ASSESSMENT OF STUDENTS USE OF LIBRARY AND READING COMPREHENSION PERFORMANCE AMONG SELECTED COLLEGES IN KADUNA METROPOLIS

BY

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DECLARATION

I declare that the thesis entitled "**ASSESSMENT OF STUDENTS USE OF LIBRARY AND READING COMPREHENSION PERFORMANCE AMONG SELECTED COLLEGES IN KADUNA METROPOLIS**" has been carried out by me, **SALIHU ADAMU GWARI (M-ED/EDU/05092/2010-2011)** under the supervision of **Dr. SADIQ MOHAMMED** and **Dr. RAMLATU J. DAURA** and the information derived from literatures has been duly acknowledged in the text and in a list of references provided. No part of this work has been presented for another degree or diploma in any institution.

SALIHU ADAMU GWARI **DATE**

CERTIFICATION

This thesis entitled "**ASSESSMENT OF STUDENTS USE OF LIBRARY AND READING COMPREHENSION PERFORMANCE AMONG SELECTED COLLEGES IN KADUNA METROPOLIS**" by **SALIHU ADAMU GWARI** meets the regulation governing the award of a Masters Degree of Education in Teaching English as a Second Language (Med TESL) of the Ahmadu Bello University Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to Him: The omnipotent, Omnipresent and Omniscient who has made this and all other things possible by His Grace.

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I am most grateful to Him who spared my life and made it possible for me to accomplish this task.

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ABSTRACT

This study assesses students' use of library and reading comprehension performance among selected colleges in Kaduna metropolis. The population for the study from the two colleges slated in respect of the study was 1,304. A total proportional sample of 391 was used for the study. The instruments adopted for this study included questionnaires, observations and a reading profile register. The hypotheses of the research were tested via well-structured questionnaires that were served on the students and a reading profile register to determine the frequency of their visits to the library, to observe the type of materials or text they read and how such impacted on their performance. The instruments of this study were assessed on their face validity under the strict guidance of an expert. To determine the reliability, KR2 formula was used to calculate the reliability estimate, which yielded a reliability coefficient of 0.72. The data collected were analyzed in relation to their performance in a recent examination under reading comprehension. Two hypotheses were accepted, which implied that frequent, as well as occasional visits to the library for free extensive reading enhance reading comprehension performance. The third hypothesis showed that non-visit to the library for free extensive reading had a negative effect on the students' comprehension performance. This hypothesis was therefore rejected. The major findings in this study showed that non-visits to the library for free extensive reading had a negative effect on the students' comprehension performance. This hypothesis was therefore rejected. The major findings in this study showed that, effective patronage of the library for extensive reading had the potential of developing and enhancing comprehension performance of students. Negative attitudes towards use of library, on the other hand, inhabited performance. There was therefore a dire need to re-equip, enrich and improve college libraries with modern facilities for better service delivery. Orientation campaign effort should also be mounted for the benefit of the students toward the value and importance of the use of the college libraries. Teachers should as well encourage students through assignments to patronize such libraries so as to derive maximum benefit from them which could enrich their schemata to confront varied reading comprehension texts with ease.

Abbreviations Used in this Study

Some of the abbreviations used in this study are hereby explained as follow:

KADPOLY: This means Kaduna Polytechnic, one of the target institutions where this study was conducted.

CST: This means College of Science and Technology of Kaduna Polytechnic which is situated at the main campus at Tudun Wada area in Kaduna Metropolis.

ND1: This refers to the Students of National Diploma One Level of Kaduna Polytechnic and Mando College of Agriculture who served as the target population in this study.

NBTE: National Board for Technical Education that designed the Course Specifications of the two institutions under study.

GNS 102: General Studies 102. This is the course code of the component of Communication in English I that reflected reading communication and interpretation offered by the two institutions under study.

GER: Guided Extensive Reading Programme

ANHPT: Animal Health Production Technology. This is the department whose students were used in respect of the study in Mando College of Agriculture.

Table Contents

Title Page		i
Declaration		ii
Certification		iii
Dedication		iv
Acknowledgement		v
Abstract		vi
Abbreviations Used		vii
Chapter One: Introduction		
1.1	Background to the Study	1
1.2	Statement of the Problem	3
1.3	Research Objectives	4
1.4	Research Questions	4
1.5	Research Hypotheses	5
1.6	Significance of the Study	5
1.7	Scope of the study	7
Chapter Two: Review of related Literature		
2.1	Introduction	8
2.2	The Importance of Library to Teaching Reading Comprehension	8
2.3	Frequency of Library Visits and Performance in Reading Comprehension	15
2.4	Application of Reading Comprehension Skills and Reading Comprehension Performance	19
2.4.1	Reading Comprehension Skills and Performance	21

2.5 Extensive Reading and Teaching Reading Comprehension 24

2.6 Theoretical Framework 28

2.7 Schema theory 28

2.8 Gains from the Study 33

2.9 Benefits of the Gains from the Study 38

2.10 A summary of the Review 39

Chapter Three: Research Methodology

3.1 Introduction 40

3.2 The Research Design 40

3.3 Population of the Study 40

3.4 Sample and Sampling Procedure 41

3.5 Instruments for Data Collection 43

3.6 Data Collection Procedure 43

3.7 Pilot Study 44

3.8 Validity of Instrument 45

3.9 Reliability of Instrument 45

3.10 Data Analytical Procedure 45

Chapter Four: Data Analysis

4.1 Introduction 47

4.2 Presentation and Analysis of Results 48

4.3 Analysis of Hypothesis 53

4.4 Hypothesis 58

4.5 Presentation and Analysis of Questionnaire 61

Chapter Five: Summary, Conclusion and Recommendation

5.1	Summary	67
5.2	Conclusion	68
5.3	Recommendations	68
5.4	Suggestions for Further Studies	70
Reference		71
Appendix		78

List of Tables

Chapter Three: Research Methodology

Table 1.1: Population of students in the two institutions 42

Table 1.2: Proportional sample of students from the two institutions 43

Chapter four: Data Analysis

Table 4.1: Summary of Raw of ND1 students' Mode of use of library in Kaduna Polytechnic 48

Table 4.2 Shows the mean score of ND 1 students who frequently used the Library in Kaduna Polytechnic 50

Table 4.3: Mean score of students that occasionally used the Library in Kaduna Polytechnic 51

Table 4.4: Mean scores of students that never used the Library in Kaduna Polytechnic 52

Table 4.5: Performance of ND 1 students in reading comprehension in Applied Science Department of Kaduna Polytechnic 54

Table 4.6: Performance of ND1 students of Textile Department in reading comprehension In Kaduna Polytechnic 55

Table 4.7: Performance of ND1 students in reading comprehension in Maths, Statistics and Computer Science in Kaduna Polytechnic 55

Table 4.8: ND1 Students' performance in reading comprehension in Printing Department of Kaduna Polytechnic 56

Table 4.9: Performance of ND1 students in reading comprehension in Tourism and Hospitality Department in Kaduna Polytechnic 57

Table 4.10: ND1 Students' performance in reading comprehension in Food Technology Department of Kaduna Polytechnic 57

Table 4.11: Performance of ND1 students of Education Technical Department in reading comprehension in Kaduna Polytechnic 58

Table 4:12: Performance of ND1 students in reading comprehension. Animal Health Technology Departments of Mando College of Agriculture 58

Table 4:13: Summary of ND1 Students' performance in reading comprehension in Kaduna Polytechnic and Mando College of Agriculture 59

Table 4.14: Analysis of frequent users of the library and their reading comprehension performance 60

Table 4.15: Response of students that use the library frequently to study 62

CHAPTER ONE

I`NTRODUCTION

1.1 Background to the Study

Academic libraries are essential to the educational process because they serve as the heart of the learning centre of any given educational institution. They also provide support services for educational programmes, facilities for research and for generation of new knowledge. At the tertiary level of the educational system, students largely depend on books to supplement the knowledge gained from lecture sessions.

However, the present trend indicates that most students patronize the library only to seek specific information, carry out specific assignments or read for examinations. The trend is rightly observed by Todd (2001 .118 – 124), as follows:

> Perhaps the most significant factor affecting the role of school libraries and librarians in relation to students achievement is the explosion of information particularly the digital resources. Given the vast volumes of information, the rapidly obsolete nature of much of it on the internet and the questionable quality of much that is available, the role of school libraries has arguably become important than in the past.

This view reiterates the over - dependence on digital resources, especially the internet to the detriment of traditional use of school libraries. School libraries still remain the best place where students can enjoy a quiet and calm reading of varied materials that can enrich their background knowledge and experience in tackling varied reading comprehension texts.

This study seeks to investigate whether extensive reading of varied materials from the school library has any significant relationship with students' comprehension level. Some

scholars, teachers and experts in the field hold the view that background knowledge and experience greatly facilitate students reading comprehension performance in a given text. But another group shares a different perspective. This group tenaciously believes that the language competence a student exhibits in tackling a given text primarily determines his performance level. Yet, a third group of experts argued in favour of a combination of the two methods above for a more effective reading comprehension performance results. This is why a similar argument has lingered over the years in one of the two institutions chosen for this study. Some of the lecturers of the languages department in Kaduna Polytechnic argued that the English Literature component of the National Diploma One students under the use of English course should be scrapped completely. They argued that the students are science and technology-based and therefore do not require the knowledge of literature. Some of their colleagues argued vehemently that the students direly require the knowledge of literature to enable them acquire a broad-based knowledge and experience to confront varied reading comprehension texts. This group of lecturers linked recent mass failures in examinations under comprehension and interpretation columns of the Use of English syllabus in the institutions to the general poor reading background knowledge and experience of the students.

In another development, in response to the public outcry over mass failure of students in the May/June 2014 WASSCE, the Council's boss, Mr. Charles Eguridu attributed the poor performance especially in English Language paper to general lukewarm attitude of students towards reading. In a mass media report (Leadership Newspaper, Thursday, August 12, 2014 4.5), he was quoted as saying "The students do not read anymore, rather, they play with their phones". This statement reiterates the

departure from the culture of extensive reading for academic growth by most students. Research endeavors in this area is grossly inadequate and in most cases depart from the focus of this current study. It is against this background that this study attempts to investigate the relationship between the use of the college libraries and the reading comprehension performance level of students of Kaduna Polytechnic and Mando College of Agriculture respectively.

1.2 Statement of the Problem

This study is motivated by the sudden shift of focus from the traditional use of school libraries where students undertake a quite and calm reading of varied materials to broaden their academic horizons. The present trend is the unfortunate situation where a great number of students have developed a lukewarm attitude towards the use of college libraries for free, extensive reading. This is a potential negative factor that clogs the wheel of progress in educational advancement. Most of the college libraries in our tertiary institutions particularly in the two colleges selected for this study have almost been abandoned by the students. Students now mostly patronize the college libraries only during examination seasons. The major reason is that they find the library a convenient place to read their lecture notes to be able to pass in their examinations. The consequences of the abandonment of the college libraries for academic research and free extensive reading may be a major factor in the general poor performance in the Communication in English course (GNS 102). This is more evident in the reading comprehension and interpretation component of the course where from available records, the students usually perform poorly in the examinations.

