

The Library Use Habits of Senior Secondary School Students in Ogun State, Nigeria

Itunu A. Bamidele

Laz Otti Memorial Library, Babcock University, Ilesan-Remo, Ogun State, Nigeria

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Abstract This study investigated the library use habits of Public Senior Secondary School Students in Ogun State, Nigeria. The descriptive survey design was used for the study. The population consisted of 54,907 third year senior secondary students (SS 3) in the 2014/2015 session in 295 public senior secondary schools in Ogun State, Nigeria. Stratified sampling technique was used to select 977 respondents. The instrument used for data collection was a questionnaire titled Library Use Habits Questionnaire (LUHQ). The instrument was tested for reliability using Cronbach alpha. The reliability coefficient of Library use habit scale was= 0.9. Data collected were analysed using descriptive statistics. Findings indicate that majority of the respondents reported that nobody encouraged them to use the library. While, respondents were also tried to benefit from all facilities of the library; borrow books from the library. In the face of using library facilities, majority of the respondents established that they visit the library not only when they have assignment. Based on the findings, the study concludes that organizing a series of lecture under user instruction or user education or library orientation program is required in public senior secondary schools. The study recommends that teacher should also mandate students to use the school library effectively; it can help attain high academic achievement. It was also recommended that professional librarians should be employed in public senior secondary schools to plan and execute result oriented information education.

Keywords *Library Use; Information Literacy; School Library; Senior Secondary School*

1. Introduction

The library is a storehouse of knowledge, and a habitual visit and use of it, is as compelling, as it is necessary (Okoro, 2004). In the same vein, Dange and Praveen (n.d) stated that library is a storehouse of resources and it provides many more opportunities to the learners to acquire the knowledge, which facilitates achievement of academic performance of students to a great extent. Therefore, the library is an inseparable aspect of education and culture (Savanur, 2011). Libraries are found in nursery, primary and secondary schools with the mission of contributing to the intellectual development of pupils and students. The activities which take place in school libraries involve collection of books and other learning materials organized by trained professionals and placed in one or two big rooms in the school for the use of the students and teachers. The objectives of school

libraries are to acquire process and make available to pupils and students, a wide range of books and audio-visual materials to supplement and enrich the teaching and learning situation in schools. Other objectives of school libraries are to encourage the development of skill in reading, to prompt reading and library use habits to some literacy in primary and secondary schools. School libraries serve primary and secondary school students by providing materials to meet their various needs and serve to encourage reading and the use of library. School libraries help children to discover for themselves, by independent study and learning, how to ask questions, when the need arises. This is realized through the services of information literacy librarians who are responsible for inculcating information literacy skills in students through the delivery of information literacy instructions. The information literate person uses critical thinking to analyze and evaluate information for use in projects and problem-solving. Information literacy enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning (Yusuf, 2013). Upon the objectives of establishing school library, literature has shown low usage of school library among students in public senior secondary schools. This has given rise to concern among librarians. Could this be as a result of lack of professional librarian to teach students on how to use library or lack of library orientation? It is in the light of this that the study investigated the library use habits of students in public senior secondary schools in Ogun State, Nigeria. The general objective of this study is to investigate the library use habits of Senior Secondary School Students in Ogun State, Nigeria. The specific objective is to identify the library use of Senior Secondary school students in Ogun State.

2. Literature Review

Libraries play a great and significant role in developing and sustaining reading habits by providing a variety of reading material without taxing the students too much in terms of money and space. However, the role of libraries and librarians in developing and sustaining reading habits cannot be over stated. The librarian leads the students from a few into many other books which supplement and augment knowledge contained in textbooks and class notes. They talk with verve and enthusiasm about other interesting books related to their studies and also other books of abiding value. Librarian can develop reading and library use by delving into a series of lectures under user instruction or user education or library orientation programme.

The library/librarian plays a vital role in the development of the personality of the students. As a student spends most of his/her life at school, school library can help with the critical need to expand background knowledge by proving conducive environment for students to read and a supply of books that are both interesting and varied. At this delicate age, students have to be motivated to read and use the library. They should be given books and audiovisual material in the form of CDs, VCDs and DVD. They should be given books as gifts. Students should be taken to libraries during library orientation.

Lack of functional school libraries can obstruct students from acquiring a library use habit at an early age. However, it is essential that reading and library habits must be acquired by students from an early stage. Students are especially expected to have acquired reading habits and developed skills in effective library usage. However, the limited numbers of research studies in the domestic literature have revealed that students do not have a positive attitude towards library use (Bayram, 2001; Binarba, 2006).

