

Full Length Research

The Impact of the Library on the Reading Culture of Senior Secondary School Students: A Case Study of Some Selected Secondary Schools

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Reading serves as one of the major doorways to the mind as well as being arguably the most important medium for acquiring knowledge, as food to the body so is reading to the mind. The paper examined the impact of the library on the reading culture of senior secondary school students using the survey research design and utilizing questionnaires to collect data. Tables and percentages were used during the data analysis. Results obtained from the survey revealed that the library greatly affects the reading culture of students with the textbooks being the major source of information consulted by the students. Also very few of the students read for leisure with a high percentage of them attesting to the fact that they read mainly for test and exams. Insufficient reading materials and distraction from Electronic gadgets serves as the chief impediment to reading. Lack of free time in school timetable was given by the students as a possible reason for their low patronage of the library. The study further gave suggestions on the way forward to promoting a healthy reading culture among Nigerians as well as roles of different stakeholders in fostering reading.

Key words: Reading, Reading culture, School libraries, Nigeria

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INTRODUCTION

Reading is an indispensable tool in learning that forms an integral part of any learning situation, and the bedrock of education Ramatu, Marjanatu, Dogara, & Babangida (2015). Therefore, access to information is crucial to individual advancement as well as corporate educational development. Information is indispensable and according to Yusuf (2007), reading bridges the gap between knowledge and ignorance; one of the major avenues for

acquiring information is reading.

Reading is the foundation upon which other academic skills are built. It offers a productive approach to improving vocabulary, word power, and language skills. Tella and Akande (2007) assert that the ability to read is at the heart of self-education and lifelong learning and that it is an art capable of transforming life and society. Yani (2003) postulated that reading culture of Nigerians are a matter of concern in our educational and national development, revealing further that in a developing

country like Nigeria, the concept of reading culture should not be relegated to the background, because reading is one of the key ways humans understand their surroundings.

More so, reading makes a way for better understanding of one's own experience and can be an exciting voyage of self-discovery. A child that forms the habit of reading is always different from his peer group at school because he becomes more knowledgeable than them and understands better than his colleagues what they are being taught in class. Akinbola (2007) described reading as the act of translating symbols or letters into word or sentences that have meaning to an individual. It is also the understanding of what is seen in a text, which is the ability of reader to take incoming visual information, process that information and obtain meaning from it. Reading can also be perceived to be a process of constructing meaning through dynamic interaction among the reader's existing knowledge, the information suggested by the text being read, and the context of the reading situation.

There is hardly any difference between reading and reading culture, Okoro (2004) in Ramatu et al (2015) emphasized the importance of introducing children to reading very tender age in life even before the child steps into school so that children can see reading as a means of enjoyment, self – development, love of literature and learning. It is widely believed that enterprise of developing reading habit has to start at the early part of one's life and that there should be a conducive reading environment to stimulate lifelong reading. Therefore, Sangkaeo (1999) sees reading habits to be the behaviour which expresses the liking for reading of individual types and tastes for reading.

Library is associated with reading, studying and researching. Indeed, the library articles in trade which are basically books and journals are adjudged to be well utilized when users continuously and regularly consult them. For library materials to attract patrons however the users must have good reading habit, and good reading habit is a product of good reading culture.

Reading is a worldwide phenomenon that has the capacity to promote development as well as instil discipline on the individual. For one to play a significant role in contemporary society, the ability to read and write must be there, the survival of any society therefore is a function of the extent to which that society is involved in reading.

Reading according to Yilben and Kitgkka (2008) is a basic life skill as well as the corner stone of child's success in school and throughout life. Reading therefore is an aspect of learning and as such should not be overlooked. Reading is thus indispensable in sustaining the development of any society.

In order to read, one must follow a sequence of characters arranged in a particular spatial order, for

example, English flows from left to right, Hebrew from right to left and Chinese from top to bottom. The reader must know the pattern and use it consistently. Ordinarily, the reader sees the symbols on a page, transmitting the image from eye to the brain, it involves recognition and sometimes verbalization of symbols, which represent sounds in human speech but reading also can be accomplished by touch, as in the Braille system, a printing method design for the visually impaired that involves raised or punched dots.

The acquisition of reading skills has a beneficial effect on all school subjects, including social studies, sciences, mathematics and so on. Poor reading skill can make a child develop a poor attitude towards school and can create self-esteem problems later in life (Fosudo 2010).