This study was therefore expected to investigate whether the use of college libraries by students in Kaduna Polytechnic and Mando College of Agriculture had a significant relationship with the National Diploma I students' reading comprehension performance level or not.

1.3 Research Objectives

This study was basically expected to achieve the following objectives:-

i. To assess whether the frequent use of library by ND1 students of Kaduna Polytechnic and Mando College of Agriculture enhanced their performance in reading comprehension.

ii. To assess whether occasional use of library helped ND 1 students of Kaduna Polytechnic and Mando College of Agriculture to comprehend texts easily.

iii. To determine whether non – use of the library by ND 1 students of Kaduna Polytechnic and Mando College of agriculture affected their reading comprehension skills.

1.4 Research Questions:

i. Did the frequent use of library by ND 1 students of Kaduna Polytechnic and Mando College of Agriculture enhance their performances in reading comprehension?

ii. Did the occasional visits by ND 1 students of Kaduna polytechnic and Mando College of Agriculture to the library affect their performance in reading comprehension?

iii. Did ND 1 students of Kaduna Polytechnic and Mando College of Agriculture that never visited the library perform well in reading comprehension?

1.5 Research Hypotheses

i. There was no significant relationship between the frequent use of the library by ND I students of Kaduna polytechnic and Mando College of Agriculture and their reading comprehension performances.

ii. There was no significant relationship between the occasional use of the library by ND I students of Kaduna Polytechnic and Mando College of Agriculture and their reading comprehension performances.

iii. There was no significant relationship between the non-use of the library by ND I students of Kaduna Polytechnic and Mando College of Agriculture and their reading comprehension performances.

1.6 Significance of the Study

This study was significant because effective reading remains the most important basic skill that ensures comprehension of a text. However it is an area that poses a lot of challenges to teachers and students. For example, there was a lingering debate over the years amongst the lecturers of the two institutions under study--Kaduna Polytechnic and Mando College of Agriculture in the quest for the best way to improve reading comprehension for optimal results. One group of such lecturers strongly held the view that extensive reading of varied materials by students from their respective college libraries would ultimately equip the students with a vast background knowledge and experience, rich enough to confront varied reading comprehension texts with ease. The second group however disagreed and argued that the language competence of the students

was enough to bring about the desired results. Yet a third group advocated for a combination of the two approaches to reading comprehension for the accomplishment of the desired results. The findings at the end of this study were therefore expected to provide data that could shed more light on the most effective ways of improving reading comprehension. This argument became relevant as a result of students' poor performance in previous examinations in the two institutions under study. Similarly, the overwhelming outcry and concern by WAEC officials, school authorities and parents over recent mass failure of candidates especially in the reading comprehension aspect of the English Language paper was brought to limelight. These stakeholders blamed students for their lukewarm attitude towards reading generally. This study therefore came out with data that clarified the various assumptions. In the same vein, curriculum developers, teachers, students and other stakeholders would find this study useful by recognizing and appreciating the positive impact or otherwise of extensive reading in improving reading comprehension performance among students by equipping them with a rich background experience. This would further re-focus on the role and significance of college libraries as engine-rooms for educational development in our tertiary institutions. There is that dire need to revitalize our college libraries for better patronage and more efficient and effective service delivery. The current trend should change where most students see the library as only a convenient place to read their lecture notes at the approach of examinations.

Similarly, the college authorities of the respective institution in this study would be guided by the findings of this study to re-equip their respective libraries with current

and relevant reading materials. This would again facilitate greater patronage of their libraries by the students.

1.7 Scope of the Study

This study focused on the reading comprehension performance in relation to the use of respective college libraries of the National Diploma 1 students of two sister institutions: Kaduna Polytechnic and Mando College of Agriculture. The choice of this aspect of reading was informed by the general controversy in the two institutions as to whether the students' use of the college libraries for extensive reading purposes impacted positively on their reading comprehension performance or not.

Similarly, the choice of these institutions was based on the fact that both two colleges operated the same curriculum, drafted under the auspices of the National Board for Technical Education (NBTE1999). The National Diploma 1 Level students of the two institutions under study became a target for the study because GNS101, items 5.l to 5.6 of their syllabus reflect Literature in English. Effective reading for optimal comprehension of texts had posed a great challenge to most of our tertiary institutions. This was evident from the new trend where most students shun away from their respective college libraries for extensive reading the could broaden their horizons. This study therefore laid emphasis on extensive reading from the college libraries and assessed the impact on the reading comprehension performance of the National Diploma I students of the two institutions under study.

CHAPTER TWO

REVIEW OF RELATED LITERAURE

2.1 Introduction

This chapter focused attention on the pool of scholarly contributions, works and studies that the concerns of this study seek to address will reflect upon. Specifically, an attempt has been made to investigate how and whether or otherwise, the use of college libraries of two sister institutions (Kaduna Polytechnic and Mando College of Agriculture) facilitated and improved reading comprehension performance of students. In this regard, the chapter reviewed the importance of college library to teaching reading comprehension; the frequency of visits to the library and performance in reading comprehension; the application of reading comprehension skills and reading comprehension performance; the relevance of extensive reading to reading comprehension performance; the theoretical framework; the gains from review of related literatures; and finally a summary of the chapter.

2.2 The Importance of Library to Teaching Reading Comprehension

A library generally refers to a collection of sources of information and similar resources, made accessible to a defined community for reference or borrowing, for the purpose of academic research and development. This may be a physical building, a room or a virtual space. A library's collection may include books, periodicals, newspapers manuscripts, films, maps, prints, documents, microform, CDs, cassettes, video tapes, DVDs, Discs, e-books, databases, etc. Given the nature of libraries and the various functions they perform, are categorized into different types. These include private library, public library, school library, mobile library, academic library, etc.(Buks, 1990).

The Kaduna Polytechnic Library, which is one of the libraries selected in respect of this study, has the following sections:- (Isa Kaita Library Complex Handbook, Kadpoly 1999)

(i) Science and Technology Section
(ii) Serials Section
(iii) Humanities Section
(iv) Newspaper Section
(v) Reserve Section
(vi) Internet Services Section
(vii) Cataloguing Section
(viii) Reference Materials Section
(ix) Media Section

Mando College of Agriculture has the following sections in the library:

(i) Circulation Section (Customer services)
(ii) Serials Section
(iii) Reference Section
(iv) Reserve Section
(v) Cataloging/Classification Section
(vi) E-library
(vii) Business Centre

A library remains the best place where a student can enjoy a calm and quiet reading. Yet, not everyone understands or appreciates the value and importance of libraries. Fosudo (2010) opined that the acquisition of reading skills has a beneficial effect on all school subjects, while poor reading skills can make a student to develop a poor attitude toward studies. This view supports the importance of reading from the

library which offers students the opportunity and best environment for reading that can aid comprehension in other subjects. This view is related by Todd (2002 .12) when he posits that:

> In schools with good libraries and full time librarians, students perform better at higher levels in reading comprehension, and in knowledge and use of reference materials than students in schools with minimal or no library service.

The above argument further supports the fundamental necessity for good, well – equipped and well – staffed and efficient library in any good educational institution. No matter the status of a school, a good library remains essential to the accomplishment of its educational objectives.

In the realization of these objectives, organizations such as the National Library of Nigeria and the Nigerian Book Development Council have championed the promotion of effective reading habits in Nigeria (Dike 1999). According to the same report, the National Library of Nigeria has been sponsoring a readership promotion campaign in the country based on the following objectives:

(a) To encourage more Nigerians to get involved in reading.

(b) Promote the increase in production of reading materials in Nigeria, both in quality and variety

(c) Identify the major obstacles that inhibit reading in the country.

These are indeed laudable objectives that can promote genuine interest and positive reading culture amongst readers generally, but not without short comings. For example, the services they rendered may only benefit urban schools and urban dwellers due to logistical and financial setbacks.

However, their enlightenment campaigns, book exhibitions and mobile library services in some state capitals brought awareness to the importance of reading from libraries.

Adigun (1984) has observed the contributions and relevance of school libraries in promoting reading habits among students, where he describes school libraries as fundamental to the design, implementation and attainment of educational excellence. This assertion therefore reiterates the fact that libraries are an integral part of the educational development of students in particular and youths in general.

In his own contribution to the subject, Antwi (1985) opines that school libraries provide access to reading materials through which students can gain and improve their skills. This position, of course, explains why some schools introduce Library services to include, reading for information; reading for pleasure; reading for passing examinations and reading for personal growth etc. This method offers students the opportunity to distinguish different forms of reading as well as develop skills for specific reading purposes.

Chamani (2010) undertook a study which assessed library user needs and satisfaction with current information services. A summary of the findings of that study revealed that undergraduate students were, overall, satisfied with the available resources, services and facilities but that these resources and services were never fully utilized by undergraduate students. The work is relevant to the present study because it highlighted the irony in which sometimes there could be a well-equipped library but the target users show negative response to its existence. On the other hand, there could be dedicated users and interested users with encouraging zeal within an environment but with ill-equipped

and poor library services. In each case, it is a negative development in the attainment of maximum benefits from a library usage in the improvement of reading comprehension.

In another study by Williams (1995) which was a survey of Canadian undergraduates' library use, the researcher found that active learner or those who participated more in class and who wrote and studied more, were regular and active library users. The study revealed that the more students utilized library facilities effectively, the better their academic performance. Similarly, in another study, Ajayi (1993) noted that students who did not appreciate the value of the library were at great disadvantage and only visited the library only to read for examinations.

This study will similarly use the target population to determine the level of reading comprehension performance of those who use the college library frequently (FU) and those who use it occasionally (OU) and those who did not use it at all (NU). This will provide the bases for conclusions about the level of the impact of use of school libraries on the users and the non users.

On his part, Powell (1997) focused on specific library user characteristics to be measured by researchers of reading. Such characteristics include frequency of library and information use, attitudes and opinions regarding libraries, reading patterns, levels of satisfaction demographic data, personality, life style and awareness of library service. This study highlights characteristics that affect effectiveness of library usage and the benefits library users could derive for academic growth. These characteristics would further be explained and discussed as they relate to the current study. Frequency of library and information use refers to the frequency at which a person reports to the library to read books in their spare time. This is assumed in effect that students with more

developed reading habits and increased use of the college library will have greater academic achievement on attitudes and opinions regarding libraries. Such can then be seen and observed as traits and tendencies with respect to social behavior. Such traits serve as impetus for positive or negative way towards behaviour. For example, it is common to hear a student making remarks such as, "I enjoy reading books from the library" And yet another may say, "I don't like to read books from the library", Again on attitudes, behavior and beliefs toward library use Anastasi (1992) reiterates that the success of efforts in this regard depends on how well the system works and how well it is received by its intended users. These observations lend credence to this study in the sense that efforts would be made to determine the behaviors/traits of library users in the two institutions under study. This would further translate into the nature of responses in the questionnaires that was served and brought out into lime light, as well as the positive or negative outcome. It is assumed that in this regard, positive attitudes towards library use for academic growth contribute to success. On the other hand, negative attitude towards only detract from the merit of the system.

Carol (2009) under took a survey of results of academic faculty in seven universities in the United States and Australia which revealed many differences in both the readers attitude and the reading abilities. These variations indicate difference in their reading patterns, subject discipline, responsibilities, achievement and age. For example, in the target institutions for this study, a student's reading pattern and style determine the reading speed that sustained more or less the urge to read. Similarly, students that had a background of reading literature works tended to have more zeal in extensive reading from the library than students with a purely science background. In the same way, a student with less responsibility as well as younger students tend to have greater appetite for

free reading (reading at one's will and free choice of what to read). These were also some of the attitudes towards library use which the study to investigate through the use of questionnaires.

In a related study, Julio & Erwin (2010) predicted that students with more developed reading habits and increased use of college library will have greater academic achievement. An analysis of this research questionnaire allowed finer correlations between the components of reading habits, use of the library and academic performance. This contribution indeed supported the present study in the sense that a number of students that were often seen in the college library engaging in free reading performed better academically. On the other hand, those students that rarely or never patronage the library often performed below average. This trend was investigated left to be investigated that at the end of this study, the findings provided a reliable data that explained the position this means that the FU (frequent users) of the library performed better on the average while the OU (occasional users) performed in the average and the NU (Non users) performed poorly .

In their contribution to the subject Logan and Johnston (2009) who conducted a study on gender difference in reading ability and attitudes which was aimed at investigating whether gender difference had impact on reading ability and frequency of reading. The results of the study showed that, overall, girls had better reading comprehension, read more frequently and had a more positive attitude to reading and school. However, their study showed that smaller gender differences were found in reading ability than in attitudes, frequency and competency beliefs. These findings illuminated the present study by giving credence to why in the institutions where this

study was conducted, the female students mostly carried along one type of novel or another which they read in their free time.

On the whole, female students tended to visit the library and read more frequently than their male counterparts. They also tended to contribute more to class discussions on reading comprehension sessions. This enriched the findings in the course of the investigation.

In another research, Majid, (2001) found that the adequacy of collection, services and facilities were closely linked to the perception of library effectiveness. He further suggested that involvement of users in the selection of library materials and convenient library location influence library effectiveness. Other factors the included were participation in user education programs, availability of assistance for using library resources and subject background of library professionals. Cesar and Rogelio (2010) support this view. All these are factors to be reflected in the questionnaire in this study in order to find out whether students' patronage to the library is positive or negative. And in each case to determine whether it is to do with the resources and facilities, quality of service rendered, location or reading environment etc.

2.3 Frequency of Library Visits and Performance in Reading Comprehension

Users visit the library basically to fulfill their information needs. The frequency of visiting the library differs from user to user and based on disciplines as well as upon their needs, interests and user category. Some research findings on frequency of library visits can be outlined below:

Williams (1995) in his study of undergraduates' use of library found that active leaner's who participated more in class were regular and frequent library users. This finding lent

credence to the assumption of this study that frequent and active library users are likely to have a broader background knowledge than those who do not. This wider background knowledge is expected to facilitate reading comprehension and yield better performance results.

In a study by Burks (1999) of student's use of school libraries in selected high school in Greater Dallas, looked at why students used the school library and how frequently. He found limited use of the library by these students mainly because of lack of time and motivation. This study became relevant in the sense that the questionnaires that were several on the subjects in the present study indicated non-frequent visit to the library due to laboratory and workshop engagements. It was also observed that motivation for frequent visit to the library was lacking as well. This reiterated the strong desire for teachers and the collage authorities to explore avenues that could motivate students to use the libraries effectively.

In a similar study by Smith (2001), he discovered that certain variables were determinant factors with regard to frequency of library usage. Such variables included the number of computer per student, teacher experience, library setting levels, collection size and the level of interactions between library staff and the users. These variables became relevant to the present study as a result of the complaints from students of inadequate computers from the internet section of their college libraries, outdated books and the lukewarm attitude of library staff when their assistance were required.

Kuhulthau (1993), in his own submission emphasized change in approaches to teaching and learning. He opined that school librarians should adopt a more "outcomes-focused practice" and "a focus on information literacy' as opposed to "a collection-based

practice". In effect, he advocated for an emphasis on result-oriented approach to use of libraries as well as information literacy of both librarians and library users. This pointed to the need for a shift from the present trend in most of our libraries where emphasis was always led on equipping libraries alone.

In their own contribution to the topic, Welch and Braybrook (2001) noted that, the electronic access to information is transforming the concept of the library itself. Such a paradigmatic shift in the profession they suggest needs a different approach to the major of worth and value of such libraries. This observation became relevant to the present study due to the fact that students are generally distracted by the mass volume of electronic information outlets which affect their frequency of library visits for voluntary reading.

The above view is supported by Cesar and Regelio (2010) in their research work. The work investigated the relationship between reading habits, use of university libraries and the academic performance of psychology students. The purpose of the study was to find out, using a scale with Likert-Type responses, if there was a relationship between the reading habit, the use of the university library and the reading comprehension performances of students. The findings showed that the students with more developed reading habits and increased use of the university library performed better than those that did not. The work is significant in the light of this study since it attempted to investigate through close observations, records and use of questionnaire, the relationship between the use of library and reading comprehension performance of the target population.

In effect, the above contributions from related works generally indicated that positive habits towards free and extensive reading especially from college libraries has

the potential to boost and facilitate reading comprehension performance. Most of the findings also showed that students who were found to shun reading, generally perform below average. These views contradict the assumption of some of the teachers in the target institutions where the work is being undertaken. For example, the teachers tenaciously held the view that students' language competence or lack of it determined their success or failure in reading comprehension and not necessarily their vast reading background. Yet some teachers maintained that a combination of the two approaches above was the determinant factor. It is against this background that the inputs of these works discussed above provided basis and insights that unraveled the more reliable option available from the findings at the end this current study.

In his own contribution to the subject, Callinan (2005) observed that lack of awareness of the importance and value of the use of library was the primary reason why undergraduate students did not frequent the library's electronic data base. This explained why the electronic data base section of the library in one of the institutions under study was not frequently used by the students. Orientation, user education and awareness are therefore important factors that influenced frequency of visits to the library. All the above findings reiterated the fact that frequency of library attendance and positive attitudes towards reading equip a student with a rich background knowledge to handle varied comprehension texts with ease. This view was also supported by Gilardoni and Murillo (2003).There was therefore the need to equip libraries with adequate and relevant reading materials, provide an enabling environment and motivate students as well insisting on frequent visits to the library for free reading purposes. This will enable all categories of

users and as well enable students to broaden their horizons and cover vast backgrounds of knowledge in varied texts that can aid their reading comprehension performance.

2.4 Application of Reading Comprehension Skills and Reading Comprehension Performance.

The concept of Reading Comprehension (RC) is subject to various interpretations. Richard (2003) for example, considered reading comprehension as the understanding of a text that is read, or the process of constructing meaning of a construction process involving all the elements of understanding process working together in the course of reading a text for the purpose of creating a representation of the text on the readers mind. In her contribution to the topic, Patricia, (1990) sees comprehension as characterized and involved in an interaction of text-based processes. Text-based processes here mean that meaning resides in the graphic symbols. In other words, a reader of a given text makes out meaning from it primarily through an analysis of the printed symbols. The process involves sensing prints, analyzing letters, combining letters into words, phrases, and sentences and deriving meaning from all these (Olaofe and Masembe 2007).

This reading comprehension approach supports the view of the second group of teachers in the target institutions under study over the lingering controversy. These group maintained that the students in science and technology-based courses required their language competence alone for optimal performance in reading comprehension. This was against the view of the other group who tenaciously held that the mass failure of students of the institutions in reading comprehension component of the use of English course was sequel to the students lack of adequate background knowledge and experience to confront varied texts.

The view of the latter group are in conformity with the proposition of the scholars of the top-down reading comprehension model (TDRM) which presupposes that the ability to comprehend a text did not entirely depend on the graphic symbols, but that comprehension was dependent on the reader's knowledge, background experience and ideas to construct, reconstruct and make predictions about the meaning of a text (Olaofe and Masembe, 2007). The distinguishing principle of this model is that, if comprehension depends on the graphic symbols of a text alone, then readers will make identical interpretation of a given text (Smith 1971 in Olaofe and Mesembe 2006). It was against this background that this study investigated whether a rich and vast background knowledge and experience from free reading can have positive or negative impact upon the students' reading comprehension performance.

Anderson and Pearson (1990) in their contributions to the subject focus on how the reader's schemata (knowledge already stored in the memory), functions in the process of interpreting new information and making allowance for that information to become part of the knowledge structure. The above contributors argued that it was that interaction of new information with the old information that was meant by the term 'comprehension'. They believed that for a reader to have comprehended a text, then he/she had to gain a reasonable level of comprehension in order to accommodate that new information. By this, they meant, in essence, that comprehension is dependent on both reader's prior knowledge and language elements in the text, married together. They further saw the reader as being actively involved or responsible for interpreting and altering what he read in accordance with his prior knowledge about the topic of the text. The reader then made inferences about what he read. This process, they reiterated,

involved evaluation as well as critical thinking, summary and providing answers based on the 'world' of the text. In essence, this was indeed the interaction referred to as 'comprehension' according to them.

These views about reading provided impetus to the present study in the sense that most part of the investigations carried out in this study centered on the positive or negative impact of the level of free reading exposure from the college libraries. It was the assumption of this study that those students that were frequent and regular users of the college libraries for extensive reading purposes would tend to be potential beneficiaries. They were very much expected to be equipped and enriched with vast background knowledge and experience that could enable them to comprehend varied reading comprehension texts with greater ease. On the contrary, the learners that rarely or never patronized the college libraries but depended on their language competence alone to achieve comprehension of reading texts were likely to be restricted in broad knowledge due to lack of background experience in handling varied reading comprehension texts. These are some of the concerns of this study which are to be investigated in this regard.

