

Availability and Usage of Library School Resources as Predictors of Reading Habits among Secondary School Students in Oredo Local Government, Edo State, Nigeria

Adedoyin Oluwatosin Esan¹, Blessing Amina Akporhonor²

¹University Library, Wellspring University, Benin-City, Edo State

²Department of Library and Information Science, Delta State University, Abraka, Delta State

Paper Type:

Research Paper

Abstract

Background of the study: It is the responsibility of every school library to promote and support the National Policy of Education by providing equitable school library resources.

Purpose: This study investigates the availability and usage of school library resources as predictors of reading habits among secondary school students in Oredo Local Government (LG) of Edo state, Nigeria.

Method: Descriptive survey design was adopted for the study. The population comprises of 362 students in Senior Secondary Students III (SSS3) in two public and two private senior secondary schools in Oredo LG, Edo state, Nigeria. Stratified random technique was used to select the four schools and 200 copies of questionnaires were administered to the respondents of which only a total of 190 copies of questionnaire were returned which represents 95% return rate.

Findings: Findings revealed that most of the sampled schools have library resources; however most of the resources were obsolete. Results show that most of the respondents do not make use of the resources regularly and that the respondents are majorly interested in text related to their subject in school. It was discovered that none of the schools have a trained librarian working in their libraries.

Conclusion: The study established that availability and usage of library resources cannot effectively predict the reading habit of secondary school students in Oredo LG, Benin-City.

Keywords: Reading habit, School library, Library Resources

Submitted: 25 June 2021
 Revised: 02 August 2021
 Accepted: 13 September 2021
 Online: 17 November 2021

* Correspondence:
 Adedoyin Oluwatosin Esan

E-mail:
sayrald@yahoo.com

Introduction

Habit has defined by Merriam-Webster Dictionary (2020) is a settled inclination or regular way of conduct. It is an acquired method of behaviour that has become almost or totally involuntary. New behaviour can become spontaneous through the course of habit formation. Old habits are difficult to get out from and new habits are difficult to shape in light of the fact that the behavioural patterns which people repeat become engraved in neural pathways; however it is possible to form new habits through repetition. It is therefore important for children and teenagers to cultivate a good reading habit at an early stage so that it will be a path of them as they proceed to higher institutions. Reading is considered a habit when it is repeated regularly by an individual. Busayo (2011) referring to Sangkaeo, (1999) portrayed reading habit as the conduct which expresses the likeness of reading of individual, types of reading and tastes of reading. Reading is a fundamental expertise required from every learner and subsequently cognizant actions ought to be set towards the advancement of this habit at an early stage and this can be accomplished through the usage of library resources in the school library.

In order to improve students' academic achievement in Nigeria, the government and some Non-Governmental Organizations (NGOs) organized workshops, seminars and quiz competitions for the promotion of reading habit/culture in Nigeria. Also, the Nigerian Library Association (NLA), Ogun State Chapter, held a day interactive session with selected secondary schools. Among the activities of the day, was a quiz competition and a lecture on career talk that aim, among other goals, to arouse the reading habit of the young ones (Nigerian Library Association, Ogun State Chapter, 2014). Also, in 2014 a keynote address at the opening ceremony of the National Conference/Annual General Meeting of Nigerian Library Association was titled "Restoring reading culture and use of library among young Nigerian adult: Implication for empowering the citizens and Nigerian society".

School library resources refers to both human and available materials (print and non-print) that supports the curricular and personal needs of users of school libraries. These resources may include the librarian, books, magazines, DVDs, audiotapes, film, newspapers etc. Popoola and Haliso (2009) defined library information resources as those information bearing materials that are in both printed and electronic formats, such as textbooks, journals, indexes, abstracts, newspapers and magazines, reports, CD-ROM databases, internet/E-mail, video tapes/cassettes, diskettes magnetic disk, computers, micro forms etc.

School libraries in the educational institutions, such as secondary, primary and preprimary schools are the backbones of qualitative education. Without school libraries, academic excellence may not be attained, in addition to academic excellence school library is essential for social, economic, literacy and cultural development of a nation. It is referred to as media resource centre, school media centre, or school library media centre and the head is the school library media specialist, school library media personnel, school librarian and learning resource centre manager (Adepoju & Joseph, 2012) this study however adopted school library to ensure uniformity and clarity. Service provision in the library will not be possible without the availability of library resources; therefore the school library will not be able to fulfill one of its functions of cultivating good reading habit in student. Cultivating good reading habit will also not be possible if the resources services available are not effectively harnessed and utilized by the users the library is intending to serve.