In Nigeria, a study carried out by Henry (2004) reveals that 40 percent of adult Nigerians never read a non-fiction book from cover to cover after the finish school. The average Nigerian reads less than one book per year, and only one percent of successful men and women in Nigeria read one non-fiction book per month. The same study showed that 30 million Nigerians have graduated from secondary school with poor reading skills, some Nigerians do not read because they are not working in the right field(s). If regular reading and studying is required condition of your job or profession, this in effect means you read, even if it is under duress.

The school libraries are expected to help in promoting reading culture among Nigerian children. The school library and school administrators can use various strategies to promote reading culture, as stated by Gbadamosi (2008), reading requires books, it goes to mean that good reading habit promotes effective use of library book resource and in return, effective use of library book resource has the advantage of promoting good reading habits.

The issue at stake is that libraries are faced with challenges since the trend of seeing reading as a noble act is non-existing in our contemporary society, with the advent of information technology, where students are always online either to chat, watch film; reading is no longer seen as part of our culture.

This study therefore, will seek to investigate the special role the library plays in building a good reading habit in our secondary schools.

STATEMENT OF THE PROBLEM

Reading is not just for school; it is for life and thus, adds quality to life. It is imperative for students to have a good reading habit and culture.

"If you want to hide something from an African, hide it in a book" the popular saying goes, this is reflective of the poor reading culture of Africans especially Nigerians in particular. Hence, this study looks forward to examine the

role of libraries in remedying this poor habit that has eaten into our system as a nation and individuals.

By and large, the importance of reading cannot be overemphasized because no learning activity or situation can take place without reading. But one of the major problems facing the educational system in Nigeria is the abysmal failure of students in public examinations especially at the senior secondary level of education (Ogundele, Olanipekun, & Aina, 2014). This abysmal failure can be conceived to be linked to the absence of reading habit among students or nonchalant attitude to reading compared to the use of internet. Although there are many reasons why people read, but observations and researches have shown that there is a low reading habit among students in recent times especially in developing countries because reading is not considered as a relevant leisure activity as it does not form part of children's social interaction like watching television (Aina, 2004 and Gbadamosi, 2008).

PURPOSE OF THE STUDY

This study intends to achieve the following:

1. To find out whether the library affects the reading culture of students in any way.
2. To examine the materials students read when they visit the library and the number of times they visit the library.
3. To ascertain why students engage in reading.
4. To determine what activities students engage during their leisure time.

RESEARCH QUESTION

The study raised some key questions, chief among them are:

1. To what extent does the library affect the reading culture of students?
2. How often do they student visit the library and what materials do they read when they visit the library?
3. Why do students engage in reading and what is their attitude towards reading?
4. How do students spend their leisure time?

LITERATURE REVIEW

Reading culture is the process of building positive reading attitude among children and students over a period of time. Dare (2007) posit that when an individual frequently and regularly reads books that are not necessarily required for him/her to advance in the

profession or carrier, he/she is said to have a reading culture. Reading is a universal phenomenon and tradition, as there is practically no profession across the world that does not involves reading, even in contemporary times, artisan and tradesmen ought to be able to read and write so as to enable them to function properly in their day to day activities.

In all educational systems in the world, reading is considered to be a dependent variable, as no educational endeavour could thrive without reading culture. Some experts have argued that reading is synonymous with knowledge since the primary aim of education is to impact knowledge as a tool for development. Reading ability undoubtedly equips one, particularly students with the requisite knowledge for successful career in education.

To read is to get ideas from printed or written materials. Reading is a way of acquiring knowledge; it is a means of tapping knowledge from superior minds (Fosudo 2010). It is a term used to refer to an interaction by which meaning encoded in visual stimuli by an author makes meaning in the mind of the reader, it involves the recognition of printed or written symbols which serve as stimuli for recall or meaning through the intellectual manipulation of concepts already passed by the reader (Fosudo 2010).

Fosudo believe that if children have the kind of childhood exposure they were exposed to, in other areas, to books and reading, the conviction that reading is a habit will be impressed on their minds. According to them, this impression once established does not die easily. Reading habit and culture are learning tendencies that enable students to work privately. Azikwe (2008) describes reading habit as the adopted way and manner a student plans his private readings after classroom learning so as to attain mastery of a subject. According to Azikwe "good reading habits are good assets to learners because they (habits) assist students to attain performance while the opposite constitutes constraints to learning and achievement leading to failure".

