

IMPACT OF INFORMATION SERVICE PROVISION IN LIBRARIES ON SECONDARY SCHOOL STUDENTS' READING CULTURE IN KATSINA STATE

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Abstract

This study assesses the impact of information service provisions in libraries on secondary school students' reading culture in Katsina state. Two research objectives and research questions were raised to guide the study. Descriptive survey research design was adopted for the study. The population of this study comprised of (10,848) SSII students from 12 public senior secondary schools in Katsina metropolis. Three hundred and seventy (370) SS II students were selected using Research Advisor (2006) table for determining the sample size. Simple random sampling technique was used for the selection. A self-developed and experts validated questionnaire with 4-point modified Likert-type scale titled "Reading Culture and Provisions of Library Resources and Services Questionnaire" was used to collect data. The data collected were analyzed using mean scores to answer the research questions with the aid of SPSS V23.0. The findings revealed that, majority of the secondary schools provides only current awareness, reference, lending, book talk services as common services for promoting reading culture among the students in secondary schools. The result also shows that library services has influence on promoting reading culture for acquiring knowledge among secondary schools students. The study recommended that, Katsina state ministry of education should ensure that priority is given to employment of competent and qualified librarians to work in libraries established in secondary schools. **Keywords:** Library services provision, reading culture, secondary school students, and school libraries.

Introduction

Information services provision in libraries is meant for provision of free and equitable access to information for all, be it in written, electronic or audio-visual form. They play a key role in creating literate environments and promoting literacy by offering relevant and attractive reading materials to students, teachers and the general public as well (Ilogho, 2015). The library is the custodian of knowledge and information, and hence the need to use the resources in it to develop effective means of promoting reading culture. It provides physical or digital access to materials and maybe a physical building or room or a virtual space or even both. Schools with effective library programs have seen a high-performance level (NYCC School Brief, 2011). The American Association of School Librarians (AASL) notes that school libraries are crucial to the development of educational skills with their provision of physical and intellectual access to the information resources and vital for learning (AASL, 2012). Moreover, school libraries give students the chance to read about other cultures to broaden their minds, and opportunities for voluntary reading which are crucial for the development of the enjoyment of reading, which has positive benefits on learning (Akabuike & Asika, 2012). As part and parcel of a school setup, the school library exists to help the educational system achieve its goal by serving its user (majorly teachers and students) and enabling them to achieve educational objectives to play their roles in society effectively.

Library resources are those materials, both print and non-print, found in school libraries which support curricular and personal information needs. Print items include books, magazines, newspapers, pamphlets, microfiche or microfilm. Non-print items include films, disc records, filmstrips, slides, prints, audiotapes, videotapes, compact discs, and computer software. The diverse array of services provided reflects a commitment to meeting the evolving needs of users in an information-rich and technologically advanced environment (Evans & Ward, 2017). To inculcate a reading culture in the minds of young children, certain services need to be introduced and properly provided. These may include; reference services which involve assisting users in locating information and answering queries. It is a fundamental service provided by librarians (Cassell & Hiremath, 2013). Librarians play a key role in guiding users to appropriate resources, both print and electronic, to meet their information needs (Evans & Ward, 2017).

Libraries often offer information literacy programs to help users develop the skills needed to effectively find, evaluate, and use information (Bruce, 2010). These programs are designed to enhance users' ability to navigate the vast amount of information available in various formats. As technology evolves, libraries provide services to assist users with utilizing digital resources, online databases, and electronic devices (Rubin, 2014). This includes training sessions, workshops, and one-on-one assistance to enhance users' digital literacy skills.

In circulation unit, the services provided involve lending and or borrowing of library materials. This includes checking items in and out, managing reserves, and handling overdue fines (Evans & Saponaro, 2015). Efficient circulation services ensure that users can access and utilize library resources effectively. Another way of library resources lending is Inter-library loan services which facilitate resource sharing between libraries, allowing users to access materials that may

not be available in their local library (Tennant, 2014). This service expands the range of resources accessible to users beyond the holdings of their home library.

Community Outreach and Programming is another service provided by libraries, in this, libraries engage with their communities by offering outreach programs, events, and activities (Pfeiffer, 2019). These initiatives promote community involvement, cultural enrichment, and support educational goals. Other specialized services for diverse user groups in libraries are often provided on special request which are tailored to the needs of different user groups, such as children, teens, seniors, or individuals with disabilities (Mestre, 2018). Ensuring inclusiveness and accessibility is a key aspect of modern library services.

In essence, the primary purpose of any library is to provide the information needs of its users. Likewise, all authorized users of academic and research libraries have a right to expect library services that commensurate with their needs, provided by competent librarians and founded on adequate collections which are easily available and accessible. In the academic community, libraries are vital not only to continuing education and self-development, but also to research activities. They are indispensable because they are the nerve center of all teaching, learning and research activities in a university. The fact that academic libraries occupy a paramount place in the life of their parent institutions has widely been discussed in many library literature. Aloh (2018) described libraries as the heart of the society, the only effective repository of racial memory. Libraries are established to help in achieving their primary objectives. According to Nok (2016), libraries have derived their objectives to include provision of materials for instruction, term papers and projects, support of faculty, external and collaborative research, personal development, leisure and cooperation with other academic libraries with the view to developing a network of academic library resources that are at the disposal of all scholars. Therefore, services provided by the academic libraries must be planned in relation to the other faculties in the community they serve. The quality and effectiveness of academic libraries is connected with services, products, as well as staff, facilities and space (Pindlowa, 2012).

