

---

**Parental Involvement, Reading Interest and Library Use Among Secondary School  
Students in Warri-South Local Government Area of Delta State, Nigeria**

**Akande, Samson Oyeniya**  
**Dept of School Library and Media technology**  
**University of Ibadan**  
[nyakand@yhoo.com](mailto:nyakand@yhoo.com)

**AfuomaAtumu**  
**Dept of School Library and Media technology**  
**University of Ibadan**

**Abstract**

*The school library has been described as an integral part of the educational system. Therefore, no school is complete without a functional library. Previous studies have revealed that there is a decline in the reading culture of students in Nigerian schools and this appears to be one of the factors responsible for the low patronage of libraries in schools. This study, therefore, investigated how parental involvement and reading interest correlate with library use among secondary school students of Warri-Local Government Area of Delta State, Nigeria. The study adopted descriptive survey research design. Multistage sampling procedure was used in selecting sample for the study. 332 SS2 students were selected from 17 private secondary schools out of the 39 schools established in the Local Government used for the study. Data was collected using a validated questionnaire. Six research questions were answered and three hypotheses were tested at 0.05 level of significance. The data were analysed using simple percentages and Pearson's product moment correlation. The findings show that the libraries were not frequently used although the students studied have high reading interests. It was also revealed that there were strong positive relationships between parental involvement, reading interests, and library use. It is recommended that libraries should be stocked with relevant and current reading materials that will meet the reading interests of students.*

**Keywords:** Parental participation, Reading culture, Library Use.

---

## **Introduction**

The deplorable state of libraries and low level of their use by the secondary school students have attracted the attention of stakeholders in the education of Nigerian children in the recent time. This is because the library has been considered an important educational resource centre for provision of services and materials for teaching and learning in schools. The common view that libraries can play an important role in the academic achievement of the students has been supported by Ayaz, Ali, Basit khan, Ullah, and Ullah (2017) which reported that there is positive relation between school library and students' academic achievement at secondary school level in southern districts of Khyber Pakhtunkhwa.

Regular utilization of the library leads to effective use of the library. According to American Library Association (ALA), 2020 Report on the Delaware School Library Survey, an effective school library that student can use is the one that is strongly integrated into the learning fabric of the school and which contribute to student learning outcomes. Nigerian students will make effective use of the library when the library is used for studies, preparing assignments, looking for extra reading materials instead of just depending on textbooks recommended by teachers, reading newspapers, research, and leisure reading. Empirical studies that show students' purpose of use of the school library include Agyekummr and Filson (2012) which indicate use of the library to supplement class notes, for assignments, and for examination preparation. Clabo (2002) revealed that students use the school library for recreational purpose while Arua and Chinaka (2011) findings showed that the library is used for studying purpose by the students.

Library professionals, advocates, and parents have expressed displeasure at the dwindling patronage of libraries by students and the resultant poor reading culture of secondary school students. Arua and Chinaka (2011); Jato, Ogunniyi, and Olubiyi (2014), and Owolabi and Akande (2019) are examples of studies that unveiled poor patronage of the library by students. The clamour for improved performance of students in their external examinations in the recent time by the public has made researchers and scholars to beam their investigation searchlight on factors they considered as causes of students' poor academic performance in examinations. To this end, areas like the attitude of teachers and students in the teaching-learning process, availability of basic facilities in schools, the curriculum, and school administration have been looked into. The role of parents in the education of their children and the readiness of the students to learn in schools amidst all the resources made available for learning seems to be a new research focus that needs attention.

The literature has established a strong connection between parental involvement in child's education and the use of the library. Akanda, Hog, and Hasson (2013) revealed that parental involvement and library use are closely interlinked as it is widely assumed that one of the main indicators of the decline in people's reading habit is the fact that the number of people visiting libraries is also decreasing worldwide and that parents have a pivot role to play in instilling library use habits in the children. Miller (2013) has shown that the ties between parents and

libraries start with the importance parents attach to the role of reading in their children's lives. The same author noted that the most common reason given for the importance parents place on access to public libraries for their children is that libraries instill a love of reading and books and provide resources they cannot get at home.