Erdama and Demirel (2009) identified students' habits in the use of their own school library, it was found that more than half of the students go to the library once a week or month, while only a few students go everyday and that there were even participants, though very few, who never go to the library. One of the oldest pieces of research regarding library use was carried out in 1933. This study showed that libraries were not used effectively and students usually went to libraries to read

newspapers and journals (Cited by Clabo, 2002). The research carried out by Clabo (2002) in six high schools also revealed that 46.9 % of the students never go to library in a year, and another 22.3 % go to the library for once or twice. In other studies, it was also found that only a few students go to the library on a regular basis, while the remaining students do not need to do so and they spend very little time at the library (Burks, 1993; Barnard, 2000). Of the participants, 12.8 %, which is a considerable portion of the whole, has never borrowed a book from the library. The majority of the students make use of the libraries for research. Also, students prefer libraries in relation to the gaining of new knowledge and preparing for examinations since they are quiet places (Cited by Yilmaz, 1995).

It was concluded from many studies that students use school libraries for doing their homework and assignment tasks (Bolton, 1982; Drake, 1985; Bancroft, Croft, Speth ve Phillips, 1998; Whitmire, 2001). Half of the participants stay in the library for 1-2 hours. Research carried out in Iowa University regarding university students' library use level showed that only a few of them use microfilm, CD-Rom and video (Clougherty et al., 1998). During the interviews the students suggested that they go to the library only for studying and reading, since they were unable to use the resources efficiently. The reason for their not being able to use the resources efficiently might be that they do not know how to do that. According to the research; students are encouraged to use the library mainly by their friends and their own curiosity. The impact of the instructors on this end was found to be too low. However, it should be noted that the instructors' encouraging the students to go to the library, assigning homework that motivates students and being good models for students, affect students' attitude towards the library in a positive way (Burks 1993; Clabo, 2002; Erdamar and Demirel, 2009).

It was found in the study conducted by Erdamar and Demirel (2009), that the student teachers like spending time at the library; they usually go to the library for research, homework and assignments; they like the quiet and peaceful environment in the library and they prefer libraries to be clean and tidy. In line with the findings of the study, other researches have demonstrated that students make use of the library for its quietness (Gratch, 1980), studying (Erdamar & Demirel, 2009; Clabo, 2002; Talbot, Lowell ve Martin, 1998), Research (Erdamar & Demirel, 2009) and for acquiring new knowledge (Yu, 2006). Students do not ask librarians for help much. In line with the results of this study, other studies also showed that students have a negative perception about librarians and the students do not ask them for help (Drake, 1985; Harwood & Bydder, 1998; Kershaw, 2001). Daniel's (1983) and Musavi's studies (1977), also recorded that the students with a positive attitude towards the library and those that are members of the libraries, use the libraries more.

Research has shown that students expect libraries to be quiet, clean, tidy, and peaceful. They prefer to use books in libraries for studying and reading books. Erdamar and Demirel (2009) carried out research on the library use habits of student teachers and found that 3.9 % of students do not go to the library at all and another 12.8 % do not borrow books from library at all. 34.7 % of the interviewed group goes to the library once a week, 29 % once a month while 10.8 % borrow a book once a week and 13.1 % once a month. 60.1 % of the participants state that the frequency of borrowing books varies depending on the need for research.

The researcher further reveals the students' reasons for going to the library; it is found out that 90.0 % make use of the library for conducting research. Also, since libraries provide a quiet environment, they are preferred by students for gaining new knowledge, preparing for exams, spending free time and following up innovations in their respective areas. Students' period of stay in the library also shows that 51.0 % stay for 1-2 hours and 30 % for 3-4 hours. 53.0 % of the participants reported that they are encouraged to go to library by their friends, 36.9 and 7.1 % of the students went to the library out of curiosity and upon their instructors' encouraging them, respectively.

Erdamar and Demirel (2009) carried out a study titled the “library use habits of student teachers”. They found that the investigation in terms of positive items shows that half of the participants (49.0 %) agree at, medium level, with liking spending time at library, 31.0 % of the group likes spending time at the library, and another 19.4 % does not like spending time at the libraries. Whereas the majority of the group likes being at the library; more than half of the participants (61.5 %) do not spend their spare time at the library. A small portion of the group (10.3 %) stated that they spend their spare time at the library. While 35.9 % of the participants say that they can stay for too long at the library, 33.7 % agree at medium level only and another 30.3 % disagrees with that idea. The majority of the students (82.0 %) believe that libraries are good places for studying and again the majority of them (88.9 %) believe that libraries are good places for studying as they are clean and tidy.