2.4.1 Reading Comprehension Skills and Performance:

Various scholars have their views about how best a text is to be comprehended. In a review of the reading process, Goodman (1990), reiterated that the reading process can be described as a series of cycles which readers employed more or less sequentially as they read a text. According to him, readers basically focused on meaning by employing five processes revolving around the brain. The brain to him acted as an organ of information processing. It decided what tasks it must handle, what information is available, what strategies it must employ, which input channel to use and where to seek

for information. A summary of the five processes which the brain employed include the following;

1. **Recognition:** In this process, the brain, as assumed, must recognize a graphic display in the visual field or written language and initiate reading. This was said to normally occur once in each reading activity.
2. **Prediction**: In this cycle, the brain was said to be always in anticipation and prediction, as it seeked order and significance in sensory inputs.
3. **Confirmation:** Here, after the brain might have predicted, it must then seek verification of the prediction towards this. It must monitor to confirm or disconfirm with subsequent inputs what it had expected.
4. **Correction:** This was the stage where the brain re-processes when it finds inconsistencies or when its predictions are disconfirmed.
5. **Termination:** This was the last stage of the processes in this cycle in which the brain terminated the reading when the reading tasked was completed. The termination was said to occur for other reasons such as: if the task was non – productive, when little meaning was being constructed, or if the meaning was already known, the story was uninteresting, etc. The termination for reading is often seen as an open option at any point.

All these processes become relevant to this work as they provided insights into the activity of the brain during a reading comprehension encounter. The first process above for example, reflected on the recognition of graphic symbols in a given text to bring out meanings out of them. This was one of the skills tested in the course of the present investigation. The other processes where readers display predictive, confirmative

and corrective abilities were equally skills that were to be reflected in the series of tests in this study.

In a related contribution to the subject, Oyetunde (1986) and Obah (1981), have proposed three-level skills in reading comprehension. These included literal, inferential and critical reading. A summary of these include the following:

i. **Literal comprehension ability or skills:** this, according to the above contributors was concerned with factual information as presented in the text. The readers here were expected to locate main ideas, details, sequence, comparisons, cause, effect and character traits that were explicitly stated in the text. They were also expected to reproduce or regurgitate the facts clearly as presented by the author. Even though Oyetunde (ibid) acknowledged the fact that comprehension at this level is very fundamental in operating at other higher levels, he however cautioned that it only signifies the potentialities of the readers for comprehension but it was by no means a reliable evidence for **comprehension**

ii. **Inferential comprehension ability:** he noted that this was a higher level of thought processes in which the reader read in between and beyond the lines. At this level, as he further observed, the reader made greater use of his reasoning process to unravel the hidden meaning of the text, as he inferred from facts and draw conclusion and generalizations after establishing logical connection between and among ideas presented, In other words, what he meant was that comprehension ability at this level required the learner to comprehend relationships of ideas implied rather than explicitly stated.

iii. **Critical comprehension ability:** The proponent described this level as the highest level of thought processing. The reader was required to evaluate the text content and pass judgment about it. He argued that the judgments are of different types. They may include the following: (a) judgment of factor opinion (b) judgment of adequacy or validity (c) judgment of worth desirability or acceptability.

He therefore concluded that, for the reader to fully make the judgment, he must resort to two sources of information: his experience and the knowledge from external sources. The above skills presented here were indeed skills that were observed in the course of the investigations that were carried out in this study. These skills were therefore reflected and tested in the series of the reading comprehension tests used in this study. In effect this translated into positive and sometimes negative impacts on the students' reading comprehension performance.

2.5 Extensive Reading and Teaching Reading Comprehension

Most research works suggested that one of the best ways to help students increase their language proficiency was to encourage them to read extensively (Krashen 1993). In a related study by Hayash (1999), it was found that students who were reported to had read more English books significantly experienced greater improvement in reading ability and vocabulary knowledge than those who were reported to had read less as measured by pre-tests and post-tests conducted in that study. The study also reported that extensive reading program helped the students to improve their English. Mc Quillan (1994), in a similar study, discovered that students overwhelmingly found extensive reading to be pleasurable and beneficial for language acquisition than instruction in grammar. This was

because students ware offered opportunity to read what, where, how and when. They liked this freedom and made them to read hours long, driven by that urge and pleasure to read.

Another study by Day and Bamford (1999) revealed that in addition to its cognitive benefits, extensive reading helped to develop a positive attitude among students towards reading in the second language. This was because the more one read, the easier reading became. The same view was shared by Elley (1999) who asserted that, children who read extensively appeared to learn the language incidentally, and to develop positive attitude toward books when immersed in meaningful texts. Consensus among most researchers seemed to agree that the effects of extensive reading were thus both cognitive as well as affective. Extensive reading led to improvement in reading, writing and language use as well as to a positive attitude towards reading which helped to increase students' language proficiency in the long term (Mohammad and Ismail, 2003; Constantino, 1994; Hayash; 1999; Hedge 1985; and Elley, 1991).

In a similar study conducted by Muhammad and Ahamad (2003), the authors reiterated the importance of extensive reading towards improving students reading comprehension performance level. The study was conducted in three rural secondary or middle schools. It highlighted the problems faced by the students in understanding texts written in English as well as the implications drawn for the successful implementation of extensive reading program in rural schools. The research set up extensive reading program for students in rural schools which they named Guided Extensive Reading (GER) program. The program was organized for students who can read with varying degrees of proficiency, but who generally will not read for various reasons. Such reasons

as failure to develop a love for reading, unavailability of appropriate reading materials, insufficient time to read extensively because of school demands and lack of motivation to read extensively. The program aimed at motivating the target students to read extensively: to read as many books as possible, and to be excited about reading (to read books for pleasure).

The outcome of the program indicated a marked improvement recorded in the attitude of the students in extensive reading for pleasure. This also reflected positively upon their improved proficiency in the use of English language. However, an area of difficulty noticed in this research was the poor vocabulary background of such rural students.

In a similar attempt, this study investigated whether those who frequent the college libraries and engaged in extensive free reading perform significantly better in reading comprehension or not. And that whether those students who rarely or never patronized the college libraries but depended on their language competence performed better.

Again, in another research endeavors, Anderson, Wilson and Fielding, (1988) proposed that the amount of free reading done outside the school had consistently been found to relate to growth in vocabulary, reading comprehension, verbal fluency, and general information of students. They concluded that students who read independently became better readers, scored the higher on achievement tests in all subject areas and had greater content knowledge than those who did not. All these go a long way to demonstrate that not only do students were enriched in vast background knowledge and experience to comprehend reading texts better; but also stood to gain other numerous

advantages as been highlighted in this research. Cunningham and Stanovich (1991) cited this in their own contribution when they posited that light reading provided motivation for more reading. Students who read books in series (for example, serial books about the same characters) developed reading fluency and the linguistic competency necessary to read higher quality materials according to the research. Such students gained knowledge of the world, learnt story structures and became aware of literary devices through such readings. All these evidence supported that relevance of free extensive reading as a major factor in enhancing rich background knowledge and experience in handling varied reading comprehension texts for better performance.

The various contributions above provided inputs for the investigations that were carried out as to the level of the impact of extensive reading from the college libraries of the target institutions. While some teachers in these two colleges advocated for a concerted effort for the students to develop habits for free extensive reading from the libraries for its intrinsic values in enhancing optimal reading comprehension performance, some of the teachers held a contrary view. This study therefore set out to unravel the controversy as to the better option available.

2.6 Theoretical Framework

This study was based on the schema theory (ST). The theory described the process by which readers combined their own background knowledge with the information in a text to comprehend that text (Wallace, 1992; Eisterhold 1983, and Widdowson in cook 1997). According to these authors, readers develop a coherent interpretation of texts through the interactive process of combining textual information with the information a reader brings to a text. This study found this theory a fertile

ground to launch its investigation with the belief that students' background knowledge from free extensive reading from the college libraries will have a positive or a negative impact on their performance level. The findings were expected to unravel the controversies in the target institutions as to whether students should be encouraged to equip their background knowledge and experience for an optimal performance in reading comprehension or not.

2.7 Schema Theory

Proponents of the schema theory like Jean Piaget (2001), Carell (1988), Anderson & Pearson (1984), described schema theory as an organized pattern of thought or behavior that organizes categories of information and the relationships among them. In other words, it is a mental structure or preconceived ideas, a framework or some aspect of the word, or a system organizing and perceiving new information. It is in this regard that when students read a given text, they were very much likely to notice things that fit in to the schema and then proceed to organize them into a new knowledge. This has been the focus of this study. Readers can organize new perception in to schema quickly as most situations do not require complex thoughts when using schema. Hemry (1984) opines that schema are generally thought to have a level of activation which can spread among related schema. Which schema is selected is said to depend on factors such as current activation, accessibility, and priming. All these go a long way to explain the process through which the schema (background knowledge or prior knowledge and experiences of a reader) work towards enhancing the level of reading comprehension performance. It is against this background that this study attempted to investigate how effective the use of

the college libraries of the target institutions in this study can enrich the students' background knowledge and experience to comprehend and perform better in reading comprehension. On the contrary, the assumption may be in the negative side which the outcome of this study had highlighted.

Schema theory and the top down approach to reading comprehension could obviously bring about a desired change of focus in the teaching – learning process, particularly reading comprehension. In the pursuance of this idea, Carrel (1988:245) rightly observed that:

> Relevant schema may be constructed, including lectures, visual aids, demonstrations, real-life experiences, discussion, role-play, text previewing, introduction and discussion of key vocabulary and key concepts, etc.

If such activities can be adopted and applied by most teachers, they have the potential benefits to stimulate and activate students' background knowledge prior to tackling a given passage or text. The outcome will be a better and more efficient comprehension of such texts or passages. This similarly helps to develop students' knowledge of vocabulary and rhetorical structures. Aebersold and Field (1997) submit that pre-reading activities must accomplish both goals: building new background knowledge as well as activating existing knowledge. They further suggested activities that can aid in accomplishing these goals. Such activities, they contend, include questioning and brainstorming where learners can generate information on the topic based on their own experience and knowledge. These are indeed useful suggestions that teachers will need to employ as strategic methods that can develop students' reading schema.

These methods above could be applied when teachers undertake pre-reading activities before engaging in a given reading comprehension passage or text. The teacher is expected to set stimulating discussion and brainstorming questions that can elicit responses from the students which will reactivate their background knowledge in relation to the new task ahead in the reading passage. Swales (1990), In his own contribution to the topic, observes that, the reading process involves identification of genre, formal structure and topic, all of which activate schemata and allow readers to comprehend the text with relative ease. In this regard, it is assumed that a reader not only possesses all the relevant schemata, but also that all these schemata actually are reactivated. Where this is not achieved then some disruption of comprehension may occur. All these contributions go a long way to emphasize the point that, teachers need to always initiate relevant pre-reading activities that can activate students' schemata. It is only through this method that the background knowledge and experience of the readers can be stimulated and directed towards reinforcement of the new knowledge in the text.

