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The Role of School Libraries in Promoting Reading Culture Among Secondary School Students : a case study of Federal Government College, Jos

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THE ROLE OF SCHOOL LIBRARIES IN PROMOTING READING CULTURE AMONG SECONDARY SCHOOL STUDENTS: A CASE STUDY OF FEDERAL GOVERNMENT COLLEGE, JOS

BY

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ABSTRACT

For the past couple of years, reading culture has been on the decline, especially in Nigeria, and Africa in general. Research has shown that this is partly due to the emergence of Technology and the rise of social media. It is despairing that young adults spend hours watching televisions, and chatting on social sites at the detriment of reading. This study examined the roles school libraries can play in promoting reading culture among secondary school students, using F.G.C Jos as a case study. On the basis of this, five (5) research questions were developed to guide the researchers.

The descriptive survey method was used, and simple random sampling adopted. Questionnaire was the major instrument of data collection. Results of the findings were interpreted using simple percentages and organized in tables, and charts for clarity and better comprehension. The results of the findings revealed that students do not have good reading habit. This was represented by 51.4% who read for only 1-2 hours on a daily basis, which is unsatisfactory. Also students depend largely on textbooks and lecture notes as sources of reading materials, hence they read only to pass examinations; this is an indication of poor reading habit. The findings also revealed that students do not have opportunities of borrowing books from the library, and the library is not integrated in the school curriculum. Also, it was revealed that major factors hindering students from reading include watching television, phone addiction/chatting on social sites, and lack of interesting books.

Major recommendations put forward by the researchers include: that teacher librarians should host reading-related events at school as a way to promote reading, create attractive displays of books in the library to arouse the interest of learners; librarians should take advantage of the social media. They should create social media platforms, such as social media discussion forum where students can discuss books they have read. Recommendations were also made for school management, and the government.

INTRODUCTION

According to an online dictionary, dictionary.com, a library is a place set apart to contain books, periodicals, and other materials for reading, viewing, listening, study, or reference, as a room, set of rooms or building where books may be read or borrowed. Merriam Webster's dictionary also defines a library as a collection of sources of information and similar resources, made accessible to a defined community for reference or for borrowing. A library's collection include books, periodicals, newspapers, manuscripts, films, maps, electronic books (e-books), audio books, databases, and so on.

There are different types of libraries, each with its distinct function and serving a defined community of users. The different types of libraries include: National library, academic libraries, public libraries, special libraries, and school libraries. For the aim of this research, the researcher will focus on the school library. School libraries are libraries dedicated to the support of educational programmes of primary and secondary schools worldwide, (Adetoro, 2005). Also, Aina (2004) defines school libraries as a library that is attached to schools such as pre-primary, primary, and secondary schools. They supplement the teaching of the school children. It caters for children who are eager to read and also for backward children who read with difficulty, and who require visual aids, and all kinds of incentives to study, (Uzuegbu, Ibiyemi, 2013).

The goal of school library is to develop information literate students who are responsible, and ethical participants in the society. Information literate students are self-directed learners who are aware of their information needs and actively engage in the world of ideas, (IFLA guidelines for school libraries, 2015). School libraries facilitate teaching and learning, therefore its collection must be based upon the curriculum and

particular needs and interest of the school community and reflect the diversity of society outside the school. Professional librarians, known as teacher librarians are saddled with the responsibility of maintaining school libraries, (Uzuegbu, & Ibiyemi, 2013).

Reading not only has the awesome power when it comes to stimulating the development of an individual, its importance to the entirety of human life in this era of information explosion cannot be underestimated. Reading, according Tella & Akande (2007), is an art capable of transforming man's life and his entire society. Reading is a worldwide phenomenon that has the capacity to promote development as well as instill discipline on the individual. The survival of any society therefore is a function and extent to which that society is involved in reading, (Anyawu, Obichere & Ossai-Onnah, 2012). It is essential therefore, for every individual to develop a culture for reading. Every individual should and aim at developing good habit of reading since its benefits are tremendous to human existence and a necessity for one to pull through in life.

The art of reading could be a very interesting experience for children and adolescents if they are properly guided. A reading habit cultivated early in life helps the child to grow into an independent adult, (Oji, & Habibu, 2011). Though the benefits of reading are immeasurable, the reading culture of Nigerian society is poor. Study has shown that the average Nigerian reads less than one book per year, in fact only one percent (1%) of successful men and women in Nigeria read one non-fiction per month; also, 30 million Nigerians have graduated from high school with poor reading culture, (Henry, 2004).

Reading culture is on a daily decline especially with the influx of smart phones into the country. With these phones, individuals, especially young adults have access to a variety of social networking sites on the internet. Such social networking sites include Facebook, Instagram, WhatsApp and a host of others. On these platforms, they spend hours sending instant messaging, *pinging,* and making video calls as well as sharing videos online, and much more. According to Aina, Okusaga, Taiwo & Ogundipe, (2011), there is also an overriding desire amongst young people to spend more time with their friends than remain at home reading. Adults and children alike glue more to televisions, watching drama or home videos as a way of enjoying their leisure instead of reading. These individuals therefore end up with bad reading habits. Dorothy (2002) posits that there are chances of kids with poor reading habits involving in anti-

social behaviours. Aina, et al (2011) also observed that delinquency, school violence, bullying, incidence of hacking computers, and even incidence of examination malpractices have a higher correlation with poor reading habits.

With poor reading culture eating deep into the fabric of the country, it has become necessary for school libraries to promote and instill a culture of reading among Nigerian children. According to Gbadamosi (2007), cited in Anyawu, Obichere, &Ossai-onah (2012), reading requires books, and that good reading habit promotes effective use of library book resources; and effective use of library book resources has the inherent/advantage of promoting good reading habit. Libraries are the custodians of knowledge and information, and hence the need to develop effective means of promoting reading culture. Librarians must make efforts to take back the book to the people. This initiative was campaigned by the then president of Nigeria, Dr. Goodluck Ebele Jonathan. In his remark at the flag off of the Bring Back the Book campaign, in Yenegoa, Jonathan said in the Vanguard, July 19, 2012:

> "I have accorded the Bring Back the Book campaign
>
> the status of a federal government program facilitated
>
> through the Federal Ministry of Education, so that we
>
> make in-roads into schools all over the world…by so
>
> doing we will get out pupils reading to feed their imaginations
>
> for the up-liftment of the entire society".

It has become necessary therefore, that teacher librarians put hands on deck to ensure that the reading culture is revived in the Nigerian child, and at an early stage. They should organize book talks, group reading, and story hours to provoke in children the desire for reading for pleasure.

STATEMENT OF THE PROBLEM:

In Nigeria, there is a long way to go in terms of educational transformation. To achieve an educationally sound society, there's the need for a reading culture among individuals who make up that society. This, however, is not the case in Nigeria where individuals find reading (especially for pleasure) burdensome, and a waste of time and energy since there are better things to do such as "hustling".). Despite the importance of reading as a culture, it has become obvious

that Nigerian children no longer read. They only read when they have examination to write, outside that, reading has no meaning to them, (Ossai-Onah, Anyanwu, & Obichere, 2012).

The debased interest in reading among Nigerians has become a cause for alarm among scholars and educationist. Reading culture has been suffering and adversely affecting the educational development of the nation. This has led to causes of examination malpractices in public examinations such as the West African Examination Council (WAEC), National Examination Council (NECO), Joint Admissions and Matriculation Board (JAMB) examinations.

The decline in reading culture has caused scholars to investigate how libraries can revive reading among Nigerians, with many of the studies focusing on public libraries. This may be due to the fact that research has shown that Africans and Nigeria in particular do not have what can really be called a school library in its actual sense. With the few researches on school libraries, emphasis is placed on the number of visits of the school library, and nature of programmes offered in such libraries and most of the studies been carried out in the Western and Eastern part of the country. It is ideal therefore that more research be conducted to show how school libraries can promote reading culture through the integration of school library activities into the school curricula, and the preference of library collection by students. This is because students will patronize and read materials that interest them. Consequent to this therefore, is the rationale for this research.