As for the investigation in terms of negative items; almost all of the participants (85.8 %) disagree with the idea of feeling irritated at being at the library. Similarly; almost all of the participants (93.1 %) do not agree with the phrase “I regret over” spending time at the library”. 80.8 % of the group state that they do not feel bored at the library. 46.6 % of the participants disagree with the item about going to the library only when homework is assigned. 38.2 % of the participants can study in only a particular type of library. Similarly, Wilson (2009) in her study on library use found that the respondents make use of the library mainly to borrow books, reading, using the computers, photocopying. Wilson also discovered that her participants use the library as a place for recreation and relaxation and men came to the library more often than the women to study or read.

A school library is often found within the primary or secondary school environment, and its main purpose is to serve the user and entire school community with well stocked up-to-date information in form of books, digital resources, database, journals, magazines, newspapers, news review, CDs, Audio-visual etc. Supporting this view was Edoka (2012), who posited that a school library is established in a primary or secondary school. These libraries have been termed recently as school library resource centers.

According to Fayose (1995:32), a school library is that part of school where a collection of books periodicals, magazines, and newspapers, films and filmstrips, videotapes, recording of all types, slides, computers, study kits, and other information resources are housed for use by teachers and pupils for learning, recreational activities, personal interest and inter personal relationships of children in school

The role and contribution of school library services in the provision of education at all learning levels cannot be overemphasized, especially when one considers the functions of a library within the secondary school system. As the university library is considered the intellectual center of a university, so also is the secondary school library considered as the center of intellectual activities in a school. For this reason, many educationally advanced countries pay much attention to the development of secondary school library services since it is the foundational base of student’s higher academic achievement as they aspire to further their career in life.

The school library, as a strategic arm of its parent institution, is established majorly to organize collections of all human efforts either in print or non-print forms that are relevant to the educational development of the children regardless of age, background and race. Correlating this view is Ezenwa (1993), who posits that school libraries are libraries in primary and secondary schools whose collections are majorly for the young. For him, the school library is not only a depository and a storehouse of knowledge and a center for the dissemination of knowledge but also a recreation and relaxation center for the students.

Apart from the school library, there exists what is called a classroom library. The classroom library is a small collection of books in a corner of the classroom. Its collection is meant to enrich and supplement the classroom study. Most classroom libraries within the schools are known as branch libraries.

According to Ezenwa (1993), today's libraries are seen as centres for wider varieties of educational media. The term 'media' here implies books, magazines, newspapers and pamphlets, records and tapes, maps, films, photographs and painting. Included also are equipment such as projectors, motion pictures and tape recorders. School libraries are named according to the diverse roles of the libraries or functionality they discharge, the names may include "media center" "resources center" "instructional material center".

Aguolu (2002) posited that service in any school library requires staff of various categories and levels of education and training, indicating that the following may be needed depending on the enrolment: staff, collection and academic programme; librarian employed as school librarian with or without any teacher qualification, teacher librarian (currently, teacher put in charge of the school library with or without any library training) library officers, library attendants, and library prefect. It is only when these are in place that effective library service can be guaranteed and users experience would be satisfactory.

School libraries have a number of functions they are known for as academic resource power houses. According to Elaturoti (1995), the functions of the school library include: to support the teaching and education work of the school and to develop a reading habit among young people both for pleasure and for the purpose of gathering information for themselves. This can be very effective if the school management educates the parents on the need to continue to teach their children at home about the importance of developing a good reading habit and employing professional teachers who are already ardent readers and are willing to impact that trait into the children (Battraw, 2012).

A study conducted on use of school library resources in Singapore Majid (2005) revealed that students and their teachers alike generally do not use their school libraries and various information resources effectively due to the inadequacy of their libraries in terms of education materials and structural conduciveness.