In any society, it is not easy to find any skilled work that does not require reading ability. Reading is an important pre-occupation of students from the lowest level to the highest level of education. It is a tool for understanding all subjects in every course of study in schools. Iheanachi (2007) opined that a healthy reading culture has a pivotal role to play in the social, economic and technological development of any country. Reading is a very essential commodity in the task of nation building.

Ideally, nobody can do without reading as reading consist of one of the major content of our daily activities as we read various contents from books, sign posts on the streets, adverts on the TV, text messages on phones, Bibles in church, Teachers' note on the board etc, but the purpose and regularity at which we read determines if it becomes our culture.

SCHOOL LIBRARIES

A school library is a library associated or connected with a school, used by the students, teachers and staffs of the school. The main function of a school library is to support various educational programs and to develop students' skills in locating and using information. Teachers use school libraries to access information needed to develop and support their classroom instructions. Students use the materials in school libraries to perform their class and home work.

Ideally, school libraries usually maintain collections in variety of media, in addition to books, magazines, newspapers, games, charts and at times may contain photographs, films, audios and videos, computers and maps. They should reflect as much as possible, the variety of subjects taught in the school. The school library should reach out and serve every child in the school; the average, the gifted, the slow, the shy and the retarded. It should provide materials of all types and on all subjects at various levels for students and cover the wide range of demands of modern curriculum Aigberua (2007).

Importance and advantages of reading

In order to stir a new desire to inculcate a habit of reading, here are some importance of reading:

1. *Reading exposes the reader to new things.*

Through reading, you expose yourself to new things, new information, new solution to problems, new ways to achieve things etc. In fact, reading aids the exploration of new study areas which may in turn lead to a new career. Books, magazines and even the internet are great learning tools which require the ability to read and understand what is read. A person who knows how to read can educate themselves in any area of life they are interested in. We live in an age where we have overflow of information and reading provides an opportunity to take advantage of that.

2. *Reading boosts Imagination and creativity.*

Reading exposes the reader to a world of imaginations, showing you nothing is impossible in this world. Through reading, you gain exploration to a different angle of a thing you have known. TV and computer games have their place but they are more like amusements. Amusements are non-thinking activities. By reading, a person can go anywhere in the world or even out of it. They can be a king or an adventurer, or a princess. The possibilities are endless. Non readers never experience these joys to the same extent.

3. *Reading is a tool for communicating.*

Communication is the most important tools which can be transmitted through reading. As you communicate through reading, you understand more and thus you can communicate better with people. Through reading, a more solid foundation is built for communication. It is one of the most important tools we use every day to connect with each other. Reading connects the reader to the world. (Aigbema 2007).

4. *Readers gain experiences from other people.*

When you are reading, you are actually gaining the knowledge and experience of someone. It can hasten your success towards a goal, as you don't need to repeat the same mistake while focusing on the right path in achieving one thing; it's like a mountain of gems to discover in books which contain people's success, failures and advices.

There are thousands of billionaires in the world today, to become one of them, one can read and get to know their past to know the things they did that led them to where they are today. Reading is a great path to get to know them and learn from this great people.

5. *Reading improves Understanding of the readers.*

When we read, our brains translate the descriptions we read of people, places and things into pictures. When we are engaged in a story, we are also imagining how the characters are feeling; we use our experiences to imagine how we would feel in the same situation.

6. *Reading is a great form of entertainment.*

A paper book or e-format (like Amazon kindle does not take up much space so you can take it anywhere and you will never be lonely or bored if you have a book in your bag.

7. *Reading improves the reader's vocabulary and leads to more highly developed language skills.*

This is because we learn new words as we read and also unconsciously absorb information as they read about things like how to structure sentences and how to use words and language effectively.

8. *Reading teaches children about the world around them*

Through reading, children learn about people, places and events outside their own experience, they are exposed to ways of life, ideas and beliefs about the world which may

be different from those around them.

9. Reading exercises our brains and improves concentration.

Reading is a much more complex task for the human brain than watching TV. For instance, reading strengthens brain connections and actually builds new brain connections. Children have to sit still and quietly so they can focus on a story or text when they are reading and if they read regularly, they develop the ability to do this for longer periods.