OBJECTIVES OF THE STUDY

This study is intended to achieve the following objectives:

1. To examine the status and the nature of collection of Federal Government College Jos library.
2. To determine the level and purpose of library use by students
3. To examine the amount of time students spend in reading and purpose for reading.
4. To examine the preference of library collection by students.
5. To assess how well integrated school library activities are into the school curricula.

RESEARCH QUESTIONS:

1. What is the nature and status of the library collection of Federal Government College, Jos library?
2. What is the level and purpose of library use by students?
3. What is the amount of time students spend in reading and purpose for reading?
4. What library collection do the students prefer?
5. How well are school library activities integrated into the school curriculum?

SIGNIFICANCE OF THE STUDY.

It has been observed that when students have greater access to books, literary materials, literacy support, and technological instruction that school libraries provide, there is a greater likelihood that they will develop into accomplished readers. Schools with effective library programs have seen high performance level, (NYCC school library brief, 2011). To bring about real development in children intellectually, students who will contribute immensely to the development of the nation, there is the need for school libraries to play their role in inculcating a sense of reading culture among students. Habits when learnt early are difficult to get rid of, and this is why childhood is the best period for the formation of habits, and the school library's clientele are children/young adults, children in secondary schools as regard the topic of this research.

The study can therefore be justified on the following grounds:

- It will enable the Federal Ministry of Education to see the necessity to enforce laws that will ensure that school proprietors establish libraries in secondary school.
- It will make teacher librarians see and play crucial role expected of them in the process of developing the school library's collection.
- It will serve other researchers as a background on which to conduct related studies.
- It will encourage students to see the need to develop a good reading habit.

- The research results will enable school proprietors and the government to make better assessment of the progress of school libraries and act accordingly.

LITERATURE REVIEW

Previous researches have been done by other scholars on the role of school libraries in promoting reading culture among children, and quite a lot has been discussed on the topic. What will constitute areas of reference for the researcher's review of literature will therefore include: papers presented at seminars, the dailies (newspapers), periodicals, pamphlets and books, internet resources (published and unpublished), print and no-print resources that relate to the topic.

A school library is desirable as it provides a variety of reading and multimedia resources, which support teaching and learning, fostering reading culture and lifelong learning. Educators all over the world agree that once there is a school library, it will play an important and positive role in the school curriculum; thereby facilitating quality education in the school, (Osuchukwu & Edewor, 2016). School libraries have also been seen as parts of the most effective ways of renewing education because of their roles in transforming changes in children's reading abilities, hence, girls and boys everywhere are meant to learn how to read and write, (Tokwe, 2008). Adeniji, (2006) acknowledged that a school library is an important factor in the educational sector, enhancing academic excellence, as well as being the heart and soul of the educational system.

According to encyclopedia Britannica, a library is a collection of books used for reading or study, or the building, or room in which such a collection is kept. It is a collection of information resources in print or non-print or in other formats that is organized and made accessible for reading and/or study. Libraries as earlier stated in the first chapter of this research are broadly categorized into different types based on their target audience. These categories include the National, Special, Academic, Public and School libraries respectively.

Way back in the late 1960s, the General Yakubu Gowon led government had an overriding passion to heal the wounds of the Nigerian civil war. The government came up with the idea of building decent schools that will cultivate a group of unpolluted minds from across the nooks and crannies of Nigeria and ignore the vagaries of tribes and religion. This idea led to the establishment of Federal Government Colleges, also known as Unity Colleges. These schools are unifying institutions bringing together young Nigerians from diverse ethnic and religious divides with a view of instilling high quality education into the students in an environment of academic and development excellence devoid of religious, ethnic or social stratification that ruled Nigeria then, and unfortunately continues to plague Nigeria till today. There are 104 unity schools in the country, inclusive of Federal Government College, (F.G.C), Jos. Federal Government College; Jos was established in on 12th February 1973, on a temporary site along Bukuru Road which used to be the premises of the Nigerian Chambers of Mines, Jos. In October 1983, the college moved to its present permanent site, along Jos-Zaria road, about three kilometers from the main town. F.G.C Jos school library is as old as the school itself. It started with few collections of book, but has grown to house million collections. According to the library's accession register, the library has 858 books donated to it by STEB-B, and 1,003,216 library materials donated to it by Universal Basic Education (UBE). The library therefore, during this research has an approximate total collection of 1,004,074. These collections include mostly textbooks, and few novels, and periodicals.

According to IFLA school libraries guidelines (2015), the goal of all school libraries is to develop information literate students who are responsible and ethical participants in the society. The guideline further stresses that information literate students are competent, self-directed learners who are aware of their information needs and actively engage in the world of ideas. They display confidence in their ability to solve problems and know how to locate relevant and reliable information. They are able to manage technology tools to access information and to communicate what they have learnt; they are able to operate comfortably in situations where there are multiple answers or no answers. They hold high standard for their work and create quality products. Information literate students are flexible, able to adapt to change, and able to function both individually and in groups. The IFLA guidelines were made to inform decision makers to give support and guidance to the library community.

One of the significant purposes of the school library is to aid students develop love for reading, and to promote reading culture amongst its users. This implies the need to create the awareness of written letters, the need to read not only textbooks, but also to engage in creative, leisurely, and pleasurable reading, (Segun 1995: Apeji, 2000). Reading is usually a private act, personal and individual relationship with a book. Ogbonna & Eze (2015) citing, Albishak (2004) defines reading as simply referring to the skill of getting information mainly from books, to read means to understand or interpret written information. Reading is making meaning from print materials. It is a multifaceted process involving word recognition, comprehension, fluency and motivation. Reading in its fullest sense involves weaving together word recognition and comprehension in a fluent manner.

In the words of Olanlokun (1999) cited in Oji & Habibu, (2011), "reading is a complex activity which links the eyes with the mind to come up with the interpretation and evaluation of written symbols. Reading is the ability to understand words contained in a document and make use of the knowledge for personal growth and development, (Dadzie, 2008: Owusu-Acheaw, 2014). It is the identification of the symbols and association of appropriate meaning with them. Okwilagwe (1998) in Owusu-Acheaw (2014) asserts that reading is more concerned with reasoning, meaningful interpretation of words, phrases, and sentences, requires all types of thinking, such as critical, analytical, creative, imaginative, evaluative, judgmental and problem solving. To Leipzig (2001), reading involves word recognition (identification of words in print), comprehension (construct understanding from the identified words), and fluency (coordinate understanding of words and making meaning so that reading is automatic and accurate). Sisulu (2004) states that reading is a fundamental block associated with learning and the development of a literate society. It is an invaluable tool that is capable of empowering humans to take appropriate steps that are necessary to develop and live well. Reading is therefore relevant to human existence, without reading; man will never be able to harness information necessary for wellbeing. It is indeed the first button of academic garment as posited by Dominic (n.d).

People read for different reasons. Some read for pleasure, leisure, while others read to gain information and knowledge, and others to pass an examination. Whatever the purpose for reading, reading is an intellectual action which is possible only if a man forms a culture/habit of reading, and practices this from childhood. Reading culture therefore plays a very crucial role in

enabling a person to achieve practical efficiency. Sangkaeo (1999), cited in Tella & Akande (2007), defines reading culture as "behavior which expresses the likeness of reading, individual types of reading and tastes of reading". Gbadamosi (2007), in Ossai-onah, & Eze (2012), states that "reading culture is the process of building up positive reading attitude among children, and students over a period of time"; in other words, reading culture is an attitude that is developed over a period of time.