A library is a depository of collection of books, journals, magazine, newspapers etc. for users' accessibility and reading pleasure. A good student should be able to locate and extract primary and secondary sources of information from the school library. The challenge often faced by most secondary school students, especially in public schools is the fact that there are no well-equipped libraries within the school for conducive learning. Where there are libraries, they lack up-to-date books, have no adequate infrastructure, are short staffed, and have inexperienced Librarians to mention a few. A study conducted by Ibrahim (1995) discovered that despite the rapid growth in the educational sector in Nigeria, public secondary school libraries are still faced with the challenge of funding, staffing, collection and rendering services which hinder the use of library by the students.

Supporting this view is Uju (1987) and Obajemu (2002) who stated that secondary school library services in Nigeria are still at the developing stage displaying inadequacies in staffing, funding and services provided and these to a great extent, affect the use of library by students in the school.

Meanwhile, the inadequacy of the school library in terms of educational materials hinders the use of the library by both students and teachers alike. Inadequate access to the needed text books is another challenge towards students' effective use of the library. Meaning, increased access to books is related to increased reading achievement as discovered in several researches conducted by (Krashen, 2004, 2010; Lance, 2004; Lindsay, 2010).

Inadequate access to better libraries affects the use of library by secondary students. It implies that adequate access to quality school libraries collections guarantees higher scores on reading tests done in class. The aspects of school library quality that relate to reading achievement include: the size of the collection, the presence of a credentialed librarian, and overall staffing. When children have access to books, they read them a lot, and when they read a lot, all aspects of literacy improve.

Erdamar and Demirel (2009) revealed that the students do not ask librarians for help although they need it. The most important reason for this is that librarians are often cold and indifferent when asked for help. They recommended that librarians must be trained at regular intervals and seminars must be arranged on human relations and communication. The main people to lead students to use the library are listed as peers; they are also led there by their own curiosity. Instructors do not constitute an agent affecting and supporting the students in library use.

The instructors should assign students studies, projects and homework that require library use and promote library use and award such work with prizes. Furthermore; cooperation between librarians and the instructors should be fostered. The student will develop positive feelings towards a library where she/he can have access to the knowledge he or she needs. Libraries should arrange complaints procedures and self-assessment forms should be made use of. Complaints should be quickly dealt with and the necessary precautionary steps taken to prevent any further complaints. Furthermore, libraries should themselves carry out such research in order to identify user satisfaction levels. Finally; libraries must be places with clear catalogues and referencing systems and where a rich collection of books and other resources can be easily accessed, and where the copying services are of a high quality. The librarians should be smiling, helpful, informed, welcoming and friendly.

3. Methodology

The descriptive survey design was used for the study. The target population was the Senior Secondary 3 students in the 2014/2015 session in public senior secondary schools in Ogun State, Nigeria. There were two hundred and ninety-five (295) public secondary schools in Ogun State as at the time of this study. Total population of selected Senior Secondary school students in the public senior secondary schools in Ogun State was 54,907.

The multi-stage sampling technique was adopted for this study in order to have a representative sample. Multistage sampling technique allows for random sampling at different levels or stages. The technique was appropriate for sampling highly heterogeneous population. In the first stage, systematic random sampling technique was used. The local government in each zone was arranged separately in alphabetical order. The list is labeled 1st, 2nd and 3rd repeatedly by first dividing the 20 Local Government Areas in Ogun State along existing senatorial districts in Ogun State (Ogun Central, Ogun East and Ogun West). By balloting, the 1st number was selected. Then every first local government was chosen as an element in the sample. Seven local governments were used as sample for this study. In the second stage, simple random sampling by balloting was adopted to select three (3) secondary schools in each of the local government areas selected for the study. Therefore, this gave a total of 21 public secondary schools in seven (7) LGAs which were Abeokuta North, Ifo, Ijebu East, Ijebu Ode, Ikenne, Ado-Odo Ota and Imeko. All the senatorial districts in the study were represented and three (3) secondary schools were selected randomly. In the third stage, stratified random sampling technique based on proportional probability sampling technique was used to select 977 students in 21 public senior secondary schools in Ogun State from the total population. Therefore, a sample of nine hundred and seventy-seven (977) students was used for the study. A representative sample of 977 out of a population of 4872 students was considered adequate for generalization based on the general rule, the larger the population size, the smaller the percentage of the population required getting a representative sample (Gay & Airasian, 2003).

4. Presentation of Findings

A total number of nine hundred and seventy-seven (977) copies of questionnaire were administered to public secondary school students in each selected school in Ogun State, Nigeria. Nine hundred and sixty-eight (968) copies of the questionnaire were retrieved representing 99%.