Reading Habit and Culture

Reading habit is the use of reading as a regular activity. It is the cultivation of an attitude and the possession of skills that make reading a pleasurable regular and constant activity. Reading habit is identified as the single most important determinant of a student's success in education in our modern complex society, Nssien (2007), yet lack of good reading material is one of the militating factors against good reading habits in Nigeria, Etim (2007). It is therefore important to note that reading habit is the key to most human knowledge and conscious efforts must be made to teach and improve it because when students are taught how to read, teachers and librarians are preparing them to keep abreast of social, cultural, economic and political changes around them, by so doing students are being prepared to be useful members of the society (Obanya 2002).

Rubin (2002) has remarked that from reading students gain knowledge of vocabulary and sentences used in both speaking and writing and they are helped to develop a language sense. The role of character formation through reading must not be overlooked since students read hundreds or even thousands of words every day. They may not look at books, newspaper and magazines to do this; for example, they read mails, traffic directions, street signs, advertisement on the billboards, package labels and the wordings in television commercials, car numbers and many other things with words (Nssien 2007). The ease and skills with which they read and understand all those words help them develop self-confidence and pride in good reading habits (Unoh 1980).

Reading therefor enhances the chances of success both at school and beyond.

Factors responsible for poor reading culture in Nigeria

The low level of reading habit/culture among Nigerians and Nigerian students are caused by several factors. According to Gbadamosi (2008), it includes:

1. Change in Nigeria's Value system: the overriding influence to get rich at all cost has eroded the interest for search of knowledge even among the youth and students.
2. Economic hardship in many homes: most parents and guardians barely manage to pay their children's school fees and therefore, they hardly think about buying books for them.
3. High prices of books and other information materials have successfully placed them out of the reach of the masses.
4. Lack of indigenous books owing to the fact that local authors are not encouraged to write books.
5. High cost of book publishing: indigenous writer are not motivated as they may not be able to finance the high cost of book publishing.
6. Advert of home videos, films houses and other electronic gadgets that serve as major distractions to reading.

Gbadamosi (2008) also attributes another constraint to the development of reading culture to what he described as "literacy apartheid and slavery of literacy neo-imperialism. He affirmed that most of the bookshops in Nigeria prefer shelving foreign authors; he further opined that hardly will you see indigenous publications in their bookshops. He also stated that even when Nigerian authors approach bookshop owners in order to sell their books, the bookshop owners will turn their request down which in turn make most of the indigenous authors sell their books themselves hence limiting their ability to reach out to students".

Similarly, Ramatu et al (2015) allotted some of the following reasons to be responsible for the poor reading culture in Nigeria and among Nigerian students: Lack of interest, Distraction from television, Inadequate reading materials, Household errands, Social media, and Video games etc.

Nigeria's vice president Yemi Osinbajo stated that over 110 million Nigerians were still living below poverty line; this was his assertion to the member of the National Institute for Policy and Strategic Studies (NIPSS) in August 2015. This claim was echoed by British Broadcasting Commission (2012) when they quoted the National Bureau of Statistic that over 60.9% of Nigerians were living in "absolute poverty" and predicted that this figure was likely to continue to rise, as over 80% of Nigerians earn less than a dollar a day (BBC 2014). This is no little measure and this affects the reading habits of Nigerians; many are too poor to send their children to school talk more of having the money to buy books for them to read.

Lot of varied factors can be attributed to a scorn of poor reading culture in Nigeria and to remedy this problem all hands must be on deck, as solving this problem will go a long way to promote a rich reading culture in Nigeria.

The responsibility of promoting good reading culture is one that must be borne by all and sundry starting from students, private individuals, parents and families, the society, media houses, telecommunication companies, libraries, school teachers and the government.

METHODOLOGY

The method adopted for this research was the Survey Method. The survey method is that type of study in which a large scattered population is studied through asking questions on a representative sample, Ugodulunwa, (2008). Survey methodology studies the sampling of individual units from a population. Krejcie & Morgan (1970).

The study population of this research was the Senior Secondary School students of the following schools in Jos, Plateau State: Baptist High School, Mafeng High School, Baptist Academy, Government Secondary School Gwom and Methodist High School all amounting to 719 students.

Simple Random sampling was used to determine the members of the sample of the population thus giving each members of the study population equal opportunity to be selected. The sample size was 248, The instrument for data collection for this research is the Structured type of Questionnaires. The questionnaire was divided into several sections; the first section titled "demography" (age, class and gender of the respondents), while the other sections covered each of the research questions and objectives. Seasoned researchers were presented with a copy of the questionnaire to ensure content, construct and face validity of the questionnaires. Furthermore, to ensure the reliability test was carried out on the research instrument using the Cronbach Alpha method with the result revealing the α -value to be 0.92; which is high enough thus making the instrument is reliable. The questionnaires were administered using the "face to face" method ensuring a 100 % filling and recollection of the questionnaire, the data were analysed by the use of frequency count, tables, chi square test, mean and simple percentages with the help of computer software packages (SPSS).

RESULTS AND DISCUSSION

All the data presented below were gotten from the Survey (field work) carried out by the researcher.

Table 1: Table showing distribution of questionnaires and collection rates

Questionnaires	Frequency	Percentage
Returned	212	100
Not returned	0	0
Total	212	100

Table 1 shows a 100% retrieval of questionnaire by the researcher. This was achievable because the researcher utilized face to face method when administering the questionnaire and the questionnaires were filled in the presence of the researcher and retrieved immediately

Table 2: Gender

Gender	Frequency	Percent
Male	105	49.5
Female	107	50.5
Total	212	100.0

Gender wise, table 2 shows that there are 105 (49.5%) males and 107% (50.5%) female's respondents.

Table 3: Age range

Age Range	Frequency	Percent
Undecided	1	.5
10-12	1	.5
13-15	90	42.5
16-18	115	54.2
19-21	5	2.4
Total	212	100.0

Table 3 shows that 1 (0.5%) respondent falls in the age range 10-12, 90 (42.5%) in the age range 13-15, 115 (54.2%) in the age range 16-18 and 5 (2.4%) in the age range 19-21.

Result presentations as it answers the research questions and achieve the objectives of the research.

Table 4 and 5 answer the first research question which states that: to what extent does the library affect the reading culture of the students?

Table 4: Descriptive Statistics

	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
The Library motivates me to read?	212	2.03	.041	.599
Valid responses	212			

With 1 as strongly agreed and 5 as strongly disagree; the mean mark is 3.0. Table 42 reveals that the mean score of the respondents 2.05 +/- 0.04 which implies the respondents are of the opinion that the *Library motivates them to read greatly*.

Table 5: Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	28.480 ^a	12	.005
Likelihood Ratio	24.763	12	.016
Linear-by-Linear Association	4.308	1	.038
N of Valid Cases	212		

The square result in table 43 shows that the library greatly affects the reading culture of students.

Table 6. shows the result of how often the students visit the library and what materials they read when they visit the library, which serves as the second research question.

		What categories of materials do you consult in the library?					Total
		0	TEXT BOOKS	FICTION & NOVELS	SERIALS	REFERENCE MATERIAL	
How often do you visit the library?	UNDECIDED	0	1	0	0	0	1
	VERY OFTEN	1	12	1	0	1	15
	OFTEN	2	40	23	26	8	99
	RARELY	0	58	26	9	2	95
	NOT AT ALL	0	0	2	0	0	2
Total		3	111	52	35	11	212

Table 6 shows that 114 respondents visit the library frequently and 52 among them say that they read textbooks, 24 say they read novels, 26 say they read serial materials and only 8 say that the consult reference materials.

Table 7. answers the third research question which goes thus: why do students engage in reading and what is their attitude towards reading?

Table 7: what is your purpose for reading?

	Frequency	Percent
UNDECIDED	6	2.8
EXAMS AND TEST	112	52.8
LEISURE	34	16.0
KNOWLEDGE AND SKILLS	39	18.4
ALL	21	9.9
Total	212	100.0

Table 7 depicts that 112 (52.8%) confirmed that they read for test and exams, 39 (18.4%) say that they read for knowledge and skills, 34 (16.0%) validate that they read for leisure while 21 (9.9%) read for all of the above. 6 (2.8%) refrain from the question.

This indicates the low level of reading culture (reading not mandated by the presence of test or exams)

Table 8. gives information on how the students spend their leisure time which is the fourth and last research question.

Descriptive Statistics

	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
Watching TV	212	1.66	.057	.836
Social media	212	1.86	.077	1.118
Visiting friends	212	2.01	.063	.916
Doing house chores	212	2.20	.061	.888
Engaging in sport	212	2.05	.063	.912
Sleeping	212	2.12	.068	.988
Reading	212	1.55	.050	.730

With mean score of 1.00 as most desirable, 3.00 as moderately desired and 5.00 as less desirable. Table 8 shows the different activities students engage in during their leisure time, it predicts that student do more of reading with mean 1.55 +/- 0.005, followed by watching TV with mean score of 1.66 +/- 0.06, social media 1.86 +/- 0.08, visiting friends, with mean score 2.01 +/- 0.006, Engaging in sport 2.05 +/- 0.06, sleeping with mean score 2.12 +/- 0.07 and doing house chores 2.20 +/- 0.06.

This implies that responses from the student indicates that they engage more on the average in reading, social media, visiting friends, engaging in sport, sleeping and doing house chores in that order.

DISCUSSION OF THE RESULT

The result of this survey has been quite revealing, the analysis of the data collected revealed that the library to a very great extent affect the reading culture of the students as it provides not only reading materials for them but also make available conducive reading environment that is devoid of distractions, furthermore, the students confessed to being motivated to read more

when they find themselves in the library.

Also, survey shows that there are different values of students visiting the library, the major constraint that hinders the student adequately visiting the library is the fact that their school timetable do not sufficiently give room for them to visit the library.

It was also realized from the survey that majority of the respondent reads for test and exams alone as such rarely read outside the school confines or activities which goes

a long way to confirm the suggestion that we have a bad reading culture as very few of the respondent reads for leisure or reads materials not related to their school syllabus. This is also present in the fact that the survey shows that the textbooks serves as the chief source of materials they consult in the library, also very little of them read serials (newspaper and magazines) or fictions and novels.

Finally, it was discovered that watching TV and Chatting on social media platform constitutes the major opposition to the student reading, thus efforts should be made to ensure that reading is not relegated when it comes to these activities.

SUMMARY OF FINDINGS

The research “the Impact of the Library on the reading culture of senior secondary school students” was carried out using the survey research method where questionnaire was distributed to five different schools having 212 respondents.

Below are the summaries of the research findings:

1. Majority of the students believe their school library is fairly equipped to meet their educational needs.
2. Bulk of the students affirms that the library motivates and directly affects how often they read.
3. Despite the fact that the library serves as a motivating factor for reading, the students complains of having little or no time to utilise the library.
4. The students read majorly just for tests and exams and rarely reads books that are not school related.
5. Textbooks constitute the main source of reading materials for the students.
6. Social media, lack of interest and insufficient materials were cited as the major impediments to reading.

CONCLUSION

There is no argument that a healthy reading culture will not only develop the minds of students, but would also serve as a motor for national development by improving the nation’s human resources.

The library is at the forefront of the country’s development and maintaining a good reading culture, as not only does the library provide ample resources for readers to read but also provide a conducive environment to aid reading.

More so, it can be concluded based on data gotten that

the library directly affects the reading culture of students, thus without contradictions it has been affirmed that “the library have a positive impact on the reading culture of senior secondary students”.

School managers and administrators should therefore ensure that not only should their schools have fully functional libraries equipped with state of the art facilities and also guarantee that professionally trained librarians are employed to manage the library.

RECOMMENDATIONS

The researcher recommends that the following measures and action be taken by all stakeholders involved to foster a good reading culture among Nigerian students.

1. Provisions of legislation that mandates all schools to maintain state of the art libraries in secondary schools, such libraries should be manned by a qualified librarian.
2. Authors and publishers should be encouraged to publish books that discuss local contents and phenomenon rather than abstract terminologies and subjects. This will increase and stimulate the interest of the students.
3. Schools should introduce periods for library usage (utilization) on their school timetable to enable students have sufficient time to make use of the library.
4. Parents should monitor the activities their wards engage in at home and encourage their children to have reading time at home.
5. Media outlets and philanthropist (Non Governmental Organisations) should sponsor programs that stimulates and reward reading in students to enable them become more motivated to read.
6. School managements and teachers should introduce effective plans focused on promotion of reading.
7. Government should ensure implementation of reader’s promotion campaigns programs.
8. Electronic format of books should be published along the printed ones as the tendency is that young people read more of electronic formats.

CONTRIBUTION TO KNOWLEDGE

The research work and findings will enhance knowledge in some of the following ways:

1. The study and its findings would enable school managers and administrators further realised the ample role the library plays in promoting good reading in their students.

2. It provides policy makers and stakeholders with strategise to enhance healthy reading culture.
3. The study provides the perceptions of the students to the library and good reading culture.
4. The study exposes the activities that negate good reading activities by students.

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