The benefit of reading to an individual is therefore immeasurable. In the past, when television sets, smart phones, social networks and other internet enabled gadgets were non-existent, individuals (who can read and write) spent hours reading books, periodicals, etc. Through reading, their minds travelled far and wide, they were informed about other countries, race, and events, and they developed self-esteem. Through reading, the individual is able to build or fix things, enjoy stories, discover what other people's believes are, and develop ideas or believes of their own. Reading provides the key to all forms of information necessary for our day-to-day survival and growth, (Owusu-Acheaw & Larson, 2014). But with time, people lost passion for reading due to the fact that there are several other interesting activities individuals could engage in aside reading; such as surfing the internet, chatting on social sites, going to the movies with friends, and a host of other exciting options. This according to Aina, etal (2011) is a shame because reading offers productive approach to improving vocabulary and word power. The acquisition of reading skills does not only affect or improves confidence in language art, but also in subjects such as social studies, sciences, and mathematic, etc. Poor reading culture can make a child to develop poor attitude to school, and it can create self-esteem problems later in life, (Fusudo, 2010: Aina etal, 20

The impact of reading on people's lives is extraordinarily widespread. Reading is a basic tool for education. It is essential to academic success and to intellectual growth. Like every other habit, the habit of reading in an individual develops with time. Students need to develop reading habits to help them in their academic performance. A reader can learn new skills, can be introduced to new facts, can become more knowledgeable of the whole world, and can be stimulated to thought and emotion, (Kumar, Kumar, & Rani, 2008). According to Aina, Okusaga, Taiwo, & Ogundipe (2011), there are many advantages of reading. These advantages include:

a. Reading is an active mental process: unlike the television, books make you use your brain. By reading, you think more and become smarter.

b. It is a fundamental skill builder: every good course on the planet has matching book to go with. This is because books help clarify difficult concepts. Books provide information that goes deeper than just classroom discussions.

c. Improves vocabulary: while reading books, especially challenging ones, you will find yourself exposed to many new words.

d. Gives you glimpse into other cultures and places: books can expand your horizons by letting you see what other cities, countries, and other cultures seem like and what they have to offer.

According to Ukoha (2015):

"Reading increases the attention span of adolescents. Good reading habits should be encouraged at an early age, so as to develop their attention span, which would enable them focus better, and for longer period of time. It combats the poor attention in today's children…the development of reading habit early leads to a lifelong love for books. Reading encourages a thirst for knowledge. Children with good reading habits learn more about the world around them, and develops interest for other cultures…it provides adolescents and indeed everyone with other people's views of life and broadens one's horizon".

Thus, reading is necessary for a child's learning, growth and development. Ideal reading streams from the need to sustain and preserve knowledge for the next generation. Reading inspires leading because in books lie knowledge, skill, wisdom, and the ability to stand out having gained one or more than you did before, (Ukoha, 2015). Thus reading is essential for every student especially in secondary school, who aspires to become a great leader of tomorrow, as the popular adage says "leaders are readers.

In the words of Tracy, (2008) cited in Aina, Ogunbeni, Adigun, & Ogundipe, (2011), "Nigeria being a former British colony, her literacy culture should have been standardized as that of Britain". In Britain about 99% of its citizens can read and write; but this is however not the case in Nigeria. Henry (2004) asserts that out of the 814 million in the world, the third world countries, most especially in Africa have huge percentage of these illiterates. In the same study,

it was revealed that 40% of Nigerians never read a non-fiction book from cover to cover after they finished school. The average Nigerian reads less than one book per year, in fact only 1% of successful men and women in Nigeria read non-fiction per month. Also the study states that, 30 million Nigerians have graduate high (secondary) school with poor reading skill. A number of factors have been blamed for the dying reading culture. These factors as enumerated by Ukoha (2015) are:

1. Technology: the amount of technology available in most homes has amounted to distraction, which draw young adults away from recreational reading. Many students return home from school and spend the rest of the day playing video games, surfing and chatting on the internet, watching televisions, listening to music or talking on the phone. Since the entry of (smart) phones into Nigeria, Nigerian students have concentrated more on phones than reading books. They are seen taking "selfie" photos, or beaming with smiles while chatting on social sites such as, Facebook, WhatsApp, or boisterously laughing most of the time as they discuss over the phone. Therefore the acquisition of handsets by students has helped to distract secondary school students from developing good reading culture.

2. Non availability of human and material resources for the teaching of reading as a school subject, and the general literacy level of the society: like many other African countries, Nigeria still has a prevalence of good oral tradition. This can be seen in the habit of utter regard for data and facts for rumors, and disregard for record keeping. There is no provision for reading as taught subject in the Nigerian secondary school curriculum. There are no reading laboratories in any secondary school in Nigeria. There are no facilities to train reading specialists and trained teacher librarians are non-existent in most schools.

3. Non-existent and poorly equipped libraries: libraries are non-existent in the greater population of secondary school. In schools where they are existent, they are poorly equipped. Many of their collections are outdated. This inhibits the development of good reading habit.

4. Lack of adequate in school awareness of the importance of a good reading culture: there are no mediums to educate students, and the general public on the need and importance of good reading culture.

According to Yacoob, Ujang & Endung (2016), Reading has at all times and in all ages been a great source of knowledge. The ability to read receptively and responsively is highly valued, and considered paramount for social and economic advancement. In today's world with so much to know and learn, and also the need for conscious effort to conquer the divisive forces, people, most especially students need to read more. Reading is a cornerstone for success, not just in schools, but also throughout life. A good reading habit is necessary for healthy intellectual growth and plays a very vital function in enabling a person to achieve practical efficiency. An individual's interest is determined to a considerable extent by the amount he/she will read, and the intensity with which he/she will pursue his reading activity, (Chettri & Rout, 2013).

According to Umeh, (2015), a reading nation is a moving nation and a country whose citizenry hardly reads stands at the edge of precipice awaiting a colossal loss. In Nigeria, the habit of reading is speedily approaching a freezing point, and in attempt to highlight the decline in reading culture, the "bring back the book" campaign was launched. This campaign was launched to reawaken Nigerians on the importance of reading and to promote effective reading habits among the general populace of Nigeria. The aim of promoting reading habit is to get the children and adolescents to read as part of daily life, and to establish the reading of books as a habit that will always be needed and enjoyed throughout one's life, (Oji & Habibu, 2011). Due to this fallen interest for reading, the role of the school library in promoting reading has therefore become crucial in Nigeria where education is emphasize. Libraries are essential instruments for promoting reading culture as they serve as recreational centers and promote creative development to the children, and availing books for their personality development and spiritual growth, (Umeh, 2015). A school library is more than a store house for books. The task of encouraging positive reading interest and sustaining a love for reading is not an easy one. The unique role of the school library is that they are fundamental to the development of literacy which is manifested in viable reading habits. Therefore, ways in which the school library can play its role in promoting reading habits among students as enumerated by Oji & Habibu (2011) include:

- **Through book exhibition and book talk:** this activity can be organized so that children and adolescents can talk about interesting books they have read. They could describe characters and bring out similarities in many characters. The

teacher librarian could read to them or each child in turn. The librarian could pick a book and talk on it; stimulate interest in the book and ask children to read book and could come back for further literacy analysis of the book.

- **Organizing story-talk hour:** this could be organized for evening of weekdays or Saturdays. Story telling is not new to some children who already have the opportunity at home. Story-telling is a universal activity as old as time itself. This activity is important for children's mental and emotional development. Traditional folktales and legends from different parts of the country could be used which would appeal to young people's sense of adventure and imagination which would stimulate love for reading African authors.

- **Creative activities or creative writing:** this involves the creativity of the child. Teacher librarians should encourage students to create puppets, either with paper, clay. Puppets can be used to act in stories. After a reading aloud session, or a story telling session, students could be asked to write a short story on what they were told or read to. This would provide wonderful stimulus for reading among children.