Table 1: Demographic Characteristics of the Respondent

Demographic Information		Population of Respondents	
Characteristics	Information	Frequency	%
Area of specialization	Science class	468	48.3
	Art class	254	26.3
	Commercial class	246	25.4
	Total	968	100.0
Age	14-15	200	20.7
	16-17	514	53.0
	18-19	230	23.8
	20 and above	24	2.5
	Total	968	100.0
Gender	Male	416	43
	Female	552	57
	Total	968	100.0

Table 1 presents the demographic characteristics of respondents used for this study. It reveals that 48.3% of the participants were in science class while 26.2% were in art class and 25.4% were in commercial class. This implies that more science students participated in this study than either the art or and commercial students, an indication that more students in science class. It also indicates that 53%, a large proportion of the respondents fell into the age bracket of 16-17. Next to that is 18-19 years, with 23.8%, followed by 14-15 years with 20.7% and 20 and above years with 2.5%. This implies that majority of the respondents are relatively young, if they are well groomed, they may perform well academically. In respect of gender, the table shows that 43% of the respondents were male while the female counterparts were 57%. This implies that more females participated in this study than males; this may be due to the admission of more females in public senior secondary schools than males.

Table 2: Showing the Rating of Library Use of Public Senior Secondary School Students in Ogun State

Items	Yes	No
	F (%)	F (%)
Do you have a library in your school?	793(81.9)	175(18.1)
Have you used the library before?	786(81.2)	182(18.8)
Who encouraged you to use the library?	Items	F (%)
	Nobody	564(58.3)
	Friends	146(15.1)
	Teachers recommendation	172(17.8)
	Librarians recommendation	39(4)
	Principals recommendation	35(3.6)

Table 2: presents library use of students. Majority (81.9%) of the students reported that a library exists in their schools and 81.2% have used the library before. It also shows where students get recommendation on the use of library from. Majority (58.3%) reported that nobody encouraged them

to use the library. Others were encouraged by friends (15.1%), teachers (17.8%), librarians (4%), and school principals (3.6%), parents (0.6%) and during orientation programs (0.6%). This implies that organizing a series of lecture under user instruction or user education or library orientation program is required in public senior secondary schools. Also, students need to be counselled to use the library by teachers, librarians, school principal, and parents.

Table 3: Frequency and Percentage of Library Use Habits of Students in Public Senior Secondary Schools in Ogun State

Items/Statements	SA	A	D	SD	\bar{X}	SD
I try to benefit from all facilities of the library	398 (40.8%)	316 (32.6)	109 (11.3)	148 (15.3)	2.99	1.065
I borrow books from the library	330 (34.1)	311 (32.1)	146 (15.1)	181 (18.7)	2.82	1.099
I consult the library staff while searching for materials	297 (30.7)	321 (33.2)	160 (16.5)	190 (19.6)	2.75	1.093
I ask the librarian for help as needed	290 (30)	337 (34.8)	153 (15.8)	188 (19.4)	2.75	1.084
I make use of the library catalogue when searching for reading materials	291 (30.1)	316 (32.6)	177 (18.3)	184 (19)	2.74	1.085
I browse through the shelves in search of materials for assignment	298 (30.8)	282 (29.1)	174 (18)	214 (22.1)	2.69	1.129
When I go to the library, I read mainly my lecture notes	272 (28.1)	303 (31.3)	201 (21.7)	183 (18.9)	2.69	1.075
I consult the reference materials in the library	245 (25.3)	338 (34.9)	187 (19.3)	198 (20.5)	2.65	1.069
I visit the library on daily basis	221 (22.8)	336 (34.7)	182 (18.8)	229 (23.7)	2.57	1.085
I go to the library to read newspaper	172 (17.8)	206 (21.3)	245 (25.3)	345 (35.6)	2.21	1.112
I make use of electronic resources in the library	147 (15.2)	224 (23.1)	272 (28.1)	325 (33.6)	2.2	1.066
I go to the library to socialize with my friends	174 (18)	181 (18.7)	218 (22.5)	395 (40.8)	2.14	1.139
I go to the library only when I have assignment	129 (13.3)	147 (15.2)	292 (30.2)	400 (41.3)	2.01	1.048
				Grand Mean	2.55	.661

Table 3 presents library use habits of public senior secondary school students. 57.5% visited the library on daily basis; 61.7% did not make use of electronic resources in the library; 63.3% reported not going to the library to socialize with their friends; 66.2% borrowed books from the library; 60% browsed through the shelves in search of materials for assignment; 63.9% consulted the library staff while searching for materials; 60.2% consulted the reference materials in the library; 39.1% reported going to the library to read newspaper; 59.4% read mainly their lecture notes when they went to the library; 62.7% made use of the library catalogue when searching for reading materials; 28.5% agreed that they go to the library only when they had assignment; 64.8% usually asked the librarian for help as needed; 73.4% tried to benefit from all facilities of the library.

Table 4: Table Showing the Rating of Factors Hindering Library Use of Public Senior Secondary School Students in Ogun State

Library Use	SA	A	D	SD	Mean	SD
	F (%)	F (%)	F (%)	F (%)		
Library hours not on the school time-table.	304 (31.4)	281 (29)	197 (20.4)	186 (19.2)	2.73	1.101
Lack of professional librarian to teach students on how to use library.	286 (29.5)	248 (25.6)	241 (24.9)	193 (19.9)	2.65	1.104
Lack of library orientation	263 (27.2)	289 (29.9)	220 (22.7)	196 (20.2)	2.64	1.086
Inadequate information materials in the library	268 (27.7)	280 (28.9)	211 (21.8)	209 (21.6)	2.63	1.105
Current and reliable information materials are not available in the library.	282 (29.1)	264 (27.3)	198 (20.5)	224 (23.1)	2.62	1.132

Table 4 shows that 55.1% of the participants agreed that total absence of professional librarians to teach students on how to use information is a contributing factor hindering library use. Also, 60.4% strongly agreed that library hour not being on the school time-table is a major factor hindering library use among public school students.

5. Discussion of Findings

There is a clear indication that “those who tried to benefit from all facilities of the library ranked highest by its mean score and were followed by “those who borrowed books from the library” and “those who visited the library only when there is assignment” had lowest mean score. An evaluation of library use habits of students in public senior secondary schools shows that overall mean score of the library use habits of respondents is 2.55 and that implies that the respondents (public senior secondary school students have low library use habits. Majority of the respondents agreed that they tried to benefit from all facilities of the library followed by borrowing books from the library. This finding is in line with that of Wilson (2009) in her study on library use found that the respondents make use of the library mainly to borrow books. The finding is in partial agreement with the findings of Tella, Owolabi and Attama (2009) whose study revealed that the most common use of the library for students is for reading, followed by using the library for borrowing books, making photocopies and searching the library catalogue. This is, however, in contrast to previous studies by Osinulu (1998); Olofinsawe and Ajayi (2008); Ifedili (2009), whose studies revealed that the library was not used. Although majority of the respondents did not affirm that the library is not their favourite place for reading, the study did establish that students do use the library for their other purposes. Most of the study respondents do borrow books from the library, consult the library staff while searching for materials, browse through the shelves in search of materials for assignment and make use of the library catalogue when searching for reading materials. This finding in this case is partially supported with the findings of Onuoha, Unegbu, and Umahi (2013) who assert that students browse the shelves in search for reading materials and consult library staff while searching for materials.

Majority of the students reported that a library exists in their schools and have used the library before. The result also showed that the respondents are not encouraged to use the library. This implies that organizing a series of lecture under user instruction or user education or library orientation program is required in public senior secondary schools. Students need to be counselled to use the library by teachers, librarians, school principal, and parents. This implies that the educational administrators and librarians should initiate students to read and use the libraries, and then it can help attain high academic achievement.

6. Conclusion and Recommendations

Based on the findings, it was concluded that the library use habits of public senior secondary school students in Ogun State, Nigeria have been at a low level. Therefore, low usage of library may be attributed to the fact that the students are not encouraged and introduced to the school library by professionals (teachers, principals or librarians) and the total absence of trained professional information literacy librarians to teach students on how to use various information sources. In addition, the absurd state of the libraries in most of the public secondary schools in Nigeria may not encourage most students to use the library. The fact that students are not encouraged to use the library and the state of the school libraries are not conducive and attractive may be a major factor affecting library use habits of students in public secondary schools.

Therefore, public secondary school students should be encouraged to use the school library. While, government at all levels should re-position school libraries through adequate funding because school libraries play a great and significant role in improving students' academic achievement. Also, educational administrators should ensure that use of library course is included in the secondary school curriculum. This may establish a relationship between library use habits and academic achievement.

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