Oyetola (2020) citing Keith (2004) stated that the mission of education can be accomplished through a standard library with enough resources and facilities and the users must be trained on how to retrieve and utilize the resources available to meet their information needs.

To cite this document:

Esan, A. O., and Akporhonor, B. A. (2021). Availability and Usage of Library School Resources as Predictors of Reading Habits among Secondary School Students in Oredo Local Government, Edo State, Nigeria, *Record and Library Journal*, 7(2). 320-332.

Open access under Creative Commons Attribution-Share A like 4.0 International License

School libraries help teachers impart knowledge on children. Children and their teachers need library resources and the expertise of a librarian to succeed. Information is power and access to information is indispensable to individual advancement as well as corporate educational development. Children need the library for effective learning for lifelong education, which is in line with the specific goal of the National Policy on education (2013) which stated that the government will ensure the quality of education delivery at all levels. The policy also stated that the government shall provide school libraries and educational resource centres as part of educational services for basic education. On this note, it is expected that all secondary schools in Nigeria should have a functioning library which will assist the students to be lifelong learners by cultivating reading habit at an early stage. Ogunrombi (2005) highlighted the educational aims of school libraries to include promoting lifelong learners, stimulating and enhancing reading habit; helping to develop children's ability to read for information; helping pupils increase and improve their knowledge of reading, speaking, and writing; training children to care for books and making good and intelligent use of the library; enhancing children's communication and reading skills; and providing current and retrospective information to children.

The significance of library lies in the availability and usage of library resources to meet users' needs. The National policy on education (2013) stipulates that the government shall make a provision for school libraries at the basic educational level which include the secondary schools and one of the primary purpose of a school library is to enhance the reading habit of students so as to encourage them to be lifelong learners. Agbakwuru (2017) reported that World culture score index rates Nigeria's reading culture low. School libraries will only be able to achieve its aim of promoting reading habit with the provision of library resources which will be used to carry out essential services, unfortunately research has shown that resources in school libraries are not sufficient enough and that a larger amount of schools are even without libraries and professional librarians manning them. If this is the case, how then do the school libraries meet their aim of helping users to cultivate good reading habit early in life? It is on this premise that the study set to investigate the availability and usage of school library resources as predictors of reading habits among secondary school students in Oredo local government of Edo state.

Research Questions

The following are the research questions used for this study:

1. What are the types of library resources available to students in Oredo local government?
2. What is the frequency of use of library resources by secondary school students?
3. What is the reading habit of secondary school students?

Scope of the Study

The study focuses on the availability and usage of library resources as predictors of reading habit of Secondary school students in Oredo Local Government of Edo state. The study was carried out in four secondary schools which were randomly selected. The secondary schools include; Saint Mary Dedication British International School, Christ the King Secondary School, Itohan Girls Grammar School and Edokpolor Grammar School. The categories of secondary school students that constitute the respondents of interest to the study are Senior Secondary School three (S.S..3) students from the four schools who are preparing for external examinations.

To cite this document:

Esan, A. O., and Akporhonor, B. A. (2021). Availability and Usage of Library School Resources as Predictors of Reading Habits among Secondary School Students in Oredo Local Government, Edo State, Nigeria, *Record and Library Journal*, 7(2). 320-332.

Open access under Creative Commons Attribution-Share A like 4.0 International License

Research Method

The descriptive survey design was used for this study. The secondary schools selected has a large population of students, hence the study used the survey design which is convenient for studies with large population without sacrificing efficiency in addition to time, money and accuracy (Adeyemi, Temim, & Uzamot, 2021). The target population comprised of three hundred and sixty-two (362) students in Senior Secondary Students 3 (SSS3) in two public and two private senior secondary schools in Oredo Local Government, Edo state, Nigeria.

Table 1: Study Population

S/N	Name of School	Population size
1	Itohan Girls Grammar School	122
2	Edokpolor Grammar School	127
3	St. Mary Dedication British International School	62
4	Christ the King Secondary School	51
Total		362

Source: Field work (2020)

The sample of this research work was selected using stratified random technique. Stratified sampling technique however, involves sub-dividing the population into groups. The entire Secondary schools in Oredo local government in Edo state which constituted the population of the study were stratified into two groups viz, Private and Public Schools. Four schools were randomly selected to represent the two groups the selected schools include Itohan Girls Grammar School (public), Edokpolor Grammar School (public), St. Mary Dedication British International School (private) and Christ the King Secondary School (private). Fifty copies of questionnaires were administered in each of the schools in order to ensure equal representation. A total of two hundred (200) copies of questionnaires were administered out of which one hundred and ninety (190) copies were returned. Thus, this gave a 95% return rate. The study used triangulation for data collection. The questionnaire and quantitative observation was adopted for data collection. Observation checklist was used to collect data on the available school library resources.