- **Clubs:** the teacher librarian could introduce the formation of clubs within the library set-up. The club could be centered on hobbies of children. The library's role here would be, to provide all reference and information materials for the chosen hobby. The club members will then build on the information with assistance of the librarian. In this way they get to know the role of the librarian in both their recreational and educational lives.

- **Drama:** drama presentation can be light or heavily involved. During the story telling hours, children could act certain parts in the story. Drama could also be organized, where children take home and learn their parts properly. The drama could be presented during end of year activities or special occasions in the school. While providing entertainment, drama sharpens hidden talents of the child.

- **Mobile reading tents:** once in a month, on Saturdays, or during the long vacation, tents could be pitched in a school playground with a lot of prior publicity and fun fare. Here under the supervision of a certified librarian, the library books are made available for reading, story-telling session, drama

presentation based on theme from books which have been read, impromptu speeches, book talks, and books can be read in turn and prizes could be awarded to the winners.

- **Collection development:** in order to create a culture in which all students are encouraged to become avid readers, there should be consultation with students to learn of their interests and to have to ensure that the range of reading materials available in the school library reflects these interests. This is in recognition of the fact that a wide range of reading materials will encourage students to read. There could be a breach of protocols to include the students in the planning and delivery of reading materials for the school library collection.

Also, teacher librarians can encourage students to make use of the library. Librarians can liaise with teachers to encourage maximum use of the library and its resources by giving pupils assignments/projects that would necessitate their frequent visit to the library. Such assignments must be practical in nature. It may entail reading an entire novel and summarizing it, or using the library resources to solve an environmental problem, (Aina, Okusaga, Taiwo, & Ogundipe, 2011).

In conclusion, the success of children in school is dependent to a large extent on their ability to read and comprehend what has been read. The role libraries play in the academic life of a society cannot be overemphasized. School libraries hence, are at the foundation of promoting the reading habit and important reading skills at the formative stage of the pupils' education.

METHODOLOGY

Reading is the foundation upon which other academic skills are built. Reading is an essential tool for lifelong development and it is important for everyone to develop the rudiments of reading, as well as the culture of reading so as to survive in life, (Ibokwe, Obidike, & Ezeji, 2012

Nigerian secondary students hardly make use of school libraries. Reading culture has been on the decline in Nigeria. This study therefore intends to look into reasons and causes for this decline and find out how the school library can play its role to remedy this problem. The research methodology and procedures are presented as follows:

a. Method of research.

b. The study area.

c. The sample population

d. Method of data collection

e. Method of data analysis

f. Reliability

g. validity

3.2 METHOD OF RESEARCH:

The descriptive survey study method was used in conducting this research. This is a method of research which concerns itself with the present phenomena in terms of condition, practices, beliefs, processes, relationships or trends invariably, (Salaria, 2012). According to Aggarwal (2008) cited in Salaria (2012), descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. This type of research method is not simply amassing and tabulating facts, but includes proper analysis, interpretation, comparisons, identification of trends and relationships. This study method offers an opportunity to study a particular subject e.g. an organization in-depth or a group of individuals and usually involves gathering and analyzing information that may be both qualitative and quantitative

This method was used because it seeks to describe systematically, factually, and accurately the situation or area of interest in question.

3.3 THE SURVEY AREA.

This study is a case study of a selected area. The study is limited to Federal Government College, Jos, located in the Jos North Local Government Area of Plateau State.

3.4 THE SAMPLE POPULATION

To ensure a fair representative sample and effective handling, 10% of the entire student population of 1750 was sampled for the study through simple random sampling technique. The

sample size is supported by Babbie (2005). He was of the opinion that for a population of 1000 and above, a sample size of 10-20% is acceptable. The decision to use 10% was to enable a reasonably manageable number of populations, minimize expense, and keep to the limited time. A larger population in this case would have been difficult to handle efficiently in view of the short time at the researchers disposal. Below is table showing the total population and the sample size used in this research.

s/no.	class	Population	Sample (10%)
1	JSS1	180	18
2	JSS2	355	36
3	JSS3	305	31
4	SS1	320	32
5	SS2	315	30
6	SS3	270	27
total		1750	175

Table 3.1

Therefore, using 10% of the total population, the sample size =

10/100 X 1750= 175.

3.5. METHOD OF DATA COLLECTION

Data collection was executed by means of questionnaire. In the words of Bell, (1999) cited in Ben, (2002), "a questionnaire is essentially a structured technique for collecting primary data. It is a series of written questions for which the respondent has to provide the answers. Also, Jupp, (2006), defines a questionnaire as a set of carefully designed questions given in exactly the same form to a group in order to collect data about some topic(s) in which the researcher is interested. It enables the researcher to determine the extent to which a respondent perceives a particular issue, (Babbie & Mouton, 2001). Questionnaires can be open ended, closed ended, or a combination of both. The questionnaires were personally administered by the researchers hence there was hundred percent (%) return rate.

METHOD OF DATA ANALYSIS

The findings in this study were analyzed and interpreted using frequency counts and percentages, and data generated from the questionnaire was presented in tables, and also in pie charts for clarity and easy comprehension.

RELIABILITY

This refers to the degree to which a study can be replicated over time to produce the same results (Gray, 2004, Gorman & Clayton, 2005). Reliability is determined in this research by the degree of accuracy and comprehensiveness of the coverage in the data collection process. Errors and bias will be minimized to ensure that this study's procedures can be replicated to arrive at the same findings, which is one the goal of reliability stated by Amarantuga etal (2002).

ANALYSIS AND INTERPRETATION OF DATA

This chapter discusses the procedure of data collection, analysis of the data collected and method of data organization in relation to the research questions and objectives. All the respondents were administered the questionnaire in their various classes. They were distributed with the help of the class monitors. The students were assured of confidentiality of their responses. A total of 175

questionnaires were administered, and the complete 175 were returned, therefore, a 100% return rate was achieved. The administration of questionnaires was done within one we

This study aims to investigate roles the school library can play in promoting reading culture among children, with particular reference to secondary school students, taking FGC Jos as a case study. Data collected in this study was analyzed using simple percentages, and frequency counts, and the results were presented in tables and pie charts.

The result of the analysis are presented in the tables below, with reference to the research questions.

RESEARCH QUESTION 1:

What is the status and nature of the collection of Federal Government College, Jos?

Table 4.1a: Students response on the status and nature of collection of F.G.C Jos (analysis according to class)

		RESPONSES		PERCENTAGE (%)		
S/N	ITEMS	YES	NO	YES	NO	
1	Do you have opportunity to borrow from your library?					
	JSS1	12	6	6.9	3.4	
	JSS2	8	28	4.6	16	
	JSS3	9	22	5.1	12.6	
	SS1	11	21	6.3	12	
	SS2	10	21	5.7	12	
	SS3	7	20	4	11.4	

2	Do you feel the existing library materials are adequate?					
	JSS1	12	6	6.9	3.4	
	JSS2	21	15	12	8.6	
	JSS3	9	22	5.1	12.6	
	SS1	16	16	9.1	9.1	
	SS2	19	12	10.9	6.9	
	SS3	14	13	8	7.4	

Table 4.1b: Students response on the status and nature of the school library collection; (General analysis).

		RESPONSE		PERCENTAGE (%)	
S/N	ITEMS	YES	NO	YES	NO
1	Do you have opportunity to borrow from your library	57	118	32.6	67.4
2	Do you feel the existing library materials are adequate?	91	84	52	48

Table 4.1b indicates that 52% of the respondents felt that the existing library collection is adequate, with the exception of JSS3 students, who felt the collection was not adequate (see table 4.1a). They constitute 12.6% of respondents who felt the collection was inadequate.

