

## Marketing of Library Products and Services for Increased Reading Habits Among Nigerian Secondary School Students

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**Abstract:** *The purpose of the paper was to advocate for the marketing of library products and services to increase the level of reading habits among secondary school students in Nigeria. This is imperative to the development of a reading culture among the students in society and is far better imbibed in them at a very tender age. The study adopted a descriptive survey design and used a structured questionnaire and observation checklist to collect data. A total of 150 respondents, made up of 120 Senior Secondary (SS) school students and 30 teachers, purposely filled out the questionnaire across the three geographical zones in Nigeria: south-west, south-south, and south-east. Five questions guided the research, while the observation checklists were filled out by the researchers at the sight of the collections. The collected data were analyzed using percentages, the mean, and the standard deviation. Major findings revealed that Core TextBooks, e.g., English, Maths, Geography, etc., Study Guides, e.g., Key Points, Past Question Papers, Revision Books, Professional Development Materials for Teachers, and other Information Books were available, while materials that were not available include youth fiction, adult fiction, journals, newspapers, films, sound and video recording, CD-ROMs, games like puzzles, scrabbles, building blocks, e-books, and audiobooks. Challenges encountered in increasing reading habits include home factors (parents not having time to support their children's reading habit) (3.27), school environment factors such as busy academic schedules and time constraints (3.12), poor learning environment (2.75), lack of functional library (3.07), inadequate supply of reading materials (3.01), poor reading campaign (2.97), problem of students' lack of interest to read (3.23), poverty (2.92), digital distractions (3.01), and reading difficulties (2.88). Possible solutions to this, according to the study, include mainly encouraging the government to improve the physical learning environment by providing comfortable seating, adequate lighting, and a quiet atmosphere conducive to reading; identifying students who are struggling with reading and providing them with extra support; providing training for teachers and librarians on how to promote reading and literacy; and integrating reading into the curriculum to create a culture of reading in the schools. This is written with Times, 11 font, italicized and justified. The background can have a slight hue to*

*set the abstract apart. This paper does not have an abstract.*

**Keywords:** *Marketing, Library, Library Products, Library Services, Reading Habits, Students*

## **Introduction**

This study is supported by the UNESCO-established statistic that roughly 1.35 billion people, or one-third of the world's population, are still illiterate. These people include women and those who reside in developing nations (Lijuan, 2007). Nigeria, a developing nation, is not exempt and is significantly impacted. This occurrence gave rise to the proverb, "If you want to keep something away from Africans, put it in a book," since Africans won't remember to open it for very long. People who enjoy reading help a nation compete in the age of globalization. But reading is a lifetime activity that never ends. People read a variety of literature every day for their own purposes, gaining information and knowledge to solve problems of daily living and complete tasks, as it is impossible to seek out any information or knowledge without reading (Sethy, 2018). According to Kachala (2007), a literate nation that can transform into an informed and knowledgeable society that plays a significant role in society can be built through the development of a reading culture that should begin in early childhood and be nurtured up to adulthood.

Therefore, it is essential that parents and schools play a key role in motivating the kids and fostering an environment that encourages reading for enjoyment as well as for gain or advantage. Additionally, libraries are regarded as a storehouse of knowledge and a treasure trove of information. These libraries are stocked with reading materials like books, journals, films, images, manuscripts, audio-visual materials, etc. that contain knowledge that has been compiled by people, eminent writers, and notable figures (Patil and Pradhan, 2013). Therefore, in order to raise the degree of knowledge and encourage reading habits among the students in secondary schools in Nigeria, it is crucial to market the resources and services that the libraries provide.

This calls for the study's goal, which is to investigate how libraries sell their goods and services to foster a reading culture among students in Nigerian secondary schools. To achieve this, however, the study will highlight for professionals the explanation of marketing library products put forth by Dr. S.R. Ranganathan for efficient library marketing strategies to

promote the level of library services and heighten the level of reading habits among students in secondary schools in Nigeria. The study also considers the typical causes of the subpar reading habits among Nigerian students as well as the roles played by experts and libraries in raising the level of reading habits among students in Nigeria.

### **Objectives of the Study**

The main purpose of the study is to advocate for the marketing of library products and services to increase the level of reading habits among secondary school students in Nigeria. Specifically, the study seeks to:

1. Find out the types of reading materials available in libraries for secondary school students in Southern Nigeria
2. Ascertain the extent of use of the reading materials by the secondary school students in Southern Nigeria
3. Determine the various ways of marketing the library products and services in secondary schools in Southern Nigeria
4. Examine the challenges encountered in increasing reading habits among secondary school students in Southern Nigeria
5. Proffer ways to overcome poor reading culture and increase the marketing of library products and services among secondary school students in Southern Nigeria.

### **Research Questions**

This study aimed at providing answers to the following questions:

1. What are the types of reading materials available in libraries for secondary school students in Southern Nigeria?
2. What is the extent of use of the reading material by the secondary school students in Southern Nigeria?
3. What are the various ways of marketing the library products and services?
4. What are the challenges encountered in increasing reading habits among secondary school students?
5. What are the possible ways to overcome poor reading culture and increase the marketing of library products and services among secondary school students?

## **Review of Literature**

Reading is regarded as one of the most rewarding habits because it provides you with a large store of knowledge in addition to being an entertaining hobby or pastime. Based on Ahmed and Abdullahi's (2017) argument that reading plays a crucial part in a man's life, the doors to knowledge's riches are opened through reading. It was also stated that it was the foundation upon which the child's building was to be built and that it was a crucial way to introduce the youngster to the world around him. Reading, which develops over time and begins at a young age, is the main entryway to the world of knowledge, say Wu and Chen (2011). It may be argued that this habit helps people become more creative and strengthens their critical thinking skills. Additionally, Potter (2011) said that reading stimulates children's imaginations, promotes speedy learning, broadens readers' perspectives and horizons, and teaches readers about contemporary issues. He emphasized further that reading fosters imagination, curiosity, and the capacity for handling complicated concepts.