To guarantee the face legitimacy of the exploration instrument, the survey was submitted to three specialists in the field of library and data science and the director who read through, revised and decided its suitability. The revisions and altering gave space for fundamental corrections in the poll preceding last organization on the respondents. For content legitimacy of the instrument, Cronbach Alpha dependability technique at 0.05 critical level was received. From the examination of thirty (30) respondents from Immaculate Conception College that were utilized in the preliminary testing of the exploration instrument, it was discovered that the outcome shows Cronbach Alpha dependability coefficient of 0.73. This hence made the instruments to be sufficient and satisfactory for the investigation.

To guarantee the face validity of the research instrument, the questionnaire was submitted to three specialists in the field of library and information science and the supervisor who read through, revised and decided its suitability. The revisions and altering gave room for fundamental amendments in the questionnaire prior to final administration on the respondents. For content validity of the instrument, Cronbach Alpha reliability method at 0.05 significant level was adopted. From the analysis of thirty (30) respondents from Immaculate Conception

To cite this document:

Esan, A. O., and Akporhonor, B. A. (2021). Availability and Usage of Library School Resources as Predictors of Reading Habits among Secondary School Students in Oredo Local Government, Edo State, Nigeria, *Record and Library Journal*, 7(2). 320-332.

Open access under Creative Commons Attribution-Share A like 4.0 International License

College that were utilized in the preliminary testing of the research instrument, it was discovered that the outcome shows Cronbach Alpha reliability coefficient of 0.73. This thus made the instruments to be strong enough and adequate for the study. The data collection exercise was personally carried out by the researcher. The questionnaires were administered to the respondents and were collected on the spot to ensure maximum return rate. The data collection exercise lasted for a period of two weeks. Data were analyzed using both descriptive and inferential statistics such as frequency statistical mean and Pearson product moment correlation coefficient r . The criterion mean is put at 2.50 and level of significance at 0.05.

Research Hypotheses

The following null hypotheses were tested at 0.5 level of significance:

H₀₁: There is no significant relationship between availability of library resources and reading habits of secondary school students in Oredo local government in Edo State

H₀₂: There is no significant relationship between usage of school library resources and reading habits of secondary school students in Oredo local government in Edo State

Result and Discussion

There are plentiful strategy articulations from the government, different public and worldwide organizations for the foundation of practical and productive school libraries. Nigeria National policy on Education as far back as 1977 perceived the significance of school libraries as educational and information resources that are important. The strategy guided all schools to operate useful and functional libraries. Shockingly, practically all schools in Nigeria do not have functioning libraries over 40 years after the policy guideline was specified. Olanlokun (1996) commented that in primary schools, there are only few schools with anything called library, these are for the most part private nursery and primary schools where a room is saved for library reason. This shows that school library is as yet in the developmental stage in the educational advancement of the country. The requirement for a very much organized school library service for the nation can't be overemphasized.

Ogwu (2010) quoting Kinnel (1992) emphasized that the significant part of the school library in formal learning can be accomplished when we come to terms that the library is not aside or a support to the curriculum but the library skills is simply the foundation of the curriculum itself. These skills are pupils reading skills, which are perfected through the provision of access to deliberately chosen various recreational reading (fiction); and learning to learn skills, which are related to the skills of how to investigate information, how knowing when information is expected to tackle an issue, how to find information, how to consolidate information from a few sources to make new and powerful information, how to assess the new information made. This view is in line with Apotiade (2002) who recognized the instructive role of school library as the improvement of students' capacity to gain from books and the support of reading habit. He added that school libraries are to provide books and other information resources that will help the library users in their study, train users in the utilization of library resources and support leisure reading by making magazines, newspaper, books on sport, adventure, hobbies, legends and fiction books available.

Reading, which is a habit developed throughout some undefined time frame beginning from the early ages is the unmistakable admittance to the knowledge room. It tends to be assumed as an expertise that help individual to acquire imagination and build up their basic reasoning limits. In this manner, reading habit is a significant instrument for the advancement

To cite this document:

Esan, A. O., and Akporhonor, B. A. (2021). Availability and Usage of Library School Resources as Predictors of Reading Habits among Secondary School Students in Oredo Local Government, Edo State, Nigeria, *Record and Library Journal*, 7(2). 320-332.

Open access under Creative Commons Attribution-Share A like 4.0 International License

of intellectual abilities and characters of individuals. In addition to the advancement of intellectual abilities and character of individuals, reading is admittance to social, economic and civic life (Clark and Rumbold, 2006). Reading interests frequently allude to the concentration or determination of a topic or affection for a specific sort of writing being read (Rudman, 1957). It is regularly said that an individual has built up reading habit and interests when reading is carried out over and over and completed enthusiastically for recreation and leisure by such person. Krashen (1996) accepted that this reading interests and habit can be developed at an early age. People of various age, sex would normally have contrasts in interests which is significantly impacted by inner factors like the home, inspiration and mentality just as outside factors like schools, companions, educators and the library facilities accessible to the person.

Shen (2006) distinguishes reading habits, as how regularly, how much, and what students read. Researchers lately have devoted time and exertion to researching students reading habits. These specialists have found through their undertakings that reading habits are related with students age, educational foundation, sexual orientation, scholarly academic performance and professional growth. Gunasekara (2002) who also perused reading problems in Sri Lankan secondary schools and detailed three primary constraints to the progression of reading habits. These incorporate, deficiency of reading resources in school libraries and students inclination to visiting, tuning in to radio and staring at the TV. Most reading was done fundamentally for examination purposes. This shows that the provision of resources in libraries affects reading habit. Palani (2012) noted that effective reading is significant avenue of effective learning and reading is interrelated with the complete educational process therefore, educational achievement requires fruitful reading habit. The author further depicted reading as the identification of the symbols and the association of appropriate meaning to them. Reading requires recognizable proof and understanding.

Comprehension abilities assist the student with understanding the significance of words in confinement and in setting. Prior to the advent of television and other new media, both the young and the old found enough time to read. Aside from educators, different experts used to invest their recreation time in reading both English and vernacular writing. English medium schools quite often require additional reading from their students. Unfortunately, all these have become a relic of past times. Palani (2012) further added that reading habit has lost its significance these days as both the old and the young are engrossed to the TV. All things considered, instructing students for the examinations is by all accounts the focal point of our educational system. Nwachukwu, Lucky and Salami (2014) stated that availability of information resources involves acquisition and provision of access through which users could get fundamental information resources expected to fulfill their necessities. It attempts to guarantee that each client gets document, which could fulfill their mission for information.

The fundamental reason for building up school libraries is to help schools program by providing access to information. To accomplish this reason, school libraries ought to give access to various information resources in diverse. (physical or digital). Salisu (1996) opined that, the degree at which children and youth of today will be inventive, educated and proficient will be molded by the limits of the substance of the library resources accessible inside the schools. Odeh (2014) studied the availability, adequacy and utilization of school library resources by secondary school students in Oju Local Government Area, Benue State and uncovered that there were no advanced instructional materials, computer aided programmes, TV programmes and radio lessons in the school, the examination further uncovered that textbooks were available however not sufficient. Gbadamosi (2011) in his study surveyed

To cite this document:

Esan, A. O., and Akporhonor, B. A. (2021). Availability and Usage of Library School Resources as Predictors of Reading Habits among Secondary School Students in Oredo Local Government, Edo State, Nigeria, *Record and Library Journal*, 7(2). 320-332.

Open access under Creative Commons Attribution-Share A like 4.0 International License

primary school libraries in Oyo State to determine the availability and adequacy of services for Universal Basic Education and detailed the inadequacies in the system as affirmed by the teacher-librarian who staff of the libraries. They affirm that some people in the state have restricted access to library resources and the collections are inadequate. Adeoye and Popoola (2011) thought that library resources are the stock in trade of librarians. Services are made possible through the availability of those resources in the library. The users come and borrow, consult and read materials. There are varieties of library information resources and they can be classified into two specifically printed and non-printed materials. The pieces of literature are books, handouts, papers, periodicals and reference resources. Non-printed materials can be gathered into three sub-bunches which are general media, sound and visual. Electronic data resources are also essential information resources in libraries.

Moruf (2015) did an investigation on students' utilization of secondary school libraries in Akinyele Local Government area of Oyo state and the discoveries uncovered that a portion of the schools particularly expense paying non-public schools have libraries however the majority of the libraries are not functional. She likewise detailed that state funded school libraries are not appropriately used in view of the issue of staffing and as there are numerous library assistants/attendants than the professional librarians and the library resources are also inadequate. In the same vein, Ronald and Frankwell (2014) reported that Secondary school students in Morogoro Municipality in Tanzania encounter many difficulties in using school library some of which are inadequate or absence of modern/current reading materials, absence of sitting facilities, restricted reading hours and lack of Librarians/information professionals for preparing materials. Abdullahi (1998) expressed that the usefulness of a library rest on the proper organization which incorporates the accessibility and availability of information resources, their arrangement, the circumstance of the library, and so forth. In addition, Bhatt, (2013) asserts that an effective library services rely mostly upon users' satisfaction level with the relevant library resources, library services that is user driven and the supportive attitude of library staff.