Carrel and Eisterhold (1983), on their part, emphasize the point on culture specific. They reiterate that, in the choice of a text or reading passage, materials that are relevant or associated with the students' own culture will tend to offer richer schemata that can facilitate effective comprehension of a text. This contention should however be towards certain degree. This study is of the view that varied and vast exposure of students to cultures other than their own is a good step in the right direction. It will offer the readers a broad-based knowledge against a narrow perspective and experience. Teachers only need to evolve relevant and effective pre-reading strategies that can prepare students' minds prior to reading of a given text or passage to activate their schemata.

It is against this background that Clark (1990:28) advocates two main types of schemata for reading: Content schema, representing existing knowledge of objects and events, and textual schema, which includes knowledge of discourse structure and conventions. She further outlined at least six major schema functions that are important to reading comprehension. According to this view:

i. Schema provide slots for assimilating additional knowledge.

ii. Schema aid in judging what is important.

iii. Schema aid in making references.

iv. Schema help summarize and edit material.

v. Schema activated during reading facilitate an orderly memory search for relevant information.

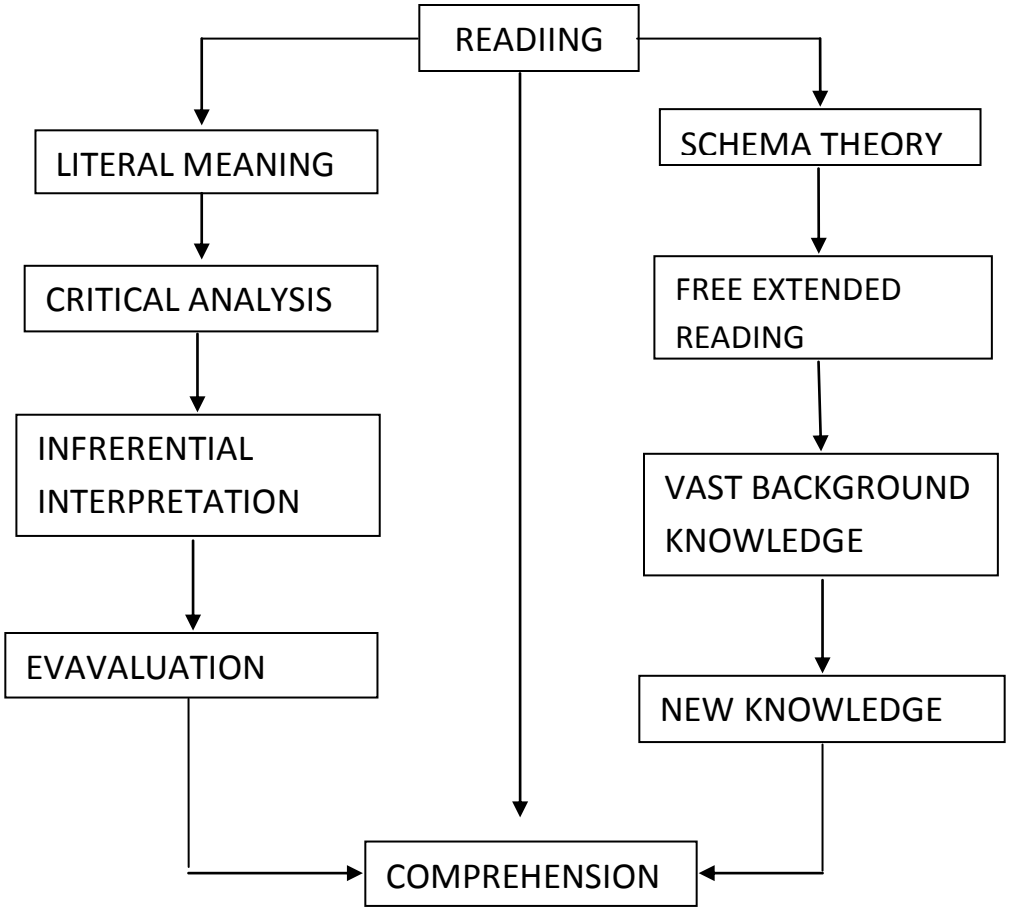
vi. Schema function in inferential reconstruction.

This means that students will have better recall if they make use of text structure schema. Similarly, linguistic and metalinguistic schemata are aids to reading comprehension. Schema theory can help explain failure to comprehend (a text): there may not be enough clues to activate existing schema, the reader may not have appropriate schema, and failure to comprehend may result when the reader makes an interpretation but not the one intended. This is yet another reason for the need for teachers to endeavour to initiate pre-reading activities and strategies relevant to any given text, prior to reading comprehension encounter. This effort will greatly sensitize and stimulate the reader's

schema which can be applied to the new knowledge in the text for the re-construction of yet another new knowledge.

From the foregoing, it can be concluded that schema theory remains a central contributor in the area of reading comprehension. This is even more relevant in the area of reactivating the reader's background knowledge and experience in relation to the new tasks in a given text or passage.

2.7.2 The theory can be represented in the diagram below:



Source: Oyetunde (1988),Obah (1981) and Olaofe (2013)

Fig. 2.1 The above diagram represents the central focus of this study. The work investigates the reading comprehension performance of ND 1 students. This is based on the assumption as to whether vast background from free extensive reading from the college libraries will provide the students with adequate background knowledge to comprehend reading texts with ease or not. The arrow from reading, points down vertically to comprehension from a middle point which is the central focus and essence of reading. The arrow from the right side, points to schema theory from which the activity of free extensive reading from library or home is undertaken. This leads to vast background knowledge and experiences from texts. This theory culminates in to new knowledge that facilitates effective comprehension. The arrow from the left side begins from reading towards literal meaning of a text and leads to critical analysis of meaning, to inferential meaning and to evaluation and answers. These are the expected skills to be applied in the reading comprehension activity.

2.8 Gains from the Study

The above review has been able to highlight far - reaching gains that provide an in-depth insight in the realization of the objectives of the current study. Such benefits are hereby provided as proffered by individual author(s) in the following table below:

Table 1.1: In a nutshell, this table captures the gains realized from various authors whose works the researcher reviewed as they relate to this study.

AUTHORS	**GAINS**
Fosudo, 2010	Acquisition of reading skills has beneficial effect on all school subjects and that libraries are the best places for a student to enjoy a calm and quiet reading environment.
Henry, 2004	Most Nigerian high school graduates have poor reading skills and a generally lukewarm attitude towards reading.
Adigun, 1984	Describes school libraries as fundamental to the design, implementation and attainment of educational excellence. Libraries remain an integral part of the educational development of students and youths.
Chamani, 2010	Most undergraduate students were satisfied with available library resources; but that such resources and service were not put to maximal utilization by the undergraduate students.
Williams, 1995	Active learners who participate more in class and who read, write and study more are found to be regular and active library users.
Powell, 1997	Specific user characteristics like frequency of library visit and information use, attitudes and opinions regarding libraries and awareness of library services affect effectiveness of library usage and the benefits library users could derive from a library.
Ajayi, 1993	Students who do not appreciate the value of the library are at a great disadvantage and may visit the library only to read for examinations.
Anastasi, 1992	Attitudes and opinions regarding libraries are tendencies with respect to social objects to act or to react in a positive or negative way, the success of which depends on how well the system works and how well it is received by the intended users.

Julio & Erwin 2010	Students with more developed reading habits and increased use of the library will have greater academic achievement than those that do not.
Logan & Johnston, 2004	On gender differences in reading ability and attitudes, they discover that, overall girls had better reading comprehension, read more frequently and had a more positive attitude to reading in schools.
Majid, 2001	Found that the adequacy of collection, services and facilities, were closely linked to the perception of library effectiveness.
Casar & Rogelio, 2010	On the relationship between the reading habits, the university library and the academic performance of students, they found that students with more developed reading habits and increased use of the university library perform better academically.
Osinulu, 1998	On patterns of use in a university library in Nigeria, he discovers low use of library services because of lack of awareness.
Oroje, 1995 & Kebede, 1999	On difficulties underlying efforts to measure and evaluate library service based on use, they argued that the varied services provided by libraries must be evaluated independently and that evaluation must be tailored to library types, collections and users.
Margaret, 2011	She suggested that students reading skills and performance above and beyond genetic factors are related to motivation and comprehension.
Callnan, 2005	That there are differences in the extent to which scores of information are used by students in different years of their studies and that lack of awareness is the primary reason why undergraduate students do not use the library's electronic database.
Gilardoni, Murillo, 2006	Frequency of library attendance and positive attitudes towards reading can equip a student with rich background knowledge to handle varied comprehension texts with ease.

Maxwell, 1997	The humanities section of a library offers models and methods for assessing dilemmas and acknowledges ambiguity and paradox capable of exposing students to varied life experiences and sharpening their imagination and intellect.
Manohar, 2012	Unlike the internet, real – life books from the library are much more reliable a source and authentic.
Hayness, 1993 & Ford, 1999	Failure can generate the feeling of competence or incompetence in students. And that such feeling affect students performance by their willingness to continue to learn or give up.
Kvashen, 1993 & Hayashi 1999	On the effects of extensive reading on students they found that students who reported reading more English books experience significantly greater improvement in reading ability and vocabulary knowledge than those who reported reading less.
Mc Quillan, 1994	He found that students over – whelmingly found extensive reading to be not only pleasurable, but also more beneficial for language acquisition than instruction in grammar.
Elley, 1999	He Asserted that children who read extensively appear to learn the language incidentally, and to develop positive attitude towards books when immersed in meaningful texts.
R. Moh'd & I. Awaud, 2003	They reiterate the importance and relevance of extensive reading towards improving students reading comprehension performance.
Anclerson, Wilson & Fielding, 1988	They reiterate that the amount of free reading done outside school had consistently been found to relate to growth in vocabulary, reading comprehension, verbal fluency and general information.
Feitelson & Goldstein, 1986	Found that light reading, especially books in series about the same character provides motivation for more reading and develops reading fluency as well as linguistic competence necessary to read higher quality materials.
Anastazi, 2005	Reading materials from the library provide avenue for students

	to reconstruct meaning from written language by using the graphonic, syntactic and semantic system of language.
Aukarman, 1981	Views comprehension as not getting meaning from the printed pages as meaning cannot be found there, but that meaning can only be found in the mind of the readers who read the works.
Ade – Ojo, 1998	In her study on the reading problems of Higher and National Diploma Students of Kaduna Polytechnic reaffirms that the reading skills of the National Diploma levels are low enough to allow them cope effectively with academic works.
Anderson & Pearson, 1990	Emphasize that reader's schemata which is knowledge already stored in the memory, functions in the process of interpreting new information and making allowance for that information to become part of the knowledge structure.
Runelart, 1984	Asserts that comprehension has taken place when readers are able to find a configuration of hypothesis (schemata) which offers a coherent account of the various aspects of the texts.
Olaofe & Masembe, 2006	They distinguished between bottom – up and top – down approach to reading comprehension. The author reading as a process which involves sensing print on the retina to derive meaning, while the top – down model is reader – driven in which the reader uses their knowledge and experience to predict meaning from the text.
Widdowson in Cook, 1997	They reiterates that, every act of comprehension involvers one's knowledge of the world as well; that readers develop a coherent interpretation of text through the interactive process of combining textual information with the information process a reader brings to a text.

2.9 Benefits of the gains from the study

The various contributions from the study will immensely illuminate, reinforce and clarify a lot of issues and concerns of this present study. For example many of the contributors agree that educational excellence is sin-quinine to an effective, well equipped and efficient library services in any given institution. Some studies however, discovered that there could be an equipped library and efficient services and the students do not patronize it. This may be sometimes due to lack of proper orientation towards the importance of library for academic endeavour as opined by Sinulu (1998). All these factors would be considered in the composition of the questionnaires to reflect such variables in this study.

Logan & Johnston's (2004) study is particularly of great significance. The study, which was to do with gender difference in reading ability and attitudes, discovered that, overall girls had better reading comprehension, read more frequently and had a more positive attitude to reading and school. This will guide the present study considering and reflecting gender difference in some of the instruments for this study. Similarly, some authors in the study raised issues ranging from motivation, lack of awareness, immersion, schemata, etc to vocabulary growth, verbal fluency, graphonic, syntactic and semantic system of language, etc. These are also factors to lay credence to in the conduct of this study. For example, student's level of motivation to read frequently from the library can be reflected through the questionnaires for the study. From a wholistic perspective therefore, the gains from the study can be said to provide a valuable input that can guide and illuminate the focus and concern of this study.

2.10 A Summary of the Review

From the foregoing, the role and relevance of school libraries in developing and enhancing wider reading culture in students especially of tertiary institution remain paramount. Some scholars and some studies have established that rich background knowledge and experience are necessary prerequisites for a successful penetration and comprehension of a given text. Others however, argued that the language competence of a reader is enough to facilitate comprehension of a text. This has been a protracted argument amongst teachers, educational administrators and particularly in the target institutions under study. Research in this area is inadequate or sometimes departs from the present study. It is therefore imperative that the findings at the end of this study provided a useful data that explained each position.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter brings to fore the procedure employed in carrying out the research. It gives insight into the design of the research, the population, the sampled population, the instruments used, the systematic procedure of collecting data, how the data collected was analyzed and then the summary of the chapter

3.2 The Research Design

This study adopts survey design. This is because it provides the opportunity for researchers to get a first hand observation of variables in a study. According to this view, it also helps in the process of comparisons, evaluation of existing condition and collection of factual information (Hassan, 1995).

3.3 Population of the Study

There are about one thousand, three hundred and fifty two (1,352) National Diploma One students in Kaduna Polytechnic and Mando College of Agriculture based on current available records. Below is table 1.1 showing the various departments of the two schools and the actual population in each department.

TABLE 1:1: POPULATION OF STUDENTS IN THE TWO INSTITUTIONS

Kaduna Polytechnic		**Mando College of Agriculture**	
Department	**Population**	**Department**	**Population**
Applied science department	209	Animal health production technology	112
Textile technology and fashion design	28		
Maths, statistics and computer science	410		
Printing technology	19		
Hospitality, leisure and tourism	104		
Food technology	211		
Education Technical (NCE1)	211		
Total	**1,192**	**Total**	**112**

Table 1:1 shows the actual number of students in the two institutions as at the year 2014/2015. It also displays the departments in the institutions. Seven (7) departments in Kaduna Polytechnic with 1,192 students: while the Animal Production Technology department in Mando College of Agriculture has about 112 students. This gives a total population of 1,304 students.

3.4 Sample and Sampling Procedure

The study used proportional sampling techniques. This is because of the variation in the number of students in the departments as well as the variation in the departments

themselves: seven (7) in Kadpoly and one (1) in Mando College of Agriculture. As a result of this, to get even greater representation, as Ndagi (1999) observed, 30% of students are taken. Based on this, four hundred and six (406) number of students represent the sampled population of the present study. To buttress this, table 1.2 below presents the proportion of students from each stratum.

TABLE 1.2: Proportional Sample of Students Form The Two Institutions

Kaduna Polytechnic			**Mando College of Agriculture**		
Department	**Population**	**Sample size**	**Department**	**Population**	**Sample size**
Applied science	209	63	Animal Health Technology	112	34
Textile technology and fashion design	28	8			
Math, statistics and computer science	410	123			
Printing technology	19	6			
Hospitality, leisure and tourism	104	31			
Food technology	211	63			
Technical education	211	63			
Total	**1,192**	**357**	**Total**	**160**	**34**

From table 1:2 the sample size drawn from each department from the population in the two schools is presented here. The first column indicates the population from each

department, the population in the second column, and the sample size drawn from each school is indicated in the third column.

3.5 Instruments for data Collection

The researcher used a questionnaire, observation and reading profile register. The questionnaire was used in order to get the views of students on salient issues like why they read the text they liked reading, when they usually like visiting the library and so on. Observations were employed by the researcher and his assistant in the schools in order to check the authenticity of respondents' responses. This might help the study to present a factual result. As for the reading profile register, it was used to determine the frequency at which the respondents made use of the library. This has been categorized according to those who visit the library frequently, those who visit occasionally and those who never visit at all. Similarly, the type of materials they are found to be reading are also recorded.

3.6 Data Collection Procedure

The procedure for data collection involved the following steps.

Step 1:

The researcher, with the assistance of his research assistant in Mando College of Agriculture drew a reading profile register which contained the names of the sampled students of ND1. Each department had a separate register.

Step 2:

They took the reading profile registers to the central library and in confidence told the librarians to inform students of ND1 to come so that their names were ticked each

time they visited the library. The library staff ticked against a student's name. All the student did was to mention his or her name as well as present his or her identity card for identification purposes.

Step 3:

The researcher and his assistant took different hours to visit the library as a routine exercise so as to identify those who came to the library. Also, they went around casually to stealthily see the texts students read. They made notes on each student Appendix 15.

Step 4:

Questionnaires were given to the sampled population to get their views on their habits of use of library.

Step 5:

The researcher compared the data generated from the reading profile register and questionnaires with the actual scores of students in their last examination under reading comprehension component.

3.7 Pilot Study

A pilot study was conducted using thirty (30) students. These students were randomly selected. The researcher provided a reading profile register and carefully observed the students as regard their use of library.

After five weeks, the researcher administered questionnaires to the students. The researcher compared the data of each student and his or her scores in the last examination

should be accepted or rejected. The hypotheses were tested at 0.05 level of confidence, and the results were analyzed in the subsequent chapter (Data Analysis).

CHAPTER FOUR

DATA ANALYSIS

4.1 INTRODUCTION

This chapter centres on the presentation and analysis of data collected from the reading profile register, questionnaires and examinations score sheets of students. The need to analyze the data was drawn from the assumption on, whether student use of library enhances their performances in reading comprehension tests. Below are tables 4.1 and 4.1.1 showing the summary of the raw data of students' mode of use of the college libraries. The letters "F" stands for "Frequency", "O" for "Occasionally" and "N" for "Never".

4.1: Summary of Raw Data of ND1 Students Mode of use of Library in Kaduna Polytechnic.

Department	Frequency						
	F	%	O	%	N	%	Total
Applied science	10	14.08	25	25.77	28	14.81	63
Textile	0	-	03	3.09	05	2.65	08
Maths, Statistics & Computer	28	39.44	30	30.93	65	34.39	123
Printing	0	-	03	3.09	03	1.59	06
Tourism & Hospitality	05	7.04	08	8.25	18	9.52	31
Food Technology	15	21.13	14	14.43	34	17.99	63
Educational Technical	13	18.31	14	14.43	36	19.05	63
Total	71		97		189		357

Table 4.1 shows a summary of the raw data of ND1 students' level of visits to the school library during the course of the study.

4.1.1 Summary of Raw Data of Students' Style of use of the Library in Mando College of Agriculture.

Mando College of Agriculture Department	Frequency						
	F	%	O	%	N	%	Total
Animal Health Technology	10		10		14		34

Table 4.1.1 displays the summary of the rate of which ND 1 students' of Mando College of Agriculture use the library to enhance their studies.

4.2 Presentation and Analysis of Results

The results of this study were presented and analyzed using the steps that follow.

Firstly, the frequency of how ND1 students use the library was analyzed. This was represented in the templates "Frequently" (F) "Occasionally" (o) and "Never" (N). Secondly, the performance of students in relation to rate of using the library if it was "F", "O" or "N" was indicated. Thirdly, the research hypotheses were tested at 0.05 alpha level of significance and, fourthly, the responses of students from the questionnaires administered.

In analyzing the frequency of students' use of library, those who use the library frequently, occasionally and don't use it at all are presented and analyzed.

RESEARCH QUESTION 1: Does the frequent use of library by ND1 students of Kaduna Polytechnic and Mando College of Agriculture enhance their performances in reading comprehension?

Tables 4.2 and 4.2.1 below present the mean score of how frequently some ND 1 students in Kaduna Polytechnic and Mando College of Agriculture use the library.

Table 4.2 shows the mean score of ND 1 students who frequently use the library in Kaduna Polytechnic

Department	**F**	**Mean**	**SD**
Applied Science	10	3.33	1,15
Textile	0	-	-
Maths Statistics & Computer	28	65.2	167.9
Printing	0	-	-
Tourism & Hospitality	05	85.3	62.3
Food Technology	15	65.9	123.6
Education Technical	13	64.9	82.1
Total	**71**		

As indicated in table 4.2, students in the Departments of Maths, Statistics and Computer visit the library more frequently than students of Food Technology and Education Technical. The Departments of Textile and Printing had no student that frequently use the library for studies. This showed that out of three hundred and fifty-seven, only seventy-one students use the library frequently.

Table 4.2.1 presents the mean scores of ND 1 students in Mando College of Agriculture.

Table 4.2.1: Mean scores of ND1 students that frequently use the library in Mando College of Agriculture.

Department	**F**	**Mean**	**SD**
Animal health technology	12	56.4	106.0

As can be seen from table 4.2.1, ten ND 1 students visit the library frequently out of thirty – four students. This implies majority of the students do not see the library as a priceless avenue to develop one's schemata. To buttress the assertion above, the actual record of reading profile register is clearly presented below:

RESEARCH QUESTION 2: Does the occasional visit to library by ND 1 students of Kaduna polytechnic and Mando College of agriculture affect their performances in reading comprehension?

Tables 4.3 and 4.3.1 present the attitude of ND 1 students toward use of library.

Table 4.3: mean scores of students that occasionally use the library in Kaduna polytechnic.

Department	**0**	**Mean**	**SD**
Applied Science	25	59.6	149.9
Textile	04	62.8	37.4
Maths, Statistics & Compt.	29	56.2	169.4
Printing	03	52.3	26.6
Tourism and Hospitality	08	49.1	43.5
Food Technology	14	55.9	72.2
Education Technical	13	64.5	126.8
Total	97		

Table 4.3 shows that the Department of Applied Science and Maths, Statistics and Computer had 25 and 30 students who occasionally use the library. The Department of Textiles and Printing had the least students (3) who also visited the library occasionally.

This implies that the core science ND1 students occasionally use the library than the other departments.

Table 4.3.1: Mean Scores of ND1 students who occasionally use the library in Mando College of Agriculture.

Department	**F**	**Mean**	**SD**
Animal Health Technology	12	59.5	86.3

It is lucid from Table 4.3.1 that out of 34 students twelve ND1 students occasionally use the library.

RESEARCH QUESTION 3: Do ND 1 students of Kaduna Polytechnic and Mando College of Agriculture that never use the library perform well in reading comprehension?

Tables 4.4 and 4.4.1 shows the frequency of students that never use the library for studies in Kaduna Polytechnic and Mando College of Agriculture.

Table 4.4: Mean Scores of students that never use the library in Kaduna Polytechnic

Department	**N**	**Mean**	**SD**
Applied science	23	51.6	86.6
Textile	04	47.8	25.6
Maths, Statics and Computer	76	50.4	188.5
Printing	03	55.6	42.8
Tourism and Hospitality	18	53.5	84.9
Food Technology	34	52.5	153.1
Education Technical	36	49.8	154.6
Total	**189**		

Table 4.4 clearly shows that many ND1 students in Kaduna Polytechnic do not use the library to study. This suggests that many may not have developed their schemata to be able to understand texts beyond prints. This is evident from the fact that the number of students that do not use the library surpasses those that frequently or occasionally come. (see summary of Raw Data).

Table 4.4.1 presents the mean scores of ND1 students in Mando Collage of Agriculture that do not use the library to study.

Table 4.4.1: mean scores of students that never use the library in Mando College of Agriculture.

Department	**N**	**Mean**	**SD**
Animal Heath Technology	34	51.6	142.1

From table 4.4.1, it is evident that out of the 34 ND1 students of t he sampled population, 14 of them never use the library which is higher than those that frequently or occasionally (10 students each) that use the library to study. This implies that the library is not seen as a valuable resource in learning. To buttress the positions, profile of students in the two institutions is presented below.

Table 4.4.2: Qualitative Analysis of samples of reading profile of students that never use the library in the two institutions.

School Kaduna Polytechnic	**Name**	**Frequency**		
Department		F	O	N
Textile Printing	James Uwan Hassan Bello	X	X	
Mando College of Agriculture				
Animal Health technology	Ummah Jibril	X	X	

Table 4.4.2 clearly shows the attendance register of ND1 students in the schools. It is obvious that many students really do not use the library to enhance intensive and extensive reading comprehension power.

4.3 Analysis of ND1 students' use of library side by side their performance in reading comprehension.

This section assesses the frequency at which ND1 students use the library side by side with their actual performance in reading comprehension examination. The purpose is to see whether students' use of library enhances their reading comprehension skills or not.

The grading system of the colleges under study is adopted which is as follows: A = 70 +, AB = 65 – 69, B = 60 – 64, BC = 55 – 59, C = 50 – 54, CD = 45 – 59, D = 40 – 44 and F = 1 – 39. However, these are grouped into High, Average and Low for the purpose of this study. These are presented below.

65 - 100 - High score

50 - 54 - Average score

0 - 49 - Low score

Below are tables showing the analysis of students' use of library and their performance in reading comprehension in the departments of two institutions.

Table 4.5: Performance of ND1 students in reading comprehension in Applied Science Department of Kaduna Polytechnic

X	F (10)	O (25)	N	Total
65 – 100	06	02	-	08
50 64	04	19	15	38
0 – 49	-	04	13	17
Total	10	25	28	63

Table 4.5 shows that students that use the library frequently performed better in reading comprehension in the department. This follows that if students that visit the library occasionally stepped up and use it frequently, their performance would have been better. This is because 6 students scored high grade compared to 2. No student scored high grade among those that never use the library. Again, they are the highest number of students that failed the reading comprehension exams (13).

Table 4.6: performance of ND1 students of Textile Department in reading comprehension in Kaduna Polytechnic.

X	F (10)	O (03)	N (05)	Total
56 – 100	-	02		02
50 – 64	-	01	01	02
6 – 49	-	-	04	04
Total	-	03	05	08

Though there was no student that scored high grade as presented in Table 4.6, two students who occasionally used the library did perform well. None of those who occasionally used the library failed while four students who never used the library failed. This suggests that the library enhances students' ability to comprehend texts.

Table 4.7: Performance of ND 1 students in reading comprehension in Maths, Statistics and Computer Science in Kaduna Polytechnic.

X	F (28)	O (30)	N (65)	Total
65 – 100	12	03	03	18
50 64	15	18	10	43
0 – 49	01	09	52	62
Total	28	30	65	123

From table 4.7 it is evident that students that frequently use the library or never use the library (12) students scored high scores better than those who occasionally or never use the library put together (3 respectively). The students who never used the library woefully failed the reading comprehension (52 students). This follows that when students use the library to read other than examination period, they may perform better than others in reading comprehension tests / examination.

Table 4.8: ND1 students' performance in reading comprehension in the Printing Department of Kaduna Polytechnic.

X	F (0)	O (03)	N (03)	Total
65 – 100	-	-	-	00
50 64	-	01	02	03
0 – 49	-	02	01	03
Total		03	03	06

It is obvious from table 4.8 that the students of this department are not very serious with regard to extensive reading from the library. This was evident in the fact that even students who do not visit the library performed better in reading comprehension text than those that occasionally use the library. Also, two students that occasionally use the library failed the comprehension test more than students that failed even though he did not use the library at all.

Table 4.9: Performance of ND1 students in reading comprehension in Tourism and Hospitality Department in Kaduna Polytechnic.

X	F (05)	O (08)	N (18)	Total
65 – 100	04	02	01	07
50 64	01	03	07	11
0 – 49	-	03	10	13
Total	05	08	18	31

From table 4.9 four out the five students that frequently used the library got high grades above 2 (O) and 1 (N). On the other hand, ten students who never used the library (N) out of eighteen scored low grade in the reading comprehension examination. This follows that students that never used the library woefully failed the examination.

Table 4.10 ND1 students' performance in reading comprehension in Food Technology Department of Kaduna Polytechnic

X	F (15)	O (14)	N (34)	Total
65 – 100	11	03	01	15
50 64	04	07	17	28
0 – 49	-	04	16	20
Total	15	14	34	63

Table 4.10 indicates that out of 15 students that use library frequently, 11 got high grades, 3 (0) got same grade and 1 (N). Conversely, 16 (N) got low grades and only 4 (0) have the same grade, none in (F). This shows that students who do not use the library are at disadvantage when it comes to reading comprehension.

Table 4.11: Performance of ND1 students of Education Technical Department in reading comprehension in Kaduna Polytechnic

X	F (13)	O (14)	N (36)	Total
65 – 100	07	03	01	11
50 64	06	11	09	26
0 – 49	-	-	26	26
Total	13	14	36	63

It can be seen from table 4.11 that 7 students that frequently use the library have high grades and 6 average grades. None failed the reading comprehension test. On the other axis, 28 students (N) scored low grades out of 36 students with only one student that scored high grade. This seems to suggest that students that do not use library are very likely to score low grades in reading comprehension examination.

Table 4.12: Performance of ND1 students in reading comprehension. Animal Health Technology Departments of Mando College of Agriculture.

X	F (10)	O (10)	N (14)	Total
65 – 100	08	01	01	10
50 - 64	02	08	05	15
0 – 49	-	01	8	09
Total	10	10	14	34

As indicated in table 4.12 eight students (F) scored high grades lucidly differ from student (0) and (N) who have only a student each that score high grades. Conversely, the students (N) who do not go to library have the number of low grade – 08 out of 14

students. From all these, it is easy to conclude that when students do not use the library, they perform poorly in reading comprehension.

Table 4.13: below presents on summary the performance of all departments in reading comprehension in the two institutions.

Table 4.13: summary of ND1 students' performance in reading comprehension in Kaduna Polytechnic and Mando College of Agriculture.

Grade	X	F Average	X	O Average	X	N Average	Total
High	48	57.27	16	14.95	7	3.45	71
Average	32	39.51	68	63.55	66	32.51	166
Low	01	1.23	23	21.50	130	64.04	154
Total	81		107		203		391

From table 4.13 students' who go to library regularly scored high grades (48) better than those who use it occasionally (16) are those who never do (7). However, students who never use the library to study have the highest number of low grades – 130; those who come occasionally are 107 while only one person scored low scored among those who use the library frequently. This implies that students who use the library frequently will develop their schemata, as such, they may do better than those who use it frequently and for better than those who never use the library for study.

4.4 Hypothesis Testing

This section tests the hypothesis raised for this study.

HO1: Frequent use of library has no significant effect on the reading comprehension performance of ND1 students of Kaduna Polytechnic and Mando College of Agriculture.

The null hypothesis seeks to see if the frequent use of library by ND1 students of the two institutions enhances their performance in reading comprehension examination.

Below is table 4.14 showing the critical and calculated values which decide whether the hypothesis is to be accepted or rejected.

Table 4.14: Analysis of frequent users of the library and their reading comprehension performance.

Groups	**N**	**Mean**	**SD**	**DF**	**T.cal**	**T.crit**	**P values**	**Decision**
Frequent users of library	8	10.14	9.86	7	-2.73	1.96	0.034	Accept
% score for reading comprehension	8	14.14	13.73	7				HO1

As expressed in table 4.14, T – calculated (- 2.73) is less than T – critical (1.91) at 95% level of significance. Therefore, since the calculated value, null hypothesis is accepted. This implies that students who frequently use the library performed well.

HO_2: occasionally use of library has no significant effect on ND1 student's performance in reading comprehension.

The null hypothesis is intended to show whether students who occasionally use the library to study performed very well during reading comprehension examination. Below is Table 4.41.1 showing the analysis of occasional users of library and their percentage score in reading comprehension?

Table 4.14.1: Analysis of occasional users of library and their performance in reading comprehension.

Groups	N	Mean	SD	DF	Tcal	T crit	P values	Decision
Frequent users of library	8	13.86	10.46	7	-1.55	1.96	0.17	Accept
% score for reading comprehension	8	14.14	14.14	7				HO1

Table 14.14.1 indicated that T – critical (1.96) is greater than t – calculated (-1.55) as such the hypothesis is accepted. This suggests that students that occasionally visit the library also did well in reading comprehension test. HO_3; there is no significant difference between none visit to the library and the percentage score for reading comprehension of ND2 students in the two institutions.

The null hypothesis is intended to see whether students that don't use the library, performed well in the reading comprehension examination.

Below is table 4.14.2 showing an analysis of the performance of students that never use the library in reading comprehension?

Table 4.14.2: Analysis of non users of library and their percentage score in reading comprehension

From the calculated value (3.23) and critical value (1.96), it is clear that T.cal is greater than T.crit. As such, since 3.23 is greater than 1.96, it then follows that the hypotheses is rejected. This implies that there is significant difference between non visit to library and reading comprehension scores of the students. It also means that students that do not use the library to study will very likely fail their reading comprehension examination.

4.5 Presentation AND Analysis of Questionnaire

Groups	N	Mean	SD	DF	T.cal	T.crit	P values	Decision
Frequent users of library	8	27	21.28	7	3.23	1.96	0.018	Reject
% score for reading comprehension	8	14.43	10.97	7				HO_3

This section presents the responses of the sample students perception on whether using the library frequently, occasionally or never, helps them to enrich their background experience and vocabulary that may help them in reading comprehension.

Table 4.15 shows the summary of students responses on whether it was when they use the library frequently, occasionally or never that their schemata is developed in order to comprehend texts.

Table 4.15: Response of students that use the library frequently to study.

	Questions	SD	DA	UD	A	SA	TOTAL
1.	Frequent visit to the library develops reading comprehension skills				31	50	81
2.	Occasional visit to the library enhance skills in reading comprehension	20	30	20	11		81
3.	Students that don't use the library perform better than others in reading comprehension	50	30	1			81

Where SD (strongly Disagree), DA (Disagreed), UD (Undecided) A (Agreed) and SA (Strongly Agreed)

It can be seen in table 4.15 that the 81 students that frequently use the library agreed or strongly agreed that frequent visit to library develops one's schemata, However, they seemingly enter disagree or strongly disagree that students that occasionally or never use the library can do better in reading comprehension.

Table 4.15: displays the opinion of students on whether occasional visits to library enhance one's skills in reading comprehension.

Table 4.15.1: Responses of students that occasionally use library to study.

Questions	**SD**	**DA**	**UD**	**A**	**SA**	**TOTAL**
(1)			6	80	21	107
(2)		12	15	70	10	107
(3)	27	80				107

From table 4.15.1, it is interesting to note that students who occasionally use the library in great number (101) agreed or strongly agreed that when students use library frequently it develops their reading comprehension power. However, they also disagreed or strongly disagreed that when students do not use the library they could develop reading comprehension skills. This implies, they would wish to frequently use the library.

Table 4.15.2: Presents the responses of students that never use the library to study.

Table 4.15.2: Responses of students that never use the library to study.

Questions	SD	DA	UD	A	SA	TOTAL
(1)		3	12	178	10	203
(2)		68	20	100	15	203
(3)	100	100		03		203

Table 4.15.2: interestingly, this table showed that even students who do not use the library massively agreed that frequent visit to the library enhanced students performance in reading comprehension. This is evident by 178 that agreed. Surprisingly, 200 of them opined that when students do not use the library, they are weak in developing reading comprehension skills.

Findings:

From the foregoing, the study has therefore been able to proffer the following findings:

1. Students that visit the library frequently for studies performed wonderfully in reading comprehension examinations.
2. Students that use the library occasionally to study did not perform as those who frequently do so but are far better than those that never use the library.
3. Students that do not use the library scored poor marks in reading comprehension examination.

Discussions of Research Findings

As can be drawn from the first findings of this study, it is very clear that when students use the library frequently, they develop skills in reading comprehension. This has been the contention of scholars like Fosudo (2010), Adigun (1984) Williams (1995) and Ajayi (1993). However, this study, through observations, note that not all that frequently use the library read varied texts. Some of them preferred to concentrate on texts that were related to their courses. This may be the reason why 32 students out of 81 got average score. This follows that frequently going to the library does not suggest total knowledge. However as Anderson and Pearson (1990), Rumelart (1984) and Olaofe and Masembe (2001) observed when students read varied materials, they develop rich background

knowledge and experience in enhancing reading comprehension performance. Though this study agreed with them, it differs in the fact that merely reading varied materials for examinations purposes does not fully enhance reading comprehension skills as argued by Adigun (1984) and Dike (1999). This is because some of the students that frequently use the library go there for assignments, reading of course texts and class notes.

However, a good number read course texts, fictional materials, the social media, newspaper, magazines and other theses and dissertations. This study was of the view that it is only when students develop such reading habit that they can develop reading comprehension skills if not, they may use the library twenty – four hours every semester and may not develop their reading schemata enough to tackle reading comprehension texts with ease.

Also the second finding via quantitative and qualitative tool revealed that students who used the library occasionally had the highest average score (68). Though they performed better than those that did not use the library at all, they do not develop their comprehension skills as observed by Powell (1997), William (1993) and Julio and Edwin (2010). The above observation showed that many students that occasionally use the library go for class work, assignment or examination or test purposes. This is in line with Olanlokun (1982) and Ajayi (1993) who view that merely going to library for course reading hardly develops reading comprehension skills. However, this study is of the view that it does not mater whether students go to the library frequently or occasionally, what matters is their ability to read varied materials nationally and internationally that they can develop reading comprehension skills. This follows that comprehension skills are not

determined by reading different books on a particular profession, but drawing from different works of life that they do.

Again the third finding showed that students who did not use the library at all heavily failed reading comprehension examination. This has been the angle of many scholars like Callian (2005), William (1995) and Majid (2001). The observation showed that many of such students depend on lecture notes and tied to their course. They became short circuit and stereotypes; Olaofe (2010) describes such a student as the worst thing that can happen to Education. Such students split over and generally perform poorly in reading comprehension tasks.

However, some of these students lack orientation right from primary and post primary level of education. This may be as a result or poor library facilities or none at all.

From all these, it is easy to conclude that frequent use of library with the sole intention of reading beyond course texts greatly enhances students ability to comprehend texts, as such pass reading comprehension examination.

However, this educational benefit is better achieved when there are quality library facilities and varied current books, magazines, journals (national/international), newspaper and internet service. Also, such materials should be properly edited to ensure moral standards and so is restriction of use of phones in the library.

Similarly, orientation on the importance of library use should be from the primary level up to the tertiary institutions. This is because when this is not possible, many students from rural areas may not compete favorably with those in town.

Succinctly put, frequent use of library, and readings varied materials would definitely increase students reading comprehension power.

Summary of findings

The findings indicate that when students use the library frequently,. They generally develop skills in reading comprehension. However, based on the observation gathered from this study, the students read varied texts. This means that frequency of use of the library cannot solely suggest complete knowledge. Some of the frequent users of the library for example go there for assignment and others go there to read their lecture notes. What matters most, therefore, is their ability to read varied materials locally and international which can develop and enhance their reading comprehension skills. The third major findings indicates that the non users of the library generally failed reading comprehension examination. This may be as a result of their narrow often for extensive reading comprehension examination. This may be as a result of their narrow background knowledge and experience unlike their counterparts who use the library often for extensive reading. The study also noticed that absence of a well-equipped library as well as lack of early orientation of students towards the importance of library use impede effective use of the college library.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

This study focuses on "Assessment of use of library and performance in reading comprehension in two colleges in Kaduna metropolis". It is based on protracted argument as to whether students who use the library frequently or occasionally or never use it, would perform better in reading comprehension or not. The need for the study became urgent due to mass failure of students in reading comprehension component. Based on these, three research questions were raised to assess the students' performance.

These are: Does the frequent use of library by ND1 students of Kaduna Polytechnic and Mando College of Agriculture enhance their performances in reading comprehension?

Does the occasional visit to library of ND1 students of Kaduna Polytechnic and Mando College of agriculture affect their performances in reading comprehension? Do ND1 students of Kaduna Polytechnic and Mando College of Agriculture that never visit the library perform well in reading comprehension?

Two research instruments were used to gather data: Reading examination and questionnaire. Three null hypotheses were raised and tested.

Below are the general findings from this thorough investigation.

i. Frequent use of library enhances reading comprehension skills.

ii. Occasional use of library by students is not a healthy habit of developing reading comprehension skills.

iii. When students do not use library in study, it greatly paralyzed their reading comprehension skills.

5.2 Conclusion

Based on the findings of this study, has been observed that students that cultivated the culture of free extensive reading from the college library equipped themselves with a broad background knowledge and experience that facilitated higher level of performance in reading comprehension. If only teachers could encourage and motivate students to read more and more, varied reading materials from the college library, they would develop a richer and broader background knowledge and experience. This has a greater advantage of developing their schemata which is a veritable launching pad in the acquisition of new knowledge especially in the area of reading comprehension for maximum output.

However, a new negative trend, perhaps a time-bomb, is the dwindling significance of the value of the college library. Most students see the college library as only a convenient place to read their notebooks at the approach of examinations.

This trend must be reversed, if student are to derive maximum benefit from the rich treasures which a well-equipped modern library can offer.

5.3 Recommendations

The study has so far shown that free extensive reading from the college library greatly equips students with a rich and broad background knowledge that can facilitate reading comprehension performance. Based on the findings of the study therefore, the study recommends the following.

1. Teachers should encourage and motivate students to develop a sustained interest in the use of their college libraries.

2. Teachers should give specific assignments that can necessitate students to read varied reading of materials from the library other than their areas of specialization. This will help to develop their schemata.

3. The literature component of the use of English syllabus in the target colleges should be retained. This is because some of the teachers in the two schools have called for its being deleted on ground that literature is irrelevant to science students. It is the assumption of this study that NBTE (1999) that drafted the syllabus aimed at developing the student schemata by the inclusion of literature in English component which was neglected by most teachers in the institutions as irrelevant.

4. The college libraries should be equipped with current works and facilities to attract more users.

5. The library services and attitude of the library staff should all be improved to attract more users.

6. There should be a provision of modern and comfortable seats in the college libraries, especially in Mando College of Agriculture which is suggested here, in this regard.

7. There is a campaign effort and orientation of students toward the value and use of the college libraries.

5.4 Suggestions for further Studies

The following suggestions can be considered for further study in the related field of this study.

(i) The effect of the use of library on the reading comprehension performance of lower primary school students.

(ii) Relationship between the use of school library and internet facilities in tertiary institutions.

(iii) Effect of use of library and the writing ability of students at the secondary school level.

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