Students' use of the library can be influenced by the level of interest they develop in reading. This is the reason while it is important to encourage a love of reading in reluctant or struggling readers. However, it is equally essential to ensure that accelerated readers continue to enjoy reading and are supplied with appropriate reading materials. To Mckoo (2007) reading interest is reading done when students are outside the school compound and it is one of the best predictors of a child's growth in reading. The parameters that could be used to determine students reading interest include the number of books read in a month, the number of times students read in a week, and the favourite genres and types of reading materials.

### **Literature Review**

The use of library resources and services cannot be downplayed in the process of child's education. This explains why nations that value education as an important instrument for sustainable development try to integrate provision of library services to complement lessons' delivery by teachers in the class. The National Policy on Education (2014) has elevated the roles libraries could play in academic outcome of students in primary and secondary schools. The policy enjoined school proprietors and proprietress to establish libraries and even employ qualified personnel to work in them. Libraries established in schools – private, public, primary, or secondary are referred to as school libraries. According to Odusanya and Amusa (2002), school libraries provide an atmosphere for self-education and self-development of individual students and public in general. A well-equipped school library stocked with current, relevant curriculum-based learning resources in print and digital format could contribute immensely to learning outcome of students. However, such libraries must be visited and the resources consulted and used before the library could make impact in the academic achievement of the students. It is in this regard that students need to develop good reading habits to be able to utilize the library resources effectively. O'Connell (2017) noted that igniting a passion for reading and research is core business for school libraries at the centre of the twenty-first century reading and learning experience.

Parents and teachers could complement the role of the library in igniting students' passion for reading in so many ways. Parent Engagement Committee (2011) remarked that parent involvement is a common term used to bring teachers and parents together in schools. According to the committee, parents who are "involved" serve the school's agenda by doing what educators ask or expect parents to do. Likewise, Sivin (2005) stressed that the family is obviously a major socializing agent and therefore important in determining the child's motivation to achieve success in various areas which include reading interest and library use.

Iftikhar (2013) identified home environment and parent's involvement as some of the factors that could contribute to development of reading interest and promotion of library use. In a situation where parents take more interest in working to earn more money than in reading and studying with the children, the students will develop poor reading habits. This explains why in some countries, the importance of parental involvement in their children's education is reinforced with various policies for parents, children, and young people. This is buttressed by Every Parent Matter (2007) which acknowledged the fundamental role of parents in helping their children achieve their fullest potential and the need for Government to take a proactive role in ensuring that opportunities are provided for parents to engage in their children's education of which library use and reading interest are mutually inclusive.

Michigan Department of Education (2011) view parental involvement as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities which in the context of this study include reading and library use. However, Parent Engagement Committee (2011) referred to parental involvement as all activities that parents undertake to help their children succeed in school and life. Provision of essential reading materials, supervision, meeting every need, attending Parents and Teachers Association (PTA) meetings, regular visits at school, involvement with reading activities at home could be some means parents could be involved in their children's education. Students must have interest in reading before they can guarantee themselves success in their educational pursuit. Little wonder Bas (2012) opined that a favourable reading interest is a prerequisite for a healthy intellectual growth and plays a very crucial role in enabling a person to achieve practical efficiency.

Abeyrathna and Zainab (2004) stated that individuals' interest in reading is determined to a considerable extent by the amount of reading materials he will read and the intensity with which he will pursue his reading activity. Thus, we can gauge interest in reading by the frequency of reading, the average time spent on reading materials, types of materials read, purpose of reading. Several studies like Shabi and Udofia (2009); Aina, Okusaga, Taiwo, and Ogundipe (2011); Lonsdale (2013) revealed that 'student's use of the library would improve their reading culture and their academic performance. However, research carried out by Abeyrathna (2004); Onuaha, Unegbu, and Umalu (2013); Owusu-Acheano and Larson (2014) have shown a consistent decline in reading culture among young people. The consequence of decline in reading according to Howard (2011) and Issa and Aliyu (2012) has been low library use among the students. Although series of studies have been carried out to identify the perennial causes of the negative attitude of students to library use, all efforts made to address the issue based on the findings of researches conducted have not yielded positive results. It is on this note that this study is being carried out to determine if there is any association between parental involvement, reading interest, and library use among secondary school students of Warri-South Local Government Area of Delta State, Nigeria.