On a general note, the collection of FGC Jos library is adequate, the status is good, but there is restriction to access of the materials. Respondents do not have opportunity to borrow books from the library. This is represented by 67.4%, i.e. 118 respondents of the total population.

Research question two:

What is the level of library visit by students?

Question: how often do you visit the library?

Table 4.2a: level of library visit by students (analysis according to class)

S/N	ITEMS	RESPONSES						PERCENTAGE (%)					
		JSS1	JSS2	JSS3	SS1	SS2	SS3	JSS1	JSS2	JSS3	SS1	SS2	SS3
1	Daily	3	14	3	2	3	-	1.7	8	1.7	1.1	1.7	-
2	Once a week	2	5	2	10	-	7	1.1	2.9	1.1	5.7	-	4
3	Twice a week	3	6	10	4	10	3	1.7	3.4	5.7	2.3	5.7	1.7
4	Occasionally	8	10	11	16	15	17	4.6	5.7	6.3	9.1	8.6	9.7
5	Never	2	1	5	-	3	-	1.1	0.6	2.9	-	1.7	-

Table 4.2b **level of library use by students (General analysis)**

S/N	ITEMS	RESPONSE	PERCENTAGE (%)
1	Daily	25	14.3
2	Once a week	25	14.3
3	Twice a week	36	20.6
4	Occasionally	78	44.6

5	Never	11	6.3

The results in table 4.2b show that (FGC Jos) children do not consider visiting the library a daily routine. This assertion is true because only 25 (14.3%) respondents indicated visiting the library daily. 36 (20.6%) of the respondents visit the library twice a week, while 78 (44.6%) of the respondents visit the library irregularly/occasionally. It is therefore clear that on average, the secondary school students do not consider visiting the library a daily habit.

Fig1: level of library visit
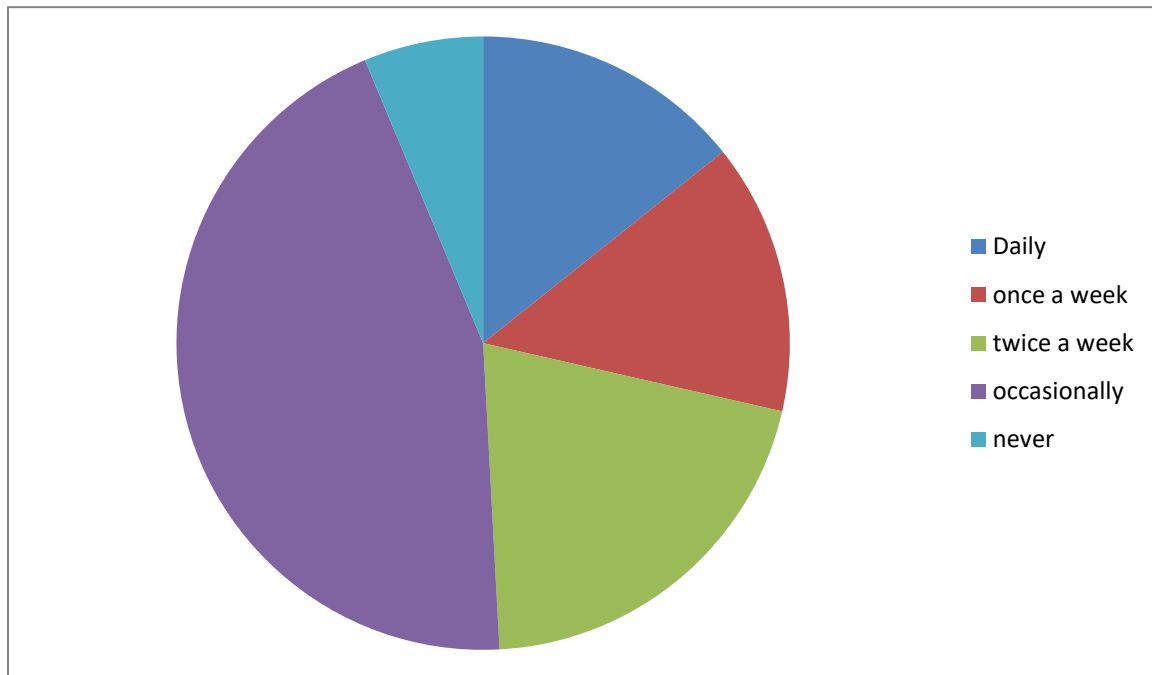
RESEARCH QUESTION 3: What is the amount of time students spend in reading and the purpose of reading?

Table 4.3a

Total time students spend in reading daily (analysis according to class)

S/N	ITEMS	RESPONSES						PERCENTAGE (%)					
		JSS1	JSS2	JSS3	SS1	SS2	SS3	JSS1	JSS2	JSS3	SS1	SS2	SS3
	Less than an hour	-	4	3	4	3	4	-	2.3	1.7	2.3	1.7	2.3
	1-hours	14	18	13	16	14	15	8	10.3	7.4	0.6	8	8.6
	2-3hours	12	8	10	9	10	6	6.9	4.6	9.7	5.1	5.7	3.4
	3-4hours	1	6	1	2	3	2	0.6	3.4	9.7	1.1	1.7	1.1
	4-5hours	1	-	4	-	1	-	0.6	-	0.6	-	0.6	-
	Above 5 hours.	-	-	-	1	-	-	-	-	2.3	0.6	-	-

Table 4.3b: Time students spend reading daily (general analysis)

S/N	ITEMS	RESPONSE	PERCENTAGE (%)
1	Less than 1hour	18	10.3
2	1-2hours	90	51.4
3	2-3hours	45	25.7
4	3-4hours	15	8.6
5	4-5hours	6	3.4
6	Above 5hours	1	0.6

The results in table 4.3b indicates that 18 (10.3%) respondents spend less than one hour on reading daily, while majority of the respondents, 90 which make up 51.4 percent of the total population read for 1-2hours daily. One (1) respondent, 0.6% indicated reading for 5hours and above daily, and the remaining participants, 66 (37.7%) read for between 2-5hours daily. This result shows that the reading culture of secondary school students on the average is non-satisfactory. For a reading culture to be termed good, at least 65%-70% of the respondents (students) should be able to read for 2-3 hours daily without any hindrances, as stated by Tella & Akande, (2007).
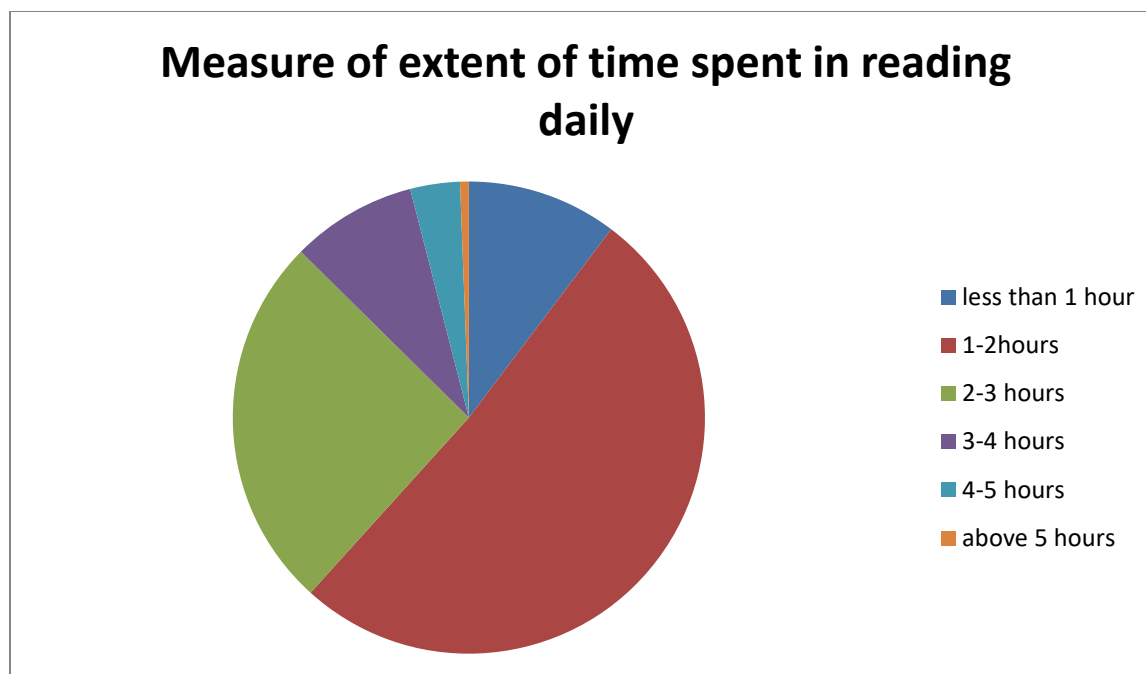
Fig2