Abdullahi (1998) communicated that the helpfulness of a library lay on the legitimate association which joins the openness and accessibility of data assets, their game plan, the situation of the library, etc. Likewise, Bhatt (2013) states that a compelling library administrations depend for the most part upon fulfillment level of its clients with the pertinent library assets client driven library administrations and library staffs' steady mentality. Various explorations have been completed on the utilization of school libraries. For example, an investigation by Agyekummr and Filson (2012) on utilization of library resources by students in schools in Ghana uncovered that greater part of the students uses library resources and services for examination readiness and to enhance their class notes and other task activities. However, there is little that is known about how the availability and usage of school library resources predict the reading habits of secondary school students.

From the total of 200 copies of questionnaire administered on the respondents, only 190 copies were returned completely filled and usable. This indicates 95% retrieval rate of the total number of questionnaire administered.

To cite this document:

Esan, A. O., and Akporhonor, B. A. (2021). Availability and Usage of Library School Resources as Predictors of Reading Habits among Secondary School Students in Oredo Local Government, Edo State, Nigeria, *Record and Library Journal*, 7(2). 320-332.

Open access under Creative Commons Attribution-Share A like 4.0 International License

Demographic Information of the Respondents

Table 2: Gender of the Respondents

Gender	Frequency (%)
Male	94 (49.5)
Female	96 (50.5)
Total	190 (100)

Table 2 shows that majority of the respondents are female with a total of 96 (50.5%), while 94 (49.5%) are male.

Table 3: Age of the Respondents

Age	Frequency (%)
10-14	40 (21.1)
15-19	150 (78.9)
Total	190 (100)

Table 3 shows that large majority of the respondents fall between the age bracket of 15-19 years which is 150 (78.9) while 10-14 years stands at 40 (21.1) respondents.

Table 4: School Type of the Respondents

School Type	Frequency (%)
Itohan (Public)	50 (26.3)
Edokpolor (Public)	50 (26.3)
SMDBIS (Private)	50 (26.3)
CKSS (Private)	40 (21.1)
Total	190 (100)

Table 4 shows that 100 respondents which is 52.6 percent are from public schools, while 90 respondents which is 47.4 percent are from private schools.

Table 5: Library Resources Available in Sampled Schools

S/N	Items	ITOHAN	EDOKPOLOR	SMDBIS	CKSS
1	e-books			✓	
2	Computer system				
3	Subject textbooks	✓	✓		✓
4	Internet service				
5	Dictionaries			✓	
6	Novels	✓	✓		✓
7	Fiction/Story books	✓		✓	
8	Maps and atlases				
9	Newspapers				
10	Library database				
11	Magazines				
12	Yearbook	✓		✓	
13	Cassette				
14	CDs/DVDs				
15	TV set			✓	
16	Radio set				
17	Photocopier				

To cite this document:

Esan, A. O., and Akporhonor, B. A. (2021). Availability and Usage of Library School Resources as Predictors of Reading Habits among Secondary School Students in Oredo Local Government, Edo State, Nigeria, *Record and Library Journal*, 7(2). 320-332.

Open access under Creative Commons Attribution-Share A like 4.0 International License

18	Professional librarian		
19	Library assistant	✓	✓
20	Encyclopedia		

Table 5 shows the library resources available in the sampled schools. It is evident that all the schools do not have most of the basic library resources they ought to have, its is also important to note that none of the sampled schools have a professional librarian. From observation also, most of the resources available in the school libraries are obsolete.

Table 6: Frequency of Usage of Library Resource

Items	Daily Freq	Weekly Freq	Monthly Freq	Occasionally Freq	Never Freq	Total	Mean
Computer system	5	13	6	29	137	190	1.526
Subject textbooks	34	15	6	75	60	190	2.411
Internet Service	5	4	3	17	161	190	1.290
Dictionaries	14	8	6	39	123	190	1.690
Novels	24	22	18	47	79	190	2.290
Fiction/Story books	19	28	5	50	88	190	2.158
Maps and Atlases	3	6	4	17	160	190	1.890
Newspapers	2	7	1	6	174	190	1.195
Library database	4	5	3	6	172	190	1.226
Magazines	7	6	5	25	147	190	1.458
Yearbook	6	8	5	47	124	190	1.553
Cassette	1	6	1	9	173	190	1.174
CDs/DVDs	1	5	3	6	175	190	1.163
TV Set	4	4	1	5	176	190	1.184
Radio Set	2	5	1	5	177	190	1.158
Photocopier	1	2	4	9	174	190	1.142
Computer system	0	0	0	3	187	190	1.016
Subject textbooks	24	22	18	47	79	190	2.290
Internet Service	0	0	0	3	187	190	1.016

Table 6 shows that the daily use of library resources has the lowest frequency and percentage value. This shows that few of the respondents use the library resources daily and majority of them never use the library resources. From the mean also, it can be seen that the mean value are less than the criterion mean of 2.50, therefore it shows that respondents do not make adequate use of library resources.

Table 7: Reading habit of students

Items	SA Freq.	A Freq.	D Freq.	SD Freq.	Total	Mean
I only read when I have to prepare for test or exam	29	76	51	34	190	2.526
I read on a daily basis	18	76	84	12	190	2.526
I read so I can do an assignment	17	78	76	19	190	2.489
I read once every week	7	35	106	42	190	2.037
Reading regularly is exhausting and boring	18	86	51	35	190	2.463
Do you prefer watching television to	16	88	49	37	190	2.442

To cite this document:

Esan, A. O., and Akporhonor, B. A. (2021). Availability and Usage of Library School Resources as Predictors of Reading Habits among Secondary School Students in Oredo Local Government, Edo State, Nigeria, *Record and Library Journal*, 7(2). 320-332.

Open access under Creative Commons Attribution-Share A like 4.0 International License

reading						
I prefer surfing the internet to reading	20	89	48	33	190	2.505
I prefer using social media to reading	16	91	50	33	190	2.473
I only read text related to my subjects in school	15	109	52	14	190	2.658
I derive pleasure when I read	28	75	57	30	190	2.532

Table 7 shows that for item 1, majority of the students 76(40.0) agreed that they only read when I have to prepare for test or exam, for item 2 majority of them 84(44.2) disagree that they read on daily basis, for item three majority of them 76(40.0) disagreed that they read in order to do assignment. Also for item 4 majority of them 106(55.8) disagreed that they read once in a day, for item 5, majority of them 86(45.3) agreed that reading regularly is exhausting and boring, for item 6, majority of them 88(46.3) agreed that they prefer watching television to reading. In addition, for item 7 majority of them 89(46.8) agreed that they prefer surfing the Internet to reading, for item 8, majority of them 91(47.9) agreed that they prefer using social media to reading, and for item 9 majority of them 109(57.4) agreed that they only read text related to their subjects in school. Finally, for item 10 majority of them 75(39.5) agreed that they derived pleasure when reading, the Table also shows that the mean value for item 1, 2, 6, 9 and 10 are higher than the criterion mean of 2.50, while the rest are less.

Test of Hypotheses

H0₁: There is no significant relationship between availability of library resources and reading habit of secondary school students in Oredo Local Government Area of Edo State

Table 8: Relationship between Availability of Library Resources and Reading Habit of Secondary School Students (n=190)

Variables	R	R ²	Sig (2-tailed)
Availability of library resources	-0.380	0.144	0.601
Reading habits			

Table 8 shows that there is a positive weak relationship between availability of library resources and students reading habits. The relationship is not significant since the significant value of 0.601 is higher than the significant value of 0.05. Therefore, H0¹ which states that there is no significant relationship between availability of library resources and reading habit of secondary school students in Oredo Local Government Area of Edo State is therefore retained

H0₂: There is no significant relationship between the usage of library resources and reading habit among secondary school students in Oredo Local Government Area of Edo State

Table 9: Relationship between Usage and Reading Habit Among Secondary School Students (n=190)

Variables	R	R ²	Sig (2-tailed)
Usage of library resources	-0.0110	0.220	0.131
Reading habits			

Table 9 shows that there is a very weak negative relationship between usage of library resources and students reading habits. The relationship is not significant since the significant

To cite this document:

Esan, A. O., and Akporhonor, B. A. (2021). Availability and Usage of Library School Resources as Predictors of Reading Habits among Secondary School Students in Oredo Local Government, Edo State, Nigeria, *Record and Library Journal*, 7(2). 320-332.

Open access under Creative Commons Attribution-Share A like 4.0 International License

value of 0.131 is higher than the significant value of 0.05. Therefore, H_0 which states that There is no significant relationship between the usage of library resources and reading habits among secondary school students in Oredo Local Government Area of Edo State is therefore retained

The following are the major findings of the study:

1. The finding shows that all the sampled schools have limited library resources
2. The second finding on the frequency of use shows that most of the respondents do not make use of library resources daily
3. The third finding shows that majority of the respondents only read text related to their subjects in school.
4. There is no significant relationship between availability of library resources and reading habit of secondary school students in Oredo Local Government Area of Edo State
5. There is no significant relationship between the usage of library resources and reading habits among secondary school students in Oredo Local Government Area of Edo State

The first finding shows that all the sampled schools have limited library resources. It is also important to note that the resources available in Edokpolor Grammar school and Itohan Girls Grammar school are Subject textbook, novels, fiction/story books and yearbooks which are very obsolete. Saint Marys Dedication British International School have the most library resources. This is in line with the findings of Gbadamosi (2011) who surveyed primary school libraries in Oyo State to ascertain the availability and adequacy of services for Universal Basic Education and reported the inadequacies in the system as confirmed by the teacher-librarians who staff the libraries. They confirm that some people in the state have only limited access to library resources and the collections are inadequate.

Finding on the frequency of usage of library resources revealed that a large number of the respondents never made use of the library resources this supports the findings of Moruf (2015) who reported state funded school libraries are not appropriately used in view of the issue of staffing and as there are numerous library assistants/attendants than the professional librarians and the library resources are also inadequate, however it negates the findings of Agyekummr and Filson (2012) who uncovered that greater part of the students uses library resources and services for examination readiness and to enhance their class notes, tasks.

The third findings on the reading habits of secondary school students in Oredo local government in Edo State revealed that majority of the respondents only read texts related to their subject in school. This finding is in agreement with Palani (2012) who revealed that reading habit has lost its significance these days as both the old and the young are engrossed to the TV. All things considered, instructing students for the examinations is by all accounts the focal point of our educational system. The fourth finding of this study shows that there is no significant relationship between availability of library resources and reading habit of secondary school students in Oredo Local Government Area of Edo State. Lastly, the fifth findings of this study shows that There is no significant relationship between the usage of library resources and reading habits among secondary school students in Oredo Local Government Area of Edo State

Conclusion

The study examined the availability and usage of school library resources on reading habits among secondary school students in Oredo local government in Edo state. The result demonstrated that few library resources are available in most of the surveyed school libraries. Despite the availability, it was reported that students do not use the library resources regularly

To cite this document:

Esan, A. O., and Akporhonor, B. A. (2021). Availability and Usage of Library School Resources as Predictors of Reading Habits among Secondary School Students in Oredo Local Government, Edo State, Nigeria, *Record and Library Journal*, 7(2). 320-332.

Open access under Creative Commons Attribution-Share A like 4.0 International License

and that most of the resources available are obsolete. The study also revealed the absence of any trained librarian in the sampled schools. It was concluded that availability and usage of library resources cannot effectively predict the reading habit of secondary school students in Oredo local government in Benin-city. It should be noted that even though the study set out to investigate secondary school students which includes student in Junior Secondary School 1 to 3 and Senior Secondary School 1 to 3, the respondents was drawn from students in Senior Secondary School 3 alone. Based on the findings of the study, the following recommendations were proffered:

1. Government, School owners and management should ensure that the school libraries are well equipped with various library resources that will help stimulate students interest in reading. They should also ensure that current library resources are made available to secondary school students through regular acquisition.
2. It was observed that there was no trained librarian in the surveyed schools. School authorities are advised not to underplay the role of a trained librarian in providing information service and ultimately helping to improve the reading habit of students in secondary schools.
3. Study or library time should be included in the students' time-table so as to encourage them to make use of the library resources provided for them.
4. Governments should make frantic effort to enforce the policies embedded in the National policy on education by ensuring that all schools have proper and functioning libraries. The Librarian Registration Council of Nigeria (LRCN) and the Nigeria Library Association (NLA) should advocate for the employment of qualified librarians to manage all school libraries.

References

- Abdulahi, A. (1998). The Role of Libraries in Primary and Secondary Education in Nigeria. *Teaching Education Today*, 8(1 & 2), 21-26.
- Adepoju, T. & Joseph, O. (2012). Significance of School library in efficient and effective teaching in primary and secondary Schools. *Journal of Library Educational Media and Information Studies*, no.4: 76.
- Adeyemi, I. O. (2021). Influence of COVID-19 lockdown on reading habit of Nigerians: A case study of Lagos State inhabitants. *Reading & Writing Quarterly: Overcoming Learning Difficulties*. DOI:10.1080/10573569.2020.1857891
- Adeyemi, I. O., Temim, F., & Uzamot, W. O. (2021). Affectivity and social adjustment as predictors of librarians' user relation: Evidence from Nigerian librarians self-rating. *Record and Library Journal*, 7(1), 53-66.
- Agbakwuru (June 8, 2017). World Culture Score Index rate Nigeria's reading culture low. Retrieved from <https://www.vanguardngr.com/2017/06/world-culture-score-index-rates-nigerias-reading-culture-low/>
- Agyekummr, B.A. & Filson, C.K., (2012). The Challenges of School Libraries after the Implementation of the New Educational Reforms in Ghana. *Library Philosophy and Practice (e-journal)*. Paper 932.
- Apotiade, J. (2002). *National, state and public libraries*. Ibadan: Distance Learning Centre, University of Ibadan.
- Benard, R. & Dulle, F. (2014). Assessment of Access and Use of School Library Information Resources by Secondary Schools Students in Morogoro Municipality, Tanzania.

To cite this document:

Esan, A. O., and Akporhonor, B. A. (2021). Availability and Usage of Library School Resources as Predictors of Reading Habits among Secondary School Students in Oredo Local Government, Edo State, Nigeria, *Record and Library Journal*, 7(2). 320-332.

Open access under Creative Commons Attribution-Share A like 4.0 International License

- Library Philosophy and Practice (e-journal)*. 1107.
- Busayo I.O. (2011). The School library as a foundational step to children's effective reading habits. *Library Philosophy and Practice*.
- Butler, G., & Hope, T. (1995). *Managing Your Mind: The mental fitness guide*. London: Oxford Paperbacks.
- Clark & Rudman, (1957). What we know about children's reading interests. International Reading Association Conference, New York: *Scholastic Magazines: 23-25*
- Gunasekara, P. Wijesiri. (2002). Education in Sri Lanka.. An Overview. Colombo: Deepani Printers: 22-24.
- "Habit Formation". psychologytoday.com.
- Keith, C.L. (1994) The impact of school media centers on academic achievements. *School Library Media Quarterly*. 2, 3.
- Krashen, D. (1996). Comic book reading, enjoyment and pleasure reading among middle school students. *Journal of Reading Improvement*, Vol.53, no.1: 51-54.
- Merriam-Webster (n.d.). Definition of Habit. In *Merriam Webster Dictionary*.
- Merriam-Webster (n.d.). Definition of Habituation. In *Merriam Webster Dictionary*.
- Moruf, H.A. (2015) Students' utilization of Secondary school libraries in Akinyele Local Government area of Oyo state, Nigeria. *IOSR Journal of Research & Method in Education*. 5, 60-66
- Nwachukwu, V.N, Lucky A.T. & Salami P. F. (2014). Availability, Accessibility and Use of Information Resources and Services among Information Seekers of Lafia Public Library in Nasarawa State. *Information and Knowledge Management*, 4(10), 1.
- Odeh, M. I. (2013). Availability adequacy and utilization of school library resources by secondary school library in Oju local government area, in Benue state. *Journal of Information Resources Management*, 3 (2)
- Ogunrombi, S. A. & Sanni, G. A. (2005). The problems to which the profession of librarianship: is the panacea in Nigeria? *Education Libraries Journal* 48 (1), Retrieved from; org.au/alia2004/pdfs/fisher.b.paper.pdf
- Ogwu, M. F (2010) School library development and attainment of the Universal Basic Education objectives in Nigeria. *Journal of Research in Education and Society*, Vol:1 Nos 2 & 3.
- Olanlokun, S.O. (1996). Education and Libraries in Nigerian Schools. *International Library Review*, 6, 35 -46.
- Oyetola, S.O. & Adio, G. (2020) Roles of the school library in education of Nigerian child. *International Journal of Research in Library Science*. 6, 154-161.
- Palani, K. K. (2012) Promising Reading Habits and Creating Literate Social. *International Reference Research Journal* Vol. III Issue 2(1) pp 91.
- Popoola, S.O., & Haliso, Y. (2009). Use of library information resources and services as predator of teaching effectiveness of social scientists in Nigerian universities. *AJLAIS* 19(1): 65-77.
- Norman, E.R. (2011) "Habit Formation". *Sussex Directories*.
- Salisu, S. O. (1996). New trends in education technology and implication for school librarian. Lagos: *Librarians*
- Sangkaeo S (1999 August). *Reading habit promotion in Asian libraries*. 65th IFLA council and General Council and General Conference, Bangkok, Thailand.

To cite this document:

Esan, A. O., and Akporhonor, B. A. (2021). Availability and Usage of Library School Resources as Predictors of Reading Habits among Secondary School Students in Oredo Local Government, Edo State, Nigeria, *Record and Library Journal*, 7(2). 320-332.

Open access under Creative Commons Attribution-Share A like 4.0 International License