---

### **Objectives of the study**

The objectives of the study are outlined below

- 1 Determine the frequency of library use by the students;
- 2 Ascertain the purpose for use of the library;
- 3 Determine the reading interests of the students;
- 4 Find out the level of parental involvement in students reading
- 5 Investigate the relationship between parental involvement and library use among the students;
- 6 Investigate the relationship between reading interest and library use among the students

### **Research Questions**

The following research questions were answered in the study.

- 1 What is the frequency of library use by the students?
- 2 What are the purposes for students' use of the library?
- 3 What are the reading interests of the students?
- 4 What is the level of parental involvement in students reading?

### **Hypotheses**

The following null hypotheses were tested at 0.05 level of significance.

- 1 There is no significant relationship between parental involvement and library use among the students in the selected private secondary schools.
- 2 There is no significant relationship between reading interest and library use among the students.

### **Methodology**

The study adopted descriptive design of the correlational type. The population of the study comprised 1,116 senior secondary school students from 39 registered private secondary schools in Warri-South local government area of Delta State, Nigeria. A multistage sampling procedure was used in selecting sample for the study. The first stage involved the selection of 17 schools which were old enough based on the years of establishment using random sampling technique accounting for 44% of the study population. A total enumeration was used to cover the entire SS2 students in the selected private secondary schools, and this amount to 332 respondents. The choice of SS2 students was based on the fact that the class was the most accessible for the study while SS3 students were busy with preparation for external examination, SS1 students were not considered ripe for the study because they were new entrants into the senior secondary school.

An instrument title “parental Involvement, Reading Interest and Library Use” questionnaire was designed, validated, and used for the study. Section A of the instrument contains the demographic data while Section B was devoted to items raised on the use of the library. Section

C was centred on the parental involvement and the focus of Section D was on reading interest of the students. Three hundred and thirty-two copies of the questionnaire were distributed, out of which two hundred and thirty-nine copies were properly filled and returned accounting for 72.0%.

### **Findings**

The results of the analyses are presented in accordance with the research questions and hypotheses that guided the study.

### **Research Question**

What is the frequency of library use by students in the selected private secondary schools? The result is presented in Table 1 below:

**Table 1: Frequency of library use**

Library Use	Frequency of Use			
	Very Freq.	Fre.	Qccassi.	Never Used
Searching for materials	72(30.1%)	39(16.3%)	72(30.1%)	56(23.4%)
Using the catalogue	71(29.7)	32(13.4)	64(26.8)	72(30.1)
Consulting librarian for reference services	40(16.7)	63(26.4)	48(20.1)	88(36.8)
Reading personal materials/library books	95(39.7)	72(30.1)	32(13.4)	40(16.7)
Using the Internet services	24(10.0)	40(16.7)	39(16.3)	13(5.9)
Borrowing books	63(26.4)	64(26.8)	56(23.4)	56(23.4)
Participating in reading literacy programmes	39(16.3)	64(26.8)	40(16.7)	96(40.2)

The values in parentheses are in percentage (%)

Table 1 shows the frequency of library use by the students. Looking at item 1, 111(46.4%) of the students frequently go to the library to search for materials; while 56(23.4%) never searched for materials in the library. A cursory look at table 1 clearly shows that 167(69.8%) of the students frequently visit the library to read while (127(53.2%) frequently go to the library to borrow books. A very low percentage (26.7%) frequently goes to the library to use the internet services. Table 1 has shown that less than 50% of the students frequently use the library for any of the remaining five (5) items listed in the table. It can thus be inferred that the frequency of students' use of the library is low.

**Research Question 2**

What are the purposes of students' use of the library in the selected private secondary schools?  
 The various purposes of the use of the library by the students are as indicated in table 2.