According to Ogbonna (2014), the ability to recognize and comprehend characters or utter words that are printed or written on paper and other formats of documenting human knowledge, as well as the capacity to deduce meaning from printed words, are all literal definitions of reading. Accordingly, a reading habit is described as a well-organized and deliberate pattern of study that has resulted in some consistency on the part of students in their efforts to comprehend academic subjects and pass exams (Owusu-Acheaw, 2014). According to Akahsi-Ademolake (2017), good reading habits are a necessary life skill. It broadens our awareness of social, economic, political, and environmental issues while also advancing our knowledge and developing maturity and character. A child who develops the habit of reading stands out from his peers at school because he learns more than they do and comprehends the material being covered in class better than his peers. The degree of interest a pupil has gained in reading over time determines his capacity to continue his education after high school. However, Section 4 of the National Policy of Education (2014), Paragraph 18, emphasizes that secondary school students should be motivated to strive and improve themselves both in school and in later life.

This shows that its goal was to prepare students for life in the present era of accelerating technological advancement. It also explains why junior secondary school

students are required to develop the habit of reading well. Students must form the habit of reading every day in order to instill healthy reading habits. According to Aliyu and Bilikisu (2012), reading habits should be formed in infancy and maintained throughout one's entire life. One of the primary objectives of school libraries should be to foster a lifelong love of reading. Primary and secondary school students can apply their knowledge to real-world situations, expand their general and subject-specific knowledge, practice fluency with related texts, and, of course, form a lifelong reading habit through enjoyable reading. Marantina (2015) emphasized once more the necessity for schools and homes to provide opportunities for kids to engage in "real" reading as a valuable activity. Schoolchildren require exposure to a variety of reading materials, such as short story anthologies, novels, dramas, poetry collections, biographies, etc., if they are to take reading seriously as a part of their lives.

However, school libraries in Nigeria have adopted a more aggressive stance over time to foster a habit of reading. Early on, school libraries were thought to be just supportive of instruction; however, as time went on, a stronger position developed, with libraries now being considered as hubs for lifelong learning. This is further supported by the claim made by Busayo (2012) that libraries—public and private—have evolved beyond their original function of idly anticipating visitors who want to borrow books and ask for references. Nwokocha (2016) also listed other literary promotion tactics that libraries might use to foster a healthy reading habit, including the following: fostering leisure reading; highlighting the importance of reading; and developing a robust library network supported by a fair book distribution. Ultimately, a nation of voracious, lifelong readers will emerge. Libraries must do this by making reading evident everywhere.

However, the founder of R.E.A.D., or Rainbow Education for Advancement for Development, according to Kalago (2010), as cited by Agbo and Patrick (2021), claimed that the following factors must be taken into account to maintain a strong reading habit among the children:

- i. The school or teacher librarian should take care to select age-appropriate books for kids and offer things to them in ways that are acceptable for their stage of development as well as to encourage a love of reading.

ii. It is the librarian's responsibility to teach kids how to utilize the library. Given the strong correlation between library use and library instruction, this has the benefit of assisting the youngster in using the library independently.

iii. School libraries should provide services that assist students in finding the information they need while also responding to their inquiries.

iv. The school library serves a variety of purposes, including enhancing education by offering informative background material, providing instruction and practice in the use of books and libraries, and fostering students' own interests and creative reading.

v. The school library programs are designed to give kids a sense of the library as a place with a wide range of interests. They also contain some explicit characters, so anyone who needs to interact with kids must be adaptable.

Finally, by connecting kids with the correct books and acting as a matchmaker between kids and books, children's librarians can encourage kids to read. They can assist by choosing the proper book, such as a picture book, a classic book, or another book that is age-appropriate, fascinating, and uncomplicated.

### **Marketing of Library and Information Products and Services**

Information is a valuable resource in the academic world. The library is crucial to the information marketing process. Through marketing, the library's goal in collecting, organizing, and disseminating material is to satisfy its users. The library needs to plan and develop its services and products in order for users to effectively utilize the content (Choudhury and Prasad, 2017). As a result, the marketing strategy aims to enhance the library's reputation and draw in additional patrons. It aids library professionals in expanding their expertise and putting their creative ideas into practice. However, the marketing principle must be viewed as necessary in order to raise the level of reading habits in society.

### **Needs of marketing in library and information products and services**

The products and services offered by libraries have evolved significantly over the past several years, and it is now important to sell services due to the effects of technology, new

information delivery methods, and shrinking budgets (Choudhury and Prasad, 2017). The following are additional requirements or marketing strategies for library goods and services:

i. To inform customers about the goods and services. Spread the word about the library, organize conferences, seminars, databases, cultural performances, and other events to raise awareness of the library's offerings and expertise. Speak with current patrons to learn why they use the library.

ii. To inform the user of the library's services and offerings:

- The Internet, e-journals, e-books, networking, CD-ROMs, and audio-visual services are examples of online services.
- - Bibliography, indexing, abstracting, and library catalog  
SDI/CAS, Digest, Reprographic, Translation

iii. Documentation services' dissemination of knowledge and information

iv. Public relations

## **Methodology**

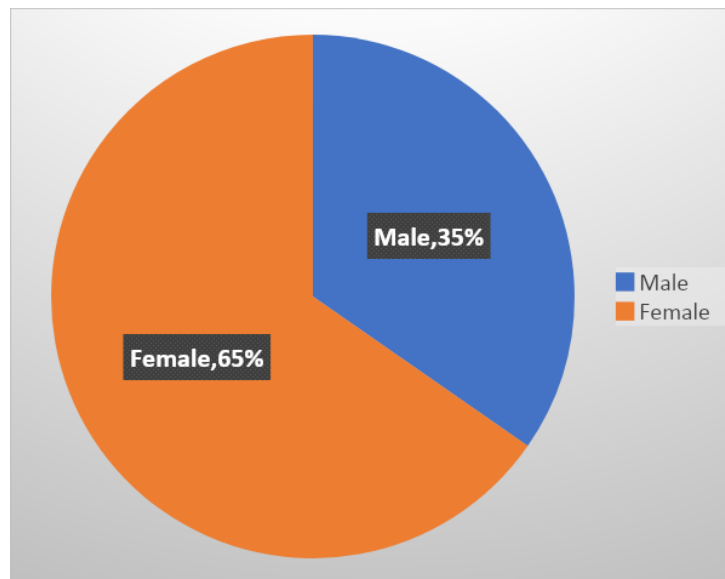
A descriptive survey design was adopted for the study. Senior Secondary school students and teachers were used purposely totaling 150 respondents. This population was made up of 40 students from Oduduwa College, Ile – Ife, 40 students from Model Secondary School, Nsukka, and 40 students from Venerable Thompson Okujuga Memorial School, Port Harcourt in South-west, South-east and South-south respectively across Southern Nigeria. It's important to note that the majority of the SS2 students filled the questionnaire as SS3 students were writing their Senior Secondary School Examination as at the time of the study. In addition to the students, 10 teachers from each of the schools were also selected to fill Clusters C – E only making up the 150 respondents. Questionnaires and observation checklists were used as the instruments for data collection. 150 questionnaires were all filled and returned giving a 100 % return rate. Data were analyzed using descriptive statistics consisting of tables of frequency, percentages, means and standard deviation. Figures were also used to describe demographic data that consist of gender, age, religion, status, location, etc.

## Results

### Analysis on Socio-Demographic Information

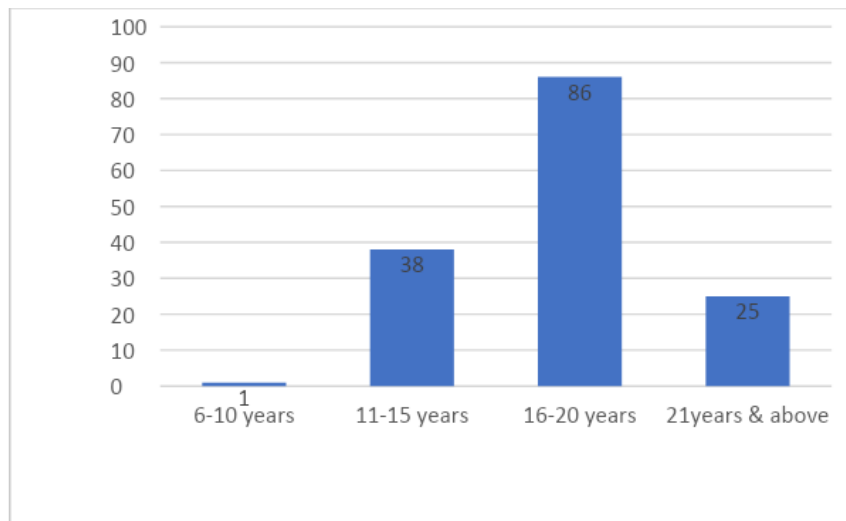
Figures 1 to 7 shows: Distribution of respondents by sex, age, religion, category, location, status and name of schools.

Figure 1 showed 52 (34.7%) were males while 98 (65.3% were females. This shows that female respondents were greater than male respondents. It was revealed also that 86 respondents were between the ages of 16 – 20 (57.3%), 21 years and above were 25 (16.7%) while 11 – 15 years were 38 and 6 years - 10 years was 1 (7%). It was also revealed that Christians were 139 (92.7%) while Muslim were 11 (7.3%). Also, teachers were 30 (20%) and students were 120 (80%). 50 respondents in the southwest show location with (33.3%), southeast with 50 (33.3%) and south-south with 50 (33.3%). All these are diagrammatically illustrated below:

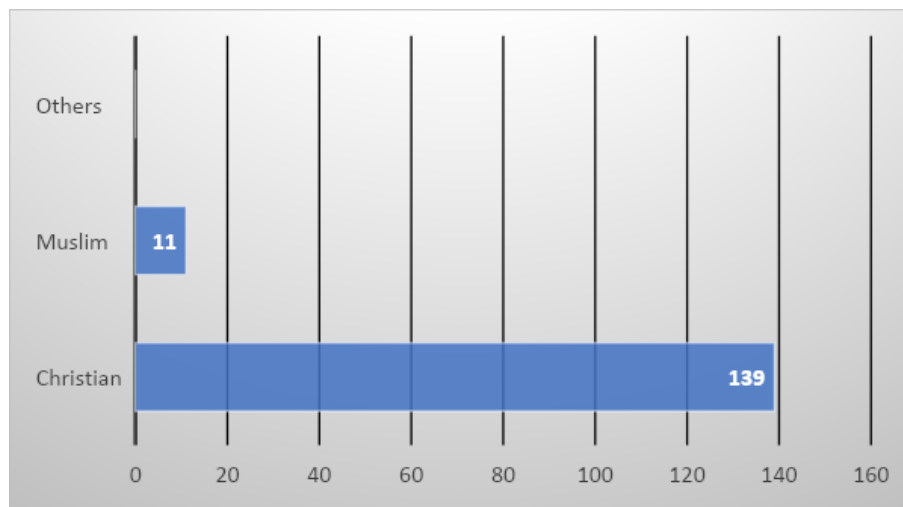


**Figure 1:** *Distribution of Respondent by Sex*

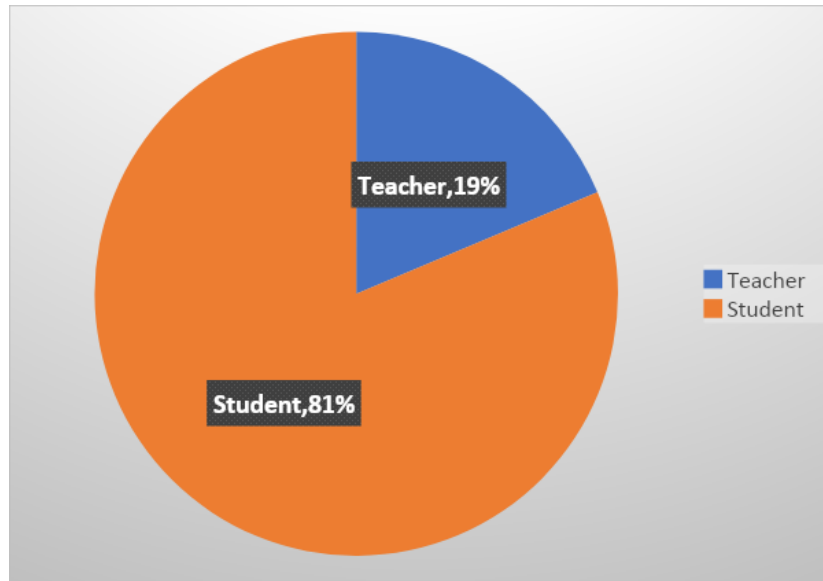




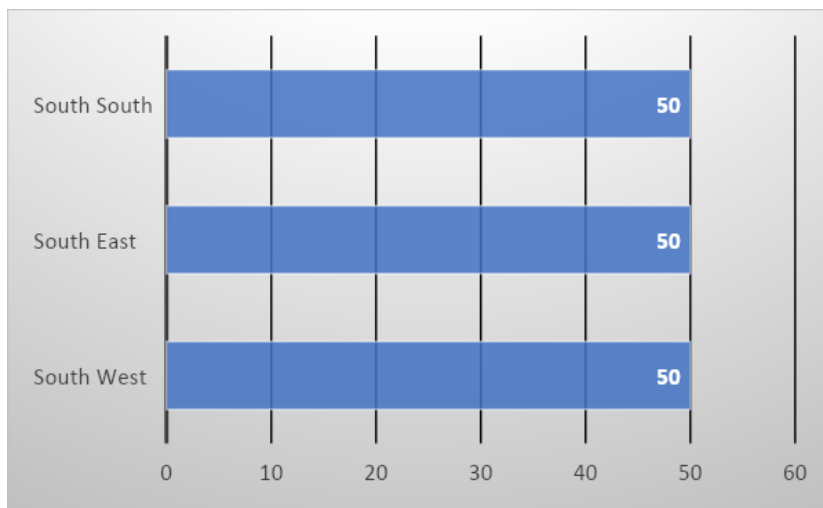
**Figure 2:** *Distribution of Respondents by Age*



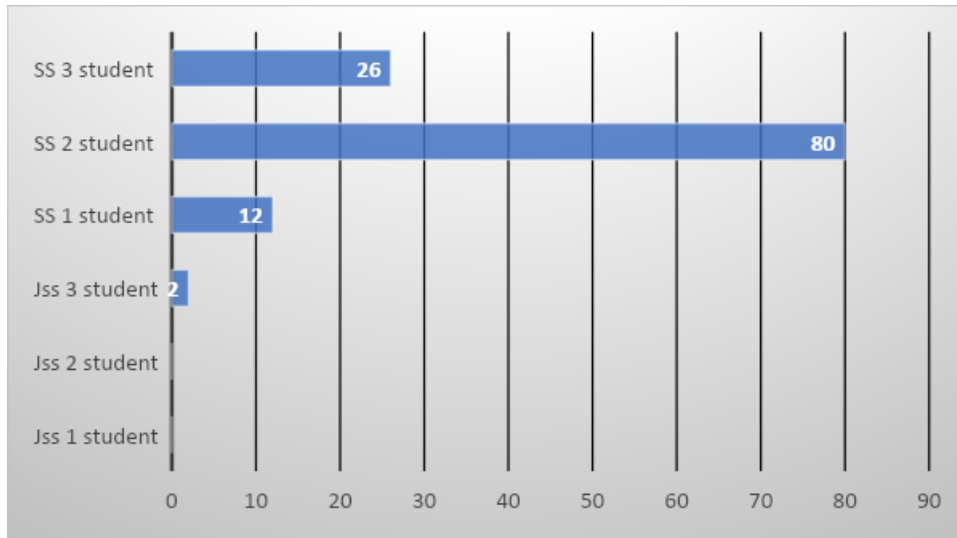
**Figure 3:** *Distribution of Respondent by Religion*



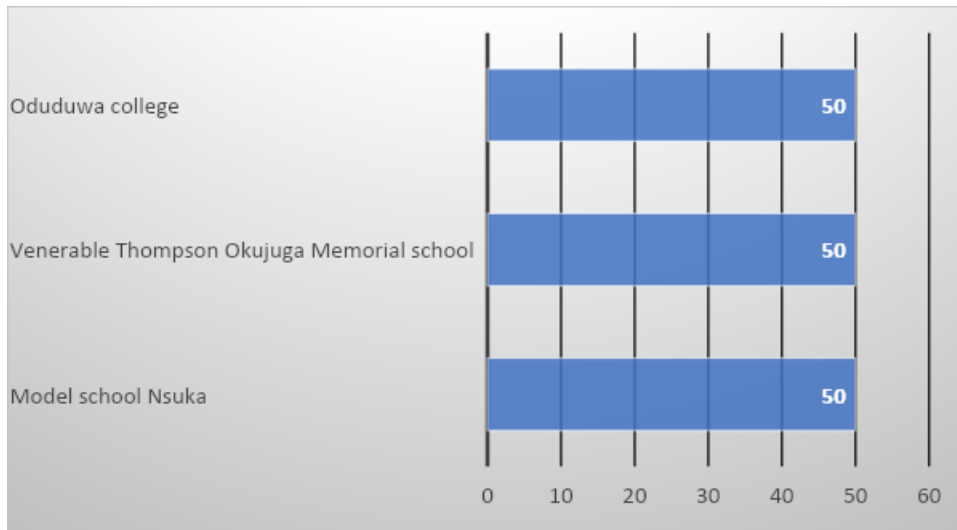
**Figure 4:** *Distribution of Respondents by Category of Respondents, i.e. Both Students and Teachers*



**Figure 5:** *Distribution of Respondent by Location*



**Figure 6:** *Distribution of Respondent by Status of Their Classes*



**Figure 7:** *Distribution of Respondents by Name of Schools in Southwest, South-South and South-East*

**Research question 1:** What are the types of reading materials available in libraries for secondary school students in Southern Nigeria?

**Table 1:** Analysis on the availability of reading materials in the libraries for secondary school students in Southwest Nigeria.