Table 4.3C: Purpose of reading (analysis according to class)

S/N	ITEMS	RESPONSES						PERCENTAGE (%)					
		JSS1	JSS2	JSS3	SS1	SS2	SS3	JSS1	JSS2	JSS3	SS1	SS2	SS3
1	To pass exam	6	15	13	19	7	3	3.4	8.6	7.4	10.9	4	1.7
2	For fun	-	-	1	-	-	-	-	-	0.6	-	-	-
3	For personal development	11	11	9	10	11	15	6.3	6.3	5.1	5.7	6.3	8.6
4	To while away time	1	1	-	-	-	2	0.6	0.6	-	-	-	1.1
5	To be well informed.	-	9	8	3	13	7	-	5.1	4.6	1.7	7.4	4

Table 4.3D: Purpose of reading (General Analysis)

S/N	ITEM	YES	%	NO	%
1	To pass exam	70	40	105	60
2	For fun	1	0.6	174	99.4
3	For personal development	59	33.7	116	66.3
4	To while away time	3	1.7	172	98.3
5	To be well informed	42	24	133	76

Table 4.3d justifies the results of table 4.3b, that student reading culture is non-satisfactory. From table 4.3d, it can be deduced that majority of students read only to pass exam, this is represented by 70 respondents which form 40% of the total population. Though 59 (33.3%) and 42 (24%) of the participants read for self-development and to be well informed, they do not find reading fun. Good reading habit entails that readers should find reading fun and entertaining since it is an essential life skill, (Okusaga, 2008). Only one student from JSS3 (See table 4.3c) found reading fun. This makes up only 0.6% of the entire population.
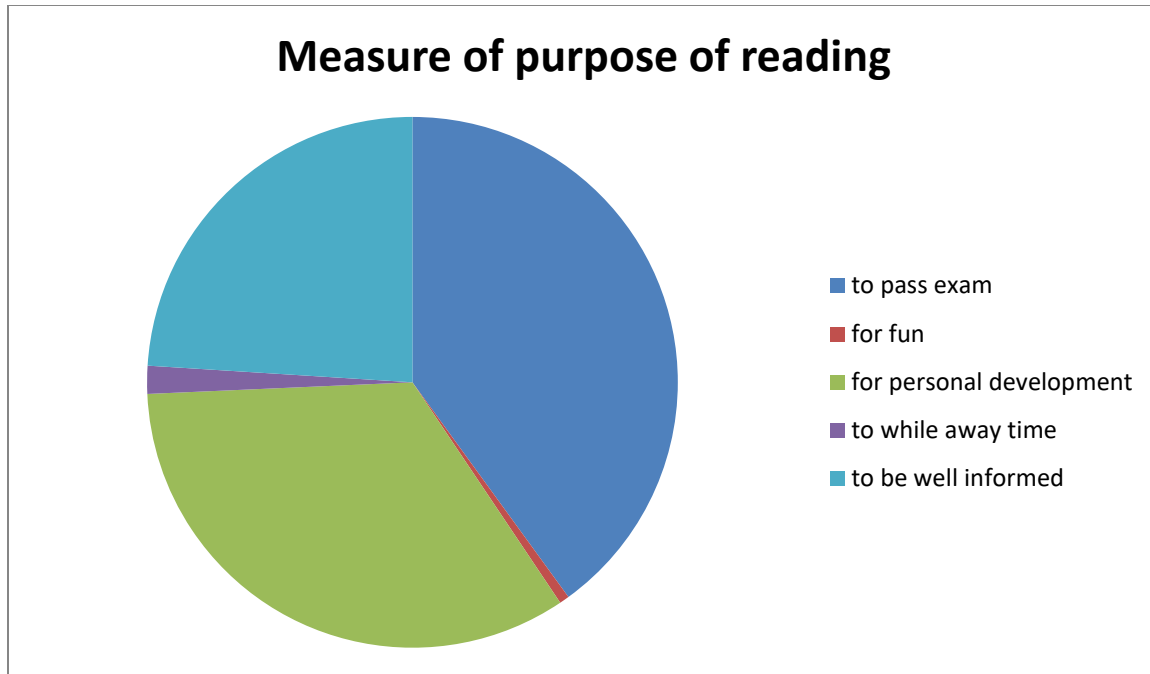
Measure of purpose of reading

Legend:
- to pass exam
- for fun
- for personal development
- to while away time
- to be well informed

Fig.3

Research question 4: what library collection do the students prefer?

Table 4.4: Respondents Reading Materials in Order of Preference.

S/N	ITEMS	Most important	%	Less important	%
1	Lecture notes	124	70.9	51	29.1
2	Textbooks	155	88.6	20	11.4
3	Newspapers	59	33.7	116	66.3
4	Comics	46	26.3	129	73.7
5	Poetry	104	59.4	71	40.6
6	novels	137	78.3	38	21.7

Table 4.4 above shows that 155 (88.6%) of the participants prefer reading textbooks, this is followed by novels which form 137 (78.3%) of the population. Participants also consider lecture notes as a most important reading material indicated by 124 (70.9%) respondents. Poetry was

also important indicated by 104 (59.4%) responses. Nevertheless, newspapers, and comics, showed the least importance to students.
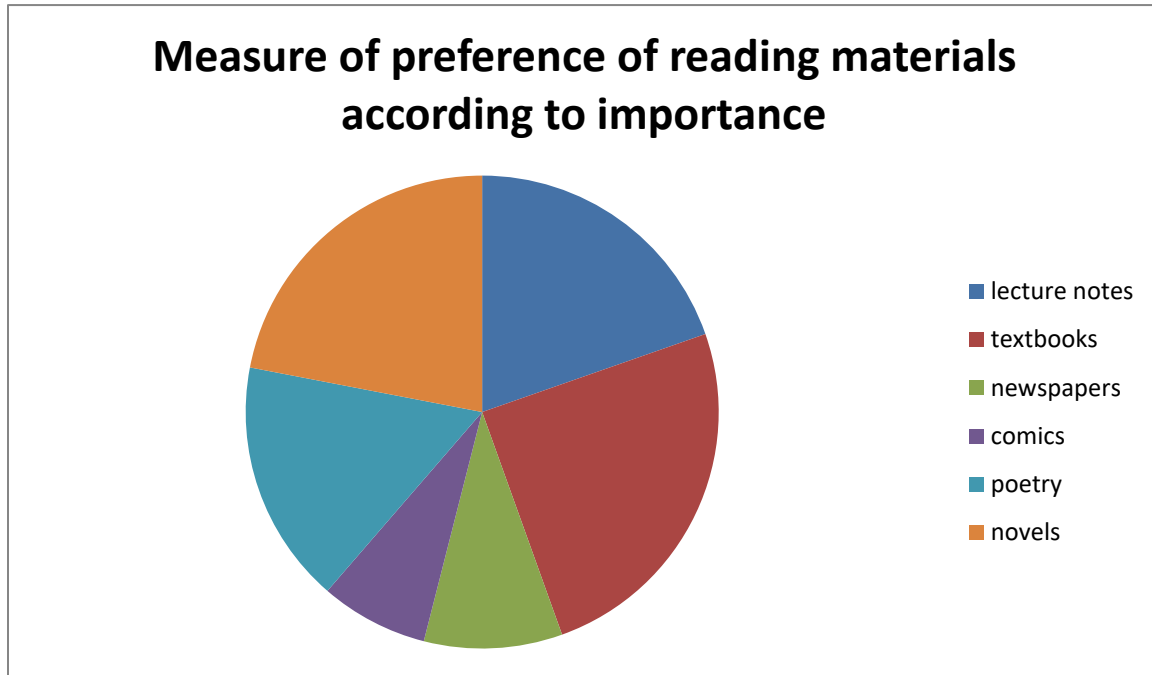

Measure of preference of reading materials according to importance

- lecture notes
- textbooks
- newspapers
- comics
- poetry
- novels

Fig4.

Research question 5: how well integrated are school library activities into the school curriculum

Question: major factors hindering you from visiting the library.

Table 4.5a: Table showing students responses on how integrated school libraries activities are in the school curriculum (analysis according to class)

S/N	ITEMS	RESPONSE						PERCENTAGE (%)					
		JSS1	JSS2	JSS3	SS1	SS2	SS3	JSS1	JSS2	JSS3	SS1	SS2	SS3
1	The library is always closed	-	2	-	-	-	-	-	1.1	-	-	-	-
2	No library periods	14	12	26	27	27	20	8	6.9	14.8	15.4	15.4	11.4
3	Opening hours of the library not convenient	4	18	3	2	3	3	2.3	10.3	1.7	1.1	1.7	1.7
4	Library materials are outdated and have no relevance	-	4	2	3	1	4	-	2.2	1.1	1.7	0.6	2.2

Table 4.5b: table showing response on how integrated school library activities are in the school curriculum (general analysis)

S/N	ITEMS	YES	%	NO	%
1	Library is always closed	2	1.1	173	98.9
2	No library periods	126	72	49	28
3	Library opening hours not convenient	33	18.9	142	81.1
4	Library materials are outdated and have no relevance	14	8	162	92.6

Table 4.5b shows that the library is always open, as indicated by 173 (98.9%) of the respondents, and as well the opening hours are convenient, as stated by 142 (81.1%) of the participants. However, there is no library period as 126 (72%) of the respondents affirm to that.

Figure 5 measure of how integrated school library activities are in the school curriculum
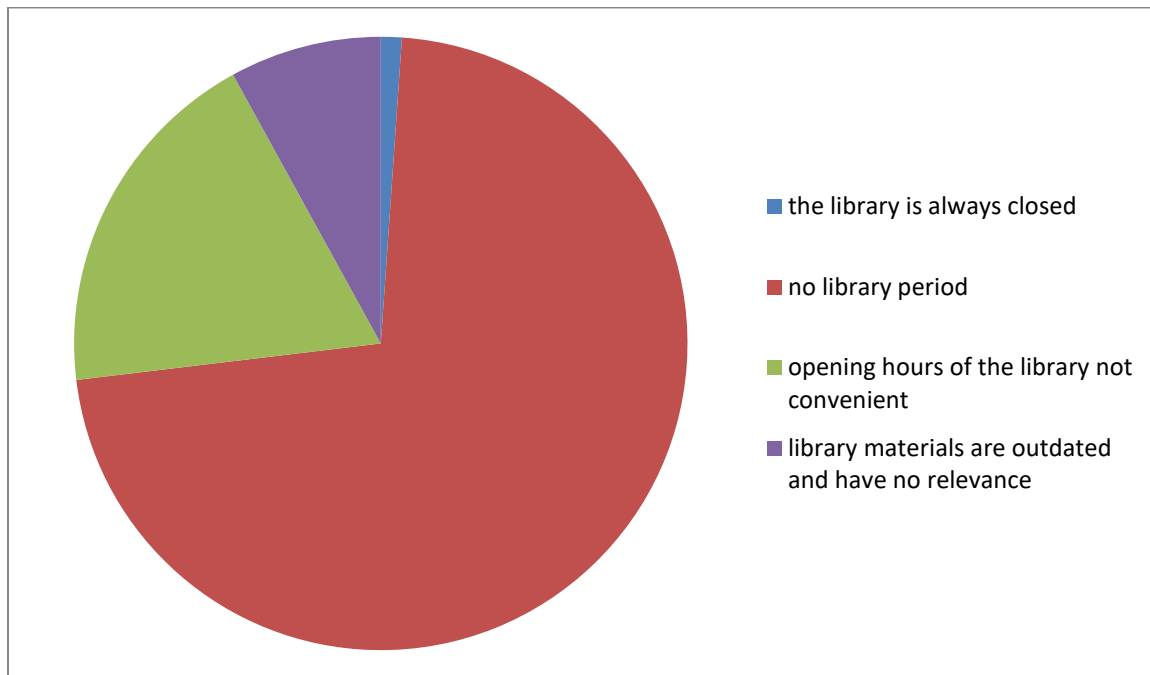

- the library is always closed
- no library period
- opening hours of the library not convenient
- library materials are outdated and have no relevance

Table 4.6: hindrances to reading

S/N	ITEMS	RESPONSE	PERCENTAGE (%)
1	Playing sport	13	7.4
2	Watching T.V	52	29.7
3	Lack of interesting books	41	23.4
4	Non-availability of books	16	9.1
6	Surfing the internet	2	1.1
7	Chatting on social site (Whatsapp, Facebook)	33	18.9
8	Phone addiction	11	6.3
9	Home video syndrome.	7	4

Table 4.6 above shows that the major factors hindering students from reading is watching T.V and lack of interesting books, represented by 29.7% and 23.4% respectively. Social media trend (chatting on social sites) and phone addiction which add up to 25.2% also hinder students from reading,
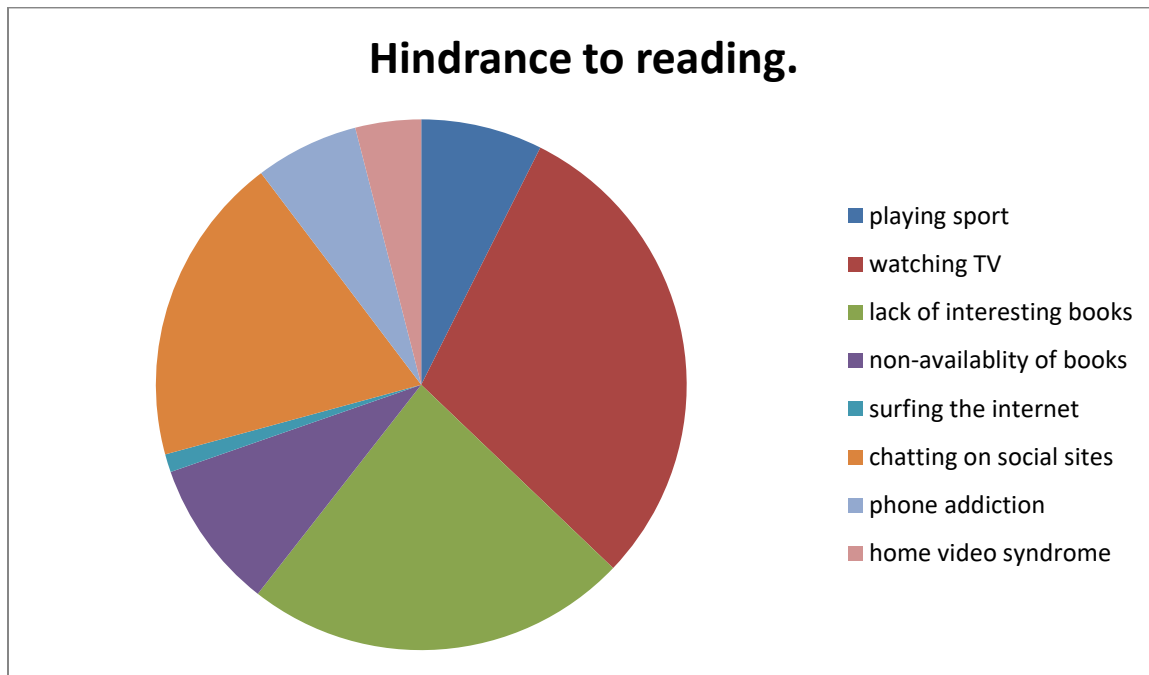