**Table 2: Purpose of using the library**

<b>Purpose of using the library</b>	<b>Yes</b>	<b>No</b>
Study for examination	168(70.3)	71(29.7)
Complete class assignment	168(70.3)	71(29.7)
Read for pleasure	151(46.9)	127(53.1)
Write note	112(46.9)	127(53.1)
Socialisation	79(33.1)	160(66.9)
Spend leisure time	119(49.7)	120(50.3)

The values in parentheses are in percentage (%)

Table 2 shows that 168(70.3%) of the students use the library to study for examination; 168(70.3%) use it to complete their class assignment while 151(63.2%) visit the library to read for pleasure. The least reason for using the library is socialization to which 79(33.1%) of the students subscribed. Table 2 has vividly revealed that the students know the importance of using the library for academic purposes and for relaxation. Positive attitude towards the use of the library has been demonstrated for all the purposes indicated in Table 2.

**Research question 3**

What are the reading interests of the students in the schools selected?  
 Data and analysis of the reading interests are as presented in Table 3.

**Table 3: Reading Interests of the students**

<b>Reading Interest</b>	<b>Frequency</b>	
	<b>Yes</b>	<b>No</b>
<b>Purpose of reading</b>		
I read to pass examination	200(83.7)	39(16.3)
I read for pleasure	167(69.9)	72(30.1)
To gain knowledge	176(73.6)	63(26.4)
For self-development	191(79.9)	48(20.1)
To while away time	95(39.7)	144(60.3)
<b>Frequency of reading</b>		
Once a month	103(43.1)	136(56.9)
Weekly	128(53.6)	111(46.4)
Daily	183(76.6)	56(23.4)
<b>Preferred Text</b>		
Fiction	168(70.3)	71(29.1)
Non-Fiction	151(63.2)	88(36.8)
<b>Preferred Format</b>		

Visual	168(70.3)	71(29.7)
Audio	159(66.5)	80(33.5)
Audio-Visual	152(63.6)	87(36.4)

The values in parentheses are in percentages

The reading interests of the students in terms of the purpose of reading, frequency of reading, preferred text, and preferred format are as shown in Table 3. The table has revealed that the students are interested mostly to read to pass the examination – as indicated by 200 (83.7%) of the students. 191(79.9%) are interested in reading for self-development while the least interest in reading is for while away time as revealed by 95(39.7%) of the students. As per frequency of reading, the majority of the students, 183(76.6%) read daily. This shows that the students are highly interested in reading. Table 3 also shows that the preferred text of reading for the students is fiction to which 169(70.3%) of the students subscribed. This implies that they are much more interested in reading outside the prescribed texts for academic purposes. Furthermore, the students had expressed that they preferred reading visuals (mostly written texts) to audio and audio-visuals. This is as indicated by 168(70.3%) of the students surveyed.

**Research Question 4**

What is the level of parental involvement in students reading?

The responses to the level of parental involvement are shown in Table 4.

**Table 4: Level of Parental Involvement**

Parental Involvement	Yes		No	
	Freq.	%	Freq.	%
My parents read to me	87	36.4	152	63.6
My parents buy storybooks for me regularly	215	90.0	24	10.0
My parents ask questions based on the books I read	200	83.7	39	16.3
My parents encourage me to use the school library	175	73.2	64	26.8
My parents create reading time for me	200	83.7	39	16.3
My parents registered me in reading clubs / libraries	143	59.8	96	40.2
My parent tells me bedtime stories	104	43.5	135	56.5
There is a home library where I read in my home	159	66.5	80	33.5

Table 4 shows to what extent parents are involved in the education of their children by motivating them to read. As indicated in Table 4, 200(83.7%) of the students claimed that their parents ask questions based on the books they read. Similarly, 200(83.7%) indicated that their parents create reading time for them. Infact, to show the level of involvement of parents in assisting their children to read and by extension, to motivate them to use the library, 215(90.0%)



of the students revealed that their parents buy storybooks for them regularly. Looking at Table 4 vividly, it is interesting to note that it is just in two (2) items out of the eight (8) items that the parents were not deeply involved in activities that could motivate the children to read. These are in the areas of telling students bedtime stories as indicated by 104(43.5%) and reading to children as shown by 87(36.4%) of the students respectively.

**Hypotheses**

The section below presents the hypotheses tested at a 0.05 level of significance.

Hypothesis 1:

There is no significant relationship between parental involvement and library use among the students in the selected private secondary schools Table 6 shows the analysis of parental involvement computed and correlated with library use.

**Table 6: Relationship between Parental Involvement and Library Use**

<b>Variables</b>	<b>N</b>	<b>X</b>	<b>SD</b>	<b>R</b>	<b>P</b>	<b>Remark</b>
Parental involvement	239	5.36	1.91	0.440	0.000	Sig.
Library Use	239	16.66	6.12			

Correlation significant at 0.05 level.

The Pearson Product Moment Correlation statistical analysis employed revealed the mean score of parental involvement as (X = 5.36, SD = 1.91) while the mean score of Library use (X = 16.66, SD = 6.12). The result of Table 6 indicates that there is a positive significant relationship between parental involvement and library use (r = 0.440, p<0.05). Based on the positive significant relationship that exists between parental involvement and library use, the hypothesis is thus rejected.

**Hypothesis 2**

There is no significant relationship between reading interest and library use among the selected private secondary school students in Warri-South local government area of Delta State, Nigeria.

**Table 7 shows the relationship that exists between reading interest and library use.**

<b>Variables</b>	<b>N</b>	<b>X</b>	<b>SD</b>	<b>R</b>	<b>P</b>	<b>Remark</b>
Reading interest	239	14.21	2.17	0.275	0.000	Sig.
Library Use	239	16.66	6.12			

Correlation significance at 0.05 level

In Table 7 analysis has revealed that mean score X of reading interest (X = 14.21, SD =2.17) while the mean score of library use (X= 16.66, SD=6.12). The result has shown that there is a positive significant relationship between reading interests of the students and their library use (r = 0.275, p<0.05).

This indicates that for every increase in reading interest of the students there is a corresponding increase in the library use of the students. The hypothesis that states that there is no significant relationship between reading interest and library use is therefore rejected.

## **Discussion**

This study has shown that the frequency of library use by the students is low. This implies that the patronage of the school library among the students is poor. A possible reason for low patronage of library could be linked to poor reading culture. According to Danladi and Yohanna (2018), with poor reading culture eating deep into the fabric of the country (Nigeria), it has become necessary for school libraries to promote and instill a culture of reading among Nigerian children.

The study has also revealed that the students used the library mainly for reading especially during the examination period. It is interesting to note that academic purposes form the major purposes for students' use of the library. The finding confirms Agyekummr and Filson's (2012) findings which revealed that school libraries are used by students to prepare for examinations and to complete class assignments. A low percentage of students using the library for socialization and to spend leisure time do not support the findings of Clabo (2002) which revealed that students use the library for recreational purposes

The study has indicated that the students are interested in reading for the purpose of passing examination and for self-development. Majority of the students are also interested in reading daily and they preferred mostly in reading fiction texts. The purpose of reading and the preferred materials read actually determine the interest of the students in reading. Generally speaking, the students have high reading interest. Bas (2012) emphasized a favorable reading interest as a prerequisite for a healthy intellectual growth and plays a very crucial role in enabling a person to achieve practical efficiency.

Similarly, Mckool (2007) opined that students' reading interest is one of the best predictors of a child's growth in reading. The finding of this study is in line with Abeyrathna (2004) that shows that although students read regularly outside school hours, their reading was mainly confined to textbooks for study purposes. On the issue of the level of parental involvement in motivating students to read, the finding of the study has shown that the parents encourage their children to read with their involvement in reading activities. Research has shown that the earlier parents became involved in their children's literacy practices, the more profound the results and the longer lasting the effects (Mullis, Mullis, Cornille, 2004).

An interesting finding of the study has indicated that parental involvement has a strong relationship with library use of the students. The finding corroborates Akanda, Hog, and Hassan (2013) which reported that parental involvement and library use are closely interlinked.

