence of the library is for the patrons to read and sustain good reading habits, the training of librarians should be such that it will not only make reading materials available and accessible to the users but also encourage sustained good reading habits. Aliteracy, the lack of reading by able readers, and its attendant consequences among in-school adolescents should be a matter of concern to LIS educators. The LIS professionals' training should be geared towards reducing it. Thus, the education of LIS professionals should be done innovatively to suit the present-day challenges through teaching, learning, and research. This may involve an amendment of the LIS curriculum to accommodate all areas needed for a 21st librarian (Akanbiemu, 2020). The training of the librarians should be such that it will help them to acquire the skills and competencies required to render appropriate and quality services in and outside the libraries in Nigeria. Librarianship is a multi-disciplinary field. The LIS training cannot, therefore, afford to trail behind in

changing, modifying, and updating its curricula to reflect current trends in information delivery (Saleh, 2011).

It should be noted that future careers and the ability to contribute positively to the advancement of society are the parts of what students are expected to gain in universities. Achieving those goals may not be accessible to in-school adolescents without sufficient interest and a positive attitude to reading. Aliteracy could prevent individuals from performing at their fullest potential in a society that continually demands high literacy. Relating the theory of Matthew's effect on reading among students, Cunningham and Stanovich (2001) stated that better readers would continue to improve their abilities in reading and comprehension, while those that are averse to reading have their reading abilities and cognitive skills continuously subdued. This implies that students who are avid readers will continue to love and engage in reading. In contrast, aliterates who are not interested in reading will continue to exhibit apathy to tasks if nothing is done to help them. Therefore, there is the need for concerted efforts on the part of the stakeholders to arouse the lost interest in reading among secondary school students by every reasonable means possible because the place of reading in raising a sound and independent generation that will make a significant contribution to the development of their society cannot be underestimated (Abimbola, 2021).

Libraries are set up to collect, organise and make information materials accessible to users for reading, studying, and research (Aina, 2004). A library will not fulfill this purpose if the supposed users are unwilling to patronise it due to a lack of interest in reading. Hence, LIS educators should take the matter of curbing aliteracy seriously in the process of training intending library professionals. The LIS educators can train library professionals to facilitate collaborative intervention to curb aliteracy by encouraging parents, relatives, and teachers to give books to in-school adolescents as gifts. In-school students should be allowed to have input on the types of books to be made available in libraries. Non-availability of reading materials that appeal to in-school adolescents, including comics, magazines, and other genres of books, could cause them to lose interest in reading and the libraries (Ilogho, 2011, Wayne, 2011).

Summary and Conclusion

The prevalence of aliteracy and its attendant consequences among in-school adolescents makes it imperative for LIS educators to be aware of the menace and train prospective LIS professionals to tackle it by every means, including the establishment of book clubs. Book clubs could be used to foster the love of reading among in-school adolescents. Like every other thing meant to be successful, book clubs established to reduce aliteracy among in-school adolescents should be adequately run by trained librarians. The LIS curriculum should therefore be structured in such a way to allow not only the availability and accessibility of information materials but to foster the love of reading that will attract the patrons to the library. If the materials are adequately organised and available, without acquiring good reading habits, librarians may continue to experience low patronage of readers.

Consequently, LIS educators should have adequate knowledge about aliteracy as a concept that could hamper the use of libraries not only among in-school adolescents but undergraduates. Such knowledge will place LIS educators in the best position to make the intending LIS professionals know the danger posed by the continued lack of interest in reading by in-school adolescents and other students. The training of LIS professionals should take the aliterates and the means of helping them to embrace good reading habits into consideration. One of the means of reducing aliteracy among in-school adolescents is the establishment of book clubs in schools, public libraries, and communities. Thus, LIS professionals should be taught to imbibe

the necessary skills to interact and collaborate with concerned individuals in establishing and running such book clubs.

Recommendations

1. Library and Information Science (LIS) educators should be adequately informed about aliteracy among in-school adolescents.
2. Intending library professionals should be well-informed and trained to combat aliteracy among in-school adolescents by LIS educators.
3. The LIS educators should inform their students about the problems that aliteracy can constitute to societal development and include, as part of their training the various collaborative efforts to embrace, including the establishment of book clubs, to tackle the problem.
4. Also, LIS educators should expose library professionals to the various strategies for sustaining functional book clubs as part of efforts to tackle aliteracy among in-school adolescents.
5. LIS curriculum should be expanded to accommodate measures that could be employed to reduce aliteracy among in-school adolescents, including school and community book clubs.
6. The LIS professionals should be taught the nitty-gritty of effective collaboration among the stakeholders to encourage good reading habits among in-school adolescents

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