Fig6

DISCUSSION

It is obvious from research question one that the collection of FGC Jos library is adequate. This is confirmed by 91 (52%) of the respondents. Though adequate, these materials are not easily accessible. This is because these materials are not lent/borrowed out to students, 118 (67.4%) of the respondents agreed to this. Inability of student to borrow library materials affects students reading culture. Table 4.5b show that there is no library periods, hence there's the need to give students the opportunity to borrow books, so as to read at their convenience; due to the fact that the reading culture of students is not encouraging as indicated by table 4.3d. Table 4.3d presents analysis on reasons why students read. The analysis reveals that students do not find reading fun. Only 0.6% of the entire population found reading fun. This is not unexpected as the analysis also reveals that students read mainly to pass examinations; this is represented by 40% of the respondents. This finding supports the studies of other scholars such as Tella & Akande, (2007),

and Ogbonna & Eze, 2015 who asserted that reading culture is poor among students and the students read only to pass exams.

Furthermore, students depend chiefly on textbooks, (88.6%), and their teachers (lecture notes) (70.9%) and novels (78.3%) as the most important source of reading material. This finding affirms the reason that students read only to pass examinations. They don't find poetry, comics and newspapers as been important. These results divulge that the reading culture of students in secondary schools is poor.

On the average, secondary school students spend 1-2 hours daily reading. This is represented by 51.4% of the population. This result is not an indication of a good reading culture. According to Tella & Akande,(2007), "For a reading culture to be termed good, at least 65%-70% of the respondents (students) should be able to read for 2-3 hours daily without any hindrances".

Another results affirms that major hindrances to reading among secondary school students is watching television, which garnered a response of 52 (29.7%), chatting on social sites (e.g. Facebook, WhatsApp) and phone addiction, which summed up a response of 36%. This result supports the statement of Aina, etal (2011) that " the reason for the decline in reading habits among children are offshoots of technological advancements which have brought about overall changes in the family, economic, and social conditions. Reading is considered solitary compared to interactive chats on the internet". In the same study, it was revealed that children glue more to televisions, watching drama or home videos as a way of enjoying their leisure instead of reading.

SUMMARY OF FINDINGS

The result of this study revealed that:

- The status of the library collection of FGC Jos is adequate
- Students do not have the opportunity to borrow books from the library
- There is no library period, hence school library activities are not well integrated into the school curriculum
- Students do not find reading fun, they only read to pass examinations
- Students depend majorly on textbooks, novels, and lecture notes as the most significant materials to them

- On average, students spend only 1-2 hours reading daily

Major factors hindering students from reading and visiting library are watching T.V, chatting on social sites/phone addiction, and the fact that there is no library period respectively.

DISCUSSION AND IMPLICATION OF THE FINDINGS

Johnson (1999) states that the inability to read by a large proportion of the population of a country points to underdevelopment, since reading, writing, and arithmetic constitute the foundation of elementary education. She further argues that the level of readership is to a great extent, an index to a country's level of development. It is evident from this statement that a country's level of development is tied down to how literate, and how well its citizens are engaged in reading. Reading gives citizens vast knowledge on how to solve problems, and make inventions. Nations that are undeveloped are those who do not give education top priority. This greatly affects the reading culture of its populace. In Nigeria, research has shown that the country's reading culture is on the decline, and this was the rationale for which this study was carried out.

The findings in this research were based on analysis of questionnaire responses. Findings were reported using tables, pie charts, and simple percentages. The analysis was done based on the research objectives and questions of the study. Based on research question one, results showed that the existing library collection of FGC Jos was adequate, although JSS3 students, felt otherwise. They constituted 12.6% of respondents who felt the collection was inadequate.

On a general note, the collection of FGC Jos library was found to be adequate, but there was restriction to access of the materials. Respondents do not have opportunity to borrow books from the library. Regarding the students reading culture, results showed that students had poor reading culture. They did not find reading fun/entertaining. They read mainly to pass examinations, and the measure of the time they spent reading varied between 1-2 hours, which is unsatisfactory. Students who have good reading culture should read for at least 3 hours without been distracted.

Also, it was revealed in the study that students depend on lecture notes, novels and textbooks as their most significant source of reading materials. This also is a sign of poor reading habit. A

good reading habit entails curiosity- the desire to know, and therefore read a lot of documents including newspapers, poetry, journals, etc. The level of library visit among students was also found to be discouraging. Students visit the library occasionally. Results showed that this was due to the fact that libraries were not integrated into the overall school curriculum. There were no library periods.

Results of the study imply that the reading culture in Nigeria is poor. Government, education stakeholders, school libraries and school librarians must all put hands on deck to inculcate the habit of reading in children. This will in a long way improve economic development of the country. The following recommendations, if properly implemented will of great help in encouraging students to read

RECOMMENDATIONS

The following recommendations by Tyson (2013) apply here.

1. Teacher librarians should encourage students to read widely. Sometimes students get in a rut and don't read beyond their favorite genre or author. Encourage students to read outside of their preferred genres. To build a wide vocabulary and broad background knowledge, students need to read in a wide variety of genres and text types.

2. Host Book Clubs for Students and Parents. A community of readers sometimes happens naturally; however, book clubs are a perfect way to foster connectivity around books and reading. Students can even host their own book clubs within a classroom, grade level, or school. Reading is important for parents, too. Host a book club at school or online to help create an adult community of readers and build strong parental support for reading.

3. Support Author Visits. Students need to learn about how writers get their ideas and turn those ideas into books. Author visits help make those connections visible for students. If your budget is tight, work with a local library or another school district to help financially sponsor an author.

4. The school management should integrate school library programs into the overall school curriculum. They should set aside time for independent reading/library periods. Time for reading independently doesn't just happen. They should plan for it by making it a priority in

schedules across the various classes, JSS1-SS3. Library periods could be twice a week, lasting for at least 1 hour 30 minutes.

5.Sponsor a young author conference. Young author conference provides avenue for readers to showcase their writing. Schools can invite an author and an illustrator while showcasing student books. It's a perfect opportunity to connect reading, writing, and illustrating. And, parents and community members can share in the celebration of literacy.

CONCLUSION

The success of children in schools depends on a large extent on their ability to read and comprehend, which in turn is dependent on the support we give in promoting reading habit (Oji & Habibu, 2011). Consequent to this, this study focused on the roles school libraries can play in inculcating reading habits among students. This study has supported the notion that school libraries form parts of the most effective ways of renewing education because of their roles in transforming changes in children's reading abilities. The researchers used FGC Jos as a case study to investigate factors responsible for poor reading culture. Results of the study revealed that non-integration of the library in the school curriculum, and students' addiction to phones and the social media were the major causes of poor reading culture. The researchers therefore made necessary suggestions on the roles the school library, librarian, school administrators, and the government can play in promoting reading culture

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