According to the authors, it is also widely assumed that one of the main indicators of the decline in people's reading habit is the fact that the number of people visiting libraries is also decreasing worldwide and that parents have a pivot role to play in instilling library use habits in the children.

The finding of the study has also revealed that there is a positive relationship between reading interest of students and their library use. The reading habits connote the practices of deliberately seeking reading materials and devoting time to reading. Students who developed interest in reading will visit the library often to seek for materials and to read. Little wonder Busayo (2011) listed the functions of school libraries as the development of students' reading skills, encouraging long-term reading habit, and provision of reading materials to encourage students' reading.

### **Conclusion**

The use of the library by secondary school students is pivotal to their success in education. Unfortunately, this study has revealed that the patronage of the library is low like some previous studies had reported. It is however interesting to note that the students demonstrated high reading interests. More so, the parents were deeply involved in boosting the reading interests of their children through their involvement in reading activities that could promote their reading culture.

### **Recommendations**

Based on the findings of the study, the following recommendations are proffered  
School proprietors and proprietresses must make the library inviting to students by providing relevant, current reading materials that meet the reading interests of the students. Parents should not relent in their efforts to support the education of their children by motivating them to read. This is because reading and library use have been found to be most sensitive to parental influences. The teachers need to inculcate library use culture in the students by giving them assignments and projects that will require their use of the library.

### **References**

- Abeyrathna, P.H.A.S. and Zainab, A.N. 2004. The Status of Reading Habit and Interests Among Secondary School Children in Sri Lanka *Journal of Malaysian Library and Information Science*, 9(2), 107-121.
- Agyekummr, B.A. and Filson, C.K. 2012. The Challenges of School Libraries after the Implementation of the New Educational Reforms in Ghana. *Library Philosophy and Practice* (e-journal). Accessed 20 April 2020 from <http://digitalcommons.unl.edu/libphi/prac/932>.

- Aina, A.J; Okusaga, T.O.; Taiwo, A. and Ogundipe, T.C. 2011. The Role of Library in Promoting Reading Habits Among Nigerians. *Journal of Research in Education and Society*, 2(1), 168-179.
- Akanda, A.K.M; Ho, K.M.G. and Hasan, N. 2013. Reading Habit of Students in Social Science and Arts: A Case Study of Raj Shati University. *Chinese Librarianship: An International Electronic Journal*, 35, 60-71. Accessed 20 June 2020 from [www.iclc-us/cliej/cl35AHH](http://www.iclc-us/cliej/cl35AHH).
- ALA (2020). Report on the Delaware School Library Survey. 3 June 2020 from [www.ala.org/research/high](http://www.ala.org/research/high).
- Arua, U. and Chinaka, G. 2011. Use of Library Resources by Staff and Students of Secondary Schools in Umuahia North Local Government Area of Abia State. *Library Philosophy and Practice* (e-journal). Accessed 30 April 2020 from <http://digitalcommons.unl.edu/libphi/prac/540>.
- Ayaz, M; Ali, N; Basit Khan, A; Ullah, R & Ullah, M. (2017). Impact of School Library Students' Academic Achievement at Secondary School Level in Southern Districts of Khyber Pakhtunkhwa. *International Journal of Academic Research in Business and Social Science*, 7(5); 95-103.
- Bas, G.S. (2012). Reading Attitudes of High School Students. An Analysis from Different Variables. *International Journal of New Trends in Education and their Implications*, 3(2): 47-58. Retrieved 22 September 2017 from: [www.ijonte.org](http://www.ijonte.org).
- Busayo, I.O. (2011). The School Library as a Foundation Step to Children's Effective Reading Habits. *Library Philosophy and Practice*. Retrieved 22 Oct. 2020 from: <http://www.webpages.uidaho.edu/mbolin/busayo-reading.htm>
- Clabo, C.A. (2002). A Study of the Library Use Practices of High School Students in Three East Tennessee Counties Electronic Theses and Dissertations. Paper 635. Accessed 5 May 2020 from <https://dc.etsu.edu/etb/635>.
- Danladi, D.R & Yohanna, S.R. (2018). The Role of School Libraries in Promoting Reading Culture Among Secondary School Students; A Case Study of Federal Government College, Jos. Accessed 18 September 2020 from <http://digitalcommons.unl.edu/libphi/prac/2058>.
- Every Parent Matter (2007). Change for Parents/Carers and Families. Accessed 23 July 2020 from: <https://www.tandfonline.com>
- Howard, V. (2011). The Importance of Pleasure Reading in the Lives of Young Teens: Self-Identification, Self-Construction and Self-Awareness. *Journal of Librarianship and Information Science*, 43(7), 46-55.
- Iftikhar, D. (2013). Reading Habits among the PG Students of Zakir Hussain Collage of Engineering and Technology and Jawaharlal Nehru Medical College, AMU, Aligarh: A Comparative Study (Doctoral Dissertation, Aligarh Muslim University).
- Issa, A.O. & Aloyu, M.B. (2012). Reading Interests and Habits of the Federal Polytechnic, Offa, Students Accessed 22 October, 2020 from: <https://www.semanticscholar.org>
- Jato, M; Ogunniyi, S.O. & Olubiyi, A. (2014). Study Habits, Use of School Libraries and Students' Academic Performance in Selected Secondary Schools in Ondo West Local

- Government Area of Ondo State. *International Journal of Library and Information Science*, 6(4), 57-64.
- Lonsdale, M. (2013). Impact of School Libraries on Student Achievement: A Review of the Research. Accessed August 2020 from: <http://www.Asia.org.au/Research/Australiareview.aspx>.
- Mckool, S.S. (2007). Factors that Influence the Decision to Read: An Investigation of Fifth Grade Students' Out-of-School Reading Habits. *Reading Improvement*, 44(3), 111-131.
- Michigan Department of Education. (2011). Collaboration for Success: Parent Engagement Toolkit. Accessed 23 July 2020 from: <http://www.michigan.gov/documents/mde/4a-7-pdf>.
- Miller, P.H. (2013). Theories of Developmental Psychology. New York: Worth Publishers.
- Mullis, R.L., Mullis, A.K. Cornille, T.A. (2004). Early Literacy Outcomes and Parent Involvement. Tallahassee, Fl: Florida State University.
- National Policy on Education (2014). Abuja: Nigerian Educational Research & Development Council(NERDC), 72p
- O'Connell, J. (2017). School Libraries. Accessed 2 April 2020 from: <https://www.researchgate.net/publications/321014242>.
- Odusanya, O.K. & Amusa, O.I. (2002). A Survey of Secondary School Students Understanding and Use of School Libraries in Ogun State. *Nigerian Libraries*, 36(1), 45-52.
- Onuoha, O.D. Unegbu, E.V. & Umahu, F.O. (2013). Reading Habits and Library Use Among Students of Information Resources Management.
- Owolabi, S. & Akande, S.O. (2019). Obliterating the Norm: Employeign Homophily as a Catalyst for Improved School Library Patronage. Accessed 4 April 2020 from <https://www.jaistonline.org>.
- Owusu-Acheaw, M; and Larson, A.G. 2014. Effective Use of Library Resources: A Case Study of Business Students of Koforidua Polytechnic, Ghana. *Information and Knowledge Management*, 4(12), 221-228.
- Parent Engagement Committee (2011). Collaborating for Success. Parent Engagement Toolkit-State of Michigan. Accessed June 13 2020 from: <https://www.michigan.gov>
- Shabi, I.N. & Udofia, E.P. (2009). Role of the School Library in Promoting Reading Culture in Nigeria. *International Journal of Research in Education*, 6(1-2), 259-269.
- Sirin, S.R. 2005. Socioeconomic Status and Academic Achievement: A Meta-Analytic Review of Research. *Review of Educational Research*, 75(3), 417-453.

### **Authors' Biography**

Dr Akande, Samson Oyeniya; Former Ag. Director, Centre for Educational Media Resource Studies, University of Ibadan; Former Ag. Head, Dept. of School Library and Media Technology, University of Ibadan. Area of Specialisation: School Librarianship; Information Management; Preservation and Conservation of Information Resources.

**AfuomaAtumu**