S/N	Types of Reading Materials Available in Secondary Schools in Southern Nigeria	Available	Not Available
	<b>NON- FICTION</b>		
1	Core Textbooks e.g English, Maths, Geography etc	✓	
2	Study Guides e.g. Key Points, Past Question Papers, Revision Books	✓	
3	Professional Development Materials for Teachers	✓	
4	Other Information Books	✓	
	<b>FICTION</b>		
5	Easy Readers / Beginners' Readers	✓	
6	Picture Books	✓	
7	Juvenile Fiction	✓	
8	Youth Fiction		✓
9	Adult Fiction		✓
10	Science Fiction	✓	
	<b>REFERENCE MATERIALS</b>		
11	Dictionaries	✓	
12	Encyclopedias	✓	
13	Maps	✓	
14	Atlases		✓
15	Journals		✓
16	Newspapers		✓
17	Magazines	✓	
	<b>AUDIOVISUAL MATERIALS</b>		
18	Photographs	✓	
19	Films		✓
20	Sound and video recording		✓
21	Computers	✓	
22	CD-ROMs		✓
23	Games like Puzzles, Scrabbles, Building Blocks		✓
24	EBooks and Audiobooks		✓

**Table 2:** Analysis on the availability of reading materials in the libraries for secondary school students in South-South Nigeria.

S/N	Types of Reading Materials Available in Secondary Schools in Southern Nigeria	Available	Not Available
	<b>NON- FICTION</b>		
1	Core Textbooks e.g English, Maths, Geography etc	✓	
2	Study Guides e.g. Key Points, Past Question Papers, Revision Books	✓	
3	Professional Development Materials for Teachers	✓	
4	Other Information Books	✓	
	<b>FICTION</b>		

5	Easy Readers / Beginners' Readers	✓	
6	Picture Books	✓	
7	Juvenile Fiction	✓	
8	Youth Fiction		✓
9	Adult Fiction		✓
10	Science Fiction	✓	
	<b>REFERENCE MATERIALS</b>		
11	Dictionaries	✓	
12	Encyclopedias	✓	
13	Maps	✓	
14	Atlases		✓
15	Journals		✓
16	Newspapers		✓
17	Magazines	✓	
	<b>AUDIOVISUAL MATERIALS</b>		
18	Photographs	✓	
19	Films		✓
20	Sound and video recording		✓
21	Computers	✓	
22	CD-ROMs		✓
23	Games like Puzzles, Scrabbles, Building Blocks		✓
24	EBooks and Audiobooks		✓

**Table 3:** Analysis on the availability of reading materials in the libraries for secondary school students in South-East Nigeria

S/N	Types of Reading Materials Available in Secondary Schools in Southern Nigeria	Available	Not Available
	<b>NON- FICTION</b>		
1	Core Textbooks e.g English, Maths, Geography etc	✓	
2	Study Guides e.g. Key Points, Past Question Papers, Revision Books	✓	
3	Professional Development Materials for Teachers	✓	
4	Other Information Books	✓	
	<b>FICTION</b>		
5	Easy Readers / Beginners' Readers	✓	
6	Picture Books	✓	
7	Juvenile Fiction	✓	
8	Youth Fiction		✓
9	Adult Fiction		✓
10	Science Fiction	✓	
	<b>REFERENCE MATERIALS</b>		
11	Dictionaries	✓	
12	Encyclopedias	✓	
13	Maps	✓	
14	Atlases		✓

15	Journals		✓
16	Newspapers		✓
17	Magazines	✓	
	<b>AUDIOVISUAL MATERIALS</b>		
18	Photographs	✓	
19	Films		✓
20	Sound and video recording		✓
21	Computers	✓	
22	CD-ROMs		✓
23	Games like Puzzles, Scrabbles, Building Blocks		✓
24	EBooks and Audiobooks		✓

From the table 1, 2 and 3 above, it is revealed that Non-Fiction such as Core Textbooks e.g English, Maths, Geography etc., Study Guides e.g. Key Points, Past Question Papers, Revision Books, Professional Development Materials for Teachers, Other Information Books; Fiction such as Easy Reader/Beginners' Readers, Picture Books, Juvenile fiction and Science fiction; Reference: Dictionaries, Encyclopedias, Maps, Atlases, Magazines; Audio-Visual: Photographs and Computers are available. While the materials that are not available include Youth fiction, Adult fiction, journals, Newspapers, Films, Sound and Video Recording, CD-ROMs, Games like Puzzles, Scrabbles, Building Blocks and E-books and Audio Books.

**Research question 2:** What is your extent of use of the reading materials in your school library?

**Table 4:** Analysis on extent of use of the reading materials by secondary school students

Items	Total	Very High Extent F (%)	High Extent F (%)	Low Extent F (%)	No Extent F (%)	Mean	Standard Deviation
<b>NON- FICTION</b>							
Core Textbooks e.g. English, Maths, Geography etc.	120	73(60.8)	35(29.2)	7(5.8)	5(4.2)	3.47	0.79
Study Guides e.g. Key Points, Past Question Papers, Revision Books	120	58(46.7)	47(39.2)	10(8.3)	7(5.8)	3.27	0.85

Professional Development Materials for Teachers	120	44(36.7)	31(25.8)	27(22.5)	18(15.0)	2.84	1.08
Other Information Books	120	37(30.8)	34(28.3)	26(21.7)	23(19.2)	2.71	1.10
<b>FICTION</b>							
Easy Readers / Beginners' Readers	120	44(36.7)	34(28.3)	21(17.5)	21(17.5)	2.84	1.11
Picture Books	120	41(34.2)	30(25.0)	26(21.7)	23(19.2)	2.74	1.13
Juvenile Fiction	120	19(15.8)	35(29.2)	35(29.2)	31(25.8)	2.35	1.03
Youth Fiction	120	21(17.5)	34(28.3)	29(24.2)	38(30.0)	2.33	1.09
Adult Fiction	120	19(15.8)	34(28.3)	28(23.3)	39(32.5)	2.28	1.08
Science Fiction	120	40(33.3)	28(23.3)	26(21.7)	26(21.7)	2.68	1.15
<b>REFERENCE MATERIALS</b>							
Dictionaries	120	78(63.3)	17(14.2)	12(10.0)	15(12.5)	3.28	1.08
Encyclopedias	120	28(23.3)	37(30.8)	19(15.8)	36(30.0)	2.48	1.15
Maps	120	36(30.0)	33(27.5)	28(23.3)	23(19.2)	2.68	1.10
Atlases	120	17(14.2)	32(26.7)	32(26.7)	39(32.5)	2.23	1.06
Journals	120	23(19.2)	32(26.7)	25(20.8)	40(33.3)	2.32	1.13
Newspapers	120	29(24.2)	29(24.2)	23(19.2)	39(32.5)	2.40	1.18
Magazines	120	30(25.0)	26(21.7)	28(23.3)	36(30.0)	2.42	1.16
<b>AUDIOVISUAL MATERIALS</b>							
Photographs	120	44(36.7)	30(25.0)	16(13.3)	30(25.0)	2.73	1.20
Films	120	27(22.5)	26(21.7)	20(16.7)	47(39.2)	2.28	1.20
Sound and video recording	120	22(18.3)	32(26.7)	23(19.2)	43(35.8)	2.28	1.14
Computers and Internet Access	120	42(35.0)	25(20.8)	16(13.3)	37(30.8)	2.60	1.25
CD-ROMs	120	34(28.3)	29(24.2)	14(11.7)	43(35.8)	2.45	1.24
Games like Puzzles, Scrabbles, Building Blocks	120	20(16.7)	24(20.0)	23(19.2)	53(44.2)	2.09	1.14
EBooks and Audiobooks	120	21(17.5)	31(25.8)	23(19.2)	45(37.5)	2.23	1.14
Others, Please specify and rate	120	10(8.3)	13(10.8)	12(10.0)	85(70.8)	1.57	0.99

**Mean cut-off = 2.50**

In this table 4 above, the extent of use of reading materials are seen such as non-fiction like Core Text Books e.g. English, Maths, Geography etc. (3.47), Study Guides e.g. Key Points, Past Question Papers, Revision Books (3.27), Professional Development Materials for Teachers (2.84), Other Information Books (2.71). Among fiction also include Easy Readers / Beginners' Readers (2.84), Picture Books (2.74) and Science Fiction (2.68). Use of reference materials includes Dictionaries (3.28) and maps (2.68). Use of audiovisual materials includes photographs (2.73), and Computers and Internet Access (2.60). These are used with mean score of 2.50 and above. Others that were not used had mean scores below 2.50 and are Juvenile Fiction (2.35), Youth Fiction (2.33) and Adult Fiction (2.28). References like Encyclopedia (2.48), maps (2.68), Atlases (2.23), Journals (2.32), Newspapers (2.40) and magazines (2.42). Audiovisual materials include films (2.28), Sound and video recording (2.28), CD-ROMs (2.45), games like Puzzles, scrabbles, building Blocks (2.09), E-Books and Audio Books (2.23), others, please specify and rate (1.57).

**Research question 3:** What are the various ways through which your school makes you aware of the reading materials?

**Table 5:** Analysis on the modes of marketing the library's products and services

Items	Total	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
Classroom instructions and announcements		69(46.0)	59(39.3)	16(10.7)	6(4.0)	3.27	0.81
Hosting of Reading Challenges and Competitions by my school	150	73(48.7)	39(26.0)	21(14.0)	17(11.3)	3.12	1.04
One on one conversation with a librarian / teacher librarian	150	60(40.0)	51(34.0)	29(19.3)	10(6.7)	3.07	0.93
Collaboration with Teachers through Library Hour integration into class lessons	150	52(34.7)	51(34.0)	27(18.0)	20(13.3)	2.90	1.03



Creation of Book Displays for new and popular books	150	42(28.0)	60(40.0)	26(17.3)	22(14.7)	2.81	1.01
Book Clubs and Discussion Groups	150	38(25.3)	63(42.0)	29(19.3)	20(13.3)	2.79	0.97
Training sessions	150	41(27.3)	54(36.0)	34(22.7)	21(14.0)	2.77	1.01
Invitation of Authors to speak at the school	150	36(24.0)	37(24.7)	41(27.3)	36(24.0)	2.72	1.08
Advertisement	150	39(26.0)	49(32.7)	41(27.3)	21(14.01)	2.71	1.01
Announcements through Phones	150	34(23.3)	35(23.3)	45(30.0)	36(24.0)	2.65	2.72
Flyers	150	30(20.0)	56(37.3)	40(26.7)	24(16.0)	2.61	0.98
Newsletter	150	37(24.7)	43(28.7)	44(29.3)	26(17.3)	2.61	1.04
Workshops	150	23(15.3)	56(37.3)	44(29.3)	27(18.0)	2.50	0.96
Use of Social Media to post updates about new books and upcoming library events	150	36(24.0)	37(24.7)	41(27.3)	36(24.0)	2.49	1.10
Partnership with local bookstores and publishers to host book fairs.	150	31(20.7)	46(30.7)	38(25.3)	35(23.3)	2.49	1.07
Direct mail	150	32(21.3)	42(28.0)	42(28.0)	34(22.7)	2.48	1.07
Provision of e-books and audiobooks	150	26(17.3)	39(26.0)	50(33.3)	35(23.3)	2.37	1.03
Others, please specify and rate:	150	17(11.3)	16(10.7)	10(6.7)	107(71.3)	1.62	1.07

**Mean cut-off = 2.50**

From table 5 above, the modes of marketing the library's products and services were revealed including through Hosting of Reading Challenges and Competitions by my school (3.12), Creation of Book Displays for new and popular books (2.81), Collaboration with Teachers through Library Hour integration into class lessons (2.91), Invitation of Authors to speak at the school (2.72), Book Clubs and Discussion Groups (2.79), One on one conversation with a librarian / teacher librarian (3.07), Classroom instructions and announcements (3.27),

Workshops (2.50), Training sessions (2.77), Announcements through Phones (2.65), Advertisement (2.71), Flyers (2.61), Newsletter (2.61). While Use of Social Media to post updates about new books and upcoming library events (2.49), Provision of e-books and audiobooks (2.37), Partnership with local bookstores and publishers to host book fairs (2.49), Direct mail (2.48) and Others, please specify and rate (1.62) are not considered to be the mode of marketing the library's products and services. These responses were also supported with the views of the teachers in each of the surveyed schools. However, this was also in line with Nwaokocha (2016) that outlined some literary promotion strategies that could be embarked upon by libraries to achieve a viable reading habit as follows: encouraging reading for pleasure; promoting the value of reading; and building a strong library network backed by an equitable book distribution. The end result will be a nation of avid, lifelong readers.

**Research question 4:** What are the challenges encountered in increasing reading habits?

**Table 6:** Analysis on the challenges encountered in increasing reading habits among secondary school students

Items	Total	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation
Home factors / Parents not having time to support their children's reading habit	150	78(52.0)	48(32.0)	11(7.3)	13(8.7)	3.27	0.93
School environment factors such as busy academic schedules and time constraints		49(32.7)	77(51.3)	17(11.3)	7(4.7)	3.12	0.79
Poor learning environment		42(28.0)	48(32.0)	40(26.7)	20(13.3)	2.75	1.01
Lack of functional library		62(41.3)	54(36.0)	16(10.7)	18(12.0)	3.07	1.00
Inadequate supply of reading materials		58(38.7)	48(32.0)	31(20.7)	13(8.7)	3.01	0.97
Poor reading campaign		51(34.0)	55(36.7)	32(21.3)	12(8.0)	2.97	0.94
Problem of inadequate teachers/librarians		55(36.7)	42(28.0)	33(22.0)	20(13.3)	2.88	1.06

Problem of students' lack of interest to read		71(47.3)	50(33.3)	21(14.0)	8(5.3)	3.23	0.88
Poverty		45(30.0)	64(42.7)	25(16.7)	16(10.7)	2.92	0.95
Digital Distractions		61(40.7)	43(28.7)	33(22.0)	13(8.7)	3.01	0.99
Reading Difficulties		54(36.0)	43(28.7)	34(22.7)	19(12.7)	2.88	1.04
Others, please specify and rate		24(16.0)	21(14.0)	11(7.3)	94(62.7)	1.83	1.18

**Mean cut-off=2.50**

From table 6 above, the challenges encountered in increasing reading habits among the secondary school are home factors/parents not having time to support their children's reading habit (3.27), School environment factors such as busy academic schedules and time constraints (3.12), poor learning environment (2.75), lack of functional library (3.07), inadequate supply of reading materials (3.01), poor reading campaign (2.97), problem of students' lack of interest to read (3.23), Poverty (2.92), digital distractions (3.01), reading difficulties (2.88) while others (1.83) are not considered to be the challenge of reading habit. The views of the teachers were also sought for in support of the reliability of findings. In support of this, according to Langit-Dursin (2019), the distraction by the fallouts from technological innovation in the world today, such as the easy availability of the entertainment media, games, and gambling, the inadequate funding of educational institutions including funding of libraries, laboratories, workshops and computer units are all hindrances to development of reading habit in school children. Also supported, Haliru, et al (2015) includes in the list as poor economy, and low standard of living, the quest for money by parents who use their children to hawk consumer items, the acceptance of examination malpractices, and the increasing cost of publishing making it difficult for school pupil to have access to books, magazine, journals and newspapers.

**Research question 5:** What are the possible ways to overcome reading culture in your school?

**Table 7:** Analysis on the ways to overcome poor reading culture and increasing the marketing of library products and services among secondary school students

Possible ways to encourage better reading culture among the students	Total	Very Appropriate	Appropriate	Fairly Appropriate	Not Appropriate	Mean	Standard Dev.
Encourage parents to set aside dedicated reading time for their children every day.	150	94(62.7)	53(35.3)	1(0.7)	2(1.3)	3.59	0.58
Improve the physical learning environment by providing comfortable seating, adequate lighting, and a quiet atmosphere conducive to reading	150	93(62.0)	44(29.3)	11(7.3)	2(1.3)	3.52	0.69
Identify students who are struggling with reading and provide them with extra support, such as one-on-one tutoring or small group instruction.	150	87(58.0)	54(36.0)	6(4.0)	3(2.0)	3.50	0.67
Provide training for teachers and librarians on how to promote reading and literacy	150	79(52.7)	61(40.7)	8(5.3)	2(1.3)	3.45	0.66
Integrate reading into the curriculum to create a culture of reading in the school	150	78(52.0)	58(38.7)	10(6.7)	4(2.7)	3.40	0.73
Establish a functional library in schools and communities to provide students with access to a wide variety of reading materials	150	84(56.0)	49(32.7)	10(6.7)	7(4.7)	3.40	0.81
Partner with local organizations to donate books to schools and communities	150	74(49.3)	59(39.3)	12(8.0)	5(3.3)	3.35	0.77
Encourage students to read physical books instead of digital books to reduce the	150	84(56.0)	41(27.3)	18(12.0)	7(4.7)	3.35	0.87

impact of digital distractions							
Provide reading materials that align with students' interests and hobbies	150	70(46.7)	61(40.7)	9(6.0)	10(6.7)	3.27	0.85
Develop a comprehensive reading campaign that includes incentives for reading, such as book clubs, reading contests, and rewards for students who read the most books	150	67(44.7)	53(35.3)	24(16.0)	6(4.0)	3.21	0.85
Partner with local organizations to provide books and reading materials to low-income families and communities	150	62(41.3)	52(34.7)	30(20.0)	6(4.0)	3.13	0.87
Others, please specify and rate	150	31(20.7)	22(14.7)	3(2.0)	94(62.7)	1.93	1.27

**Mean cut-off=2.50**

Table 7 above shows the possible ways to overcome poor reading culture and increasing the marketing of library products and services among secondary school students are to encourage parents to set aside dedicated reading time for their children every day (3.59), Improve the physical learning environment by providing comfortable seating, adequate lighting, and a quiet atmosphere conducive to reading (3.52), Identify students who are struggling with reading and provide them with extra support, such as one-on-one tutoring or small group instruction (3.50), Provide training for teachers and librarians on how to promote reading and literacy (3.45), Integrate reading into the curriculum to create a culture of reading in the school (3.40) Establish a functional library in schools and communities to provide students with access to a wide variety of reading materials (3.40), Partner with local organizations to donate books to schools and communities (3.35), Encourage students to read physical books instead of digital books to reduce the impact of digital distractions (3.35), Provide reading materials that align with students' interests and hobbies (3.27), Develop a comprehensive reading campaign that includes incentives for reading, such as book clubs, reading contests, and rewards for students who read the most books (3.21), Partner with local organizations to

provide books and reading materials to low-income families and communities (3.13), while others (1.93) are not considered because of the low score of mean.

### **Summary of Findings**

It is evident in the findings that students were aware of non-fiction in the library such as Core Textbooks e.g. English, Maths, Geography etc., Study Guides e.g. Key Points, Past Question Papers, Revision Books, Professional Development From above table 7 checklist, it is observed that these materials are available in the school libraries for use: Non-Fiction: Core Textbooks e.g English, Maths, Geography etc., Study Guides e.g. Key Points, Past Question Papers, Revision Books, Professional Development Materials for Teachers, Other Information Books; Fiction: Easy Reader/Beginners' Readers, Picture Books, Juvenile fiction and Science fiction; Reference materials: Dictionaries, Encyclopedias, Maps, Atlases, Magazines; Audiovisual Materials: Photographs, Computers. Other materials that were not available include Youth fiction, Adult fiction, journals, Newspapers, Films, Sound and Video Recording, CD-ROMs, Games like Puzzles, Scrabbles, Building Blocks and E-books and Audio Books.

1. Materials for Teachers, Other Information Books. Among fiction books also include Easy Readers / Beginners' Readers, Picture Books and Science Fiction. Awareness under reference materials include Dictionaries, Encyclopedias, Maps and Magazines. Audiovisual materials include photographs, and Computers and Internet Access.
2. The extent of use of reading materials are non-fiction like Core Textbooks e.g. English, Maths, Geography etc., Study Guides e.g. Key Points, Past Question Papers, Revision Books, Professional Development Materials for Teachers, Other Information Books. Among fiction books also include Easy Readers / Beginners' Readers, Picture Books and Science Fiction. Use of reference materials includes Dictionaries and Maps. Use of audio-visual materials includes photographs, and Computers and Internet Access.
3. The modes of marketing the library's products and services through Hosting of Reading Challenges and Competitions by my school, Creation of Book Displays for new and popular books, Collaboration with Teachers through Library Hour

integration into class lessons, Invitation of Authors to speak at the school, Book Clubs and Discussion Groups, One on one conversation with a librarian / teacher librarian, Classroom instructions and announcements, Workshops, Training sessions, Announcements through Phones, Advertisement, Flyers, Newsletter.

4. The challenges encountered in increasing reading habits among the secondary school are home factors/parents not having time to support their children's reading habit, School environment factors such as busy academic schedules and time constraints, poor learning environment, lack of functional library, inadequate supply of reading materials, poor reading campaign, problem of students' lack of interest to read, Poverty, digital distractions, reading difficulties
5. The possible ways to overcome poor reading culture and increasing the marketing of library products and services among secondary school students are to Encourage parents to set aside dedicated reading time for their children every day, Improve the physical learning environment by providing comfortable seating, adequate lighting, and a quiet atmosphere conducive to reading, Identify students who are struggling with reading and provide them with extra support, such as one-on-one tutoring or small group instruction, Provide training for teachers and librarians on how to promote reading and literacy, Integrate reading into the curriculum to create a culture of reading in the school, Establish a functional library in schools and communities to provide students with access to a wide variety of reading materials, Partner with local organizations to donate books to schools and communities, Encourage students to read physical books instead of digital books to reduce the impact of digital distractions, Provide reading materials that align with students' interests and hobbies, Develop a comprehensive reading campaign that includes incentives for reading, such as book clubs, reading contests, and rewards for students who read the most books, Partner with local organizations to provide books and reading materials to low-income families and communities.

## **Conclusions and Recommendations**

Based on the findings, the following conclusion could be drawn:

1. Core Textbooks e.g. English, Maths, Geography etc., Study Guides e.g. Key Points, Past Question Papers, Revision Books, Professional Development Materials for Teachers, Other Information Books were available for the students use.
2. Home factors/parents not having time to support their children's reading habit, School environment factors such as busy academic schedules and time constraints, poor learning environment, lack of functional library, inadequate supply of reading materials, poor reading campaign, problem of students' lack of interest to read, Poverty, digital distractions, reading difficulties are the challenges encountered in increasing reading habit in the secondary schools in south-south, Nigeria
3. The possible ways to overcome poor reading culture and increasing the marketing of library products and services among secondary school students are to Encourage parents to set aside dedicated reading time for their children every day, Improve the physical learning environment by providing comfortable seating, adequate lighting, and a quiet atmosphere conducive to reading, Identify students who are struggling with reading and provide them with extra support, such as one-on-one tutoring or small group instruction.

Based on the findings of this study, the following recommendations were made to further increase the level of reading culture among the pupils in the secondary schools:

1. Schools should encourage the parents to set aside dedicated reading time for their children everyday
2. Government should help the schools to integrate reading into the curriculum to create a culture of reading in the school
3. Government should provide funds for the schools to improve the physical learning environment by providing comfortable seating, adequate lightening, and a quiet atmosphere conducive to reading
4. Government should provide funds for the acquisition of both print and nonprint materials necessary for the accumulation of knowledge and the purchase of materials that align with students' interests and hobbies and to achieve academic excellence.



5. Reading for pleasure should also be encouraged and be made a regular routine as a way of improving reading culture
6. Training and retraining of teacher librarians should be made enabled at all time to increase the literacy and thus increase the reading culture
7. Schools should encourage the pupils to read physical books instead of engaging in digital books to reduce the impact of digital distraction.
8. Teachers should give the necessary support to those that are willing to read such as one-on-one tutoring and picture books should be encouraged for younger students.

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## Biographies

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