UNIVERSITY OF EDUCATION, WINNEBA

READING CULTURE AMONG SENIOR HIGH SCHOOL STUDENTS IN WA MUNICIPALITY: THE ROLE OF THE SCHOOL LIBRARY
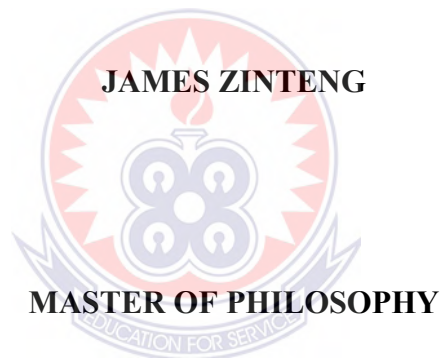
JAMES ZINTENG
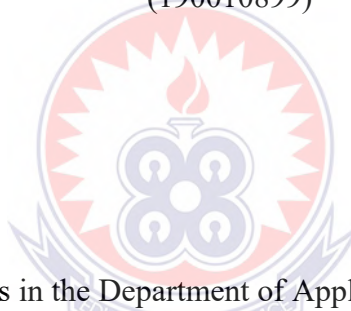
MASTER OF PHILOSOPHY

2023

UNIVERSITY OF EDUCATION, WINNEBA

READING CULTURE AMONG SENIOR HIGH SCHOOL STUDENTS IN WA

MUNICIPALITY: THE ROLE OF THE SCHOOL LIBRARY

JAMES ZINTENG

(190010899)

A thesis in the Department of Applied Linguistics,
Faculty of Foreign Languages Education,
Submitted to the school of Graduate Studies, in partial fulfillment
of the requirements for the award of degree of

Master of Philosophy
(Teaching English as a Second Language)
in the University of Education, Winneba.

JUNE, 2023

DECLARATION

Candidate's Declaration

I, **James Zinteng** declare that this thesis, with the exception of quotations and references contained in published works which have been identified and dully acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole for the award of another degree elsewhere.

CANDIDATE'S SIGNATURE ……………….…………

DATE: ……………………………………………………

Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Education, Winneba.

SUPERVISOR: PROFESSOR REBECCA ATCHOI AKPANGLO-NARTEY

SUPERVISOR'S SIGNATURE ……………….…………

DATE: …………………………………………………...

DEDICATION

This piece of work is dedicated to my lovely wife (Josephine Dantis) and children (Hanslina, Clemson Cornell, Brian McRoy and Demound)

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

ALA	American Library Association
D.E.O	District Education Officer
WAEP	West African Educational Publishers
T.O.E	Teachers of English
IFLA	International Federation of Library Association
WASSCE	West African senior secondary certificate examination
K.I.E	Kenya Institute of Education
SL	School Library
SLB	School Librarian
MOE	Ministry of Education
STEM	Science, Technology, Engineering and Mathematics
OUP	Oxford University Press
MDE	Municipal Director of Education
A.T	Assessment Test
UNESCO	United Nations Educational Social Cultural Organization
USA	United States of America
ZPD	Zone of Proximal Development

ABSTRACT

This study aimed at establishing how the school library can be used to nurture a reading culture among senior high school students. The objectives were to: establish the types and availability of reading materials in the school library; establish the attitudes of students towards the use of the school library, investigate how students make use of the reading materials provided and to find out the roles of librarians and teachers of English in promoting a reading culture among students. The study was guided by Vygotsky's socio-cultural model of reading, Skinner's behaviorists theory and a conceptual framework. It adopted a convergent parallel design. Schools were purposively sampled in that only schools with libraries were selected. A total of ten schools were chosen. One librarian and one teacher for English were picked from each school, hence a sampling frame of 10 librarians and 10 teachers of English was attained. The sample also included 33 students selected by simple random sampling in each school; thus, a total of 330 students were used. Data was collected using the questionnaire, interview guide and observation checklist. What was analyzed using descriptive statistics was then presented thematically and also in the form of tables and figures. Findings indicated that school libraries mostly stock examination-oriented texts like course books, revision books and story books (mostly old text books), newspapers and books on donations. It was established that students believe that these texts equip them with knowledge and skills necessary for passing examinations. The conclusions were that most libraries were stocked with only course books and had insufficient comic books, storybooks, journals and magazines. School libraries need to be stocked with books with relevant content and library lessons should be included in the school time table.
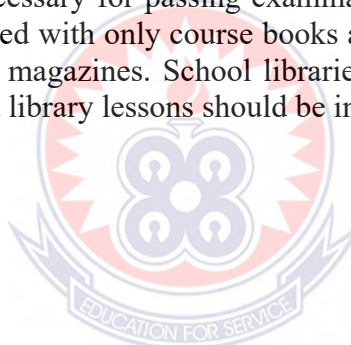
CHAPTER ONE

INTRODUCTION

1.0 Background to the study

The background of this study presents general information on the school library, the library, reading skills, reading culture, and finally the relationship between the school library and students' reading culture and ability. School libraries are libraries dedicated to the support of educational programmes of primary, senior high schools and tertiary institutions worldwide (Adetoro, 2005). The manifesto of the International Federation of Library Associations (IFLA), published in 2000, states that a "school library is essential to any long-term strategy for literacy, education, information provision and economic, social and cultural development" (IFLA, 2000, p. 1). Nabuyanda (2011) and Reddy (1998) also observed that a school library is the soul, core and pivot around which academic life in the school revolves. It is also a part and parcel of a school set-up and exists to serve the objectives of a parent organization and plays an important role in helping the educational system achieve its goals by serving the students and teachers.

A school library today is believed to serve as an information center with books, magazines and documents such as tape recorders, maps and graphics (Adetoro, 2005). Furthermore, Aina (2004) defines a school library as a library that is attached to schools such as pre-primary, primary, and secondary schools. They supplement the teaching of the school children. It caters for children who are eager to read and also for backward children who read with difficulty, and who require visual aids, and all kinds of incentives to study.

In addition, the goal of a school library is to help develop information literate students who are responsible, and ethical participants in the society. These goals when well imbibed make these students self-directed learners who are aware of their information needs and actively engage in the world of ideas (IFLA guidelines for school libraries, 2015). Also, school libraries facilitate teaching and learning; therefore, its collection must be based upon the curriculum and particular needs and interest of the school community and reflect the diversity of society outside the school.

More so, school libraries serve as learner-oriented laboratories which support, extend and individualize the school's curriculum by providing books, films, recorded sounds, periodicals, and digital media. These items are not only for education, but also for enjoyment and entertainment of all members of the school community and also enhancement and expansion of the school's curriculum (ALA, 2008). In order to meet the needs of all students in specific schools, school library collections should have wide-ranging selections of books that include many reading levels, genres, topics and formats (Rosenfeld, 2007; Campell, 2009).

Evidently, school libraries are custodians of school information resources that play an important role in providing a wide range of reading materials free of charge to students whose parents cannot afford to constantly buy new material (Krolak, 2005; Anyanwu, Akanwa & Ossai-Onah, 2013). As education is a lifelong process, "a student learns through formal classroom teaching, but can learn more by using the library for education, information, recreation and inspiration" (IFLA, 2000, p.12).

The library offers unhindered access to information required for the academic, economic and social development of a nation (Raphael, 2016). Ogayi and Chima (2012) see the library as an organized collection of books and other information materials for

2

studies, teaching, research and relaxation. Libraries offer physical or digital access to materials and can be a physical building or a space or virtual space or both. Raphael (2016) says that a library book, magazines, newspapers, manuscripts, films, maps, prints, documents, a microgorm, CDs, cassettes, video bands, DVDs, Blue rays discs, electronic books, audio books and databases all constitute a well-established library. Although all the functions and effectiveness of the library are clearly laid out, most people still find it unnecessary to instill the need for a reading habit. Students are less or not interested in visiting the library (Okuonghae, 2018). However, the main function of the library is no longer just to house books, much of their selection is now digital. Those who work in the library rooms, the librarians, are also adapting to these changes (Carleigh, 2013). Technological changes that use electronically stored and retrieved information have transformed the way users and students can access, retrieve and use information. Instant access to information via the internet has made vast amounts of information and data accessible to anyone with a computer, modem and provider (Leeder, 2013). In the past, libraries were a research resource supported by a well-curated physical collection and archive. Today, the academic library is confronted with technological developments, dramatically growing traditional collections, and an increasing demand from students and teachers.

The ability to read, grasps, interprets, and decodes written language and texts are referred to as reading skills. Reading is a vital skill that aids in language mastery and facilitates performance in all areas across the school curriculum based on the concept of reading across the curriculum.

Thus, reading skills should be intentionally and consistently fostered in school among students. This is because most learning in all subjects is through reading in a language

3

which most students have not mastered well (Akala, 2004). Reading has opened up wide-reaching paths for knowledge that non-readers are unable to access; it is also implied by many recent studies that reading deepens the feelings of empathy, and presents the reader with a greater understanding of others' mental states, if only temporarily (Koopman & Hakemulder, 2015; Bal, & Veltkamp, 2013).

Furthermore, pleasure reading develops better reading comprehension skills among readers, increases their fluency, and displays higher levels of general knowledge (Whitten, Labby, & Sullivan, 2016; Mol & Bus, 2011). Reading also embraces the human interaction with written texts (Grosman, 2011) and triggers the senses, such as sound, touch, and observation in order to create experiences in the reader's mind in ways that were not previously thought of. It is a frequent, yet enjoyable experience that continues to grow, where the boundaries and variabilities of the reading experiences can continue to expand and evolve (Tarulli, 2014). Various reading skills are identified by the Ministry of Education in Ghana as key to a learner who needs to acquire competence in reading. These skills include: reading aloud, silent reading, speed reading, using a dictionary, using the library, skimming and scanning, intensive and extensive reading and reading for detail.

Okwilagwe (1998, in Owusu-Acheaw & Larson, 2014) asserts that reading is more concerned with reasoning, meaningful interpretation of words, phrases, and sentences, requires all types of thinking, such as critical, analytical, creative, imaginative, evaluative, judgmental and problem solving. To Leipzig (2001), reading involves word recognition (identification of words in print), comprehension (construct understanding from the identified words), and fluency (coordinate understanding of words and making meaning so that reading is automatic and accurate).

4

More so, reading is a deliberate and conscious act of directing one's eyes to written material for purposes of comprehension, obtaining general information or for pleasure, (Gathumbi & Masembe, 2005). Reading is thinking the thoughts that a writer is communicating to his readers by way of the written or printed words. It is a cognitive, interactive and a psycholinguistic process and not a passive one as perceived by many (Otike, 2011). This in essence means that reading should be defined in broad terms as major goals, right from the start, not only to word recognition, but also comprehension and interpretation of what is read to the study of personal and social problems. The foregoing indicates that reading is important in the general development of man and his society and acts as a fundamental building block in learning (Sisulu, 2004, cited in Igwe, 2011).

Reading over the years has always been for various reasons. Among these reasons are: reading for survival that involves an immediate response to a situation. It can also be goal oriented where one reads for general knowledge and ideas. Reading can be for pleasure, which is done for its own sake and not under pressure or for academic purpose (Gathumbi & Masembe, 2005).

Mureithi and Kipchumba (2011) are of the view that reading culture as part of a specific culture and habit that is shared and valued highly by a particular society. Reading is considered an important skill that helps people gain information they need in everyday life. The urge to add to the already existing knowledge, seek individual self-improvement and creative goals should motivate people to read. The ability to read and write alone cannot lead to a reading culture. It must become a habit in order to constitute a reading culture. Nssien (2007) posited that reading culture is the use of reading as a

5

regular activity to drive joy and satisfaction. It is the cultivation of an attitude and possession of skills that make reading a pleasurable, regular and constant activity. Reading culture is therefore the act of building up positive reading attitude among students and children over a period of time. When students habitually and regularly read books and other information materials that are not necessarily required for them to advance in their professions or careers, they are said to have a reading culture (Gbadamosi, 2007). Otike (2011) argues out that inculcating a reading habit should be introduced to learners at an early age because learners reading and reading culture develop over a prolonged period of time.

The main aim of a library is to assist the reader(s) to have an effective and efficient use of the available resources and services. In the past, a library was seen as a store house and books were meant for preservation. The librarian was supposed to be a custodian, who did not encourage the use of books. The readers were expected to use the library on their own (Reddy, 1998). However, this has changed with time. Libraries are now seen as service organizations. They have grown into information and lifelong learning facilitators, focusing on customer service and prioritizing the discovery of user needs and communication of solutions (Krolak, 2005). Rather than preserving materials, it acquires, processes, and makes them available for use. It makes its collection available to the public and offers services to its consumers.

A library has become an essential component of a modern society and must meet its needs. The necessities of such society dictate its structure, character, purpose, functions, and services (Reddy, 1998; Nabuyanda, 2011). Every library is a social institution that serves a variety of functions.

Reddy (1998) is of the view that a library serves as a source of information and instruction, particularly for readers and writers, as well as a book repository and a repository of information and knowledge. Any human action aimed towards social advancement requires information. A researcher, teacher, student, administrator, or entrepreneur all requires information in order to be successful in their particular projects and professions. For the acquisition of such information, individuals must invariably rely on books. A library, for example, can help people enhance their quality of life by providing them with education, knowledge, amusement, and intellectual stimulation, as well as enriching their lives in general.

In essence, the library supports literacy development and promotes reading as an enjoyable, voluntary activity that improves a person's quality of life through its collection. Books, journals, newspapers, manuscripts, and videos, among other things, can be found in the collection (American Library Association (ALA, 2008).

Reading skill is presented in a spiral approach and the library is an important resource not only for learning English but also other subjects and general interests in life. In light of this, the Ministry of Education (MOE) emphasizes that learners should be trained on how to use the library efficiently and also encourage them to use it during their free time for private study. The IFLA manifesto on research conducted in the United States of America (USA) details core library service goals as "Developing and maintaining in children the habit and enjoyment of reading and learning, as well as the use of libraries throughout their lives; opportunities for experiences in creating and using information for knowledge, understanding, imagination and enjoyment" (IFLA, 2000, p.12).

Reddy (1998) is of the view that a library is a haven for the inquiring mind. It is the organization of books, graphic materials, pamphlets, newspapers, magazines,

7

manuscripts, films and microfilms, tape recording, and computer tapes for usage. All of this content is used by people from all walks of life to satisfy their urge for knowledge and find reading material for some kind of leisure activity.

A print-rich environment, according to Lonsdale (2003), encourages greater reading, and free voluntary reading is the strongest predictor of comprehension, vocabulary growth, spelling and grammatical competence, and writing style. This is due to the fact that students are exposed to a range of materials such as films, journals, magazines, and newspapers, which augment information found in textbooks while also allowing them to expand their knowledge.

School libraries give students and learners access to reading materials to help them learn and improve their skills. They assist in the introduction of reading for knowledge, pleasure, test preparation, and personal improvement through lifetime learning by providing materials that provide more comprehensive and varied information than classroom study alone. One of the major aims of the school library is to inspire a love of reading in order to promote a reading culture among users. It is therefore crucial that an investigation be carried out in Ghana (particularly in the Wa Municipality) on how the school library could be used as a means of promoting a culture of reading among senior high school students.

1.1 Statement of the problem

The majority of the reading public do not have a reading culture (Otike, 2011). The Minister of Education in July, 2022 urged Ghanaians to read to refresh their minds and access relevant information (Joy News, 2022). The maxim, if you want to hide something from a Ghanaian, just put it in a book, is more relevant now than ever, as the culture of reading has fallen low (Dukper et al., 2018). Among the solutions to this

8

problem is that students should be encouraged to see the school library as a place where they learn to read so that they can read to learn for the rest of their lives.

The problem of poor reading culture among the Ghanaian population is said to be attributed to the lack of libraries and/or libraries inability to provide adequate reading materials (Parry, 2004). To Parry, the inability of libraries to provide reading material is a major obstacle in the fight against illiteracy in developing countries.

Dukper et al., (2018) states that school libraries, where they exist, lack resources. Those not lagging are only stocked with textbooks. A study conducted in the field of libraries and their roles in the development of a reading culture by Dukper et al. (2018) in Bunkrugu Yunyog District in the North -East Region showed that the Ghanaian education system is exam-oriented, which could explain why most students do not find time for recreational reading. Therefore, any material that is not a course book is not testable, so there is no need to read it. It also revealed in his study that encouraging learners to read independently when they do not have access to reading materials is a futile endeavor. Additionally, most schools in rural areas of Ghana have small libraries or book collections, and inadequate textbooks.

Chusa (2011) researched and established in his findings that lack of functional libraries in schools, lack of qualified librarians, inability to teach library lessons in school hours and lack of conducive reading environment at home are factors hindering students' reading habits. Furthermore, Lonsdale (2003) argued that the impact of school libraries appears to be strongest at the lower levels of education and weakest at the upper levels. This study answered the questions: what kinds of library materials are available in schools to inculcate the value of reading in these students, particularly in senior high schools, and what attitudes do students portray toward the use of school libraries at the

senior high school level and to investigate how students make use of the library resources.

It documented the role of school libraries in the development of a reading culture among senior high school students. Since many of the studies conducted to date (including Nalusiba, 2010; Chusa, 2011; Jelagat, 2017; Dukper et al., 2018) have focused on developing reading habits by advocating the provision of reading materials and library infrastructure, a huge gap is left to be filled. This is because their researches did not bring out the needed statistics concerning the library resources in the various school libraries. The statistics are helpful in unraveling the types of resources and the relevance of these resources in the promotion of a reading culture. So, it seems their researches did not adequately address the lack of statistics on the kinds of library resources available and their relevance and also lack evidence of assessment on how libraries are used for developing reading culture. It is therefore in the researcher's interest to gather the needed statistics on the types of library resources and their relevance, and assess how libraries are used in developing a reading culture among senior high school students to fill this knowledge gap.

1.3 The purpose of the study

The purpose of this study was to investigate and analyze the reading culture among senior high school students in the Wa Municipality of the Upper West Region, with specific focus on the role of school library in promoting and fostering a positive reading culture among students.

1.4 Objectives of the study

This study was intended to achieve specifically the following objectives:

    i.   To determine types of resources available in the school library.

ii. To determine students' attitudes toward the use of the school library.

iii. To investigate how students make use of library resources provided in the school libraries.

1.5 Research questions

The research questions which guided the study were:

i. What kinds of reading materials are available in the school library.

ii. What attitudes do students portray toward the use of the school library?

iii. How do students make use of library resources provided in the school library?

1.6 Significance of the study

The research findings will shed light on the importance of school libraries in promoting literacy and academic success among senior high school students in the Wa municipality. It seeks to identify the challenges and opportunities faced by school libraries in fostering reading culture particularly in local context like the Wa municipality.

The study will provide insights into how school libraries could better be utilized as educational resource to support and enhance students reading habits and overall learning outcomes.

By understanding the role of the school library in shaping students reading culture, the study will contribute to the development of effective strategies and interventions to improve literacy levels and educational attainment in the Wa municipality.

11

1.7 Limitations of the study

During the study, the researcher was constrained by challenges in the light of finance, time, and students' unwillingness to respond to some questions posed by the researcher and absenteeism on the part of the students.

Due to financial constraints, the researcher had to hurriedly collect the data and as a result, some areas were not well covered. This affected some aspects of the data collected. The researcher however, managed to bring the situation under control by reaching out to all key places to gather the relevant information needed for the study. This helped the researcher to overcome all obstacles in order to have valid and reliable data.

Another constraint faced by the researcher was the strike action embarked on by senior high school teachers. The teachers industrial strike action affected the work because the strike took a long time before it was called off and upon their return; the researcher had to work under the dictate of the little allotted time frame. It was difficulty to get students and teachers on campus to retrieve the questionnaire that was given to them. The researcher had to do a follow up on teachers who stayed outside campus in order to retrieve the questionnaire for analysis. It was successful, though it took the researcher sometime to retrieve the questionnaires.

Also, the target participants of the study were unwilling to provide the researcher with ample information. A researcher cannot check the exact information provided by the respondents as it was their discretion to voluntarily provide or withhold the information. However, the respondents were assured of the confidentiality of the data they provided as the data collected was for academic purposes.

Again, the researcher was always subjected to the school's internal rules and regulations in order to have access to the students. The school authorities were very strict on persons or group of people having access to the school premises. The students in this very school were restricted to giving out information of any kind to anybody that is not a staff member of the school. The researcher, therefore, had to follow protocols and due processes to be allowed to administer the questionnaire, do interviews and observations. The study is deliberately limited to the variable, school library, yet there are many other factors that could influence the development of a reading culture among senior high school students.

Finally, the study was both quantitative and qualitative in nature. Therefore, it relied on respondents' perceptions and views, and the quality of data depended on them.

1.8 Delimitation of the study

The study examines school libraries and reading culture in the Wa Municipality. The study does not cover the entire schools in the Municipality. It is further restricted to school libraries despite the fact that there were other libraries in the municipality that served other community users.

The study focused on the school libraries and reading culture among students. It was confined to the students and their teachers only. Librarians were also included because they play a very important role and the researcher thinks they are helpful in unraveling certain unknown facts when it comes to the use of libraries.

Thus, the researcher looked at the library resources available and its relevance, students' attitudes toward school library, investigate how students make use of library resources provided in the school libraries in order to get used to reading hence, the

development of a culture of reading for life. The scope of my study is delimited to only the students in the Wa Municipality in the Upper West Region. Hence the findings cannot be over generalized.

1.8.1 Operational definition of terms

Development of reading culture: refers to the progressive development of a positive perception that makes reading a constant and joyful activity.

A library: is a building that houses collections of books, periodicals, videos, and other items for members of a certain institution or the general public to read and make reference.

Reading culture: is developing the mindset and skills set that make reading enjoyable, regular, and consistent. It increases the motivation to read.

Reading habits: Looking at and cognitively understanding the meaning of written or printed material repeatedly and regularly. This behavior exhibited is routine and tends to occur unconsciously.

Reading materials: Refers to all published and non- published materials in a school library in form of pamphlets, magazines, journals, reports e.t.c that one can rely on to gain information.

Scaffolding: It is pedagogy of teaching and learning in which a learner is guided to build on what has already been learnt. Learning therefore begins from what is known to what is unknown and from concrete to abstract evidenced where students can perform tasks they could not do alone.

School librarian: The personnel within the school who is charged with the role of developing and implementing curricular relating to information literacy and enquiry. They may assist them in selecting books, retrieval, cataloguing, serialization of texts and assist in school work.

School library: It is a building within a school compound where students and staff both teaching and non-teaching can have access to a variety of resources like books, newspapers, journals and information technology like the internet for their own research and reading for leisure.

Weeding: The practice of removing from circulation copies of rarely used books and materials with information that is of no relevance to the library users.

1.9 Organization of the study

This study is made up of five chapters. Chapter One introduces the thesis as thoroughly discussed already. The first chapter presents the background of the study, statement of the problem and purpose of the study. It also states the objectives, research questions and significance of the study. Delimitation of the study and limitations of the study are also discussed in this chapter.

Chapter Two is made of the review of related literature and the type of framework adopted by the researcher. The chapter gives an introduction of reading concepts and culture of reading and various theories related to reading. The researcher reviewed literature from the works of Nalusiba (2010), Todd and Kuhlthau (2012), Afful-arthur and Tachie-donkor, (2010), Jelagat (2017), Dukper (2018), Appah et al., (2023), Agyeiwah and Owusu (2023) and many others. The third chapter deals with the methodology which explains how the study was conducted. Here, there is a thorough

15

discussion of the instruments used in data collection. These include administration of questionnaires, interviews and observation. It reflects areas like research approach, design, population, sample and sampling procedures, as well as data analysis.

The fourth chapter looks at the results that are obtained from the analysis of data. The results are based on the following areas; the sorts of library resources accessible in the school library and their relevance, students' attitudes toward the use of the school library, how students make use of the library resources available in the school library, the roles of librarians and teachers of English in encouraging students to read and a host of others. The chapter also provides suggestions to developing reading culture among students. The final chapter, five, gives a summary of the results. It discusses the use of school libraries and reading culture, relevance of school library resources, and availability of library resources in the school library, challenges and implications of those challenges. This chapter ends with suggestions and recommendations for further study.
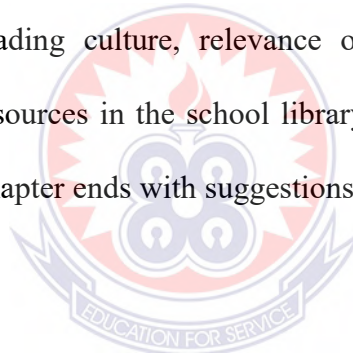
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter deals with the ideas of earlier researchers on reading and studies related to the current study. The chapter comprises literature and studies done on the types, availability, adequacy and relevance of reading library resources in fostering a reading culture among learners, library resources, the concept of attitude, attitude theory, roles of teachers and school librarians in the development of a reading culture and importance of a reading culture, use of the school library to achieve better learning outcomes or performance, teaching of the reading skills in senior high schools, use of the school library for teaching reading, and the impact of School libraries on students' performance. The section finally looks at the theoretical and conceptual frameworks adopted by the researcher in carrying out the research.

2.1 Kinds of resources available in schools and their relevance

A study conducted in Zambia by Chusa (2011) using the blended method approach in a school setting reflects similar experiences with the types and inadequacy of reading materials. The researcher in this particular study found that lack of access to reading materials was one of the contributing factors to poor reading literacy at the high school level. A survey conducted by the World Bank in 2008 and cited in Jelagat(2017) indicates that the overriding feature of most high school libraries across Africa was funding. So, the facilities had limited value and interest to both students and teachers. As a result, they were often underutilized and consequently given little priority in national or school budgets. It also indicates that most countries in Africa, including Ghana, complain about the prevalence of donated second-hand books in senior high

school libraries. These donations are often not central to the national curriculum and are often not attractive as reading books. Moreover, the existence of these donations provides governments with an excuse not to fund school library systems. Ironically, these donations are generally welcome, but they take up valuable storage space in small school libraries. With little or no government funding, most of the burden of library funding is left to parents who are already overwhelmed with the other costs of secondary education. As a result, facilities tend to deteriorate rapidly due to lack of regular maintenance.

Kimberly (2013) suggests that to encourage independent reading in students, a reading environment should be created in every classroom. He notes that a literacy-rich environment is filled with print, books, and other reading materials that not only support common core standards, but also provide a framework that encourages and supports speaking, listening and writing in a variety of authentic ways. It is therefore obvious that every classroom (or library) must be a welcoming and printable environment.

A central theme of school library policy is an adequate stock of books and other materials such as magazines, posters and, where possible, internet access, which should be replenished regularly to maintain the up-to-date information, as well as the replacement of worn copies of books. Additionally, the school library can meet a wide range of learning needs and personal interests by ensuring that books and other resources are available for all reading levels. It should aim to give every student the opportunity to learn, to enjoy reading and to create new knowledge and understanding. Despite this noble role, however, there is a poor school library management system that results in students reading very little, mainly because there is very little interest in reading. This path to basic reading is a major concern for many senior high school heads

18

and teachers and must be detrimental to the development of comprehension, mastery of subject matter in other subjects and fundamental skills such as the acquisition of vocabulary and clarity of writing. In schools in Ghana, borrowing policies vary, students can borrow books, but there are usually too few copies for everyone and due to the risk of damage and theft, schools are unwilling to lend them out or seek severe penalties for loss or impose severe sanctions for damages, which discourages students from borrowing books, as peer theft of textbooks is widespread (World Bank, 2008).

A study conducted in Ghana by Dukper et al., (2018) in Bunkrugu Yunyog District in the North -East Region showed that the Ghanaian education system is exam-oriented and could explain why most students do not find time for recreational reading. Therefore, any material that is not a course book or a literature book is not examinable, was useless to read. The study also reveals that encouraging learners to read independently when they do not have access to reading materials is a futile endeavor. Additionally, most schools in rural areas of Ghana have small libraries or book collections, but no reading materials other than textbooks.

Glogowski (2008) conducted a study in Kenya which also indicated that the Kenyan education system was aligned with the examinations that students had to pass. Glogowski (2008) indicates that the education system in Africa, including Ghana, is examination driven. The study also emphasized, that library material in the school libraries were mostly old stock. These old fashion books are not relevant to the current contents studied in the schools.

2.1.1 Library resources

Library resources are basically sources of information. Traditionally, these resources were mostly books, journals, newspapers and other editorials, and encyclopaedias. But

with the appearance of the web, digital sources of knowledge became current. These digital sources of knowledge embody, however not restricted to, online libraries and journals, online encyclopedias like the Wikipedia, blogs, video logs like the YouTube, etc. Even picture show clippings particularly from history have complete an oversized role in fashionable analysis, and thus identifiable beneath library resources (Philosophy & Commons, 2019).

A successful educational system depends exhaustively on the accessibility and utilization of information sources and services (Jamil & Shaziah, 2013). In this regard, school libraries are providing knowledge and information resources for teaching, learning and research. Academic libraries are rapidly supporting and encouraging adapting new form of teaching and learning exercises. For example, group projects, group study, team work and activity-based learning and assignments (Edward & Fisher, 2002) are areas academic libraries offer their support. According to Ezeala and Yusuff (2011) as cited in (Jamil & Shaziah, 2013), it is natural for human beings to evaluate things, events and other people around them. Libraries are also included in this practice. They have the need to periodically measure the resources and services of their libraries as a way of ensuring that they are meeting the set objectives of the library. Regarding the accessibility and utilization of library resources, authors highlighted that libraries must ensure the required and relevant resources, adequate storage for the collection, and strategies for accessibility of these resources through classification, cataloguing and other arrangements. Efficient and effective provision of library resources can have positive impact on academic achievement (Williams, Wavell & Coles, 2001).

In the same context, Oyewusi and Oyeboade (2009) conducted a study at Ladoks Akintola University, Ogbomosa, Nigeria, to investigate the accessibility and use of

20

library resources by undergraduates. A questionnaire was distributed among 600 students in the university, out of which 393 were found appropriate for data analysis and conclusion. The respondents were asked to indicate the reasons for using the library. It was found that 76.8% respondents used the library as a place where they could read and study, 7.9% use it for research, 4.3% visited the library when they wanted to borrow a book, while 7.4% slept and socialized in the library. Results indicated that Nigerian students perceived the library as a place where serious academic work could be done.

In their research, Adeoye and Popoola (2011) stressed the effectiveness, availability, accessibility and use of libraries and information resources. They explained that for effective learning, students must have access to the necessary materials and information resources. These resources can be in material (e.g. printed resources) and intangible (e.g. electronic resources) formats. They indicate that the librarian is responsible for providing the right information to the right person at the right time. Regarding the accessibility of library resources, the authors added that the most accessible information resources require minimal effort to access them.

Siu-Runyan (2011) added that higher quality of school and public libraries is correlated with higher scores on reading tests taken at the US state, national and international levels. School libraries are an important source of books. Previous studies have shown that when children have access to books, they read them, and when they read a lot, all aspects of literacy improve. She went on to explain that books not only have a positive impact on performance, but that the positive impact of access is just as important as the negative impact of poverty.

Jamil and Shaziah, (2013) conducted a study on library resources used by teachers and students using the blended method approach. The conclusions of the study were that: A large majority of teachers and students participated in the survey. Despite the limited number of library resources, two thirds of the teachers who were female teachers, agreed to use the library. The maximum numbers of female teachers visit the library once a week, while about half of the male teachers visit once a week. Their visit lasts less than an hour because the librarians support them in finding the necessary material. They used the library to find materials to develop lesson plans, prepare lectures, find topics for assignments/projects, prepare student handouts, find additional reading material, and be aware of the variety of material available in the library to guide students. Regarding the use of library resources, it was observed and found that teachers prefer printed resources to electronic resources, but also modern resources were very scarce in most sampled libraries. Among the students, just over half of the students, mostly male, agreed to go to the library. The maximum percentages indicated that students visited their library once a week and spent 1-2 hours there reading books, preparing assignments and learning more. In addition, they frequently visit libraries to spend their free time and read in a convenient place. Like the teachers, the students also seemed interested in reading the printed material in the library due to the limited resources available in the library. These researches are in line with current research in which the school library is considered an important tool for the development of reading culture among SHS students of the Wa municipality in the Upper West region of Ghana. It also agrees with the current study because they both used the same approaches.

2.2 The Concept of Attitude

An attitude is an expression of favour or disfavour toward a person, place, thing or event. Appiah et al., (2023) once described attitude as the most distinctive and

indispensable concept in contemporary. Attitude can be formed from a person's past and present. Many psychologists have given different definition for attitude. According to Schneider (2000), attitudes are evaluative reactions to persons, objects and events. This includes one's beliefs and positive and negative feeling about the attitude object. He also added that attitude can guide our experience and decide the effects of experience on behaviour.

Moreover, Vanghan and Hogg (2000) defined attitude as a relatively enduring organization of beliefs, feeling and behavioural tendencies towards socially significant objects, groups, events or symbols or a general felling or evaluation (positive/negative) about some persons, objects or issue. From this definition, we could see that, attitude is on relevant to socially significant objects. In beliefs, it could be said that, attitude is a positive or negative evaluations or feeling that people have towards other people, objects, issues or events. Attitude include the general way people feel towards socially significant objects and most attitudes are lasting. Farrant (2012) sate that attitude is a major determinant of the individual orientation toward his social and physical environment including himself. It also noted that there are times when members of group will try stimulate indifferent members to action so that the group as a whole can achieved and obtain desire recognition.

2.2.1 Attitude Theory

Everyone has an attitude. Some individuals' attitude pushes them forward, helping them to face new challenges, overcome obstacles, and achieve their goals. Others have attitudes that are anchors, slowing them down or preventing them from embracing innovation and change in their lives and workplaces. Library scholars and authors Griffiths and King (2003) have defined knowledge, skills and attitudes as follows:

23

Knowledge is having information about, knowing, understanding, familiar with, awareness, experience with, or familiarity with something, someone, or how to do something, skills are the ability to use one's knowledge effectively, and attitude is a mental or emotional approach to something or someone. Attitude has been defined as an important concept that helps people understand the social world. It helps us define how we perceive and think about others and how we behave towards them. Attitude is also defined as a relatively persistent organization of beliefs around an object or situation that causes a person to react in a preferred way (Ajzen 2002). Attitudes represent our hidden feelings of preference or dislike for an object, person, problem or behavior (Schwarz 2007). It is further mentioned that an attitude does not exist until an individual perceives an attitude object. It is generally accepted that attitudes consist of an affective component (feeling), a cognitive component (belief) and a behavioral component (actual actions). The study conducted by Adesoji and Oluwaremilekun (2023) shows that students' attitudes towards the use of library resources improve students' academic performance. This is consistent with the statement of Ogunbote and Odunewu (2009), who cited Kumar (2000) and found that student performance could be significantly improved if they used the library regularly.

2.3 Use of school library for teaching reading

Any society's social, political, economic, and cultural growth is significantly influenced by libraries. They are crucial to the upkeep and development of culture, official and informal education, and leisure reading. Therefore, a library is concerned with knowledge communication through offering bundled information through user-friendly technology. Traditional libraries were only home to printed books, manuscripts, and magazines (Reddy, 1998; Eyo, 2007). Books, periodicals, microforms, slides, pictures, audiocassettes, videocassettes, maps, models, artifacts (man-made objects), realia

(natural objects including geological specimens), phonograph records, and tape records are among the goods that modern libraries acquire (Reddy, 1998; Eyo, 2007).

The library offers reading materials so that students can read for enjoyment, to pass exams, and for their own personal development through lifelong learning, thereby improving their reading comprehension and linguistic proficiency. The importance of a school library cannot be overstated, and frequent library use by children can have a significant positive impact on their academic performance. K.I.E (2006 as cited in Jelagat, 2017) reiterates the following goals for the library:

- ❖ To acquire, process and make available documents with emphasis on non-book materials like films, video tapes, maps and photographs.
- ❖ To provide useful information to enable students to become skillful.
- ❖ To create among students lifelong reading habits
- ❖ To play an effective role in the school program.

A school library therefore serves as a learner-oriented laboratory which supports, extends and individualizes the school curriculum. It is used as the center and coordinating medium for all material used in the school. It also provides a place for students to do independent work, use computers, equipment and research materials. The library contributes to student achievement through supporting the school's learning and teaching programmes and through its print resources. It should make available to the students at their convenience, all books, periodicals and other reproduced materials which are of interest and value to the student but which are not provided or assigned to them as basic supplementary textbooks (Ogada, 2012).

Kimberly (2013) posits that classrooms and school libraries should be stocked with high quality resources where students can have access to interesting varied books and

materials both in print and online. Furthermore, when students are provided with well-designed classrooms and libraries, they interact more with books, spend more time reading, and exhibit more positive attitudes towards reading and exhibits higher levels of reading achievement. Eyo (2007) observes that a library supports the reading program of a student and literacy by promoting links between the classroom, the library and the wider community to develop a culture of reading for pleasure as well as for information.

A library therefore provides access to a wide range of quality fiction and non-fiction materials, including online resources, to support students' development as engaged and motivated readers. Therefore, based on reading data and information from student surveys, each library's collection should cover a wide range of reading abilities and interests. The World Bank (2008) suggests that a secondary school library should provide additional information to stimulate student inquiry and broader reading, as well as recreational reading material to support the active development of a reading habit. Active reading improves comprehension, vocabulary acquisition, reading fluency, and ease and clarity of expression.

Moreover, it is at the heart of learning and plays a key role as a place for innovation, curiosity and problem solving. It is a catalyst for literacy and reading and for teaching scaffolding and inquiry-based learning; therefore, it is a focal point for engaging in all types of reading, accessing information, acquiring knowledge, and deep thinking. The school library, when well stocked and staffed, can encourage voluntary reading so that students acquire comprehension skills, increased vocabulary, spelling skills, grammatical usage and writing style (Lonsdale, 2003). A print rich environment therefore encourages more reading.

A library assists in the self-education of all throughout life by providing up-to-date facts and information on all subjects, including local, national and international affairs, for the benefit of economic, political and social well-being. A library also increases the use of free time and preserves the library remains of humanity for posterity as carriers of culture (Reddy, 1998; World Bank, 2008). Libraries around the world are committed to providing free and equal access to information for all, whether in written, electronic or audiovisual form. They play a key role in creating reading environments and promoting literacy by providing relevant and engaging reading material for all ages and literacy levels (Krolak, 2005).

In the 2008 World Bank report on the provision of textbooks and school libraries in secondary education in sub-Saharan Africa, the findings show that at the secondary level, the most important results that can be expected from effective school libraries are: the development of improved reading and comprehension skills, which also underpin performance in all other curriculum subjects, as well as the ability to access required information and to seek and read program topics. These are essential skills in the information age, forming the basis of high school methodology, which emphasizes student-centered learning and individual student responsibility for their own learning in the world (World Bank, 2008).

Consequently, a school library means a new world of intellectual and cultural adventure for the child, an unprecedented increase in resources and power for the teacher, a new atmosphere of learning and a new perspective on things spiritual for school. This means for the household items of common interest and the development of the habit of reading for its aesthetic value alone. For the public library, this means an increasing number of

27

intelligent users, because if the habit of reading was not instilled in children at school, there would be little or no adult demand for a public library (World Bank, 2008).

A school library is therefore a reading room, a learning center, a social laboratory and a laboratory for the whole school. If school libraries are well organized and utilized, students are likely to develop a habit of self-study, which is beneficial to any education system (IFLA, 2000). It is therefore in a library that a student has the opportunity to read voluntarily and autonomously. Here, a student has the opportunity to choose what she wants to read in her spare time. Independent reading reflects a reader's personal choice of what material to read and the time to do so.

2.4 Teaching reading in Ghanaian secondary schools

Reading is an important part of the English curriculum in Ghanaian schools for a variety of reasons. To begin with, text book content does not lend itself to leisure reading. As a result, there will be limited growth of reading skills where there is little reading. Second, a learner can only gain the speed and abilities needed for practical purposes after school if they read. Reading is required in many occupations in Ghana and around the world. Third, quality and amount of reading are essential for higher education; general knowledge is also dependent on reading.

According to Yacoob, Ujang & Endung (2016), reading has always been a great source of knowledge over the centuries. The ability to read in a receptive and reactive way is highly valued and considered fundamental for social and economic progress. In today's world, with so much to know and learn, and also with the need for a conscious effort to overcome the divisive forces, people, especially students, need to read more. Reading is a cornerstone of success, not just in schools, but throughout life. A good reading habit is necessary for healthy intellectual growth and plays a very vital function in enabling

28

practical efficiency to be achieved. A person's interest is largely determined by the amount they will read and the intensity with which they engage in their reading activity (Chettri & Rout, 2013).

Many people read for enjoyment in the United Kingdom, according to Burton and Humphries (1992), yet reading as a popular hobby has probably and understandably dropped during the last fifty years. This is odd because more books are being written than ever before, and there is more spare time available in general. The key elements in this transformation, according to this study, are the increased demands on people's time by other visual stimuli such as television and films on the one hand, and direct observation fostered by widespread travel on the other.

This argument is particularly perplexing in light of the fact that many governments and people are investing more in education than ever before. This implies that people being taught will have poorer reading competency and standards (Burton & Humphries, 1992).
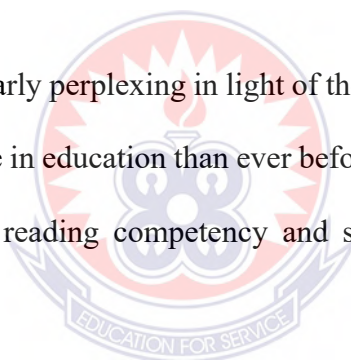
In Ghanaian senior schools, there is the urge and a need for learners to read texts of literary worth for examination purposes and also for enjoyment. Experience of literature as Gathumbi and Masembe (2005) suggested, is an important part of education: it increases the level at which the mind performs, gives form and meaning to the data of experience, broadens and deepens exposures, offers attitudes, sets out moral issues and deals with matters of truth, goodness and beauty.

Glogowski (2008) is of the view that there is lack of a reading culture in Kenya and the problem is worsened by the fact that the education system is geared towards passing examination. The system is dominated by exams which play a vital role in deciding a

student's future. The view of Glogowski (2008) is not different from the case of the Ghanaian reading culture. Moreover, when teachers talk of improving a culture of reading, they invariably mean the culture of reading in English language. In other words, English is a second or even the third language for both the students and the teachers meaning that teachers want to improve a culture of reading in a language that students use very rarely outside the classroom. In addition to this, reading and writing are perceived as literacy skills that students need to acquire to function successfully in school not something that a student perceives as valuable or usable outside the classroom, in the community and in the social context. It is therefore necessary that the skill is imbibed in learners at a very early age hence teachers have a great role to play. Glogowski (2008) laments that; efforts to get people to do reading with little or no assistance are pointless if students have no access to reading resources. This observation is based on the fact that most schools in the country especially in rural areas have small libraries or book collections but with no other reading materials except textbooks. Information is a crucial factor in national development and the ability to use information tools (reading resources) is seen as a source of power.

In the 21st century, the government of Ghana must recognize the urgent need for the use of information and literacy as a means of promoting development (Nomzi,2006). This is only possible through the library. A central task of a library is to promote reading habits, stimulate the search for knowledge and give students access to language skills. Teachers in Ghana must therefore utilize the resource most effectively for the benefit of the students. Training in language skills and specifically the reading skill is significant because in Ghana, most learning in all subjects takes place through reading in a language (English) that students do not have a good command of.

Evidently, the reading skill will therefore improve students' learning across the curriculum (Akala, 2004). However, teachers have serious challenges as they teach the reading skill. One such setback is the lack of libraries, and where they exist, reading material is woefully inadequate as most libraries only keep textbooks and teachers too have a heavy workload and therefore little time to start reading. Also, the program is exam oriented and there are teachers who teach students how to pass exams (Mbae, 2010).

As Nssien (2008) points out, reading habits have been identified as the single most important determinant of a student's success in today's complex society and education. A reading habit is the use of reading as a regular activity. It is the cultivation of an aptitude and the possession of skills which make reading an enjoyable, regular and constant activity.

Igwe (2011) also states that a reading culture is the process of building positive reading attitudes in students and children over a period of time. Gbadamosi (2007, p. 44) adds: "When a person habitually and regularly reads books and other informational materials that are not essential to the advancement of their work or career, we speak of culture reading".

2.5 Roles of teachers and librarians in development of a reading culture

The development of students' reading abilities involves both teachers and school librarians in a significant way. These include encouraging a range of activities that might improve students' love of reading and use of libraries, offering advice on reading techniques through interactive talks, videotapes, and films, teaching library and study skills on how to find books and maximize utility, making a collection of books, magazines, and audio-visual materials available, and create an environment that is

suitable for reading, writing, and research (World Bank, 2008). In order to engage students and inspire them to develop adequate reading skills, literacy thesis and events should be organized and promoted by classroom teachers, reading experts, and school librarians.

Good libraries enable people to use their resources, and they can free our imaginations and reveal previously unrealized worlds. They can also advance knowledge, bring us joy, make us laugh, give us insights, challenge our preconceptions, and give us a professional pick-me-up. Before becoming autonomous information consumers, students must learn how to identify resources, search and select information, and make the most of it (World Bank, 2008). Additionally, they require assistance in order to effectively utilize the wealth of resources and knowledge made accessible by modern technologies. Particularly, educators and parents need to step up their efforts to encourage young people to read. They must choose the right materials, encourage students to use resources and materials on their own initiative and voluntarily, and design learning opportunities for them.

In addition, teachers and librarians play an important role in introducing texts to students. They encourage more independent and extensive reading to sustain and develop the enjoyment of reading more literature. Some of the roles include: reading to children, helping them select books, creating independent learners by promoting student research, computer literacy, technology and critical thinking skills, and developing a resource base for the school using adaptation of student curriculum and interests to identify and obtain library materials and organize and maintain the library collection to promote independent reading and lifelong learning. One of the problems of school library policy is the recognition and commitment to the value and central role

32

of the school library by teachers and principals, inspectors, educational institutions, parents and students (World Bank, 2008).

Atwell (2007) notes that when teachers embrace their role as literate adults who help children seek and find pleasure and life expansion in books, they have a good chance of growing into adults who love and enjoy reading. Additionally, teachers should encourage and organize book reviews and discussions as well as provide book reviews and suggest fiction resources for language arts lessons. Kimberly (2013) notes that teachers should encourage students to read widely and specifically to read outside their favorite genres. Additionally, libraries should be staffed by licensed or qualified librarians who are proficient in both student literature and the know-how to build and maintain a high-quality collection that supports independent reading, research, and instruction. Shannon (2003) adds that teachers and librarians should encourage students to select and read relevant books to create a reading culture among them. Further, librarians should ensure that libraries are the comfortable and welcoming places children want to be by creating supportive learning environments.

Otike (2011) argues that in Kenya much of the responsibility for cultivating and promoting the habit of reading rests with language teachers through library courses. Library lessons are designed so that students can read silently in class or in the school library. However, in most African countries, including Ghana, there is a low level of library management which means that very often there is no time in the school day when students can do more than pick up or quickly return a book. This statement implies that time for students to browse or read in the library is impossible if there is no built-in library time during the school day or even after school.

Use of the library is often limited to classroom reading when the teacher is not in the classroom. School leaders therefore need to devise schedules that give students space to read books. A simple library management system should include fixed library times for loaning and selecting, repairing books, and contacting teachers. On the same topic, Otike (2011) notes that one of the great ways schools can encourage independent reading in students is to allocate time by making it a priority in the curriculum for all classes. The suggestion is that students should be given at least 15-20 minutes each day for independent, self-selected reading.

Coles and Wavell (2002) point out that the size of library staff determines student reading achievement. However, although teachers and school librarians have this huge role to play, parents have failed to be role models for children in recreational reading because they rarely read at home because they have been so socialized that reading ends at school. Furthermore, Amuka (2012) notes that the main culprit for the decline in reading standards is the emerging exam-oriented culture, as students read only to pass exams. Hence, the education system is biased towards recreational reading. She suggests that the government should invest more in library services if it is interested in improving the reading habits of young people.

2.6 The school library and learning outcomes

As Reddy (1998) points out, the library plays an important role in the expansion and explosion of education and in eradicating the social scourge of illiteracy in emerging economies like Ghana. For Todd et al. (2012), a living school library system is an inexpensive and valuable resource that prepares children to be reflective learners who can find, evaluate, and acquire knowledge from a range of sources.

Agyeiwah and Owusu (2023) in their research to sought to explore the reading culture of students in pre-tertiary technical institutions from two Municipalities in Ghana using a descriptive observational cross-sectional study designed to understand the phenomenon under study. The population of the study consisted of two hundred respondents who were purposively sampled from a cross-section of the study population. The analysis of the data revealed that respondents preferred to read among the four macro skills. Respondents' preference in terms of genres was mostly limited to course-related reading materials that could aid academic work, although, it was observed that students have access to other reading materials. It also emerged that although students engage in reading activities regularly, the duration for such activities is relatively short. Thus, students should be encouraged to read longer for the needed impact. It is recommended for the creation of more opportunities that will allow students to engage in reading including giving them adequate online access with the needed supervision from school and home for greater impact.

Sisulu (2004) asserts that becoming an experienced and adaptable reader increases children's chances of success in school and beyond. Reading is therefore not only academic, but in all its diversity it is essential for better information and better understanding of oneself and better understanding of others. Libraries therefore have a historic mission to promote literacy and learning. Libraries, learning and reading can transform lives as Iqwe (2011) puts it. They have a role to play in determining the future of any society. Any society that educates its members benefits from improving the literacy of the population. Additionally, many occupations today require literacy skills (Igwe, 2011).

Eyo (2007) states that libraries are vital for education and research has shown that low literacy skills today are the result of underfunding of libraries and their services. Cullilan (2000) finds that the number of independent reading students significantly affects their reading personality. In the study, titled "Independent Reading and Academic Achievement", the researcher finds that of all children use of time, reading books is the best predictor and measure of success in reading, reading comprehension and vocabulary. Reading is extremely important for a child's cognitive development, although the way Ghanaians are brought up is a major impediment to efforts to make it a reading nation (Amuka, 2012).

One of the main purposes of the school library is to instill a love of reading and foster a reading culture among users (Segun, 1995). In a study conducted in Nigeria by Ogunrombi and Gboyega (1995), their opinions were found similar. Students' family backgrounds, lack of functioning libraries, lack of trained librarians, lack of reading materials and lack of library time in schools are cited as the main barriers to promoting a culture of reading in young children.

Lonsdale (2003) makes it clear that a strong library program, properly staffed, resourced, and funded, can lead to better students' achievement, regardless of socioeconomic or academic level. Lonsdale (2003) and Adeyemi (2010) observe that students with access to a well-supported school library media program with a trained school librarian perform better on reading tests, regardless of socioeconomic status.

Ezema and Ekere (2007) note with concern the poor state of Nigerian school libraries. The problem is exacerbated by the lack of qualified teachers - librarians. The study highlights the vital role of teacher-librarians in promoting a culture of reading among young Nigerians. They too complain that while some schools use library lessons to

develop a reading habit, there are no guidelines for setting up libraries. Furthermore, it is not clear how schools assess students reading behaviour. Thus, they found that library classes are not clearly enumerated and that most schools do not see the point in participating in such activities. It is clear that school library services should be provided equally to all members of the school community, regardless of age, race, gender, religion, nationality and language, occupation or social status.

The library provides a model of inquiry-based learning and building knowledge and confidence in finding and processing information. It is an essential resource to support student learning and an important support for teachers. It reflects and encourages collaborative learning and the exchange of ideas (Lonsdale, 2003). Moreover, it impacts student understanding and performance and provides support for teaching and learning across the school. They are thus part of a school community and reflect and welcome this community. Research shows that schools in Uganda have an acute shortage of basic books, because little priority is given to school library development. Stocks of appropriate fiction, supplementary curriculum support material and basic reference material are lacking in large quantities in almost all secondary schools (Nalusiba, 2010).

2.7 The impact of school libraries on students' performance

This study has been the subject of several studies undertaken both within and outside Ghana. Lonsdale (2003) investigated the kind and depth of evidence linking school libraries to student accomplishment in Australia in his study "Impact of Libraries on Students' Achievement." The findings suggest that libraries have a favorable impact on student accomplishment, whether evaluated by reading scores, literacy, or improved learning. Furthermore, the study found that a robust library program with enough staffing, resources, and funding can contribute to higher student accomplishment

independent of students' socioeconomic or educational backgrounds. It promotes the incorporation of information literacy into the curriculum to help students master both subject and skills.

Finally, the study found that libraries can improve students' self-esteem, confidence, independence, and sense of responsibility in terms of their own learning. The findings and recommendations of Londsdale's research were found to be consistent with the findings of this study, because if school libraries are well-established with relevant reading resources and competent staff, in this case teachers and librarians, senior high students will achieve higher levels of achievement in terms of increased love of reading. The difference between the two researches were that the current study focused solely on students' reading habits and ignored other factors such as their socioeconomic background. It did not include achievement in terms of reading scores or general literacy, which were covered separately.

2.8 Factors affecting reading habits in senior high schools

In their study "Factors Affecting the Reading Habits of Secondary School Students," Ogunrombi and Gboyega (1995) identified a child's familial history as one of the factors militating against students' reading habits. This is because, as they put it, loudness and a lack of reading resources make few environments favorable to reading. Indeed, the report finds a lack of functional libraries in most schools, a paucity of professional librarians, a failure to provide library periods in schools, a deficit of language teachers, and a lack of resources for teaching reading skills as barriers to students developing a reading culture. As a result, the study shows that well-stocked libraries, the availability of skilled librarians and teachers, and the supply of library instruction in schools are all important factors in the development of libraries.

The research of Ogunrombi and Gboyega differs from the current study in that it did not look at the students' familial backgrounds. The current study focused on providing statistics on kinds of library resources, the availability and adequacy of library resources, students attitudes towards the use of school libraries and indeed, how students' made use of the school library. Furthermore, all of the schools studied had functioning libraries, which were managed by teachers and trained librarians. As a result, there was enough room for this study to take place. However, the findings agree that school libraries must be well-stocked with high-quality material, and library periods must be provided if students are to develop a reading culture.

2.9 Related Studies

There are various studies that have been conducted within and outside Ghana that are related to this study. Lonsdale (2003) on "Impact of Libraries on Students' Achievement" done in Australia sought to establish the nature and extent of evidence that linked school libraries to student achievement in Australia. Findings indicate that libraries have a positive impact on student achievement whether such achievement is measured in terms of reading scores, literacy or increased learning. In addition to this, the study established that a strong library program that is adequately staffed, resourced and funded can lead to higher student achievement regardless of the socio-economic or educational levels of students. It advocates for integration of information literacy into the curriculum to improve students' mastery of both content and information seeking skills. Lastly, the study established that libraries can make a positive difference on students' self-esteem, confidence, independence, and sense of responsibility in regard to their own learning. The findings and recommendations of Londsdale's research were found to concur with the findings of this study because if school libraries are well established with relevant reading resources and competent staff in this case teachers

and librarians, the achievement of students as regards increased love of reading will go up. The difference in the two studies was the fact that current study only confined itself to reading culture of students and no other areas like their socio-economic status. It did not also cover achievement in terms of reading scores and general literacy that was covered in Lonsdale's research.

Research conducted by Ogunrombi and Gboyega (1995) identifies a child's family background as one of the factors militating against students' reading habits. This is because as they put it, few homes are conducive to reading owing to noise and lack of reading materials. Indeed, the study also identifies lack of functional libraries in most schools, lack of trained librarians, failure to provide library periods in schools, shortage of language teachers and also resources for teaching reading skills as factors that inhibit development of a reading culture among students. The study therefore, illustrates that well stocked libraries, availability of trained librarians and teachers and provision of library lessons in schools are key to development of a reading culture. The difference between the scope of Ogunrombi and Gboyega's study and the current study is that the research did not examine students' family background. Moreover, all schools used in the study had functional libraries and teachers and trained librarians who managed them. Hence, this provided space for this research to be conducted. Findings however, concur in that school libraries need to be well stocked with quality literature and provision of library periods is mandatory if a reading culture among students is to be achieved.

Ezema and Ekere (2007) reviewed the problems which characterize reading culture in Nigeria and identified the pivotal roles of the teacher librarian in promoting a reading culture among young children. The research also expresses the general neglect of school

40

libraries which would have been the bedrock of reading promotion in the country. It further recommends the re-introduction of library science courses in colleges for the sake of training of quality teacher librarians to serve in primary and secondary schools. Moreover, it confirms that even where there are school libraries, trained staff (teacher librarians) are not employed to manage the libraries. They note that this could be the source of the problem of poor reading culture in Nigeria. This study found an avenue for its research since Ezema and Ekere's study focused on role of teacher-librarian in promoting a reading culture among children while the current study did among other themes examined the school library and reading in promoting a reading culture among senior high school students and not children.

Maliki and Uche (2007) found that students' background characteristics are both connected to and predict their use of library resources among secondary school students in Nigeria. Parents must establish an enabling physical and psychological environment for their children to read, learn, and develop, according to the study. They find that a student's socioeconomic background, parental level of education, occupation, home facilities, quality of living, and family size are all important factors in determining how they use library resources at school. Because it would have been uneconomical in terms of time and financial resources, the current study did not focus on students' background variables in determining their usage of the school library resource.

Schroeder (2010) investigated what teacher-librarians can do to foster a reading culture in middle school students, findings that schools with well-stocked, well-equipped school libraries, administered by qualified and motivated professional teacher-librarians, can help students become ardent readers. She believes that teacher-librarians may improve teen reading by including students in the selection of reading materials

41

and focusing on their areas of interest. According to the study, middle school children (adolescents / teens) should avoid reading publications that do not satisfy their needs. Anyanwu et al. (2013) conducted research on the challenges of promoting a reading culture in Nigerian children through story hour, book talks and exhibitions; a case study of selected secondary schools in Owerri, Imo state, Nigeria and pointed out that in spite of the importance of reading as a culture, it has become obvious that Nigerian children no longer read. They only read when they have an examination to write, outside that, reading has no meaning to them. They further confirm that most children hardly make use of the libraries with the excuse that the libraries were not stocked with relevant information materials and in fact most books are out dated. This study also emphasizes the need for librarians to take the book back to the people particularly, children through book talks, story hours and exhibition. It identifies three key strategies of promoting a reading culture namely: organization of reading competitions, creation of library periods in the timetable, provision and access to books and excursions to libraries. It recommends that all school libraries are stocked with relevant and current books. Findings of this study was similar to Anyanwu et al. (2013) study findings in that senior high students mostly read for examination and further that they complained that libraries were stocked with outdated literature that did not draw a lot of interest in reading.

In another study conducted in Botswana, Tella and Akande (2007) wanted to find out whether children's reading habits were related to the availability of books. Similar to the findings of this study, they identified inadequate library materials as the reason why most children did not engage in reading on a regular basis The findings also concurred with that of a study done in Zambia on enhancing reading culture by Chusa (2011) that

identified the lack of access to reading materials as one of the contributing factors to poor reading culture in the country.

Dent (2005) conducted research on observations of school library impact at two rural Ugandan Schools in order to investigate the relationship between the presence of a library at two rural Ugandan schools and various student engagement indicators such as scholastic performance, reading habits, study habits, and library use patterns. The study was not designed to show strong relationships between the items, but rather to provide a limited investigation of questions to help guide future research in the field. The following questions were addressed: do students who have access to libraries read more? Is the library used by students? Do students understand the value of having a library? Do students use the library items for purposes other than classwork, and are there any significant grade differences?

According to the conclusions of this study, the presence of a school library has an impact on various areas, including students' reading habits, use of materials for non-school related activities, and academic achievement. Furthermore, the study advocates for the stocking of libraries with relevant and varied materials that students will enjoy reading, the construction and use of a library as a worthwhile goal and a necessary requirement in all schools, and the need to encourage students to read during their free time. The study is significant because it looked at the role of access to reading materials on the development of a strong reading culture.

This study's objectives were found to be similar to Chusa (2011) research conducted in Zambia on the contributing causes to the bad reading culture at the high school level which were also premised on lack of access to reading materials. It also determined if students read non-examinable texts available in libraries, among other things.

43

In a study done in Kenya by Otike (2011) on "Reading culture, cultivation and its promotion among pupils in Kenya," the absence of a reading culture was noted as a factor that has hindered Kenyans from appreciating the value of books. The study sought to establish ways of cultivating and promoting a reading culture among Kenyan pupils and made various recommendations. Among these are; restructuring of the education system that emphasizes exams and grades from primary to university so as to curb the problem of rote learning, employment of more teachers to avoid overloading thus teachers can find time to cultivate reading habits among students, provision of reading books and information materials to schools and enactment of a policy that gives emphasis on the promotion and cultivation of reading in schools. This study focused on secondary school students and specifically cultivation and promotion of a reading culture by use of school library (Otike, 2011).

Ogada (2012) in his research shows that total absence of an organized library will continue to spell doom for thousands of secondary school students implying that schools that operate without a library have negatively affected the academic performance of their students. Findings of this study show that schools with library facilities perform better than schools without library.

However, none of these studies have convincingly established the function of the school library in the development of a reading culture among senior high school students. These researches did not provide statistics on the kinds of library resources, students' attitudes toward the use of school libraries and how the students use school libraries. Furthermore, previous studies have primarily focused on primary schools rather than senior high schools, despite Lonsdale (2003) asserting that the impact of the school library reduces as students' progress through senior high school. According to the

44

study, the impact of school libraries is strongest in elementary and lower secondary school and weakest in upper secondary school.

In light of the research presented in the preceding sections, it is critical to explore and establish the role of the school library in the formation of a reading culture among senior high school students in the Wa Municipality. This research also seeks to answer the question, what kinds of library resources are available in school libraries and the relevance of the materials to instil in students the value of reading? The researcher expects that the findings will lead to the implementation of appropriate techniques that will maximize the school library as a resource that encourages students to read.

Finally, the findings from the numerous researches are strongly tied to the current study, which aims to analyze the establishment of a reading culture among senior high students and turn it into a lifelong habit. However, one important issue is that adolescents and teenagers in Africa and around the world, Ghana included, have a weak reading culture. This poses a severe problem in the future since they will have low self-esteem, lack confidence, independence, and a sense of responsibility for their own education.

2.10 Theoretical framework

This research is premised on two theories: B.F. Skinner's Behaviorist theory and Lev Vygotsky's (1978) Socio-Cultural Model of Reading. The study used both theories since they are complementary. Both emphasize the need for motivating and assisting students in developing appropriate behavior, in this case a reading culture. The theory of B.F. Skinner is concerned with what happens in a given environment, but Vygotsky's theory is about reading, which is the subject of this study. Because of its relevance to language, particularly reading, Vygotsky's theory was adopted. Because the creation of a reading culture must take place in a certain environment, Skinner's theory was also

applied. As a result, the study struck a balance between learning and behavior development in a specific context.

The differences between the two theories are that Skinner believes that a habit can be formed when there is reinforcement, whereas Vygotsky believes that a learner can learn on their own, but that experts (teachers, parents, and peers) must provide sufficient activities such as reading exercises and a conducive learning environment to reach higher levels of competence in a particular activity. Following that, the two ideas are addressed in depth, as well as their connections to this study.

2.10.1 Vygotsky's Socio-Cultural model of reading

Vygotsky's Socio-Cultural Model of Reading was first proposed in 1978 and updated in 1986, 1993, and 1997. This study used the 1997 model. Culture or cultural setting, learning or cognition, and language are the model's major variables. A child's family environment may be included in the culture/cultural context in question. All knowledge, it claims, is socially and culturally created. Learning is described as a social process in which cognition is entirely dependent on social contact.

In young learners, learning takes place on two levels: first, there is interaction with others, and then knowledge is absorbed into an individual's brain structure. At the second level, every learner has the ability to develop cognitively, however this is restricted to the Zone of Proximal Development (ZPD). This zone is a cognitive region just beyond what a child can perform on his or her own. It is an area of investigation for which a student is cognitively equipped, but which requires assistance and social contact from a teacher, parent, instructional setting, and/or more experienced classmates in order to properly develop (Vygotsky, 1999).

To Vygotsky, providing aid to a child result in scaffolding, which supports a child's increasing comprehension of knowledge domains as well as the development of complicated abilities. Scaffolding is learning that moves from the known to the unknown, and it should be concrete, external, and apparent. Scaffolding also refers to any kind of assistance provided by an adult or peers to youngsters learning how to complete tasks that they would not be able to complete on their own. Raymond (2000) asserts that, the role of teachers and others is supporting the leaner's development and providing support structures to get to that next stage or level. Vygotsky also emphasizes that all a youngster learns must be contained within the ZPD. He emphasizes that learning and growth are social events that take place as a learner interacts with other people, objects, and activities in a collaborative setting.

Cultural tools play an important role in regulating the student's social and cultural engagement during development. Vygotsky claims that when children engage in cultural and social activities with the help of more skilled partners, they internalize cultural instruments, which can be physical objects such as a library, books, pencils, and pens, or physiological such as language. The cultural instruments are given to a certain culture to aid in the acquisition of higher mental processes and are employed independently by society members (Vygotsky, 1997).

The notion that a child's learning depends on the opportunities provided by the instructor, parent, or classmates is evident from this viewpoint, because learning is not natural and requires interactions with more knowledgeable persons.

In this situation, the student's function is that of a collaborative participant who is eager to learn from the aforementioned areas. According to this approach, a teacher's primary responsibility is to track and analyze a student's development while also providing

47

explicit assistance to help them achieve higher levels of competence. The teacher offers instructional support, techniques, and terminology that allow the student to approach a goal and acquire abilities to meet it through scaffolding. The notion argues for students to select and match reading books appropriately. Because the demands of reading a book are within the ZPD and can only be learned with suitable aid, they should be such that will enable pupils to learn new knowledge.

The theory connects to this study in that young students need to engage in tasks that they can complete successfully with help. In this situation, help could come in the shape of a wide range of fascinating reading materials in various forms, the inclusion of a library session in the schedule, and encouragement and motivation from instructors and librarians. Awards for top readers or attractive displays of library books for easy access by students could be used to motivate students. The approach also emphasizes the need of identifying and building on a child's abilities. It is founded on the assumption that he or she is entirely reliant on others, and that what he or she does now in collaboration can be done independently tomorrow (Vygotsky, 1997).

2.10.2 B.F Skinner's behaviorist theory

Behaviorist theory, developed by Skinner, aims to explain behavior as a function of environmental histories with reinforcing consequences. It is founded on the notion that learning is a function of overt behavior modification. The study focuses on the operant conditioning principle, which includes behavior, reinforcement, and punishment as essential variables. Changes in overt behavior are the result of an individual's reaction to events (stimuli) in their surroundings. When a reaction, such as the definition of a term, is reinforced (rewarded), the individual is conditioned to respond.

48

Reinforcements are responses from the environment that improve the likelihood of a behavior being repeated, and they can be positive or negative. On the one hand, positive reinforcers include verbal praise, a good grade, awards, or a sense of enhanced success or satisfaction. On the other hand, negative reinforcers include punishment, which refers to environmental responses that reduce the likelihood of a behavior being repeated. It actually makes people's behavior worse. Skinner posits that rewarded behavior is more likely to be repeated or strengthened, whereas non-reinforced behavior is more likely to fade out, be extinguished, or be weakened.

Experts in this study are librarians and teachers of English. The argument is that a student can learn more or develop interest in a given area given sufficient motivation and instructional activities by an adult. With time, the student acquires skills and is able to work independently. It further shows that provision of various forms of scaffolding (reading activities or programmes) by a more competent individual (teacher or librarian) will help to extend learners' reading capacities or levels. It further shows that the reading materials (source of ideas / knowledge) provided in different forms and the interest the reader has will help him to develop and increase the love for independent reading.

Skinner argues that if a behaviour exhibited by an individual is reinforced through reward, then the same is likely to be repeated hence leading to habit formation. In this study, students' interest in reading can be developed into a habit and eventually a culture if appropriate reinforcement is offered. The study found Skinner's Behaviourist theory appropriate because it posits that all behaviour is learnt from the environment first through habit formation that later translates to exhibited behaviour through reinforcement.

49

Similarly, Vygotsky's theory proposes that learning is a social and interactive process that originates from human intelligence and support in society or culture. It further observes that social interaction with other people in an environment or culture plays a fundamental role in the development of cognition among children. In this case the learner must also cooperate with the experts in order to achieve higher competence.

2.10.3 Conceptual framework

A conceptual framework as shown in fig 2.1 below is a set of variables that a study operationalizes to accomplish specific goals (Kombo & Tromp, 2006). The parameters offered in theory and the research objectives are represented diagrammatically. The theory is modeled to show the connections between the independent and dependent variables. The model translates the research variables and their relationships into a visual image.

The school library is the independent variable in this study's conceptual framework, while reading culture is the dependent variable. It demonstrates how the school library helps a student, in this case an SHS student, to become more motivated to read and improve upon the reading skills. The library should be provided with a variety of reading materials in order for this to be accomplished. Additionally, the content should be pertinent to the user's requirements. Also, students should be able to effectively use the library and, as a result, have a positive impression of it.

Teachers of English and school librarians should also take up the challenge to effectively play their different roles in developing and boosting students' reading interests. In this framework, it is believed that an SHS student can use the library effectively and finally develop appropriate reading skills and voluntary learning motivation that helps to personally choose reading materials, time and place to read. It

50

is therefore evident that a well-developed reading culture can be accomplished only when the school library is fully utilized.

Independent Variable   **Dependent Variable**

The School Library   **Reading Culture**

```
┌─────────────────────┐
│ A variety of library│
│      resources      │
└─────────────────────┘

┌─────────────────────┐                ┌──────────────────┐        ┌──────────────────┐
│ Provision of library│                │  Development of  │        │ Well Developed   │
│ resources with      │                │ appropriate      │        │ Reading Culture  │
│ relevant content    │                │ reading skills   │        │ (motivation in   │
└─────────────────────┘                └──────────────────┘        │ reading,         │
                                                                   │ increased        │
┌─────────────────────┐                                            │ independent and  │
│ Appropriate usage of│                                            │ voluntary        │
│ library resources by│                                            │ reading)         │
│ students            │                                            └──────────────────┘
└─────────────────────┘

┌─────────────────────┐
│ Students' attitude  │
│ toward the use of   │
│ school library      │
└─────────────────────┘
```

Fig 2.1: Conceptual framework

2.11 Chapter summary

The chapter has explored areas such as the introduction, types, availability, and adequacy of library resources, library resources, the concept of attitudes, attitude theory, roles of teachers and librarians for developing a reading culture. The school library and learning outcomes teaching reading in Ghanaian senior high schools, library

51

use and others are all covered in this chapter. Theoretical framework and the conceptual framework adopted by the researcher have been thoroughly discussed in the chapter of the thesis. The necessities of building a reading culture for any country, the availability and adequacy of library resources in fostering a reading culture, and the use of the school library to improving learning outcomes are all covered in the literature review. The methodology and research design are discussed in the next chapter.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter covered the overall research approach, design, methods and procedures that were followed to obtain data for analysis. It also deals with the population, sample and sampling techniques, as well as data collection instruments. Additionally, it shows the manner in which the information derived have been presented. The method through which the data was analyzed is also discussed in the chapter. The study was conducted in line with the research questions.

3.1 Research approach

The study adopted a mixed method research approach. A research approach is the procedures for collecting, analyzing, interpreting and reporting data in research studies (Creswell, 2015). Mixed-methods approach is a research methodology that incorporates multiple methods to address research questions in an appropriate and principled manner (Creswell & Clark, 2011; Bryman, 2012; Creswell, 2015), which involves collecting, analyzing, interpreting and reporting both qualitative and quantitative data. A mixed-method approach is a research methodology in its own right. As stated by Creswell and Clark (2011), mixed-method research is a research approach that has its own philosophical assumptions and method of inquiry. As a methodology, it includes philosophical assumptions to provide directions for the collection and analysis of data from multiple sources in a single study. In other words, the use of mixed-method enables researchers to answer research questions with sufficient depth and breadth (Dawadi & Giri, 2021) and helps generalize findings and implications of the researched issues to the whole population.

3.2 Research design

To gain an in-depth understanding of the topic, this study has been carried out using the convergent parallel design. The research process can be symbolized as qualitative and quantitative (QUAL+QUAN; Morse, 1991). A convergent parallel design entails that the researcher concurrently conducts the quantitative and qualitative elements in the same phase of the research process, weighs the methods equally, analyzes the two components independently, and interprets the results together (Creswell & Clark, 2011). With the purpose of corroboration and validation, the researcher aims to triangulate the methods by directly comparing the quantitative statistical results and qualitative findings. In the research process, two data sets have been obtained, analyzed separately, and compared. The research process in this study is shown in Figure 3.2
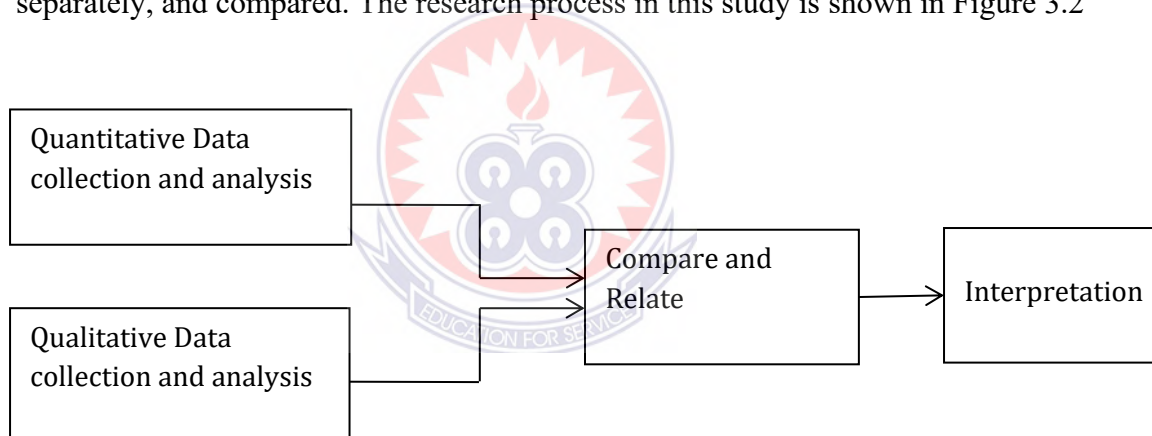
Figure 3.2: The research process in this study using the convergent parallel design (Morse, 1991)

3.3 Population

De Vos et al., (2011) are of the opinion that researchers choose population with whom to collaborate whose issues are of current interest to clients themselves, to researchers and to society. De Vos et al., (2005) also defined population as the total set from which the individual units of study are chosen. The population for this study is one thousand six hundred and fifty (1650) in which three hundred and thirty (330) were students

selected from ten (10) senior high schools in the Wa Municipality. The total number of female students was one hundred and seventy -five (175), whereas the population for the male students was one hundred and fifty-five (155). Ten (10) of the participants were professional teachers of English and ten (10) librarians.

3.4 Sample and sampling techniques

A sample is part of the target population that has been procedurally selected to represent it. A sampling technique is a description of strategies which a researcher uses to select representative respondents from the target population (Oso, & Onen, 2008). A sample size of 10 schools was selected using purposive and simple random sampling techniques from a total of 17 senior high schools in the Wa Municipality of the Upper West Region. The ten (10) schools had libraries that were in use. There were a total of 1650 students in the ten schools.

The researcher also gave participants equal chances of being chosen. The researcher for this work relied on the purposive sampling method to collect data from teachers and librarians for analysis. That is, both professionally trained English language teachers and librarians were selected in the sense that they taught English language as a subject, they were believed to have been familiar with students' knowledge of reading as well as the librarians who provided guidance for the students to use the school library, they were part of the actors involved in the reading process of these students. They had at least five to fifteen years working experiences in teaching English language and working as librarians in the schools.

Procedurally, the data collected came from questionnaire administered to students' and librarians, structured interviews for teachers as well as observation schedules.

55

3.5 Sample size

Gay (1987) suggested that a minimum number of respondents needed for a study to be adequate are dependent on the type of research. Ary et al. (1972), posit that a sampling fraction of 10 to 20% of the total population in mixed method research is acceptable. In this regard, the researcher used 20% of the total population of students. This meant that in each of the selected schools, 33 students were selected to participate in the study through simple random sampling giving a total of 330 students. The Librarians and the teachers of English of each of the ten schools were also selected by purposive sampling because they were concerned with the use of school libraries to developing reading culture and as stakeholders; they had responsibilities and duty in school. This therefore gave a total of ten (10) Librarians and ten (10) Teachers of English. Hence a sample size of 350 respondents in this study was achieved.

The criterion used was that those teachers were the only English language teachers handling the students at the time. Thus, the English language teachers and school librarians were all accessible. Therefore, the teachers and the librarians selected for the study were those relevant to the purpose of the study. This is summarized in Table 3.1

Table 3.1: Sample size

Class	Female	Male	Total
Students	175	155	330
English teachers	5	5	10
Librarians	3	7	10
Total	**183**	**167**	**350**

3.6 Research Site

The site selected for the study was the Wa Municipality of the Upper West Region of Ghana. It is the regional capital. The Wa Municipality is surrounded by Nadowli – Kaleo district to the North, Wa West district to the West, Wa East to the East and Daffiama Bussie Issa district (DBI) to the North East. The Wa Municipality provided suitable ground for a study of this nature due to the fact that it is endowed with seventeen (17) senior high schools with better equipped facilities like libraries compared to the rest of the districts and municipalities in the region.

It is also the best Municipality in the region in terms of performance in English in the last three years. It has also been the sixth best in overall academic performance in the region for the last three years. However, academic performances in recent years have declined due to the declining reading culture among SHS students in the Municipality. The Wa municipality has a good number of senior high schools both private and public with students of diverse socio-economic backgrounds from all parts of Ghana. These aspects gave the research a broad-based ground that is representative of the whole republic. All the seventeen (17) schools in the Municipality have functional school libraries and yet, reading for pleasure keeps declining (Dukper et al. 2018). This situation posed a great deal of concern to the researcher which compelled him to conduct research on the school library and reading culture among SHS students in order to ascertain the kinds and types of library resources in the school library and their relevance, determine the attitudes of learners towards using the school library and to investigate how students make use of library resources provided in the school library. The Wa Municipality was very convenient and satisfactory for me in terms of proximity and resources.

3.7 Data collection instrument

The researcher used questionnaires and structured interviews to answer the research questions. The researcher also engaged in observation to practically understand the realities that went on between teachers, librarians and students during reading lessons and the library sections. The instruments helped in eliciting responses from students, librarians and the teachers of English. In this study, the three instruments were used since every method had its limitations and multiple methods were helpful in achieving accuracy of the research results (Robson, 1993; Cohen et al., 2002; Patton, 2015). Multiple methods increase effectiveness and validity since the strengths of one approach can compensate for the weakness of another thus can obtain balanced data. The objectives of the study were therefore measured adequately using the three instruments.

3.7.1 Questionnaires

A questionnaire is a collection of items that a respondent is expected to respond to in writing (Oso, & Onen, 2008). Questionnaires are more efficient and can be used to gather information that is not directly observable, as they ask about an individual's feelings, motivations, attitudes, performance, and experiences, among other things (Kothari, 2011). In this study, the questionnaire was used to obtain responses from students and librarians. Two questionnaires were prepared and administered to 10 librarians and 330 students (Appendixes B and C, respectively). A total of 340 questionnaires were then administered.

The first questionnaire collected responses from librarians on their gender, their qualifications and experiences in the schools they worked, their role in cultivating and promoting a love of reading among students, and whether they received administrative

support from the school in the performance of their duties. Also, it determined the types of resources available at the library and how students use the library to read. There were closed-ended and open-ended questions. Closed-ended questions asked the respondents to tick the choices given, while open-ended questions asked for brief explanatory opinions and views on specific aspects.

The second questionnaire was given to 330 students from the selected schools (Appendix C). With this tool, the researcher determined what kinds of material the students read in their free time, the resources available in the school library and whether the students found them relevant or not, how the students used the material in the library, the factors they motivated them to read or not and were asked to suggest ways school libraries could be improved. It also assessed students' attitudes towards using the school library, as well as the assistance (if any) provided to them by English teachers and librarians in developing an interest in reading. Similar to the first questionnaire, this questionnaire had both open-ended and closed-ended questions where the respondents gave their views, opinions and explanations on various aspects.

3.7.2 Interview schedule

An interview schedule is a person-to-person oral communication in which one person (or a group of people) asks the other questions, intended to elicit information or opinion (Oso, & Onen, 2008). Creswell and Clark (2011) emphasize the power of an interview program because it allows a person to gather information that cannot be directly observed and to capture meanings beyond words. An interview schedule was used to collect information from English teachers. This was administered to ten respondents (Appendix D). It included questions about the school library and the strategies teachers use to encourage students to read, not necessarily for exam purposes, as well as the

number of lessons per week. The instrument also determined how students perceive the use of the school library. In addition, respondents made suggestions on how learners' reading interests could be improved, possible causes of poor reading habits among students, ways to improve them, and the appropriateness of available library resources. The interview plan allowed the researcher to obtain information that could not be observed directly.

3.7.3 Observation schedule

Observation as a data collection method is the use of all the senses to perceive and understand the experience of interest to the researcher. They bridge the gap between what people say they do and what they actually do (Oso, & Onen, 2008). An observation scheme was used to determine the status of books and other non-book materials in the library. Furthermore, an observation of various elements such as shelves, reading tables, reading space, status of books, lighting and ventilation system was carried out to get a picture of the state of affairs in the library.

A schedule (Appendix E) was used in this regard. With this tool, the researcher observed the activities taking place in the school library and was able to determine what library resources were available in the school library and how students used them. In addition, he observed whether information boards were posted in libraries, how the libraries were organized, books and shelves were labeled and general cleanliness.

This assessment provided evidence of whether library resources were used for reading or were shelved without students being encouraged to use them. It also allowed the researcher to find out what kind of non-examinable materials students read the most and why. The researcher was also interested in other factors that may encourage or discourage students from developing an interest in using the library for reading, such

as how the books are arranged, whether the reading space is sufficient for many students to use the library at the same time, and how the books were displayed on the shelves. The data collected with this instrument was used to verify information from other instruments, in particular the questionnaire and the interview guide.

3.8 Data collection protocol and ethical issues

The study was conducted in the Wa Municipality of the Upper West Region after a letter was sent to the heads of institutions and they granted permission for the study to be carried out. This was done after a letter of introduction from the University of Education had been given to them. The researcher followed promptly with a letter of appreciation for granting the permission. The questionnaire for students and the librarians were first administered on the kinds of library resources available and relevance, followed by the structured interview questions for teachers of English on students' attitudes toward the use of school library and finally, observation was conducted on the library resources in the school library. Summarily, the researcher did not face much challenge in getting the full co-operation of the staff and the students because most of the teachers had been his colleagues and teachers he has been interacting with. Rather, it became somewhat stressful in reading and comprehending some of the students' responses on the open-ended questions which was not a surprise.

3.9 Pilot study

Prior to using the data collection tools in this study, a pilot study was conducted in two schools in the neighboring district of Nadowli-Kaleo, Upper West Region, Ghana. The two schools used were purposively sampled as both had school libraries that were in use. Interestingly, they were the only schools with libraries in the entire district. This was to determine whether the points are clear and would provide relevant and adequate

information in accordance with the stated objectives. Robson (1993) states that the first phase of any data collection should be a pilot study to identify some of the inevitable problems in translating research design into reality. Questionnaires were distributed to 1 librarian and 33 students from each of the schools. The students were selected by simple random sampling. Interviews were scheduled with the English teachers of each school. The feedback received from the pilot schools was of great value and importance to the researcher, as it allowed him to revise the instruments to ensure that it met the research objectives. For example, it allowed the researcher to adjust various questions in the student questionnaire, thereby avoiding ambiguity.

3.10 Data analysis

Data analysis in this study was done using descriptive statistics. The purpose of descriptive statistics is to enable the researcher to meaningfully describe a distribution of scores of measurements using a few indices or statistics. Data analysis entails separation of data into constituent parts or elements, or an examination of data to distinguish its component parts or elements (Oso & Onen, 2008). The libraries were numbered from 1 to 10 for presentation, analysis and interpretation. Thus, SL1 represents the first school library visited during data collection and SL10 represents the tenth school library.

Similarly, respondents were numbered. For example, librarians were labeled SLB, so SLB1 represents the librarian's response from the first school library and S represents the student's response. English teachers were classified as T. For example, T9 refers to the English teacher who went through the 9th interview. Qualitative data was analyzed using content analysis based on themes emanating from respondents' information. Qualitative data was presented thematically using descriptive statistics based on the

feedback from various instruments. This was broken down into various sub- headings. In this study, analysis was done using frequencies and percentages and presented in form of Tables and Figures.

CHAPTER FOUR

RESULTS AND FINDINGS

4.0 Introduction

This chapter presents the results of the data obtained. The study looked into the school library and reading culture among senior high school students in the Wa Municipality of the Upper West Region-Ghana. The data from each data collection instrument were further explained separately in the chapter to answer the research questions. The results were presented in themes where each theme answered a research question. In all, answers to three research questions which include the kinds of library resources and their relevance, students' attitudes towards the use of school library, and how students make use of library resources in the school were discussed.

Since reading has been a great source of knowledge over the centuries, the ability to read in a receptive and reactive way is highly valued and considered fundamental for social and economic progress (Yacoob, Ujang &Endung, 2016). It is therefore important to provide adequate data (statistics) on the types of resources in the school libraries and their relevance, students' attitudes toward the library and how the libraries are used by these students in order to develop a culture of reading.

In order to understand, a questionnaire was administered to three hundred and thirty (330) students and ten (10) librarians from ten Senior High Schools in the Wa municipality. In a Similar way, ten (10) English language teachers were also interviewed using an interview guide on how the students' perceived the use of the school library. In addition, the respondents made suggestions on how learners' reading interest could be improved, possible causes of poor reading habits among students, ways to improve them, and the appropriateness of available library resources. The

64

interview schedule allowed the researcher to obtain information that could not be observed directly. Saunders (2009) posits that a return rate of fifty percent can be said to be adequate, sixty percent is good and seventy percent and above can be described as very good. The return rate for this study was 82.57% and can therefore be said to be very good and thus produced the desired result for analysis. The results of the questionnaire were analyzed using SPSS while the interview was analyzed thematically after they had been transcribed. The results from the observation session were noted using a checklist.

The discussion of the results was carried out based on the research questions. The first section discussed the results of the research question one (1) which sought to find out the kinds of library resources and their relevance in the Wa municipality. The second part discussed the results obtained from the research question (2). This research question sought to know the attitudes students have towards the school library in the Wa municipality. Finally, the third part discussed the results from the research question three (3) which assessed how students' make use of the school library.

4.1 Kinds of library resources available in the school libraries and why they are important

The first research question of this study was to establish the availability, types and relevance of library resources in the school libraries. This research question has two themes and six sub themes. These are the types and availability of the resources and the relevance of the resources. To answer this research question, students' questionnaires and observation checklist were used to identify the kind of books and materials which were available in the ten libraries. The first theme consists of questionnaire on the types of materials available in the school library. The second theme consists of the relevance

65

of the kinds of materials in the school library. This enabled the researcher to ascertain how participants made use of the tenets of the behaviorist theory (Skinner, 1938) and the sociocultural theory (Vygosky, 1997). It also revealed participants understanding and knowledge of the fundamental principles of these theories.

The study findings from the two themes indicated that the types of library resources included; new syllabus, revision books and pamphlets, storybooks (mostly old set of books), old syllabus, reference books like dictionaries and encyclopaedias, tables, shelves and several books given on donation by Western countries, few books donated by local publishers and universities and also newspapers. These resources were adequately available and relevant to meet the academic needs of the students. These resources were however irrelevant to help develop a culture of reading for pleasure.

4.1.1 Kinds and availability of library resources in the school library

This is the first theme of research question 1. It presents the kinds of library resources in the school library indicating those that are available and those not available. The data revealed that the majority of the school libraries had the following.

Table 4.1: Types of library resources available in the school library

	Available		Not available	
Materials	**Frequency**	**Percent**	**Frequency**	**Percent**
Course books	204	70.59	85	29.41
Newspapers	22	7.61	267	92.39
Reference book	31	10.73	258	89.27
Revision books	189	65.40	100	34.60
Storybooks	202	69.90	87	30.10
Supplementary books	183	63.32	106	36.68

4.1.1.1 Course books

The data from the Table 4.1 indicates that most of the students identified that course books were available in the school libraries. A good number students 204 (70.59%) responded that they had course books in their libraries. Also, the observation checklist results also showed that old syllabus course books comprised of books that were used up to the year 1990 when the curriculum was changed, while the new syllabus course books had been in use since 1999 to date. It was observed the most recent common core programme (CCP) introduced in 2019/2020 academic year only have the curriculum, teachers' resource packs and students resource packs for basic 10 in all the libraries visited.

From the results, the new syllabus course books and the student resource packs were available in all libraries. These books had been issued out to first year students in most libraries and only few copies lay on the shelves. Specifically, in eight libraries namely SL1, SL3, SL4, SL5, SL6, SL7, SL8 and SL10, these books had been issued to learners for use individually or shared among class mates. Therefore, the ratio of issue of course books to students varied among the schools. In SL5, all students had one course book each for each subject; therefore, the ratio was 1:1. The schools with ratio 1:2 (one book shared by two students) comprised of SL1, SL3, SL7, SL8 and SL10, while those with ratio 1:3 comprised of libraries SL4 and SL6.

On the other hand, two libraries, thus SL2 and SL9, had not issued out these course books to students owing to the limited number of copies in the libraries. These course books were, therefore, borrowed individually by students for reference only; otherwise, students entirely depended on what the teachers taught them in class. In fact, teachers used the same texts to make notes for their students.

4.1.1.2 Revision books and pamphlets

Responses from the questionnaire revealed that 189 (65.4%) identified revision books as some of the library materials in the school library. Similarly, data from the observation checklist also showed that Revision books and pamphlets in all the libraries were of varied subjects. These were written and published by different authors and publishers respectively. Results from the observation revealed that some of the materials were photocopies made from original texts then bound into several pamphlets for revision purposes. The researcher for instance counted thirty-five photocopied pamphlets that did not bear the authors' or publishers' name in SL4, seventeen (17) copies in SL7 and twenty-three (23) in SL1. It was only in SL2 and SL9 that these materials were missing. In libraries that revision books were there, the total number of these books equaled the number of course books available meaning that the ratio of course books to that of revision books was 1:1. This was the case in SL1, SL3, SL4, SL5 and SL10.

In SL6, SL7 and SL8, the ratio was 1:2, which meant that for every two course books bought or received, there was only one revision book bought or received too. Notable also was that most revision pamphlets comprised consolidated examination papers with accompanying marking schemes sourced from various years those questions were set and administered. As mentioned, in SL2 and SL9 revision books were missing but there were several examination pamphlets and their accompanying marking schemes. It was observed that in all the libraries, these books and materials were used by all the teachers and students in schools and not only by students.

4.1.1.3 Storybooks

Data from the questionnaire showed that the majority of the students 202 (69.9%) identified story books to be available in the school library. In addition to this, observation results identified that storybooks were available in all libraries although they mainly comprised old set books with only an exception of two libraries that is, SL3 and SL6. In these two, there were additional storybooks that had been bought to supplement the old texts.

Specifically, in SL3, there was a total number of thirty story books (10 from the pacesetters series and 20 from the African writers' series) acquired while in SL6, there were 50 books (20 from the pacesetters series and 30 from the African Writers series). These additional texts were of varied titles: *Things Falls Apart, The Lion and The Jewel, The Old man and The Sea, Marriage of Anansewaa, Anthills of the Savanna, The Bride, Devil on the Cross* among others. There were old set books for instance novels like *the river between and the concubine,* plays like *a man of the people and Aminata* and also, anthologies of short stories like '*Encounters from Africa and beyond,' 'Looking for a Rain God,' 'The Merchant of Venice'* and *'Half a Day*. These storybooks were common in all the libraries.

4.1.1.4 Supplementary books

Questionnaire results 183 (63.32%) identified supplementary reading books in the school libraries. It was also observed that Materials like journals, comic books and magazines were missing in all libraries except SL8. However, in this library they were only two in number particularly, the Ghana Journal of Science and a report of the Heads of Assisted Senior High Schools (CHASS) Conference held in Wa in 2022. However, much as the librarian in charge (SLB 8) said that the Ghana Journal of Science was

regularly bought by the school because of the school's interest in the national science and math's quiz competitions, the researcher observed that there was only one copy on the reference section. The periodicals section was empty. Notable again in this library was the fact that it was only the teachers who were allowed to read them since students were believed to mutilate them by cutting out some of the pictures in the magazines.

4.1.1.5 Newspapers

Data from the questionnaire 267 (92.39%) showed the non-availability of newspapers. This means that the majority of the respondents indicated that newspapers were not available in the school libraries. The observation results also revealed that newspapers were available in only five libraries namely SL2, SL4, SL6, SL8 and SL10. However, these papers were limited in number. Each of these libraries received only two copies each of the Daily Crusading Guide, the Daily Graphic and Ghanaian Times Newspaper. This meant that one copy each of the three newspapers would be availed in the library while the other copy was taken to the head's office. Copies of the library newspapers were meant to be read by all teaching staff, non- teaching staff and students in the school. Librarians in these schools pointed out that teachers were given priority over students in reading these dailies. They further noted that they had a student population of at least nine hundred (900) and over forty teachers and non-teaching staff in their schools.

In SL8 however, there was an effort made to curb this challenge in that one copy of any of the three dailies was pinned on the school notice board so that as many students as possible would read them. This meant that if the Daily Graphic newspaper was read on Monday, the following day it would be Daily Crusading Guide and the Ghanaian Times would be on Wednesday. This meant that students could read a given newspaper only

twice a week. Newspapers were not bought in SL1, SL3, SL5, SL7 and SL9 because most of the schools were not easily accessible to the regional capital especially during the rainy season or the suppliers stopped delivering them when schools delayed with payment. A summary of the observation results of the types of library resources and reading materials available in all the ten libraries used in this study is presented on Table 4.1.1b.

4.1.1.6 Reference books

The majority of the responses from the questionnaire showed (258 (89.27%)) non availability of reference books in the school libraries. However, observation results further showed that reference books varied in various libraries. SL1 for instance had only one Macmillan dictionary, while SL2, SL4 and SL9 had only one dictionary and novels issued out to teachers in the Languages Department. However, the researcher could not ascertain this because the staff issue book could not be accessed and the library inventory did not convey any information to that effect. In SL3 there was one copy of the Golden Bells, Dagaare hymn book, a copy of poetry and drama (the Kaya Girl and the Son of Umbele), an encyclopaedia and the Good News bible in addition to Oxford and Macmillan dictionaries. SL 7 was almost similar to SL 3 regarding stock only that in this particular one, there was a different hymn book in Dagaare.

SL5 and SL10 had only one dictionary each that is Oxford and Longman respectively. SL6 and SL8 were similar in that in both libraries, there were no reference books, in fact books like dictionaries and novels were missing. On inquiry, librarians noted that individual students bought their own copies when they were admitted into the school. Quite notable also in almost all the libraries was the prevalence of books donated by various countries and local publishers and universities. These books were for various

71

subjects and grades. Libraries that had book donations from Western agencies like the USAID were; SL1, SL3, SL4, SL5, SL6, SL7, SL9 and SL10.

More specifically, SL1 had Algebra books for SHS1 and 2, Geometry, Vocabulary and Spelling books. SL3 had Vocabulary, Algebra, Spelling and Fiction books. SL4 had Algebra, Geometry, Vocabulary and Spelling books. SL5 had Vocabulary, Algebra and Grammar and Fiction books and in SL6, there were Vocabulary, Algebra, Spelling and Fiction books. SL7 had Literature, Writing, Spelling and Mathematics books while in SL9 there were Art & design, Fiction and Grammar books only. Finally, SL10 had Vocabulary, Algebra 1 &2 and Geometry books. Books donated by foreign and local publishers for instance the Longhorn publishers, Oxford University Press (OUP), Old Students Unions in the Wa Municipality (Wasu), Notable Ghanaian Writers, West African Writers Association, Ghana Association of Teachers of English (GATE) among others were available in SL2 and SL8. In addition to this, SL2 had books donated by a local university with titles like Art Work, Commerce, Geothermal Power and Aerospace Engineering.

Some libraries also had several copies of reference books for subjects like Home Science, Social Education and Ethics, Commerce, Art and Design, Accounting, Typing and Office Practice, Geography among others. Comments that followed these reference books that were seen in the libraries were that; *the books were old fashioned and most of them no longer needed and therefore, were irrelevant to serve the purpose for which they had been acquired.* It was further observed that all the books that were donated by Western agencies were voluminous in size in that the tiniest book had 658 pages and the largest had 1684 pages. The content of few Literature and Fiction books sampled revealed the use of animal characters like spider (ananse), reindeers, seals, bears among

others in the stories. The literature books in use however have human characters like Faiza, Abena, Mike and Benko, Zekey and Attu used in 'The Kaya Girl' and The Son of Umbele respectively. They were also stories on smaller gods and goddesses. Some of the words in these texts were written in Latin and others in Spanish. Table 4.1b below indicates the observation results on the kinds of library resources

Table 4.1b: Observation results on types and availability resources in school libraries

Library old syllabus books	New syllabus books issued to students	Revision books	Reference books	Book donations	Story books composition	Newspaper
1. Old syllabus books neatly arranged in shelves	Book 1:2 ratio	Available and adequate	One Macmillan dictionary	Algebra, Geometry, vocabulary, Spelling	Old set of books	None
2. Old syllabus book neatly arranged in shelves	Not issued	None	Old dictionary and Kumasi (Issued 2 languages department)	Art work, commerce, geothermal power, Aerospace, Engineering	Old set of books	Availabe (2 copies each of the Daily Newspaper, Ghanaian Times and Daily Crusading Guide
3. Old syllabus book neatly arranged in shelves	Book 1:2 ratio	Available and adequate	Hymn books (Golden Bells), Dagaare hymn books and Bible, one encyclopedia oxford and Macmillan dictionaries	Algebra, Vocabulary, Fiction. Grammar	Old set of books 10 copies of pacesetters. 20 copies of African writers' series	None
4. Old syllabus book neatly	Book 1.3 ratio	Available and adequate	1 dictionary and Dagaare hymn books	Algebra, Geometry, vocabulary, Spelling	Old set of books	Availabe (2 copies each of the Daily Newspaper,

73

			(issued to language department)			Ghanaian Times and Daily Crusading Guide
5. Packed in large carton boxes	Book 1:1 ratio	Available and adequate	One Oxford dictionary	Vocabulary, Fiction, Grammar and spelling	Old set of books	None
6. Packed in large carton boxes	Book 1:3 ratio	Available but in low quantity	None	Vocabulary, Fiction, Algebra and spelling	Old set of books. 20 copies of pacesetters. 30 copies of African writer's series	Available (2 copies each of the Ghanaian Times, the Daily Guide and the Daily Crusading Guide
7. Packed in large carton boxes	Book 1:2 ratio	Available but in low quantity	Dagaare hymns, Bible, encyclopedia Oxford and Macmillan dictionary	Literature writing, mathematics, spelling	Old set of books	None
8. Old syllabus book neatly arranged in shelves	Book 1:2 ratio	Available but in low quantity	None	Home economics, commerce, Life skills, Typing and office practice ICT	Old set of books	Available (2 copies each of the Ghanaian Times, the Daily Guide and the Daily Crusading Guide
9. Packed in large carton boxes	Not issued	None Examination papers and marking schemes only	One dictionary and dagaare book (issued to language department	Art and Design, Fiction, Grammar	Old set of books	None
10. Old syllabus book neatly arranged in shelves	Book 1:2 ratio	Available and adequate	Longman Dictionary	Vocabulary, Algebra, Geometry	Old set of books	Available (2 copies each of the Ghanaian Times, the Daily Guide and the Daily Crusading Guide

In conclusion, findings from the questionnaire and observation tools showed that most schools had course books, reference books, revision books, story books and supplementary books. Few of the students representing 22 (7.61%) had newspapers and 31 (10.71%) had reference books available in the school library. The questionnaire also shows that most of the libraries had enough furniture for students accessing these libraries.

4.1.2 Relevance of the types of reading materials available in school libraries

This is the second theme of the research question one (1). It looked at the relevance of the kinds of library resources in the school libraries. Frist and foremost, regarding the suitability of books and reading materials available in different libraries, the study revealed that most of them are intended for academic work, as students used them for completing assignments, taking notes, research to prepare for projects such as science/mathematics and also to prepare for examinations. It turned out that there were few texts for leisure reading that could arouse students' interest in reading for pleasure and thus develop a reading culture.

4.1.2.1 Old syllabus course books and revision books

In order to put the relevance of library materials into perspective, the observation results highlighted that the old curricula included, for example, subjects that were no longer taught in senior high education, such as life skills, commerce, typing and office practice and accounting. Most of these books were not guarded by the librarians as much as students could freely access them on the shelves and tables, unlike the new curriculum materials and revision books, which were locked away in certain areas of the library. This was the case with the SL1, SL2, SL3, SL4, SL8 and SL10. Thus, it was found that most of the students were not interested in these books as they did not borrow them to

read for themselves. For example, in SL2 they were packed for a long time, meaning they were not actually used by students. This trend was related to content that did not meet students' academic needs. This was confirmed by the students in the following samples of responses made by students. These were responses from respondents that suggest that these materials were not relevant to their current syllables. One of the students responded that *no, the library is small and most books are old*. Another respondent added that *'no, most of them are old edition books not the latest* while one respondent also said *no ... the materials are out-dated.*

The study found that none of the students in any of the schools used in the study had borrowed these textbooks as was confirmed in the students' issue book. Moreover, the researcher did not see any student borrowing any of these books. Therefore, it may be argued that the books contained information that students were not interested in hence were irrelevant for students' use which explains why they did not borrow those books.

4.1.2.2 New syllabus course books and revision books

Information from the Students' Issue Book also revealed that the new syllabus course books were being used and had already been issued out to students to be used individually or shared among desk mates in the ratio of 1:1, 1:2 or 1:3. The ratios were dependent on the number of students in a class. The study established through the observation tool that there were only few copies on the shelves. Evidence from the inventory book is that these books were received in large numbers considering the large number of students in the various schools. It was only in SL2 and SL9 that the number of copies was limited and could not be issued out to students in class. Instead, they were borrowed individually by students for reference only; otherwise, students entirely

76

depended on what the teachers taught them in class. It was established that teachers used the same texts to make notes for their students.

4.1.2.3 Storybooks

Data showed that storybooks comprised old set book found to draw very little interest in reading for pleasure among students. It was established that students did not find time for leisure reading because of the strong academic demands and engagements like completion of assignments, research and preparation for examinations. Moreover, the interest of students in reading for pleasure was further worsened by general absence of comic books, journals and magazines meaning, there was very little for students to read when they found some time during weekends since in most schools these materials were not purchased. A copy of the report of the conference of Heads of Assisted Senior High Schools conference held in Accra in 2010 was available in SL8. The report was found to contain information that was not of interest and relevance to students.

To add, the library inventory book revealed that in SL3, there were only ten (10) additional storybooks from the pacesetter's series and twenty (20) from the African Writers series that had been acquired to supplement the old set books. In SL6, there were twenty (20) copies of the Pacesetters Series and thirty (30) from the African Writers Series. Books donated were equally irrelevant since most of them were voluminous in size and were likely to discourage students from reading them. The content of some sampled Literature and Fiction books also revealed the use of animal characters like reindeers, seals, bears among others in the stories. There were also stories on gods and goddesses. Some of the words in these texts were written in Latin and others in Spanish.

This study suggests that some of the animals used in the stories were alien in most African countries and particularly in Ghana. Consequently, they were not relevant to Ghanaian students since they cannot easily identify with them. The languages used in the stories were also unfamiliar to students since these languages were not taught in their schools. These books were not being borrowed by students and, in fact, in SL7 and SL9, they had been packed in large carton boxes together with the old syllabus books. Most of the titles were not useful in the current Ghana Education Service syllabus and also disinteresting to use as leisure texts. Some of the comments made by librarians concerning these were;

> *Students are no longer interested in borrowing books from the library since most of them are too old and titles are disinteresting. Most of the times students scramble for only few new books which were recently bought by the school management. Most of the books are out-dated (meaning containing archaic information) that were given in the form of donations by Western countries; these books have no relevance to the Ghanaian students (SLB5).*

Moreover, in SL2, the librarian noted that a year ago the school had received books in the form of a token by a particular local publisher but he had this to say;

> *All of them were old syllabus books in fact most of them were meant for primary school...I think the publisher wanted to dump the books they were no longer being bought in the market...(SLB 2).*

78

Students in most of the libraries were also of the opinion that they never borrowed both old syllabus books and those on donation because their content did not meet their academic needs. Some of the responses were; *no, most of them are old edition books and do not contain the information I need to do my class assignments.* Another student said, *no ... the materials are out-dated and these big books (books on donation) are very boring to read. I can't even read some of the words written in a language that is not English.* One of the respondents also said *no most of them are old syllabus books not the ones we use currently. So I can't use them to make notes... some topics are not even in the current syllabus.*

Similarly, books on donation from other countries and even local universities and publishers are irrelevant for use by students. Observation results indicated that none of these books were borrowed by students. In SL5 and SL9 they had been packed in large carton boxes together with the old syllabus books meaning that they indeed were not useful in the current Ghanaian syllabus and also disinteresting to use as leisure reading texts. Majority of the students in the schools also added that:

> *The books on the shelves are boring. All from Xxx University: free donation ... why dump old books that were used long ago in our library?*

4.1.2.5 Newspapers

Daily Crusading Guide newspapers were available in only five libraries though in limited numbers and since teachers were given priority to read them over students, this study can assert that more often than not, students did not have access to the newspapers even if they wished to read them during their free time or during the library lessons. In SL8 however, there was an effort made to curb this challenge. In this school, one

79

newspaper either the 'Ghanaian times' or the 'Daily crusading guide' was pinned on the school notice board. However, this proved equally unsatisfactory because out of thirty-three students used in the study from this school, twenty of them noted that they only read a few pages of the newspaper and not the whole of it.

Some of the comments were:

> One student said *we can only read the front pages; they should also allow us to read the other pages. Why don't they (the school) buy two copies of the same newspaper then pin all pages on the notice board...*
>
> Another respondent said *we are limited to reading the newspaper that is pinned on the board for instance, on Mondays we have the Ghanaian Times the next two days we have Daily Guide and the Daily Crusading Guide, we should read all of them the same day....* the last respondent added that *sometimes I don't find time to go to the notice board during the day because of assignments, but by the following day I cannot find the previous day's paper....sometimes there is a story I may have wanted to follow in a given paper say the Ghanaian Times but the moment the librarian plucks it from the notice board, he cannot allow you to borrow it from the library ... so I sometimes give up on reading newspapers....*

4.2 Students' attitude towards the use of school libraries

The second research question of this study was to establish the attitude of senior high school learners towards the use of the school library. To answer this research question, students were requested to indicate their level of agreement or disagreement on a five Likert scale questions in the questionnaire. The research question had varied attitudes drawn from literature to ascertain how these attitudes influence the use of school libraries. This is illustrated in Table 4.2.

Table 4.2: Students' response on attitude towards the use of school libraries

Statement	SD		D		NS		A		SA		Mean	Sd
	F	%	F	%	F	%	F	%	F	%		
I enjoy reading in the library because I can access various books and pamphlets that help me revise for my exams.	18	6.2	0	0.0	101	34.9	120	41.5	50	17.3	3.636678	3.246505
I prefer reading in class than in the library because I can discuss difficult topics with my desk mate.	18	6.2	16	6.0	20	7.0	164	56.7	71	24.6	3. 871972	3.49592
I do not like reading books in the library since I can use the course books issued in class to complete assignments and revise for exams.	55	19.0	154	53.3	0	0.0	71	24.6	9	3.1	2.394464	2.153295
I like reading materials in the library because I can access reading materials I want from the librarian's desk or the shelves.	99	34.3	82	28.4	44	15.2	45	15.6	19	6.6	2.318339	2.159713

4.2.1 Reading in the library because of access to various books and pamphlets to revise for my exams

From the Table 4.3, it can be seen that one of the attitudes that influences the use of school libraries by students is the fact that school libraries help them to revise for exams. The findings as shown above indicated that 18 (6.2%) strongly disagreed, 101 (34.9%) students were not sure with the statement that they enjoyed reading in the library because they can access various books and pamphlets that help them revise for their exams whiles 120 (41.5%) respondents agreed and 50 (17.3%) respondents strongly agreed. This recorded a mean value of 3.6 indicating that majority of the students agreed to revising in the library for exams which is however contrary to using the school library to develop a culture for reading for pleasure. The data is in line with arguments advanced by Jelegat (2017) and Dukper et al., (2018). They assert that the use of school library is generally influenced by the exam –oriented system and students reading are skewed towards passing the exam. It can be seen from the data that students' understanding of the academic needs and passing the examinations influenced their choice of using the school library.

Therefore, attitude that I enjoy reading in the library because I can access various books and pamphlets that help me revise for my exams is contrary to using the school library to develop a culture of reading. However, it showed that students have good attitude towards the use of school library in order to meet the demands of their various exams.

4.2.2 I prefer Reading in class than in the library because I can discuss difficult topics with my desk mate

Another attitude held by the respondents is the preference of reading in that classroom to reading in the library**. The data from Table 4.3 established that the statement that

respondents prefer reading in class to reading in the library because they can discuss difficult topics with class mates recorded the highest frequency of 164 (56.74%) who agreed. Seventy-one (71(24.5%)) respondents strongly agreed, 20 (7.0%) of the respondents were not sure with the statement, while 18 (6.2%) and 16 (6.0%) respondents strongly disagreed and disagreed respectively. The statement recorded a cumulative mean value of 3.8 and a standard deviation of 3.4 which showed that the majority of the respondents agreed to the statement.

4.2.3 I do not like reading books in the library since I can use the course books issued in class to complete assignments and revise for exams

From Table 4.3, it could be seen that 154 of the respondents representing 53.3% disagreed with the statement. Cumulatively, this has a mean value of 2.4 and a standard deviation of 2.2, an indication that the majority of the respondents disagreed with the statement that *they do not like reading books in the library since they can use the course books issued in class to complete assignments and revise for exams.* It can therefore be said that an overwhelming majority of respondents liked reading in the library to complete assignments and revise for exams.

4.2.4 I Read in the library because of access to reading materials from the librarian's desk or the shelves

The data from Table 4.3 showed that 99 (34.3%) students strongly disagreed to the statement "I like reading materials in the library because I can access reading materials I want from the librarian's desk or the shelves". This has a cumulative mean value of 2.3 and a cumulative standard deviation of 2.2. The mean value indicates that the majority of the respondents disagreed with the statement. However, findings showed that students had a good attitude towards their school library since they viewed the

library as resource centers that enabled them get information necessary for doing assignments making notes and also revising for assignments, class tests and end-term examinations (Jelagat, 2017; Dukper et al., 2018).

Similarly, during the interview session with teachers of English on students' attitudes towards the use of school libraries, it was revealed that the views of all the ten (10) teachers of English (T O E's) on students' attitudes towards the use of the library were similar to those from the questionnaire tool and the observation tool. The T1 represents the first teacher whose views were taken. T1 observed that students enjoyed using the library because they were not limited to particular topics to read on. They also got a wide range of reading materials for exam preparation, making class notes and also completion of assignments. T2 notes that students viewed the library as a resource centre where they got a wide range of reading materials for their academic work. This was evident in way they handled tasks given to them by their teachers. Students had to do tasks like, reading a book (story book) and summarizing it, reading a book then making an oral presentation in class about what they had read about, reading a newspaper or a book then making a review or making a list of vocabularies one came across while reading in the library among others.

Furthermore, the third teacher (T3) and the fifth teacher (T5) were of the view that students loved reading in the school library because they found the place very quiet with ample reading space hence they could easily concentrate especially while doing assignments and revising for exams while teacher (T4) was of the view that the place very quiet with ample reading space hence they could easily concentrate especially while doing assignments and revising for exams since they could access reference books and materials that could be used within the library. Teacher four (T4) further

84

noted that, group work that was done in the library was completed promptly and with minimal errors compared to other assignments copied from text books in class.

Apart from their academic requirements, teacher six (T6) was of the view that students liked the library because they could read for leisure particularly using the newspapers when they did not have a lot of assignments to work on. However, much as students loved to do leisure reading in the library, they were often challenged with resources. Teacher six further observed that students liked to be given enough time for reading and also be provided with adequate leisure reading materials.

Lastly, responses from teacher seven (T7) were that the library gave students an opportunity to do independent research especially for science-based projects. The teacher further added that students used the library because they were not limited on the choice of topics or books/materials to read. Teacher eight (T8) said that students read for leisure/relaxation in the library because story books and newspapers were available. So, they actually have interest reading in the library unlike in their classrooms where silence was not often guaranteed. Lastly, teacher nine (T9) was of the view that students viewed the libraries as sanctuaries that enabled them meet their academic needs since they could thoroughly prepare for examinations, termly or weekly tests and other assessments.

4.2.5 Conclusions

Evidently, data from the questionnaire, interviews and observation showed that students have developed a trend of reading from the library with an aim of improving their academic achievements or performance. The findings also indicated that students had a good attitude of their school library since they viewed the library as resource centers

that enabled them get information necessary for doing assignments, making notes and also revising for assignments, class tests and end-term examinations.

Conclusively, T1, T2, T3, T4, T5 and T9 expressed similar opinions. To these students, libraries only exist to enable them meet their academic needs. It was only T6, T7 and T8 that have the view that students used school libraries for pleasure reading. These teachers were of the view that students were not limited to the choice materials to read and therefore, students used the newspapers and other storybooks to read for relaxation purposes. Therefore, majority of students used the school libraries for academic work, not pleasure reading that can lead to development of a culture of reading.

4.3 How students' make use of reading materials in school libraries

The third research question of this study was to investigate how students made use of the reading materials provided in the school library. This research question has five themes. To meet the demands of this research question, a questionnaire tool and interview guide were used. Consequently, students were requested to respond to various questions in the questionnaire and also indicate their level of agreement/disagreement on a five likert scale questions in the questionnaire.

Table 4.3: How students make use of reading materials in the library

Statement	SD		D		NS		A		SA		Mean	Sd
Materials and books in the library enable me to revise for my exams	F	%	F	%	F	%	F	%	F	%		
	27	9.3	0	0.0	0	0.0	144	49.8	118	40.8	4.128028	3.773427
Materials and books in the library enable me to read for leisure	127	43.9	90	31.1	18	6.2	45	15.6	9	3.1	1.217993	1.711957
Materials and books in the library enable me to do assignment given by teachers	18	6.2	28	9.7	26	9.0	81	28.0	136	47.1	3.536332	3.582928
Materials and books in the library enable me to develop an interest in reading for leisure	82	28.4	126	43.6	27	9.3	54	18.7	0	0.0	1.031142	1.589324
Materials and books in the library do not assist me in any way	108	37.4	118	40.8	36	12.5	27	9.3	0	0.0	1.04745	1.222624

4.3.1 Materials and books in the library enable me to revise for my exams

First and foremost, findings from the questionnaire indicated that 144 (49.8%) students agreed with the statement that materials and books in the library enable them to revise for their exams, 118 (40.8%) students strongly agreed with the statement and 27 (9.3%) students strongly disagreed with the statement. This has a cumulative mean value of 4.1 indicating that the majority of the respondents agreed with the statement. It also has a cumulative standard deviation of 3.8 which showed that majority of the students used reading materials in the library to revise for their exams.

Similarly, data from the observation results showed that students read books and materials that were meant to help them acquire content to tackle examination questions that included class test, project works and end of term examinations.

4.3.2 Materials and books in the library enable me to read for leisure

From Table 4.3, the data revealed that the majority of the students (75.0%) were in disagreement with the statement implying that most of the time students do not go to the library to read for leisure but they either go to revise for examinations or to do assignments. This is made of 127 (43.9%) students who strongly disagreed with the statement that material and books in the library enable them to read for leisure, 90 (31.1%) students disagreed with the statement and 45 (15.6%) students strongly agreed with the statement. Also, 18 (6.2%) students were not sure on the statement while 9 (3.1%) students agreed with the statement. The cumulative mean value of 1.2 is an indication that majority of the students strongly disagreed with the statement.

4.3.3 Materials and books in the library enable me to do assignments given by teachers

From Table 4.3, 136 (47.1%) students strongly agreed with the statement that materials and books in the library enabled them to do assignments given by the teachers and 81 (28.0%) students agreed with the statement. Again, 28 (9.7%) disagreed with the statement, 26 (9.0%) students were not sure on the statement and 18 (6.2) strongly disagreed with the statement. All these have a cumulative mean value of 3.5. It can therefore be concluded that the majority of the students (75.1%) from public senior high schools in the Wa Municipality agreed that materials and books found in their libraries are meant to assist them in doing their assignments.

Again, the findings from observation session revealed that students mostly read academic- related literature available in new syllabus books, revision books and also pamphlets. All students who borrowed books from the librarians' counter using either a library card or a student's ID did borrow books to be used to revise for examinations, make notes or copy some assignment given by their teachers. The researcher observed that in SL5 and SL7, students would borrow the books and read within the library. This mostly happened when students never had lessons (in the case of elective subjects) then quickly returned them to the counter when the bell rang.

Students in SL3 would select the books, and then read either in the library or in their classes. The content they read was also meant to equip them with knowledge and skills to enable them answer examination questions. Reading for leisure was not done probably due to the academic demands and engagements required of them. In SL8 for example, the researcher counted up to only five (5) students skimming through the newspapers on the notice board yet the school had a student population of seven

hundred and twenty-four (724). Notably, there was no inclusion of a library period for students in the timetable even though the teachers of English pointed out that there were either one or two lessons. In summary, students mostly read academic related information.

4.3.4 Materials and books in the library enable me to develop an interest in reading for leisure

From Table 4.4, 126 (43.6%) students disagreed to the statement that materials and books in the library enabled them to develop an interest in reading for leisure, 82 (28.4%) students strongly disagreed with the statement and 54 (18.7%) students agreed with the statement. On the other hand, 27 (9.3%) students were undecided on the statement. With the mean value of 1.0, it can therefore be argued that majority of the students (72.0%) disagreed with the statement that materials and books in the library do not enable them develop an interest in reading for leisure, implying that majority of the students do not specifically read for leisure but with a purpose of doing assignments or passing examinations. The study findings also showed that majority of the senior high school students (90.6%) believed that materials and books found in their schools' libraries are meant to assist them in revising for their examinations.

4.3.5 Materials and books in the library do not assist me in any way

The data from Table 4.4 further showed that, 118 (40.8%) disagreed with the statement that materials and books in the library do not assist them in any way, 108 (37.4%) students strongly disagreed with the statement, while 36 (12.5%) students were not sure and 27 (9.3%) students agreed with the statement. With the cumulative mean value of 1.04 and a standard deviation of 1.2. It can be said therefore that the majority of the

students (68.2%) from senior high schools in the Wa Municipality strongly disagreed with the statement that materials found in their libraries do not assist them anyway.

4.3.6 Use of library lessons
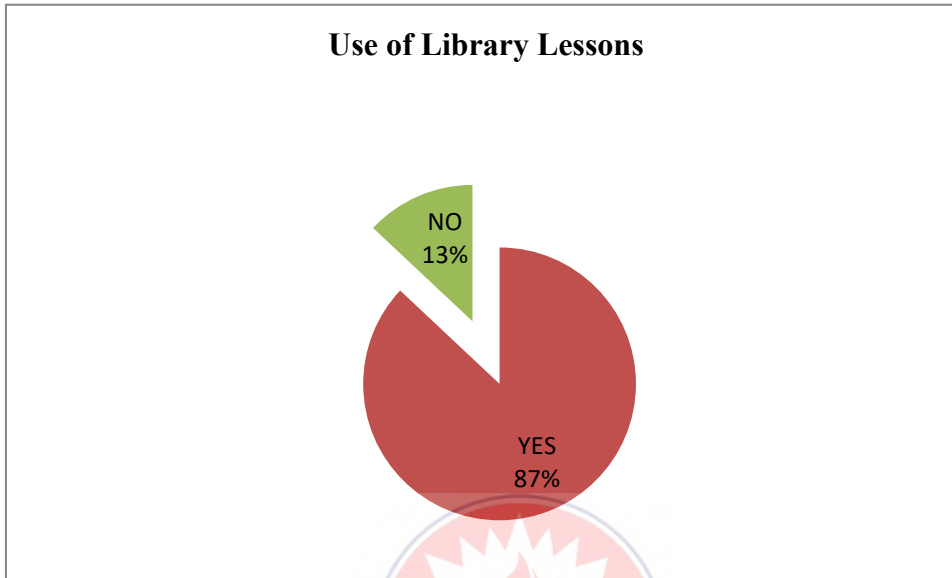
Figure 4.1: Use of library lessons

Results from Figure 4.1 above indicated that most of the students 250 (87%) agreed that they had no library lessons in their school while 39 (13%) had the lessons. This indicated that most of the schools did not have library lessons as shown in Figure 4.1 above.

4.3.7 Time of usage of the library

Time of Usage of Library

PREP TIME
13%

ELECTIVE
SUBJECTS
87%
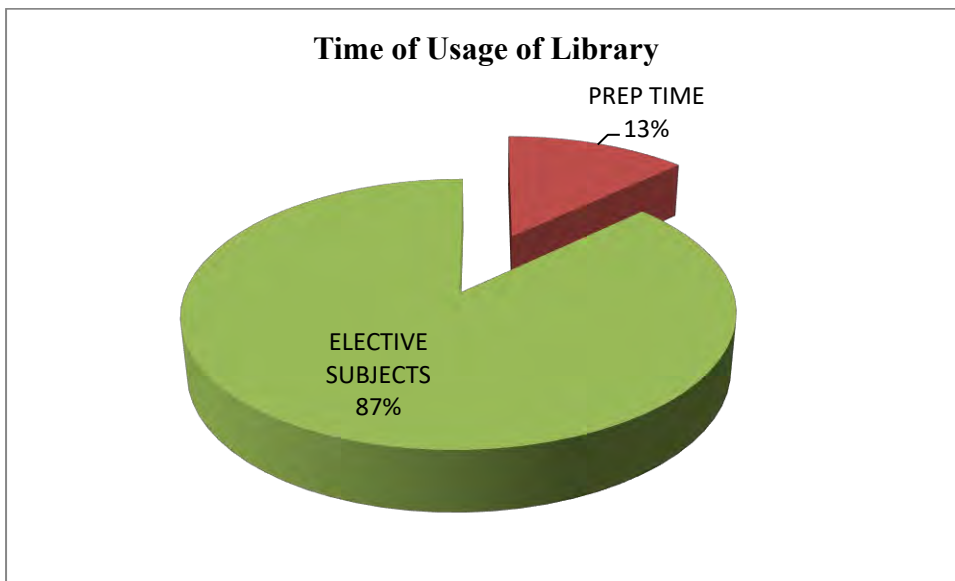
Figure 4.2: Usage of library

From Figure 4.2 above, 250 (87%) students agreed that they used the library during the elective lessons while 39 (13%) had theirs during preps time. This indicated that most of the students utilized the library during the lessons of subjects they did not take with teachers and therefore had some free time to visit the library.

4.3.8 Adequate materials to use and books in libraries

Adequacy of Materials and Books in Libraries

NO
7%

YES
93%
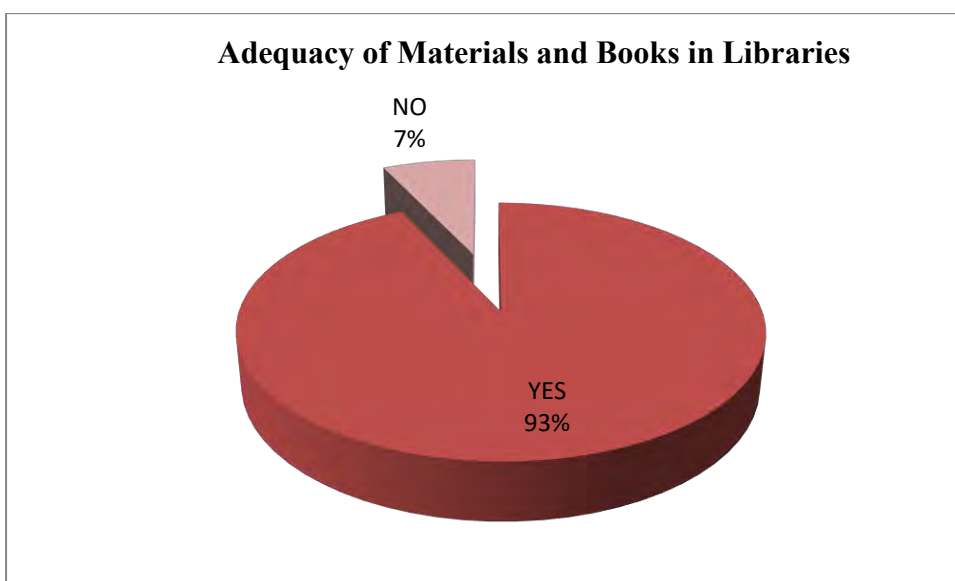
Figure 4.3: Adequacy of Materials and Books in Libraries

92

The study from Figure 4.3 above established that most of the students 268 (93%) agreed that the materials and books in the libraries were adequate while 21 (7%) noted that they were not adequate. This indicates that in most libraries the books were adequate as shown in Figure 4.3

4.3.9 Number of non-examinable texts read per week

Number of Non-Examinable text read per week

45%   52%

3.50%

Number of times
students read
outside class
ONE
NONE
TWO
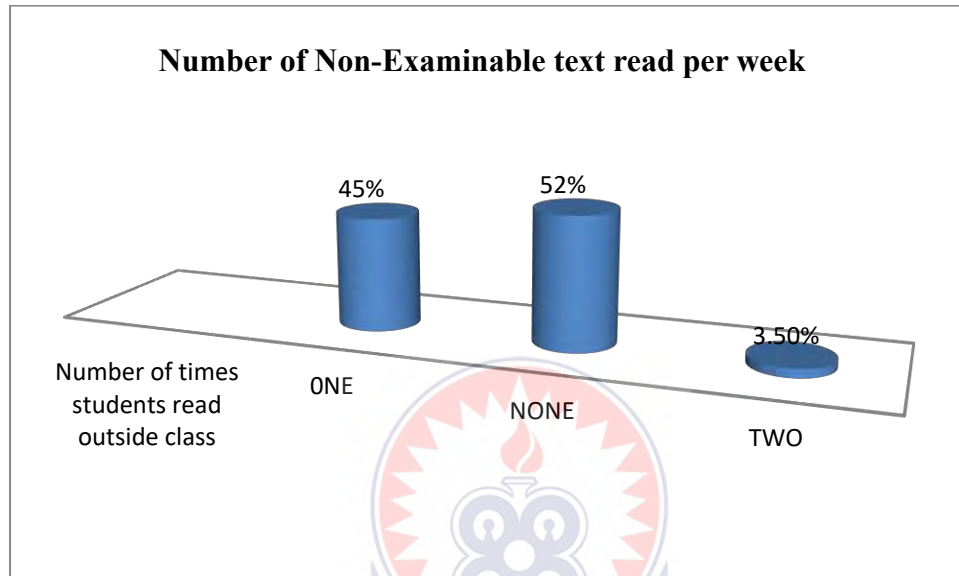
Figure 4.4: Number of Non-Examinable Texts read per week

Data from Figure 4.4 above, established that most of the students 150 (51.9%) noted that they did not read any non-examinable texts per week, 129 (44.6%) read one non-examinable text and 10 (3.5%) read two non-examinable texts per week. The indication therefore is that, most of the students did read less than two non-examinable texts per week as shown in Figure 4.4 above. From the findings it was established that the non-examinable materials were not adequate for all students.

4.3.10 Number of times students read outside class
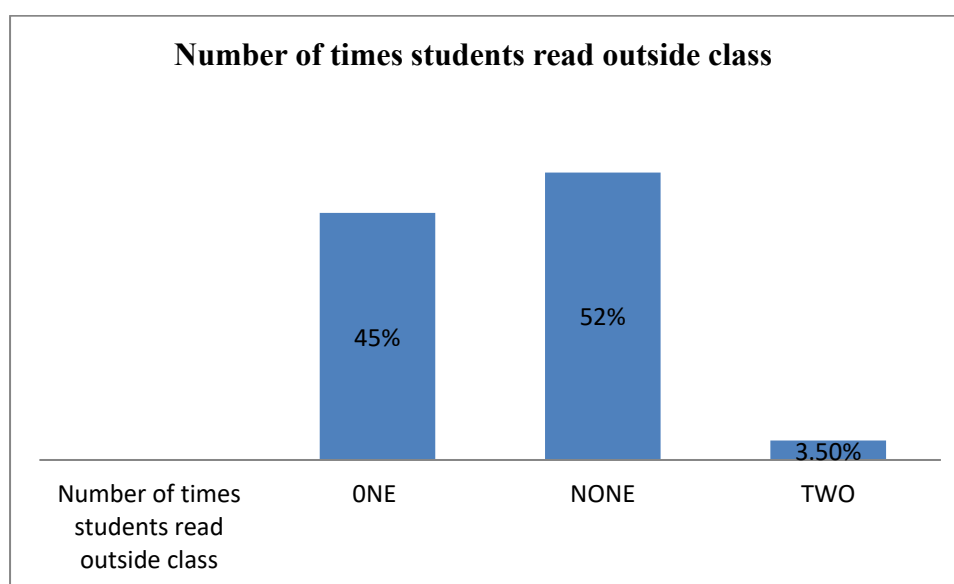
Figure 4.5: Number of times students read outside class

The majority of the students 150 (51.9%) identified that they read outside the classroom three times a week, 129 (44.6%) read twice a week, while 10 (3.5%) did not read outside class as shown in Figure 4.5 above. This showed that most of the students read outside the class more than twice per week. However, they either read for examination or not.

4.3.11 Choice of materials read while in the library

Table 4.4: Choice of materials read while in the library

	USED		NOT USED	
	Frequency	Percent	Frequency	Percent
Personal time table	255	88.24	34	11.76
Subject	247	85.47	42	14.53
Task/assignment	207	71.63	82	28.37
Interest	31	10.73	258	89.27
Topic	56	19.38	233	80.62
Time Available	253	87.54	36	12.46

94

It came out clear from the data as indicated in Table 4.4 that 255 (88.28%) of the students used their personal timetable to choose the material or books to read in the library, and 247 (85.47%) used subjects studied. The data also showed that 207 (71.63%) of the respondents were guided by the task and assignment given by the teacher and 253 (87.54%) used time available for use in the library as their guide to select what to read in the library. Other respondents, 56 (19.38) indicated that they used the topics taught to choose the materials to read while in library. Few of the students 31 (10.73%) based their choice on their interest. However, 258 (89.27%) did not use their area of interest while 233 (80.62%) did not use the topic of study to choose the material to read while in library. These findings indicated that most students used their personal time table, subject studied, task and assignment as well as time available to choose the material to read in the library as illustrated in Table 4.4 above.

The data on students' questionnaire responses also indicated that if they were to read for leisure then their libraries should be opened at night (up to 9.00pm or 10.00pm) and during the weekends. It was also established that out of the ten schools involved in the study, only one (SL7) had the library opened at night during weekdays but closed over the weekends.

Some of the students' responses regarding this were:

> *The library should be opened at night and during weekends then I can read for fun... especially the newspapers although they (the school) don't even buy them.*

> Another student said *the librarian should open the library at night so that I can read story books or just anything interesting when I am done with my assignment* while one student said *our time to read non-examinable texts is*

limited during weekdays because we have lessons and assignments to do. But again, over the weekends we relax but the library is closed so I cannot read anything, I just play instead.

4.3.12 Materials read outside class

Table 4.5: Materials read outside class

	Read		Not read	
	Frequency	**Percent**	**Frequency**	**Percent**
Revision books	204	70.59	85	29.41
Newspapers	22	7.61	267	92.39
Course books	202	69.9	87	30.1

The data as shown in Table 4.5 indicates that 204 (70.59%) students identified that they read revision books outside class while 202 (69.9%) read course books, and 22 (7.61%) read newspapers. On the other hand, 267 (92.39%) respondents did not read newspapers outside class. These findings indicated that most students read revision books and course books outside the classroom.

4.3.13 Reading of materials in the school library
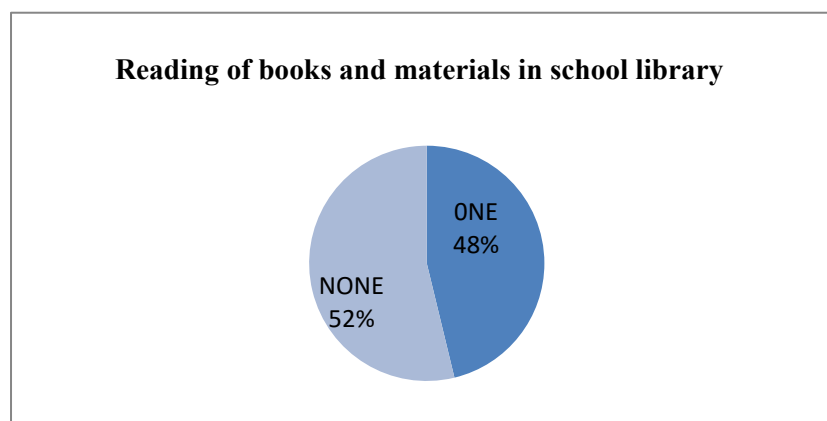
Figure 4.6: Reading of books and materials in school library

Students were also asked to respond to other questions in the questionnaire and the results from the study showed that most of the students, that is, 150 (52%) agreed that they enjoyed reading materials and books in school library while 139 (48) did not enjoy reading in library as shown in Figure 4.6 above. This indicates that most of the students enjoyed reading the materials available in school library.

4.3.14 Books students liked reading

Table 4.6: Books students liked reading

	Like		Do not like	
Reading Materials	Frequency	Percent	Frequency	Percent
Course books	189	65.4	100	34.6
News papers	22	7.61	267	92.39
Encyclopaedia	10	13.08	279	86.92
Revision books	204	70.59	85	29.41
Novels	202	69.9	87	30.1
Magazines	8	2.77	281	97.2

It was clear from Table 4.7 that most of the students, 189 (65.4%) identified that they liked reading course books for various subjects, 204 (70.59%) read revision books and 202 (69.89%) liked novels. Also, 10 (13.08%) read encyclopedias and 22 (7.6%) liked reading newspapers. On the other hand, 267 (92.39%) did not read newspapers while 279 (86.92%) did not like reading encyclopedias. These findings indicate that students liked reading course books, revision books and novels.

The interview session further revealed other relevant aspects of the study. For instance, ways of improving students' reading culture, causes of poor reading habits among students and also ways in which students' reading habits can be enhanced. These relevant aspects are presented in detail in sub-headings.

4.3.15 Ways of improving students' reading culture

Through the interview schedule, teachers of English gave various ways in which students' reading culture can be improved. Teacher one (T1) said that students should be encouraged to use the school library for reading and in particular leisure reading because it is the best way to develop a reading culture. He noted that students only read examinable materials and books in the library. T2 observed that leisure reading materials like magazines, journals, storybooks, comic books and newspapers should be purchased because they encourage students to read even when they are tired after doing serious academic work in the library. Hence, he noted that library stock should be improved in order to attract students' interest particularly in reading for leisure.

T4 observed that students should be encouraged to read widely on their own apart from what they do in class. Moreover, he added that the number of hours when the library was opened should be increased.

In addition to the responses of T2, T5 was of the view that more relevant teaching materials like storybooks should be stocked in the libraries since previously used set of books proved to draw little interest among students. T6 said that students ought to be assisted to develop good reading skills and habits by eliminating vices like lip-reading, vocalization, moving the head while reading among others. These vices limited students especially while doing individual reading in the library. T7 agreed with T3 and T4 by advocating for addition of more library lessons in the timetable and also extension of

98

the number of hours when the library was opened. T8 agreed with T2 and T5 that a variety of topical books in the library should be increased as well as giving students questions that required research in the library. Finally, T9 noted that students should be encouraged to read for leisure and in this regard, attractive stock should be availed in all school libraries.

4.3.16 Reasons for poor reading habits among students

The interviews identified various reasons for students' poor reading habits. T1 and T8 found that the number of library hours in the school timetable was limited, so students did not find enough time to practice good reading habits. T2 found that there was a serious lack of adequate reading skills among students, causing them to make poor use of the library and available materials. T3 observed that the lack of reading materials in the library as well as the lack of up-to-date books and reading materials discouraged learners from using the library. This was also confirmed using the observation tool, as a large portion of the space available in all libraries contained outdated information that was not useful to students. It is therefore evident that the lack of attractive reading texts has limited the reading skills of the students and ultimately discouraged them from reading extensively and quietly.

T4 mentioned that students generally lacked adequate reading training, so most of them faced various challenges such as lip reading and vocalization, which limited their reading skills and eventually prevented them from reading in a prolonged and recreational way. T5 pointed out that most school libraries have limited inventory, especially recreational reading inventory. Additionally, most schools chose to purchase textbooks rather than non-testable reading material such as magazines and newspapers. T6 reported that there is no library teaching in most school hours, most library stocks

are usually old, in order to arouse students' interest and encourage them to develop adequate reading skills and to develop a fruitful and long-lasting love of Books. T7 identified a limited stock in libraries and the idea that students should only read for exams as the main factors discouraging students from reading in their spare time. T9 noted that the scarce variety of texts in most school libraries discouraged students from reading in their free time. As a result, students have not been able to develop appropriate reading skills and strategies and do not like to read in the long term.

4.3.17 Ways of enhancing students' reading habits

Respondents identified several ways in which students could be helped to develop appropriate reading habits. T1 noted that training students in good reading skills should always be done in SHS One. T2 found the need to provide better services in all libraries to motivate students to develop a love of reading and also to provide many library classes so that students can cope adequately with reading books and materials in the library.

T3 cited providing a variety of non-visible reading materials, such as newspapers in libraries, so that students are exposed and encouraged to read for their free time. T4 and T7 stressed that a sufficient supply should be available in school libraries and that librarians should regularly weed the library to ensure that they do not put into circulation the books and materials that library users do not need. He added that the old stationary books cannot be used as interesting leisure reading books.

T5 asked for more hours for students to use library lessons and for more attractive library supplies. He noted that the series books used earlier have attracted little interest in reading among students. T6 noted that students should be encouraged or helped to develop good reading skills and habits by avoiding vices such as lip-reading and

vocalization that bound them during individual library reading. T8 and T9 added that interesting variants should be archived in the libraries of all schools especially current books. He added that students should be assigned assignments that require library research. Additionally, if students are expected to develop a culture of reading while in school, increase in library instruction is necessary.

4.3.18 Roles of librarians and English teachers in promoting a culture of reading

The study also established the roles of librarians and the teachers of English in promoting a culture of reading among students. So, librarians were tasked to indicate in the questionnaire the duties they performed in the library in a five likert scale their level of agreement or disagreement while the teachers of English were interviewed.

Table 4.7: Roles of librarians and English teachers in promoting a culture of reading

Statement	SD		D		NS		A		SA		MEAN
	F	%	F	%	F	%	F	%	F	%	
I often recommend new titles and materials to be acquired by the school administration.	1	10.0	1	10.0	0	0.0	5	50.0	3	30.0	3.8
I always ensure all reading materials are well displayed for easy access by students.	1	10.0	1	10.0	1	10.0	3	30.0	4	40.0	3.8
By virtue of my position, I always encourage students to read texts that are not necessarily meant for examination purposes.	1	10.0	4	40.0	2	20.0	2	20.0	1	10.0	2.8
I recommend to school administration to repair	0	0.0	1	10.0	0	0.0	6	60.0	3	30.0	4.1

tattered books and replace lost books.										
I help students to select the materials to read While in the library.	1	10.0	0	0.0	2	20.0	4	40.0	3 30.0	3.8

4.3.18.1 Librarians recommend new titles to school administration

The librarians were asked to indicate in the questionnaire the duties they performed in the library. Findings from Table 4.7 showed that 5 (50.0%) librarians agreed with the statement "I often recommend new titles and materials to be acquired by the school administration", 3 (30.0%) librarians strongly agreed with the statement and 1 (10.0%) disagreed. In total, 2 (20.0%) respondents were in disagreement with the statement. This has a cumulative mean value of 3.8. The study findings showed that majority of the librarians (80.0%) in public senior high schools usually recommend new titles to be acquired by the school administration while ordering for new supplies.

4.3.18.2 Accessibility of materials to students

Data collected as shown in Table 4.6 indicates that 4 (40.0%) respondents strongly agreed with the statement that all reading materials were well displayed for easy access by students, while 3 (30%) respondents agreed with the statement, and a total of 2 (20) respondents disagreed with the statement. It was clear that majority of the librarians 7 (70.0%) ensure all reading materials in the library are well displayed for easy access by students. The cumulative mean value of respondents who strongly agreed with the statement was 4.1.

4.3.18.3 Librarians encourage students to read for examination purposes

 The respondents in their responses indicate that 4 (40.0%) disagreed with the statement that by virtue of my position, I always encourage students to read texts that are not

102

necessarily meant for examination purposes, while a total of 3 (30.0%) respondents were in agreement with the statement and 2 (20.0%) were undecided on the statement as shown in Table 4.6. The cumulative mean value was 2.8 which means majority were not sure. It can be argued that majority of the librarians encouraged students to read texts that are not necessarily meant for examination purposes.

4.3.18.4 Repair and replacement of books in the school library

As shown in Table 4.6, the data shows that respondents recommend to the school administration to repair tattered books and replace lost books. A total of 6 (60.0%) respondents agreed with the statement, while 3 (30.0%) respondents strongly agreed with the statement and 1 (10.0%) disagreed with the statement. The study findings showed that majority of the librarians (90.0%) with a cumulative mean value of 4.1 agreed they recommend to school administration to repair tattered books and replace lost books.

4.3.18.5 Selection of reading materials in the school library

The data further indicates that, 4 (40.0%) librarians agreed helping students to select the materials to read while in the library, while 3 (30.0%) librarians strongly agreed with the statement and 2 (20.0%) librarians were undecided on the statement. With the mean value of 3.8, it can therefore be concluded that one of the roles of the school librarians is to help students in selecting relevant materials for studies in the library.

Similarly, observation results further established other related tasks that librarians performed that were not captured in the questionnaire for instance, serialization and cataloguing of new books, ensuring that shelves and reading tables were neatly arranged, arrangement of books on shelves, assisting students in lending out and receiving books and also general cleanliness and order in the library. The other tasks

103

performed were: repair of tattered book covers and binding of new texts as was done in SL8.

4.3.18.6 Roles of teachers of English

Nine teachers of English identified various roles they played in helping students to use the library for reading. T1 said that he exposed students to various writing tasks after reading various books (particularly storybooks) in the library. Some of the writing skills practiced was summary writing. Moreover, he referred students to read a variety of journals and newspapers and also encouraged them to generally borrow and read books from the library. T2 taught them how to use the library especially in Form One, apart from giving them a chance to read any material / book of their choice in the library. Furthermore, he occasionally referred them to read a specific article in a given newspaper then make a review. T3 gave them assignments that required them to use the library for instance reading a storybook then make a summary.

Alternatively, students were asked to make an oral presentation of any story they read about while in the library. T4 asked students to read a book and summarize it as well as reading a newspaper and give a review. Students were also required to give a presentation of a storybook they read while in the library. He also encouraged them to read newspapers. T5 asked the students to conduct research on specific topics then make presentations in class. He also referred students to read specific texts depending on their strengths and weakness in English language.

Moreover, T6 asked students to read specific texts depending on their strengths and weakness in the English language. Apart from asking them to read a book and summarize it, they also encouraged students to read newspapers and storybooks in the

library. T7 gave students assignments that required research in the library and also encouraged them to read newspapers and storybooks in the library.

However, much as teachers seemed to do a lot in encouraging students to read for leisure, students' responses conveyed contrary information. They noted that their teachers asked them to read but they never provided the much needed non – examinable literature in libraries. Furthermore, some teachers did not allow their students to waste time in leisure reading. It was noted in School six (6) that their teachers did snatch any non – examinable texts from them. Some of the comments from the students were;

> *They ask us to read these no-examinable texts but they don't provide them...in fact there is none in the library.* Another student in SL6 said *our teacher snatches the newspapers away from us because for her it is a waste of time...she says we should revise for our exams first...* while the last added that *My teacher does nothing for us at all instead, he is keen to find a student who is not revising for exams to punish.*

4.3.18.7 Conclusions

The conclusions for the third research questions were drawn from the various tools used for the data collection. From the responses gathered from the questionnaire tool as to whether the various schools had included library lessons in the teaching time table, the results showed that most of the schools did not have library lessons. With regards to the use of the school library, it was established that most of the students utilized the library in the absence of their subject teachers. This is time students usually had some free time to visit the library.

Also, from the findings, it was established that the non-examinable materials were not adequate for all students. 150 (51.9%) respondents indicated they did not read any non-examinable text, 129 (44.6%) read only one non-examinable text per week and 10 (3.5%) read two non-examinable text per week. The non-examinable materials are those reading materials (interesting storybooks) that are needed to arouse the interest of students to read independently for pleasure in order to develop a culture of reading. These non- examinable materials were however, inadequate to meet the reading needs of the students.

Again, data obtained from the questionnaire showed that 51.9% of the students read outside the class three times per week, 44.6% read outside the class two times per week and only 3.5% did not read outside the class. This indicates that most of the students read outside the class more than twice per week. However, they either read for examination or not.

In addition, majority of the students (72.0%) were of the view that materials and books in the library do not enable them develop an interest in reading for leisure. It implies that majority of the students do not specifically read for leisure but with a purpose of doing assignments or passing examinations. Findings per the questionnaire data indicated that most students 255 (88.28%) used their personal time table, subject studied, task and assignment as well as time available to choose the material to read in the library. Findings further showed that 204 (70.59%) students read revision books outside class, 202 (69.9%) read course books, and 22 (7.61%) read newspapers. 267 (92.39%) respondents did not read newspapers outside the class. These findings indicate that most students read revision books and course books outside the classroom.

A clear indication of reading skewed toward passing exams, not for the development of a reading culture.

More so, students' responses to the questionnaire showed that most of the students, 150 (52%) agreed that they enjoyed reading materials and books in school library while 139 (48%) did not enjoy reading in the library. The indication is that most of the students enjoyed reading the materials available in school library. The materials they liked reading were captured as course books, revision books and novels. Data showed that 189 (65.4%) liked reading course books, 204 (70.59%) liked reading revision books and 202 (69.89%) liked reading novels.

Finally, teachers in the interview session gave reasons for the poor reading culture and suggested some ways to have the reading situation ameliorated. The teachers posit that a large portion of the space available in all libraries contained outdated information that was not useful to students. It was also suggested that lack of attractive reading texts has limited the reading skills of the students and ultimately discouraged them from reading extensively and quietly. The interview data further suggested that students should be encouraged to read for leisure, attractive stock should be made available in all school libraries and students should be assigned assignments that require library research. Additionally, if students are expected to develop a culture of reading while in school, an increase in library instruction is necessary.

Other conclusions drawn from data were that, majority of the librarians 7 (70.0%) ensure all reading materials in the library are well displayed for easy access by students, majority of the librarians encouraged students to read texts that are not necessarily meant for examination purposes and majority of the librarians (90.0%) recommend to

107

school administration to repair tattered books and replace lost books as well recommend new title to be acquired.

4.3.19 Discussion of findings

The discussion was guided by the research questions and the objectives set for the study. B.F Skinner's behavioral theory, Lev Vygosky (1978) socio-cultural model of reading (with focus on the 1997 model) and a conceptual framework were mainly use in the conduct of this research. These theories have been thoroughly discussed under the caption theoretical and conceptual framework in chapter two (2). The researcher retrieved questionnaires from two-hundred and eighty-nine (289) students, additional ten (10) questionnaires from librarians and nine (9) structured interview questionnaires administered to teachers. The researcher also made used of the observation to confirm responses from respondents in all the ten (10) selected senior high schools that were studied. To put this into perspective, this study has discussed them into two categories, namely; based on the objectives of the study and secondly based on the theoretical and conceptual framework.

4.19.1 Discussion based on objectives

The first objective of this study was to determine the types and relevance of the reading materials available in the school library. The results of this study showed that most school libraries were stocked with books and materials intended solely for examination preparation, for instance textbooks and pamphlets. This is consistent with the findings of Jelagat (2017) and Duper et al., (2018) There was very little that was meant to be read for pleasure. It is surprising that in five libraries there was only one copy of each of the three daily newspapers, which was meant to be used by teaching and non-teaching staff as well as to all students. In fact, the majority of the schools used in the

study had at least 600 students and at least 34 teachers and non-teaching staff, meaning that students struggled to read them for fun or enjoyment. These newspapers were absent from some libraries. Book donations from other countries as well as locally published books were also stored in school libraries but not read because their content was not relevant to these learners. These books did not meet the requirements of their curriculum. Moreover, there were a large number of old textbooks in all the libraries. In some of them, these books were kept on the shelves, while in the small libraries, in particular two of them (SL7 and SL9), they were packed in boxes to make space on the shelves for the books.

Observation results indicated that these books were not borrowed or commonly used by students, as evidenced by the fact that most of them were laden with dust. From observation, the study confirmed that none of these books had been borrowed, as indicated by the student's issue book. This was found to be in line with the position of the World Bank (2008) that in most African countries one of the fundamental problems of libraries is related to holdings. Notably, the stock is typically old and often unrelated to current curricula and students and teachers interests. It also notes that in most cases there is hardly any suitable stock available. This research revealed that much of the library stock was very old and generated very little interest in reading among students. Furthermore, most French-speaking and English-speaking countries, including Ghana, complain about the prevalence of second-hand book donations in senior high school libraries and "although these donations are in principle welcome, they often do not affect the national curriculum and often they are not as attractive as reading books" (World Bank, 2008, p. 77).

This study also found that senior high school students do not read these large volumes because they would not identify with some of the animal characters used in the stories, for example, reindeer, dinosaurs, bears and seals, as well as stories of gods and goddesses, most of which were alien to them. Nabuyanda (2011) states that in Zambia, most students did not read books donated by organizations such as the Canadian Book Aid International and Lions Club because they found them boring and beyond their comprehension. Most of these books, she noted, were often stored on shelves because they were unused and in fact "were not good at promoting students' interest in reading" (p.59). Additionally, she adds that most book donations were often unsuitable for children's reading interests because they lacked local content.

Similarly, Kargo (2008) observed that in Zambia, most of the reading material in school libraries were foreign and were sometimes not suitable for the needs of society. This study therefore found that old textbooks and book donations were not helpful in promoting interest in reading among students. In addition, the curriculum requires students to use an integrated approach to both language (grammar, oral skills, close test, functional skills and comprehension) and literature (drama, poetry and oral literature) and not how these books donated are presented to them, i.e. with separate texts for grammar, vocabulary, writing, fiction, literature among others for different classes.

The study results were further in agreement with Anyanwu et al. (2013) who noted that most students barely used libraries because they were not filled with relevant information sources but with obsolete and irrelevant materials. Research in Nigeria recommends that to effectively promote a culture of reading among students, school libraries should be stocked with relevant and up-to-date books. Parry (2004) and Nabuyanda (2011) considered that one of the factors affecting the promotion of a reading culture is the limited and poor accessibility of libraries, aggravated by the fact

110

that most libraries lack reading materials, inadequate library and have poor infrastructure. Tella and Akande (2007) noted that in Botswana, most primary school children do not read regularly because most libraries do not have sufficient library materials.

This study revealed that non-testable texts were quite deficient in all libraries, which was why they were not read for leisure. Aina et al. (2011) found that a lot of the schools did not have libraries and, where there were libraries, the stock was far from sufficient to fulfill their expected roles. It was also noted that most of the students did not find time to read even non-examinable textbooks since they had to do daily assignments for various subjects to complete in addition to revising for class tests, weekly tests and midterm and final exams. School libraries were also not opened in the evenings or on weekends when students could find time for recreational reading.

In fact, the results of this study are also consistent with Amuka (2012) and Dukper et al., (2018) who found that the primary culprit for declining reading standards is the emerging exam-oriented culture. They noted that since the 1980s the notion of reading to pass exams has existed and students are now like robots, following the instructions of their owners (parents and teachers), and instead students are not even fixed reading books, they trust study guides because they know they are shortcuts to comfort and reading is not a shortcut. It is therefore evident that the education system in Kenya and Ghana are not geared towards recreational reading. They go on to say that the government should invest more in library services if it is interested in improving the reading habits of young people.

Many educational advisers, both inside and outside Ghana, agree that the system has encouraged 'reading for exams' rather than reading for knowledge and information.

Nabuyanda (2011) notes that an education system in which one reads primarily for exams is an obstacle to a culture of reading. Uwa (2007) further notes that reading to pass exams, tests and continuous assessment tests are the primary reading objectives and goals of students in most libraries.

Similarly, Anyanwu et al. (2013) noted that in Nigeria, like Ghanaian students, children no longer read, despite the importance of reading as a culture; they only read if they have an exam to write, otherwise reading has no meaning for them. Additionally, students rarely borrow school texts for personal reading, as most libraries impose severe penalties on those who damage or lose books.

In all the libraries used in the study, students who lost or damaged textbooks had to buy new textbooks or pay cash. This was the case even when the lost book was shared among the students. This has made students wary of the danger of borrowing books, as textbook theft by peer groups is common in most schools. Regarding the loss of books, Nabuyanda (2011) points out that most students do not consider borrowing books or other materials for fear of losing books and paying fines. Kutto (2005) explained that in most libraries, students avoided borrowing books for fear of losing them.

This study also found that most libraries lacked engaging reading materials to inspire students to read. Otike (2012) argues that promoting a culture of reading means prioritizing children by providing them with material that stimulates their interest. He adds that libraries are overwhelmed with irrelevant and outdated material that does not attract readers and that if libraries want to encourage reading for pleasure, the material they contain must be relevant, informative and interesting to read. Regarding book donations, Otike notes that foreign donations, mainly from the West, are not appropriate in Africa, while those from local publishers mainly consist of titles that have not sold

112

due to changes in curricula. Rather than destroying the materials, many publishers choose to donate them to schools.

Education Watch Magazine (2005) argues that a unified book policy is needed for educational institutions to allow them to keep only what is relevant to users' needs. Furthermore, it states that schools receive publications as book donations mainly from outside countries, but that all remain irrelevant and only take up much-needed space in libraries. Krashen (2009) adds that to develop a habit of reading, students need access to books they like about topics they are interested in, and books that reflect their lives and themselves. Aina et al. (2011) noted in their research that in order to encourage a reading culture among students, they should be provided with a diverse collection of entertaining and informative books. They also find that the availability and accessibility of educational and entertaining books stimulate the development of reading and the achievement of sustained literacy. As a way of contributing to knowledge, authorities have to help stimulate change as society changes. Digital literacies, e-libraries and sophisticate reading materials and other library resources should be introduced into our senior high school system. These will get students attracted to libraries to use these state-of-the-art resources to develop a habit of reading.

The second objective of this study was to determine learners' attitudes towards the use of the school library. The results of this study showed that most students love their school library because they can access books and other materials that help them prepare for exams, research various topics, complete homework for their teachers and take notes on various topics. However, some students disliked reading in the library because they found the classroom-edited books sufficient for review and research. Also, some chose to study in class because they could easily discuss difficult topics with their classmates.

This indicates that most school libraries are primarily stocked with research literature and very little is available for recreational reading.

Teachers also noted that students viewed libraries as safe havens that gave them access to reading materials that would bring them academic success. It should also be noted that most students did not like the large number of old textbooks and book donations that filled their libraries. Instead, they suggested schools buy newer books. Teachers, librarians, and students also suggested that school libraries should stock various types of reading materials, such as storybooks, comics, and magazines, for recreational reading. It is also important that schools buy enough newspapers each day so that students can easily access them in libraries. The results also indicate that students should be encouraged to read non-exam related materials, rather than being restricted to reading for exams.

Schroeder (2010) asserts that to create a reading culture, middle school students (teens) should have the opportunity to read magazines, newspapers, and comic books in their free time, in addition to a variety of suitable books to their needs, she says, these different formats must be available in the areas of interest. Nabuyanda (2011) adds that the lack of interesting books is a major obstacle to promoting the culture of reading. The 2002 IFLA/UNESCO report for school libraries emphasize not only the provision of books that support the teaching process, but also free reading material, as well as popular novels, magazines, posters, computer games and the internet, as they help to holistically develop interest in reading in students, whether at school or at home. This study suggests that librarians and teachers should also be friendlier to students and, in particular, encourage them to use the library for leisure reading. It is also suggested that

114

school libraries diversify and access quality materials to encourage learners to read a lot for pleasure, in order to developing a culture of leisure reading.

The third goal of this study was to investigate how students make use library resources provided in the school library. The results indicate that senior high students used the materials to write their teachers' homework and to review or prepare for exams. In very few cases, students have managed to find time to leaf through a newspaper. The study also found that most students prefer to read any book or material that helps them pass exams, but not materials other than exams which they consider a waste of time.

Dukper et al., (2018) noted that Ghana's education system is exam-oriented and could explain why most students do not find the time to read during their free time in rural senior high schools. This study found that most of the students assumed that material other than a textbook or literature book could not be examined and therefore it was useless to read it. Another emerging problem is the fact that there were no library periods in the school timetables in all the schools used in the study. Form One had two lessons a week, while form two had one. The only time form three students could use the library was when a teacher was not in class or in class for a subject they were not attending (optional). Igwe (2011) and Kolawale (2009) point out that one of the strategies for improving the reading culture among students is to include a period in library studies in the school timetable. Reading a book and summarizing a book ought to be encouraged and such reading texts should not be examinable by any of the examination bodies. This will go a long way to promote reading culture.

Ogunrombi and Gboyega (1995) and Anyanwu et al. (2013) found that one of the factors inhibiting the development of reading culture among high school students is the lack of library time in the school curriculum. These findings are consistent with the

2008 World Bank report, which reported that in Africa, including Ghana, library use for reading is often restricted when a teacher is not in class. Therefore, it can be said that the Ghanaian educational system does not favor the pleasure of reading or the acquisition of general knowledge, but aims at passing examinations.

Nalusiba (2010) found that in Ugandan schools, as in Ghana, resource allocation is focused on textbooks without balancing the need for non-school reading materials. Additionally, she observed that reading is associated with passing exams for academic success. This view discouraged learners from reading in their free time because they associated reading with textbooks and school. Despite the important role of leisure reading, research indicates that most education systems encourage students to read for the sole purpose of passing exams, and once they have written them, they stop reading (IFLA, 2000; Nabuyanda, 2011).

Lastly, the study was to also discover the role of librarians and English teachers in promoting a culture of reading among students of senior high schools. Abeyrathna (2004) noted that a school librarian plays an important role in completing the work of teachers in the classroom. She added that they play a unique specialist role in supporting student learning and development into effective and independent learners and readers. This study found that librarians from different schools played an important role in recommending new titles, displaying reading materials and books well for student easy access, encouraging students to read illegible texts, and also helping students select the reading materials. This was closely related to the observations of Nabuyanda (2011) who recommended that to improve students' reading, the school librarian should help students find reading materials. All librarians also ensured that the libraries were clean and well-furnished and that there was silence throughout the day.

Shannon (2003) noted that to create a culture of reading, librarians should encourage students to choose and read relevant books. They also performed cataloging, book serialization, shelf labeling, and library record keeping. Nabuyanda (2011) emphasizes that all library materials should be registered, classified and cataloged so that they are recorded and easily accessible to users. All librarians were qualified and therefore had the knowledge and skills to support student learning and their development into effective and independent readers.

However, a threat in trying to persuade students to read for their free time was that most libraries lacked interesting variations. Therefore, despite the efforts of librarians, it paid off little. Few students, especially in one school (SL2), noticed that their librarian was always too hard on them when they tried to borrow books from the library. Nalusiba (2010) notes that if librarians want students to read and know their socioeconomic and ethnic makeup, they need to provide students with attractive and appropriate reading materials and a comfortable classroom atmosphere. He also notes that pupils (students) should be encouraged to read by arousing interest in books in order to create a young generation of books ready to receive and evaluate the information they encounter.

English teachers also played an important role in promoting interest in reading among SHS students. They used several strategies such as; give students research-based assignments that required them to read a lot in the library, ask students to read a storybook and then summarize it, or write a review of a particular newspaper article.

Aina et al., (2011) indicate that teachers should encourage maximum use of the library and its resources by assigning students tasks or projects that require frequent visits to the library. Such tasks, they say, should be practical and may involve reading a novel and synthesizing it or using library resources to solve an environmental problem.

117

Additionally, they encouraged students to read newspapers and magazines to increase their vocabulary. However, most of the non-testable texts were missing from the libraries or were insufficient and thus recreational reading in brief was not achieved by the students.

The results also suggest that the teachers did not follow up on the said tasks through supervision or even evaluate the given tasks to determine whether the students did them correctly or not. This turned out to be one of the biggest flaws in the whole process. Regarding this trend, teachers admitted that they hardly find time for this important exercise as they have several lessons to create, administer and score different exams and also perform other administrative tasks. Consequently, this study assumed that mainly lazy students did not perform these tasks, because at least they were busy with other academic tasks and duties especially those that were regularly checked and evaluated by teachers.

4.19.2 Discussion based on theoretical and conceptual framework

Findings of this study were found to reflect some aspects of Vygotsky's Socio-cultural Model of Reading. Vygotsky states that all learning is socially and culturally structured and that what and how a student learns depends on the opportunities provided by the teacher or parent. This study found that senior high students liked using the library to prepare for examinations and do assignments for various subjects. There was no reading for pleasure being done therefore it may be argued that this arises from; lack of attractive storybooks, magazines, comic books and newspapers that arouse interest in the learners, no library lessons stipulated on the timetable and the exam-oriented syllabus that limited reading for pleasure. Vygotsky posits that learners need support

118

(scaffolding) in form of encouragement, motivation and provision of varied reading materials by the teachers and librarians.

In this study, teachers of English and librarians encouraged learners to use the library but books and attractive reading materials meant for pleasure reading was missing in the libraries. In fact, learners were significantly motivated to read for examinations and not for leisure. Findings indicate that development of a reading culture among students depended on various factors namely; variety of attractive reading materials, relevant reading materials, appropriate usage of the library, adequate time to use the library for leisure reading, a good attitude portrayed by a learner toward the school library and motivation and encouragement by both teachers and librarians. The study established that students had limited time to use the library and also had various reading challenges like vocalization. It also established that students' efforts in reading were not reinforced through prizes or praises.

Again, findings of this study were found to also reflect some aspects of the behaviorist theory developed by B.F. Skinner, which explained behavior as a function of environmental histories with reinforcing consequences. It is founded on the notion that learning is a function of overt behavior modification. The study focuses on the operant conditioning principle, which includes behavior, reinforcement, and punishment as essential variables. Changes in overt behavior are the result of an individual's reaction to events (stimuli) in their surroundings. When a reaction, such as reading of a text, is reinforced (rewarded), the individual is conditioned to respond.

Reinforcements are responses from the environment that improve the likelihood of a behavior being repeated, and they can be positive or negative. On the one hand, positive reinforcers include verbal praise, a good grade, awards, or a sense of enhanced success

119

or satisfaction. On the other hand, negative reinforcers include punishment, which refers to environmental responses that reduce the likelihood of a behavior being repeated. It actually makes people's behavior worse. Skinner posits that rewarded behavior is more likely to be repeated or strengthened, whereas non-reinforced behavior is more likely to fade out, be extinguished, or be weakened. Appiah et al (2023) revealed that, too much family responsibilities and lack of conducive environment were major constraints that restrict their reading at home. The study recommends the following to enhance reading habits of the students: parents should create healthy surrounding for learning; students should also be motivated to read through the formation of reading clubs and group presentation of assignment. Their findings agreed with the behaviourist.

Experts in this study are librarians and teachers of English. The argument is that a student can learn more or develop interest in a given area given sufficient motivation and instructional activities by an adult. With time, the child acquires skills and is able to work independently. It further shows that provision of various forms of scaffolding (reading activities or programmes) by a more competent individual (teacher or librarian) will help to extend learners' reading capacities or levels. It further shows that the reading materials (source of ideas / knowledge) provided in different forms and the interest the reader has will help him to develop and increase the love for independent reading.

Skinner argues that if a behaviour exhibited by an individual is reinforced through reward, then the same is likely to be repeated hence leading to habit formation. In this study, students' interest in reading can be developed into a habit and eventually a culture if appropriate reinforcement is offered. The study found B.F. Skinner's

Behaviourist theory appropriate because it posits that all behaviour is learnt from the environment first through habit formation that later translates to exhibited behaviour through reinforcement.

Similarly, Vygotsky's theory proposes that learning is a social and interactive process that originates from human intelligence and support in society or culture. It further observes that social interaction with other people in an environment or culture plays a fundamental role in the development of cognition among children. In this case the learner must also cooperate with the experts in order to achieve higher competence.

4.19.3 Summary of the chapter

This chapter has covered the analysis, interpretation, findings, and discussion of data. Particular attention was paid to the introduction, types of reading materials available in school libraries, students' attitudes towards the use of school libraries, how students made use of reading materials provided in the library; and the role of librarians and English teachers in promoting a reading culture among students. The chapter also addressed the discussion of outcomes according to the objectives as well as the theoretical and conceptual framework and finally the summary of the chapter. The next chapter provides a summary of the findings, conclusions and recommendations.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter is divided into four main sections, namely summary of findings, conclusions, recommendations and suggestions for further study. These areas were informed by the purpose of the study and the results. This section provides a summary of the research process beginning with the purpose, problem statement, objectives, literature review, methodology, data analysis and interpretation. The chapter also contains the conclusion and recommendations of the study.

The purpose of the study was to investigate the school library and reading culture among senior high school students in the Wa Municipality, Ghana. The problem is visible that there is a poor reading culture among senior high students in Ghana, but there is no evidence of reliable statistics on the types and relevance of reading materials in school libraries. The following objectives were used to address the intention of the purpose:

i.   To determine types of resources available in the school library.

ii.   To determine students' attitudes toward the use of the school library.

iii.   To investigate how students make use of library resources provided in the school libraries.

The study also examined school library literature and its impact on reading culture. The study is conducted using a convergent parallel design and collected data from 289 students, 10 librarians and 9 English teachers using questionnaires, interviews and observation sessions. The data collected was evaluated using descriptive statistics and presented in the form of figures, tables and thematic content analysis.

122

5.1 Summary of findings

The findings of the study on the school library and reading culture were discussed under various themes to cover research question one, two and three. These include: types of library resources and books available in school libraries, attitudes of students toward the use of school library and how students used the library materials provided in the school library.

5.1.1 Types of library resources and books available in school libraries

The researcher used questionnaire and observation schedules to collect data from students and librarians on the types of resources and books available in school libraries. The study results showed that most of the students indicated that their school libraries had mainly new textbooks, revision books, storybooks (old series books), ancient textbooks, newspapers and books from foreign donations and also from local publishers and universities.

The donated books were of various levels and covered topics such as Algebra 1 and 2, Geometry, Art and Design, Mathematics, Literature, Vocabulary, Fiction, Grammar and Writing. It turned out that some students were unlikely to borrow school texts for personal reading, as most libraries imposed severe penalties on those who damaged or misplaced books. This makes students wary of borrowing books due to the prevalence of peer textbook theft.

5.1.2 Choice of materials read while in the library

The study also found that students focused on reading books designed to equip them with the knowledge to pass exams. Additionally, students used the library to complete their homework for various subjects and also to conduct research, especially in preparation for national science and mathematics competitions.

The researcher found that much of the students' reading in the school library was exam-oriented. Most students went to the library to revise for exams, other than to read for pleasure. Books and materials in libraries were usually only relevant to academic work, although old program books that were no longer in use still filled the spaces in libraries, which meant no weeding. Furthermore, the contents of the old educational books kept in libraries and even the books on donations were not relevant for use by students for academic work or reading in their free time.

5.1.3 Books or materials students liked reading

Regarding the use of old stationary books as leisure reading texts, this study found that students did not like them because they thought they needed time to read texts that would be tested in exams, rather than those texts that would not. Therefore, some of the factors that prevented students from reading for leisure that would lead to development of a culture of reading were the restricted hours imposed by the exam-oriented program, the insufficiency or lack of attractive leisure reading texts, the limited time for usage of the library and the lack of specific library lessons on the school timetable.

5.2 Students attitude towards the use of school libraries

This portion of the study discusses the opinion of teachers and students' attitudes towards the use of school libraries. It also presents reasons justifying these attitudes and lastly unearths the attitudes of students towards the use of school libraries in two themes.

5.2.1 Students read in the library

The second research question was to establish students' attitude towards the use of school libraries. The study findings showed that the majority of the students (59.9%) from senior high schools often went to the library to read. This implies that students

had developed some level of a culture of reading from the library with an aim of improving their academic achievements.

5.2.2 Borrowing books from the library and reading in the classroom

The data clearly points out that the majority of the students (62.9%) in public senior high schools in the Wa Municipality only borrowed books from their libraries but ended up reading in their classrooms. Some, however did not read or even borrowed books in the library because they already had adequate supplies in their classes while some did not borrow at all because in some of the libraries, there were strict penalties passed on those who damaged or lost the books.

The study findings also showed that the majority of the students (62.9%) were in disagreement with the statement implying that the majority of the students either visited their libraries to borrow or read books. It was established that students viewed school libraries as resource centres for their academic needs. The students also had a good attitude towards the use of their libraries because they were not limited to particular topics to read on. Furthermore, they often went to the library when an exam was approaching or when they had assignments to work on. This study therefore notes that students in public senior high schools in Wa Municipality had a good attitude toward their school libraries. However, this was inclined to the academic and not the re-creative role of the library.

5.3 How students make use of reading materials in the library

The study outlined some opinions shared by students, librarians and teachers on how students made use of reading materials in the school library.

5.3.1 The use reading materials in the library

The study findings showed that the majority of senior high school students (90.6%) believed that materials and books which were found in their schools' libraries were meant to assist them in revising for their examinations. However, the majority of the students (75.0%) cited that most of the time students did not go to the library to read for leisure but they either went to read for examinations or to do assignments. It further emerged that the majority of the students (75.1%) in the Wa Municipality believe that materials and books found in their libraries were meant to assist them in doing their assignments.

Similarly, the majority of the students (72.0%) were of the view that materials and books in the library did not enable them to develop an interest in reading for leisure. This implies that the majority of the students did not specifically read for leisure but with a purpose of doing assignments and passing examinations. Furthermore, the majority of the students (68.2%) were of the idea that resources found in their libraries assisted them most especially in preparation for examinations and assignments.

It was further established that most students also went to the library to complete assignments given to them by their teachers. Research based tasks like preparation for Science, Technology, Engineering and Mathematics (STEM) projects and symposia was also done in the library. Furthermore, it was established that teachers gave assignments that required research and much reading in the school library making students to visit the libraries to search for information.

5.3.2 The role of librarians and teachers in promoting reading culture

The study also established the roles of librarians and the teachers of English in promoting a reading culture among senior high students. The study findings showed

that the majority of the librarians (80.0%) in senior high schools recommended new titles to be acquired by the school administration. Further, the majority of the librarians (70.0%) ensured that all reading materials in the library were well displayed for easy access by students. Moreover, the majority of the librarians encouraged students to read texts that were not necessarily meant for examination purposes.

Similarly, the majority of the librarians (90.0%) usually recommended to school administration to repair tattered books and to replace those that got lost. It was established that one of the roles of the school librarians was to help students in selecting relevant materials for studies in the library. The teachers of English also performed various duties some of which were: encouraging students to use the library for reading by giving them assignments that required them to research in the library either as individuals or in groups, asking them to list vocabularies they came across while reading in the library or make a written summary of a book they read in the library or make an oral presentation of the same in class.

Furthermore, teachers also asked students to read on particular topic(s) in a given book or narrate to them stories they had read themselves. Majority of them also asked students to read magazines and newspapers to build on their language. However, all the teachers confirmed that did not supervise the work they gave students therefore they may not have ascertained whether students did the work they were given or not.

5.4 Conclusion

Based on the findings presented and discussed in Chapter Four, the following conclusions are made:

i.   School libraries mostly had new syllabus course books, revision books, storybooks (old set books), old syllabus course books, newspapers and

several books donated by other countries and some local publishers and universities. New storybooks were not bought because old set books were strongly believed to be good and with the thinking that they could be used to develop an interest in reading for leisure among students. The number of newspapers in school libraries was limited while leisure reading materials like magazines, journals and comic books were missing in all school libraries. Old syllabus course books and books on donation were irrelevant in terms of content for use by both teachers and students. They only served to fill up the much-needed spaces in libraries. Hence in most libraries, they were either packed in large carton boxes or left on shelves where students could freely access. On the contrary, the new syllabus course books were enclosed within particular sections of the library. Therefore, most of the materials in the libraries do not arouse the students' interest in reading for leisure that would lead to development of a reading culture meaning that much of stock available was academic oriented.

ii.   Students in senior high schools had a good attitude towards their school libraries because they viewed them as resource centres that equipped them with knowledge necessary for academic achievements. Students had developed some level of culture of reading in the library but strictly for academic purposes.

iii.   Students used books and resources in libraries to make notes, do assignments and conduct research for various projects.

iv.   The major work of librarians in senior high schools was to recommend new titles to be acquired by the school administration while ordering for new supplies, encouraging students to read texts that are not necessarily meant

for examination purposes and also helping them in selection of relevant materials for studies in the library. Teachers of English gave students assignments that required wide research in the library and also encouraged them to read from the library. However, students were encouraged to read for exams because there were very few materials to be read for pleasure.

5.5 Statement of contribution to knowledge

This study addressed multiple gaps and in so doing made some contributions.

First, the study extended the limited research on reading culture among senior high students and the role of the school library. The study is among the first to consider the school library as an important antecedent of developing reading culture among students in senior high schools.

Second, the study assessed the mediating role of the school library in developing a culture of reading among senior high school students. Thus, explaining the mechanism through which school library could arouse the interest of students to habitually and regularly read.

Third, no previous study to the best of the researcher's knowledge and through peer-reviewed databases has empirically explored reading culture and the school library to the extent of providing adequate statistics on the kinds of library resources in Ghana, as has been done in this study. However, research has shown that school libraries had inadequate supply of modern reading materials (Nalusiba, 2010; Chusa, 2011, Jelagat, 2017; Appiah et.al, 2023; Dukper et al., 2018). Their studies did not indicate the types of reading materials that were in short supply.

Fourth, existing research on reading culture and the role played by the school libraries focused on the provision of library infrastructure and textbooks other than the provision of non-examinable texts such as comic books, journals, magazines and newspapers. This study is one of the earliest studies that assessed reading culture; the role of the school library to unearth reading materials available and those not available.

The theoretical lenses for this study were the Skinner's behaviorist theory and Vygotsky (1978) socio cultural theory of reading and a conceptual framework. These theories supported the explanation of the relationship between the school library and the reading culture. The theories were found to be compelling theories for developing an understanding of the role of the school library in shaping the behavior of students in order to develop a culture of reading (Jelagat, 2017).

A key proposition of Skinner's behaviorist theory and Vygotsky (1978) theory were that, a behavior can be formed when there is reinforcement and all learners have the ability to learn on their own but experts (teachers, librarians, peers) must provide sufficient reading activities and conducive environment for the learner to reach a high level of competence.

Finally, the study ascertained the role of school libraries in the development of a reading culture and added to the theoretical development by integrating the socio-cultural theory and the behaviorist theory with reading culture and the school library and how it fostered learners' interest in reading.

5.6 Recommendations of the study

Based on the results of this study, the following recommendations were made to help improve school libraries and find ways to stimulate reading interests among high school students:

1. Education planners and policy makers need to review the current program, called exam-oriented, so that students can find more time for reading in their spare time and ultimately develop a culture of reading.

2. Schools should allocate funds in annual budgets to fully equip libraries with reading materials such as newspapers, magazines, comics, storybooks and magazines. These should be made available in large quantities to motivate students to read at their free time. When this happens, the quality reading materials will encourage students to develop an interest in reading for pleasure and thus develop a culture of reading.

3. Schools should work out a clear schedule to ensure that libraries remain open, especially in the evenings and weekends, for use by students in their free time. Librarians in all schools should regularly monitor libraries to ensure that they remove from circulation all books and materials that are no longer useful to library users.

4. Librarians and teachers should find ways to encourage students to use the school library for recreational reading and not just see it as a haven for academic success. They should be encouraged to find a balance between reading for academic achievement and reading for leisure.

5. The Ministry of Education and schools should develop a clear policy requiring the inclusion of library courses in school curricula. This should be supervised by the assistant headmasters and mistresses in charge of

academics and teachers who are actually responsible for implementing the curriculum in the schools.

5.7 Suggestions for further research

There are important questions that this study could not address due to its scope. In this context, the following studies are recommended for further research:

i. A study on the extent to which supply of non-testable materials leads to a reading culture should be conducted

ii. A study on the extent to which reading aloud to students leads to a reading culture should be conducted.

iii. A study on the extent to which the family and economic background of students can inhibit promotion of reading culture should be done.

iv. A study on the school library programmes employed in promoting free voluntary reading of senior high school students in Ghanaian schools should be conducted.
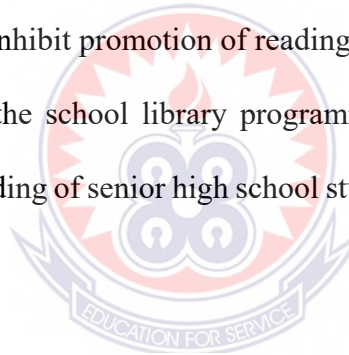
REFERENCES

Adeoye, M. O., Popoola, S. O. (2011). *Teaching Effectiveness, Availability, Accessibility and Use of Library and Information Resources among Teaching Staff of Schools of Nursing in Osun and Oyo State, Nigeria*. Library Philosophy and Practices. http://www.webpages.uidaho.edu/~mbolin/ adeoye-popoola.htm.

Adesoji, D. A.& Oluwaremilekun, F.(2023*). Attitude Of Students Toward The Use Of Library Resources And Its Effect On Their Academic Performance (n.d.). 1–28.*

Adetoro, N. (2005). A comparative analysis of school library development and use in selected public and private secondary schools in Ijebu and Remo Geo-political zones of Ogun State. *Lagos journal of library and information science. 3(1):7-15.*

Adeyemi, T.O. (2010). The school library and students' learning outcomes in Ekiti state, Nigeria. *Asian-Journal of business management 2(I) p1-8.*

Afful-arthur, P., & Tachie-donkor, G. (2010). *Promoting the Culture of Reading Among School Children in Selected Communities Around the University of Cape Coast through Reading Clinics.*

Agyeiwah, C., & Owusu, A. (2023). *Exploring the Reading Culture of Students in Pre-tertiary Technical Institutions in Ghana. 23*(2), 141–153.

Amedorme, S. K., & Fiagbe, Y. A. K. (2013). *Challenges Facing Technical And Vocational Education In Ghana. 2*(6), 253–255.

Appiah, D. K., Kwaah, C. O., & Yebowaah, F. A. (2023). *Reading Habits and Library Use among Students in Colleges of Education in Ghana : A Case of Two Colleges of Education , Ghana. 13*(1), 7–25.

Aina, A.J., Ogungbeni, J.I. & Adigun, J.A. (2011). Poor reading habits among Nigerians. The role of libraries. *Journals of Library philosophy and practice. 2(8): 76-88.*

Aina, L.O. (2004). *Library and information science text for Africa. Ibadan:* Sam Adex printers.

Ajzen, I. (2002). Perceived behavioral control, self-efficacy, locus of control, and the theory of planned behavior. *Journal of Applied Social Psychology, 32(4), 665–683. https://doi.org/10.1111/j.1559-1816.2002.tb00236.x.*

Akala, M.L. (2004). *The Role of Literature in Teaching Reading skills in secondary schools in Kenya: A study of Lugari District unpublished M.phil thesis*. Eldoret Moi University Press.

American Library Association (2008). *An interpretation of the library bill of rights pg 11-27.*

Amuka, P. (2012). *Why young people are not reading. Sunday Nation September 2nd, Nation Media Publication*. Nairobi.

Anyanwu, E.A., Akanwa, P.C. & Ossai-Onah, O.O (2013). *The challenges of promoting reading culture in Nigerian children through story hour, book talks and exhibition*: A case of selected secondary schools in Owerri, Irrostate Nigeria. Library philosophy and practice 2012 paper877.

Ary, D.J & Raziemah, A. (1972). *Introduction to Research in Education. New York Holt, Reinhert Winston. Atwell, N. (2007b).* The Pleasure, Principle. Insructor,116(5), p44-60.

Atwell, N. (2007). *The Pleasure, Principle*. Insructor, 116(5), p44-60.

Bal P.M, Veltamp, M. (2013). *How does Fiction Reading Influence Empathy*? An Experimental Investigation on Emotional Transportation. Plos ONE 8 (1*):* e55341. doi: 10.137/journal.pone.005534.

Buston & Humphries (1992).2nd edition 'Mastering English Language'. New York: Palgrave.

Bryman, A. (2012). Social Research Methods. Oxford: Oxford University Press.

Campbell, P. (2009). *Why would anyone want to follow the Leader*? School Library Media Activities Monthly, 25(8),52-54.

Carleigh, S. (2013). *Role of librarians changes in digital age.*: http://www.dukechronicle.com/articles/2013/06/13/role-librarians-changesdigital-age.

Chettri, K., & Rout, S.K. (2013). Reading habits: an overview. *IOSR journal of humanities and social science (IOSR-JHSS), 14(6): 13-17. www.iosrjournal.org.*

Chusa, S. (2011). Libraries: Enhancing Reading culture. *Times of Zambia Journal: Faweza mobile. September, 2001.*

Cohen, L., Manisonl A. & Marrison, X. (2002) *Research Methods in Education (5th Edition).* Routledge Falmet.

Coles. W.D & Wavell, L. C. (2002*). Impact of school Library services on Achievement and Learning in Primary Schools*. Critical Literature Review of the impact of school.

Creswell, J. W., & Plano-Clark, V. L. (2011). *Designing and conducting mixed methods research.* Thousand Oaks, CA: Sage.

Creswell, J. W. (2015). *A concise Introduction to Mixed Methods Research.* Sage Publications Ltd.

Cullilan, I. B. (2000). *Independent Reading and School Achievement*. New York: University Press.

Dawadi, S., & Giri, R. A. (2021). *Mixed-Methods Research : A Discussion on its Types , Challenges , and Criticisms*. 25–36.

Dent, V.F. (2005). *Observations of school Library Impact at two Rural Ugandan schools.* Hunter College library USA.

De Vos A. S., Strydom, H., Fouche, C.B., &Delport, C. S. L. (2005). *Research at Grass Roots (3rd ed.).*: Van Schaik.

De Vos, A., Strydom, H., Fouche, C. & Delport, C. (2011). *Research at Grass Roots: For Social Sciences and Human Services Professions.* Van Schaik Publishers.

Dukper, K. B., Agyekum, B.O, & Konlan B. (2018). Exploring the Effects of social media on Reading Culture of Students in Tamale University. *Journal of education and practice, vol.9, (7).*

Education Watch Magazine (2005). Helping students to develop reading culture. *July Issue. Vol 6 p 31-36.*

Eyo, W. (2007). Nigeria: Libraries and Reading culture February 2007.*Journal on the Culture of reading and the Book Chain.* vol; 6: No1.

Ezeala, L. O. & Yusuff, E. O. (2011). *User Satisfaction with Library Resources and Services in Nigerian Agriculture Research Institutes. Library Philosophy and Practice.* http://www.webpages.uidaho.edu/~mbolin/ezealayusuff.pdf.

Ezema, 1. & Ekere, J. (2007). Strategies for promotion of reading culture among Nigeria Children by Tender Librarian. *The Modern Language Journal, 94(1), 103-115.*

Gay, L. R. (1987). *Educational Research Companies for Analysis and Application (3rd ed.).* Merill Publishing Company.

Gathumbi, A. & Masembe S. (2005). *Principles and Techniques in Language Teaching: A Text for Teacher Educators, Teachers and Pre-service Teachers*. Jomo Kenyatta Foundation.

Gbadamosi, T. (2007). Library Reading Culture and Students' Academic Performance. *British Educational Research Journal, 29(4), 471- 488.*

Glogowski K. (2008). Promoting a culture of reading in Kenya. *Journal of literacy Reading, teacher books: Motivating students to Read Independently. Research Project report?* http://www.goknow.com/getting started/document [accessed Nov 14 2016].

Griffiths H. & King J. (2003). *Skills and behavior of students*. Library Management 24(1) p.45-47.

Grossman, P. (2011). *Framework for teaching practice*: *A brief history of an idea*. Teachers' college record, 113(12), 2836-2843.

IFLA (2000). A Manifesto cited in Dent V. (2004). *Observations of School Library Impact at Two Rural Ugandan Schools*, Hunter College Library.

IFLA (2015). IFLA/UNESCO *school library guidelines*. www.ifla.com.

Igwe, N.K. (2011*).* Reading Culture and Nigeria's Quest for Sustainable Development.: In secondary schools in Oyo state. *Middle Belt Journal of Library and information Science, 7 (2) Pp 42-58.*

International Federation of Library Association, (IFLA) (2000). IFLA/UNESCO *School Library Manifesto. The School Library Teaching and Learning for All*. (Revised Feb, 16 2000).

Joy News (2022). *A Newsletter of the Ghana Library Service*, issue 22, June. 2022. Joy-online Ghana.

K. I. E. (2006). *Ministry of education Secondary English Teachers Handbook*. KIE, Nairobi.

Kimberly, T. (2013). *Great Ways schools can support reading.* Available at http://www.learning limited//c.com/2003/11/25.retrieved on 9th March 2016.

Kolawale, C.O.O. (2009) *The state of reading in selected secondary schools in Oyostate*. African Research Review (3): 388 – 398.

Kombo, K. & Tromp, A. (2006). *Proposal and thesis writing*. Paulines publication Africa.

Koopman, E. & Hakemulder, F. (2015). Effects of Literature on Empathy and Self Reflection: A Theoretical-Empirical Framework. *Journal of Literacy Theory,* 9(1),79-11.

Krashen, S. (2009). *Anything but Reading.* Knowledge Quest, Chicago 37(5), 18-25.

Krolak, L. (2005). *The role of libraries in the creation of literate environments.* Germany: UNESCO Institute of Education.

Kutto, V.C, (2005). Use of Instructional Resource Materials in the Teaching of English as a Second Language in Kenya Secondary Schools: A Case of Uasin-Gishu. *Journal of Technology and Teacher Education, 13, 277-302.*

Leeder, K. (2013). *The Traditional Library*. Retrieved from: http://www.inthelibrarywiththeleadpipe.org/2013/adventures-in-rhetoric/

Leipzig, D.H. (2001). *What is reading*? www.readingrockets.org>articles>what.

Lonsdale, M., (2003). *Impact of School Libraries on Students' Achievement:* Australia; IMT.

Maliki, A. E & Uche, R.D. (2007). *Students' Background Variables and utilization of Library Resources among Secondary School Students in Southern Senatorial District:* Cross River State, Nigeria.

Mbae, J. G. (2010). Kenya: A Reading Nation*? Social and Religious Concern Journal: Issue no. 9 Ministry of Education Secondary English Teachers Handbook* (2006).

Mureithi, G & Kipchumba S. (2011). Creating a Learning Organization through Developing a Reading Culture Among Employees. *Africa Journal vol;5 No1*.

Mol.S.E., & Bus, A.G. (2011). *To read or not to read: A meta-analysis of print exposure from infancy to early adulthood*. Psychological Bulletin, 137(2):267-96.

Morse, J. M. (1991). *Approaches to qualitative & quantitative methodological triangulation.* Nursing Research, *40(2), 120–123.* https://dx.org/10.1097/00006199-199103000-00014.

Nabuyanda, M.M. (2011). *Factors Inhibiting Promotion of a Reading Culture:A Study of Basic School Libraries* in Lusaka. Unpublished M. Phil Thesis. University of Zambia.

Nalusiba, P. (2010). *Strategies for the development of a reading culture in Ugandan primary schools: case studies of four selected universal primary education schools in Kampala District.* Unpublished M.Phil. Thesis.

Nssien, F.V (2007). *Reading Habits and Skills* in P.E Etim and F.V Nssein (eds) Information Literacy for library search. Abaam Publishing PP 90-105.

Ogayi, M.C. & Chima, S.N. (2012). *English language in use*: general studies series. Abakaliki: Wisdom publisher's ltd.

Ogada, M. (2012). *Relationship between availability and Utilization of selected learning Resources and Academic Performance in Public Secondary Schools in Kenya*. Unpublished PHD Thesis. Eldoret:Moi University Press.

Ogunrombi, S. & Gboyega, S. (1995). Factors affecting the reading habits of secondary school students in Nigeria. Library Review, 44 (4): 50-57.

Okuonghae, O. (2018). *Library as a Change Agent :* Examining the Roles of Library in Private Higher Institutions of Learning in.

Oso,Y. & Onen, D. (2008). *A General Guide to Writing Research Thesis and Report*: Paulines publication.

137

Otike, F. (2011). Reading Culture, Cultivation and its Promotion among Pupils: A Kenyan Perspective. *International Research Journal OF Library, Information and Archival Studies* Vol. 1 (1) pp 1-5.

Otike, J. (2012). *The role of the library in promoting reading with particular reference to Kenya.* Eldoret: Moi University Press.

Owusu-Acheaw, M., & Larson, A.G. (2014). Reading habits among students and its effect on academic performance: a case study of students of Koforidua Polytechnic. *Library philosophy and practice (e-journal), paper1130. http://digitalcommons.unl.edu/libphilprac/1130.*

Oyewusi, F. O. & Oyeboade, S. A. (2009). *An Empirical Study of Accessibility and Use of Library Resources by Undergraduates in a Nigerian State University of Technology.* http://www.webpages.uidaho.edu/~mbolin/ oyewusi-oyeboade.htm.

Parry K. (2004). *Opportunities for Girls: A community Library Thesis in Uganda. Language Teaching Research,* 15(3), 279-288.

Patton, M. (2015). *Qualitative Research and Evaluation Methods*. 4th Edition, Sage Publications, Thousand Oaks.

Philosophy, L., & Commons, I. S. (2019). *Use of library resources and services among pg students and research scholars of alagappa university.*

Raphael, I. N. (2016). Role of public library and ICT in promoting reading among students of English language in Abakaliki education zone of Ebonyi State. *Global Journal of Arts, Humanities and Social Sciences. 4 (2) Published by European Centre for Research Training and Development UK (www.eajournals.org) February 2016. 64-75.*

Raymond, E. (2000). Cognitive Characteristics. *Learners with Mild Disabilities (*pp. 169-201). Needham Heights, MA: Allyn & Bacon, A Pearson Education Company.

Reddy, A. (1998). *Management and Organization of Public Libraries*. Genesis Publishing Limited.

Robson, C. (1993). *Real World Research. A Resource for Social scientists and practitioners Researchers:* Blackwell Publishers.

Rosenfeid, E. (2007). *From literally support to literacy leadership.* Teacher librarian, 34(3), 6-7.

Schroeder, N.K. (2010). *Developing a Culture of Reading in Middle School: What Teacher Librarians can do*. Masters Dissertation. Edmonton, Alberta.

Schneider N. (2000). *Attitude construction: Evaluation in context*. Social Cognition 25 (5): 638-656.

Schwarz, G. (2007). Media Literacy, Graphic Novels and Social Issues. *Studies in Media & Information Literacy Education, 7, 1-11.https://doi.org/10.3138/sim.7.4.002.*

Segun, M. (1995). Children as Tools for Promoting Reading of Books. *Journals of Book Research and Development.* vol 8 No 10.

Shannon, D.M. (2003). *Literacy Learning in the Elementary School: Implications for School Library Media Specialists*. In B. K Sripling & S.Hughes- Hassel (eds). Curriculum Corections through the Library (p.67-88). Westport, (CN: Libraries unlimited.

Sisulu, E. (2004). *The culture of Reading and the Book Chain: How do we achieve a quantum leap.* Paper presented in South Africa Pg. 16-17.

Siu-Runyan, Y. (2011). *Public and School Libraries in Decline: When We Need Them.* http://www.ncte.org/library/NCTEFiles/Resources/ Journals/CC/0211-sep2011/CC0211Presidents.pdf

Skinner, B.F. (1938). *The Behaviour of Organisms: An Experimental Analysis*. B.F. Skinner Foundation, Cambridge, MA.

Tarulli, L. (2014). *Pleasure Reading Exploring a New Definition*. Reference and user services Quarterly, 53(4),296-299.

Tella, A., & Akande, S. (2007*). Children's Reading Habit and Availability of Books in Botswana Primary Schools*: Implications for Achieving quality Education. The Reading Matrix 7 (2).

Todd, R. (2004). *Student Learning Through Ohio School Libraries*. The Ohio School Libraries.

Todd, R. J. & Kuhlthau, C. (2012). *The New Jersey study of school libraries*: one common goal — student learning," available onlineat: www.njasl.org. (Accessed June 10, 2017).

Uwa, E.O. (2007). Reading habits of students in three Selected Tertiary Institutions in Imo State. *Heartland Journal of Library and Information Science* 1(11): p 20-26.

Vunghen, G.M. & Hogg, M.A. (2000) *Attitude as relatively enduring organization of beliefs* 33(1).

Vgotsky,L.S. (1978). *Mind in society*: *The development of higher psychological processes*. Harvard University Press.

Vygotsky, L.S. (1997). *The History of development of higher mental functions.* Plenum Press.

Whitten, C., Labby, S., & Sullivan,S. (2016). The Impact of Pleaure Reading on Academic Success. *The Journal of Multidisciplinary Graduate Research, 2(4), 48-64.*

Williams, D., Wavell, C., & Coles, L. (2001). *Impact of School Library Services on Achievement and Learning.* http://www4.rgu.ac.uk/files/ impact %20of%20school%20library% 20services1. pd.

World Bank (2008). *Textbooks and School Library Provision in Secondary Education in Sub- Saharan Africa.* Worldbank Working Paper. No. 126.

Yacoob, Z., Ujang, S., & Endut, W.R.W. (2016). *Digital literacy: do undergraduates read more or less?*. http://www.academic.raub.com.

APPENDIX A

LETTER OF INTRODUCTION

JAMES ZINTENG

MCCOY COLLEGE OF EDUCATION,

P.O BOX ND 12,

NADOWLI.

TO WHOM IT MAY CONCERN

Dear Sir/ Madam,

RE: PERMISSION TO CARRY OUT RESEARCH IN YOUR SCHOOL

I am a postgraduate student at University of Education, Winneba pursuing a Master of Philosophy degree in Teaching English as a Second Language in the department of Applied Linguistics. My research topic is "The School Library and Reading Culture in Senior high School Students in Ghana: A case of Wa Municipality." It is my hope that the results of this study will contribute towards development of a culture of reading among students and adults in Ghana.

Kindly allow me to carry out the research in your school. Thanks in advance. Yours faithfully,

James Zinteng

(0200419491)

APPENDIX B

QUESTIONNAIRE FOR LIBRARIANS

The information to be obtained in this questionnaire is meant for academic purposes only and shall be treated with utmost confidentiality. Kindly, fill in your responses in the spaces provided. It has two sections namely A and B and will take you approximately 20 minutes to respond to all the questions asked. