

SCHOOL LIBRARY AS TOOLS FOR INCULCATING AND ENHANCING READING CULTURE AMONG SCHOOL PUPILS IN GIWA LOCAL GOVERNMENT, KADUNA STATE

BY

**Maifata Nurudeen Muazu: Library Department, Nasarawa State University Keffi (CLN);
E-mail: maifata22@gmail.com**

Mohammed Abubakar Abdullahi (CLN): Centre for Energy Research and Training, Ahmadu Bello University Zaria; E-mail: abubakaramohammed@yahoo.com

&

**Saidu, S. Ndagi (CLN): University Library Services, Federal University of Technology Minna;
E-mail: ndagisaidu@gmail.com**

Abstract

The study investigate the roles of the school library in inculcating and enhancing their reading culture in three selected secondary school in Giwa local government Kaduna State. Survey research method was used and questionnaire was used as the instrument of collecting the required information from the schools libraries. The study revealed that in those libraries, they render Current Awareness Services, Translation Services, Reference Services, Story Telling, and Book Talk. The study also revealed that information resources and services are efficient and effective while there are some challenges such as; inadequate finds unqualified man power among others. Moreover, the research recommends the way forward by employing qualified staff, provision of adequacy funds, and extension of library hours.

Keywords: School library, Reading culture, Pupils and secondary school

Introduction

Library is a building or room containing collections of books, periodicals, and sometimes films and recorded music for use or borrowing by the public or the members of an institution. It is also a social system established by the society for the purpose of disseminating information. Library contains recorded information resources and preserves the records of society and corporate memory of the society. According to IFLA (2017) a library is an organization, or part of an organization, the main aim of which is to facilitate the use of such information resources, services and facilities as are required to meet the informational, research, educational, cultural or recreational needs of its user. In other word, Abdulwahab (2003) described library as a collection of information materials such as books, films, magazines, maps, manuscripts and photograph records. It is also referred to as an organization of one or more trained people who carefully select and organize books, periodicals and other familiar materials and present them to those who may appropriately use them to meet their needs or desire. The library can be referred to as the "heart of the institution it is the mind of the society, the only effective repository of memory, the depository of the cultural past and sustainers of the intellectual activity that anticipate the future".

The school library is often associated with the kind of libraries found in both the primary, secondary and equivalent schools setting. The school library is mainly regarded as a learning resource centre, school media centre and instructional material center etc. The school libraries are established to principally cater for the educational and social development of the children, be it the primary or secondary level. The school libraries are established to supplement teaching in the schools. This type of library has a distinctive purpose of helping children and young adults to develop the right attitude and reading culture which would enable them to achieve their goals in life. A school library provides library material and services that one most appropriate and meaningful for the growth and development of the children. They also increase and stimulate the flair for reading for enjoyment of the children. They also give satisfaction as well as growth in critical judgment and appreciations.

According to Ordi (2006), the school library is an organized collection of print and non-print material in a school for the use of pupils and teachers but mainly for the pupils, it is also defined by Abdulwahab (2003) as that part of a school saddled with the responsibility of gathering information and transferring it in to knowledge. According to Odugwu (2013), school library implements, complements and supplements the education programs of the school. These are designed to create awareness in children in a wide range of available knowledge in order to stimulate them to searches, explore and collect information that is relevant to their general educational and individual needs. Children and their teachers need library resources and the expertise of librarian to succeed. School libraries help teachers teach children (Keith 2004). A school library is an academic library that support school programs as well the teaching and learning process. School libraries serve students by providing material to meet their various needs and encouraging libraries and the use of libraries (Adetoro 2006). Martin (2000) note that "research show that the reading scores for students in schools that focus on improving their library programs are on average of eight to twenty one percent, higher than similar school with no such development." Adomi (2006) stresses the importance of adequate the school library exist to provide a range of learning opportunities for both large and small groups as well as individuals with a focus on intellectual content, information literacy, and the learner. In addition to classroom visits with collaborating teachers, the school library also serves as a place for students to do independent work, use computers, equipment and research material; to host special events such as author visits and book clubs; and for tutoring and testing.

School libraries function as a central location for all of the information available, and a school librarian functions as the library map to the resources and material fund the library. A school library function as an opportunity for educators to work with librarians in support of a resources center for the students to be able to safely access the internet for both school work and interacting with each other. The history of school library started in the United States of America in 1740, when Benjamin franklin included school library as a separate and distinctive faculty in his blue print for ideal school. The pen master schools in Philadelphia followed the advice of franklin by designating a specially designed room as a library in 1744. These efforts were not as successful as it should be until state legislature allocated public funds for the support of the libraries. The pattern of development of school libraries is very similar to that of public libraries. In Nigeria, school libraries in their current form are not known until very recently when the federal school library service to serve at the federal territory of Lagos was established. This resulted in a lot of effort and progress being made by Lagos state library service compared to other states of the federation. The achievement can be recorded in the country regarding the establishment and running of school libraries even though the appealing state of school libraries was echoed.

These long-established school libraries created greater awareness on the importance of the library in the schools. Library professional and library association such as West Africa Libraries Association (W.A.L.A) and Nigeria Libraries Association (N.L.A) showed some interest in the development of the school library, in 1961, W.A.L.A drew up a memorandum on school library and presented this to the Nigeria government for consideration. The memorandum emphasized the need for the library to be established in all secondary schools and urged that trained librarians supervised such libraries. The federal government later established school library in Lagos with the advice of UNISCO expert. The state especially in public secondary schools and in some private schools in order to help student develop good reading culture. Above all, the school library promotes reading culture in students, therefore the study becomes significant and imperative.

Statement of the Problem

The school library can be found in primary and post primary institution. The school library is to supplement and complement class room teaching. The school library is said to be the heart of the school. It is a resource centre and it has a collection of print material such as books, journals, magazines, videos, television, radio etc. Salami (2006) stated that the national policy on education (1981) advocated for libraries in every school. But this provision has not been strictly adhered to as school libraries are

confronted with a lot of problems. Provision and use of library materials in school libraries could assist member in the school communities to develop teaching and learning skills. So also it will enhance the reading culture of the student. But it has been observed by the researcher that there is low level of activities taking place in the libraries. For example, there is low level of charging and discharging of book and users patronage of the library, and reference services etc. as result of dissatisfaction with the way such service are rendered to them. Though, there may be adequate material available in the school libraries, but they are only being used by few selected users. Furthermore, lack of technical knowledge and exposure of librarian to library automation affect the efficient use of information technologies in school libraries similarly, school libraries are not playing their expected role of inculcating and enhancing reading culture in their students. It is in view of these problems that the research sought to investigate the role of school libraries in inculcating and enhancing reading culture in government secondary school in Giwa local government Kaduna state, Nigeria.

Research Questions

The research was designed to answer the following question:

1. What type of service and resources are provided by the selected school libraries?
2. How efficient and effective are the resources and services provided?
3. What role do the school libraries play in inculcating and enhancing reading culture in the selected school libraries?
4. What are the problems affecting school libraries in selected school libraries?
5. What are the possible solutions to those identified problem in the selected schools libraries?

Methodology

Survey research method was adopted. The choice of the survey research method is due to its usefulness in carrying out researches that involves large population to be studied. According to Castillo (2019) survey research tries to collect information from a representative group and based on such information, inferences are drawn about the performance of the population entirely. He added that survey research is vital as it allows the researcher to conduct an effective study on a large population where samples are used to represent the entire target population for the study. The target population of this study comprised all the thirteen secondary schools in Giwa local Kaduna State and the population were the staff and students. For the purpose of this study, random sampling technique was used to select schools and respondents utilized in the study. By this method, members of the population had equal chances of being selected. Three school libraries were sampled randomly to represent Giwa Local Government Area in this study.

Table 1: Response rate

S/N	SCHOOLS	PERCENTAGE
1	Government Secondary School Giwa	40%
2	Government Secondary School Fatika	15%
3	Government Secondary School Shika	45%
	Total	100%

(Field Work 2018)

Ten students were further sampled randomly from each school. There by, making a total number of fifty students as respondents. Two teachers from each school were examine. The data collected for the study were analyzed using the simple descriptive statistics of frequency counts and percentages.

Table 2: Distribution of Respondents by Sex

Sex	Frequency	Percentage%
Male	36	70
Female	14	30
Total	50	100

In the table (2) above, 36 (70%) of the respondent were male and 14 (30%) were Female. This shows that the male respondents to the study were in the majority. The difference observed in the population distribution was not by design but by coincidence.

Results

Research Question One: What are the types of resources available in the library?

Table 3: Types of Resources Available in the Library

Resources	Frequency	Percentage%
Textbooks	42	84
References Resources	8	20
Total	50	100

The table above shows that 42 of the respondent indicated that there are textbooks in the Library. Whereas 8 of the respondents which is equivalent to 20% indicated that are reference services.

Table 4: Types of resources and Services provided by the Selected School Libraries

Resources and Services	Frequency	Percentage%
Current Awareness Services	14	28%
Translation Services	5	15%
Reference Services	10	17%
Lending Services	12	20%
Story Telling	6	13%
Book Talk	3	7%
Total	50	100%

The above Table (4) revealed that 14 (28%) respondents identified books as a types of library materials, 5(15%) identified other types of library materials. This implies that books were the major types of materials in the school libraries studied. This is followed by other types of materials such as journals, newspapers, Magazines and globes. The table also revealed that 10(17%) respondents identified reference Service as a Services provided by the school library, 6(13%) respondents identified story telling as a services in the school library and 3(7%) respondents identified book talk as a types of service in the school library. Current Awareness helps students to be up to date about the current happenings likewise translation will enable them to understand what they could not understand written in a language. Since independent identified and retrieval of the information resources may be difficult, and then there is need for assistance and that is what is known as reference Services. Thus, by lending books and other materials, they will be able to have what they may not have access to. Also storytelling will enable them to know what is written by someone which they couldn't read. Book talk is usually done after comprehension in the class. The librarian being someone who is versed, will engage in to talk with them about a book they have or have not read so as to ginger them and to draw them more closer to reading culture.

Research Question 2: How efficiency and effectiveness of resource and service provided?

Table5: Efficiency and effectiveness of resources and services.

Quality of Services	Frequency	Percentage%
Efficient	23	45%
Average	18	35%
Not average	9	20%
Total	50	100%

On the effectiveness of the resources and services, 23(45%) respondents believed that the resources and services were effective, 18(35%) rated the services as average while 9(20%) respondents rated them as

not effective. It could be deduced that through those resources and services were in place, a lot still needs to be done to enhance their efficiency and support and effectiveness.

Research Question 3: What role does the school library provide in inculcating and enhancing reading culture among the selected school?

Table 6: Frequency responses on inculcating and enhancing reading culture in the selected school

Role	Frequency	Percentage%
Making books accessible	25	50%
Teaching reading skill	15	25%
Reading guidance	6	15%
Introducing library	4	10%
Hours and story		
Total	50	100%

The data presented in the above Table (6) showed that 25(50%) respondents believed that the library helped to develop (ohem 15(25%) respondents viewed that the school library could develop reading culture among students by teaching. Reading skills, 6(15%) stated that the library could also help to develop reading culture through reading guidance and 4(10%) respondents believed that the library could develop reading culture by introducing library hours and storytelling sessions.

Research Question 4: What are the problems affecting school libraries in the selected school?

Table 6: Frequent Distribution of Responses by Problems Affecting the School Libraries

Problem	Frequency	Percentage%
Lack of funds	50	100%
Lack of qualified manpower	50	100%
Lack of reading materials	50	100%
Provision of poor services	50	100%
Lack of library hour	50	100%
Total	50	100%

From table (6) above, it is evident that there were many problems affecting the libraries in Giwa. The (5) problem identified by the respondents were rated equally as provided in the Table (6) above.

Research Question 5: What are the possible solutions to the identified Problems in the selected school?

Table 7: Frequent Distribution of Responses for solutions to the identified problems

Solution	Frequency	Percentage%
Provision of adequate funds	20	45
More qualified manpower	17	30
Extended library hour	14	20
Establishment of library in the school	9	15
Total	50	100

From the above table (7) it could be observed that 20(45%) respondents believed that more funds should be provided, 17(30%) were of the view that more library and professional libraries should be provided and 9(16%) respondents stated that government should implement policy on the establishment of the library in each school.

Discussions

This section discusses the findings of the study in line with the research questions. Findings on the demographic information of the respondents indicates that out of the total 50, thirty six of them which is

equivalent to 70% were males whereas, fourteen of them were females. On the types of library resources, the finding reveals that the research reveals that textbooks and references resources were available in the libraries. With the regard to the library services, it is found that the library offers current Awareness Services as indicated by respondents which is equivalent to 28%. Thus, they render translation services as indicated by 5 (15%) of the respondents. More so, the research indicated that 10 of the respondents, that is (17%) confirm that reference services are also offered. 6(13%) of the respondents indicated that story telling is offered and finally, 3 (7%) of the respondents indicated that book talk is also offered. This is in line with the finding of Aina (2004) who observed that no library can function effectively without adequate and required material.

According to this research, it could be understood that the efficiency and the effectiveness of the resources and services is 45% efficient as indicated by 23 respondents, average as indicated by 18 (35%) respondents, and those who indicated not at all were 9 (20%). This finding tally with the findings of Okendu (2012) who assert that human and material resources are to be assembled together by educational administration, within the school system for effective teaching and learning. On the role of school library in inculcating and enhancing reading among students, it was gathered that the library makes books accessible as indicated by 25 (50%) of the respondents, as they also teaches reading skills as indicated by 15 (25%) of the respondents, reading guidance as indicated by 6 (15%) of them. This finding agrees with the findings of Okoye and Ene (2011) as the authors reported that reading is important for the acquisition and use of knowledge even from earliest time.

The findings reveals that the problems associated with the libraries includes lack of funds, lack of qualified man power, lack of reading materials, provision of poor services and finally, lack of library hour as indicated by 50 (100) of the respondents in each case. This finding is in line with the finding of Salami (2006) who reported that the state of school library is in a complete neglect, there is no legislation compelling school proprietor to set up the school library even when schools are registered with the ministries of education. He further stated that the problems of school library in Nigeria include the following: lack of funds, lack of qualify personnel and reading materials. Also, on the solutions to the identified, the respondents indicated that by provision of adequate funds, the problems could be minimized as suggested by 20 (45%) of the respondents, 17 (30%) of the respondents indicated provision of more qualified staff, 14 (20%) suggested extended library hour, 9 (15%) of them confirmed that if libraries were established, then these problems could be solved. This finding agree with that of Suleiman(2019) who pointed out that government should make funding available for the provision of books, ICT facilities that will be used to establish not only a state of the art library, but also a library with current information resources so as to provide the best services.

Conclusion

Based on the summary of finding in this study, it can be concluded that the available resources in the school libraries in Giwa Local Government, Kaduna State were textbooks, dictionaries and some non-book materials such as globes, pictures, lending service and books talks to students. The school library played a vital role in developing good reading culture among students by making books available to them as well as teaching, reading skills and reading guidance to the students. The study found that the resources and service provided by the school library were efficient and most of the students used the library on daily basis while others used the library for one reason or the other. The study also revealed that the most common problems affecting school libraries were lack of funds, inadequate materials and lack of qualified manpower.

Recommendations

Base on the finding and conclusion reached in this study, it is recommended that:

1. Kaduna State Ministry of Education should provide adequate current textbooks and other reading materials to all school libraries. There should be more libraries and professional librarians for effective and efficiency library service delivery.
2. Student should cultivate the habit of reading in the library during their leisure period. All the a-g above will enhance good reading culture among the students in Kaduna state particular and other state in general.
3. To solve the problem of lack of funding, the state governments should allocate more funds to enable the school libraries operate optimally and provide suitable accommodation for libraries schools..
4. The operational hours of the libraries should be extended the evening time to enable students to borrow books for use at home after school hours.

References

- Abdulwahab, O.I. (2003). *Introduction to librarianship*. Ilorin; Wami Commercial Press, 21-23.
- Adetoro, N. (2006). School library spaces usage practices in some secondary schools in South-West Nigeria. *Nigerian School Library Journal*, 5 (2): 14-23
- Adomi, E.E (2008). *The significance of school libraries in the education development of student :The case of Novena University Staff School, Kwale Delta State, Nigeria*. Retrieved from library philosophy and practice (e-journal), <https://digitalcommon/edu/cgi/viewcontent.cgi?article=1802&context=libphilprac>.
- Aina, L. O. (2004). *Library and Information Science Text for Africa*. Ibadan: Third World Information Services.
- Castillo, R.C. (2019). *Research design and methodology*. Retrieved from www.interchoper.com.book.
- Keith, T.Z. (2004). Longitudinal effect of in school and out of school. *Psychology quarterly*, vol, 19, no, 3p187-211. Retrieved on 29/112020 www.researchgate.net.
- Ibrahim, S. (2019). *Utilization of school library resources and services for efectivelearning by secondary school: A case study of sabon gari (Undergraduate Project)*. Department of library and information science, Ahmadu Bello University, Zaria.
- Oduagwu, M. C &Oduagwu, E.A (2013). Survey of the resources and use of libraries of three selected secondary school in Owerri Metropolitan. *Journal of information and knowledge management*, vol, 14, no2, 6-12.
- Okoye, P.U & Ene, F.N (2011). *Handbook for the revival of reading culture*, Enugu: Nuick Publisher.
- Ordi, T.O (2006). *Principle and management of library Science*. Kaduna: Pallord Nigeria Limited, P. 50-51.
- Salami, K. A. (2006). *A textbook on Library and Information Science*. Zaria Mensons Press, 13-23.
- Usman, Y.D. (2016). Education resources: integral components for effective school administration in Nigeria. *Research on humanities and social science*, vol, 6 no13, 25-32