Secondary education comprises of 3years of lower or junior phase and 3years of senior or higher phase. This type of education is provided for children after primary education, is intended at developing a child better than the primary level, because it is evident that primary education alone is inadequate for children to acquire literacy, proficiency, and communication skills (Ige, 2011). Secondary schools help to inculcate the culture of reading in students which enhance self- fulfillment and development. It is against this background that the study seeks to investigate on the reading culture and provisions of library information services in secondary school in Katsina state.

Reading in the 21st century have several blueprints for ensuring our future in attaining educational standards. The more we read, the more we are exposed to issues and solutions to the common problems we faced. Reading is essential for those who seek to rise above the ordinary (Rohn, 2015). Reading is the center of literacy development and one of the most fundamental skills upon which all formal education within the school system depends. It paves a way for academic success. It is a yardstick for measuring academic progress.

Statement of the Problem

Libraries play a pivotal role in nurturing a culture of reading among students, thereby enhancing their academic performance and self-development (Matthews, 2014). However, assessing students' reading habits poses a significant challenge for libraries without concerted efforts. In recognition of this, governmental organizations such as the Katsina State Ministry of Education, National Library of Nigeria Katsina branch, and Katsina State Library have launched initiatives to promote reading culture among secondary school students.

Despite these efforts, preliminary observations indicate a decline in reading habits among secondary school students in Katsina state. This phenomenon is linked to inadequate library resources, insufficient qualified teacher librarians, and lack of reading guidance. Consequences include poor academic performance, increased dropout rates, illiteracy, frustration, and diminished confidence. The educational sector must address these issues to prevent long-term societal consequences. This study aims to investigate the impact of library resources and service provision in school libraries and how it affect reading culture of secondary school students in Katsina State.

Objectives of the Study

The main objective of the study is to ascertain means of inculcating reading culture through provision of enhanced library services in secondary school in Katsina state. Specifically, the study seeks

1. To find out the types of library services provided for promoting reading culture among secondary schools students in Katsina State.
2. To assess the influence of library resources and services in the promotion of reading culture for acquiring knowledge among secondary schools students in Katsina State.

Research Questions

The following questions were used to guide the study:

1. What are the types of library services provided for promoting reading culture among secondary schools students in Katsina State?
2. How do library resources and services have influence on reading culture for acquiring knowledge among secondary school students in Katsina state?

Methodology

This study employed descriptive survey design which served as the total plan for the study. Gall (2016) observed that survey method helps the researcher to measure knowledge or information, preferences and attitudes or beliefs. Francis (2019) and Abubakar (2015) asserted that survey method enables the researcher to gather information from a relatively large number of cases at a particular time by asking questions. The population for this study comprised of Ten thousand eight hundred and forty-eight students (10,848) SSII students from 12 public

senior secondary schools that formed Katsina metropolis. Six thousand two hundred and nineteen (6,219) were male while four thousand six hundred and twenty-nine (4,629) were female. All the schools that formed the population of the study are public, owned by state government and operate similar curriculum in 2023. The sample used in this study will be randomly selected. According to William (2015), random sampling procedure assures that each element in a population has equal chance of being selected in the study. A well-constructed and self-developed questionnaire titled “Reading Culture and Provisions of Library Resources and Services Questionnaire” was used to collect data from selected participants.

Results

Research question one: What are the types of library services provided for promoting reading culture among secondary schools students in Katsina State?

The research questions raised by the study were answered using descriptive statistics of Mean scores with a Bench mark of 2.50. A mean rating of 2.50 and above were regarded as agreed while any item with a mean rating less than 2.50 were regarded as disagreed follows:

Table 1: Mean scores of the types of library services provided for promoting reading culture among secondary schools

S/N	Types of Library Services	Mean	Decision
1.	School library provides current awareness services for promoting reading culture in the study area	2.71	Agreed
2.	School library provides translation services for promoting reading culture in the study area	2.05	Disagree
3.	School library provides reference services for promoting reading culture in the study area	3.96	Agreed
4.	School library provides lending services for promoting reading culture in the study area	4.00	Agreed
5.	School library provides story telling services for promoting reading culture in the study area	2.14	Agreed
6.	School library provides book talk services for promoting reading culture in the study area	2.88	Agreed

Table 1 above revealed the responses of the respondents on the types of library services were provided for promoting reading culture among secondary schools students in Katsina State. From the table above items 1, 3, 4 and 6 were agreed with mean scores above the cut-off mark. While items 2 and 5 with mean scores of 2.05 and 2.14 respectively below the bench mark was disagreed by the respondents. Therefore, the result shows that Majority of the secondary schools provides only current awareness, reference, lending, and book talk services as major/common services for promoting reading culture in the study area.

Research question two: How do library resources and services have influence on reading culture for acquiring knowledge among secondary school students in Katsina state?

Table 2: Mean scores of the influence of library resources and services on promotion of reading culture for acquiring knowledge

S/N	Influence of library resources and services for acquiring knowledge	Mean	Decision
1.	School libraries provide current reading materials which serve as tools to transmit knowledge to students.	3.69	Agreed
2.	Schools libraries provide reading clubs which allows students to read and listen to the wisdom of others to gain more understanding.	3.34	Agreed
3.	School libraries enable students to gain knowledge and be competent discharge their responsibilities as citizens of a democratic society.	3.00	Agreed
4.	School media centre provide reading materials which improve the knowledge/ understanding of students which can be applied for development.	3.11	Agreed
5.	By reading in school libraries students have background knowledge and are familiar with new topics and subjects.	3.48	Agreed
6.	School libraries provide reading materials which enhance student's knowledge/ ability to perform excellently in both internal and external examinations.	3.57	Agreed
7.	School libraries provide support for knowledge enhancement among students by promoting life-long learning through the acquisition and organization of information resources in schools.	3.74	Agreed

Table 2 above revealed the responses of the respondents on the influence of library resources and services on promotion of reading culture for acquiring knowledge among secondary schools students in Katsina State. From the above table all the items were clearly accepted (or agreed). This is based on the fact that the entire items have mean scores of 3.69, 3.34, 3.00, 3.11, 3.48, 3.57 and 3.74 respectively above the bench mark of 2.50. Therefore, the result shows that library resources and services has influence on promoting reading culture for acquiring knowledge among secondary schools' students in the study area.

Discussion of findings

Findings of the study revealed that different types of library services are provided for promoting reading culture among secondary schools students in Katsina State, which include: current awareness services, reference services, lending services, storytelling services and book talk services for promoting reading culture in the study area. This finding is in consonant with that of Adejimoh, Ilo and Audu (2021) whose study reported that students read in the library for personal intellectual development and self-fulfillment. This finding also corroborates that of Onuoha and Chukwueke (2020) whose study also revealed that students use majority of the information resources frequently for different reasons such as to prepare for examinations, for leisure, and to do assignment. This also agrees with the findings of Tofi and Onuminya (2019) that the students use library resources for information, education and studying purposes.

The study also revealed that, school libraries play an active role which influence promotion of reading culture for self- development among students in selected secondary schools in Katsina Metropolis, Katsina State, Nigeria through provision of information resources and quality library services for the students. This finding corroborates with that of Lulu-Pokubo and Akanwa (2017) whose study revealed that, there is a positive and moderate relationship between the availability of information resources and students' reading habit for self-improvement. Hypothesis moved that the relationship is significant. This implies that availability of information resources in the school libraries can influence the reading habit of secondary school students for self-improvement. Also, it was found that there is a positive low relationship but which is significant between the students' utilization of school libraries and their reading habit. This has revealed by the study invariably means that the utilization of the school library can influence the reading habit of the students for self- development.

Moreover, the study revealed that school libraries influences promotion of reading culture for knowledge enhancement among students in selected secondary schools in Katsina Metropolis, Katsina State, Nigeria through the information resources provided and the services rendered in the library to the students. Findings is in agreement with that of Odusina and Oloniruha (2020) who in their study that majority of the students use the library to enhance knowledge and skills. In addition, the authors also reported that most of the respondents agreed that library usage influence them to read in their school. Finding also corroborate Onuorah (2021) study which revealed that storybooks enhance reading culture among pupils in public schools since there is a significant difference in the performance of pupils exposed to storybooks in the experimental group compared to pupils in the control group. Lastly, the study also indicated that there was no significant mean difference in reading culture of male and female pupils in public primary school when exposed to storybooks. Therefore, exposing pupils to storybooks can help improve their culture of reading. Also, Popoola, et al. (2021) also revealed that reading habit enhances the academic performance of students.

Conclusion

The study found that secondary school students in Katsina Metropolis, Katsina State, benefit from various library resources, including computer-assisted materials, textbooks, storybooks, journals, and reference materials, which foster a reading culture. These students utilize school library resources to enhance knowledge, prepare for exams, develop research skills, and promote personal growth, while school libraries play a crucial role in promoting reading culture through diverse resources and quality services. However, school libraries face challenges, including outdated materials, inadequate expertise, financial constraints, lack of orientation programs, limited student interest, inadequate space, parental disengagement, high material costs, and insufficient seating, hindering their effectiveness.

Recommendations

Based on the findings of the study, the following recommendations were made:

- 1) The Katsina State Ministry of Education should ensure that priority is given to employment of competent and qualified librarians to work in libraries established in secondary schools.
- 2) Teacher librarians with requisite qualifications and cognate experience should be considered for employment in the schools to handle the affairs of the library.
- 3) There is need for the introduction of readership orientation programmes in all the secondary schools in the state. This will enable the students to be knowledgeable about the activities and services of the library and it will further enhance their patronage of the library.
- 4) Efforts should be made by the schools management team to provide adequate seating facilities such as chairs and reading tables in the library.

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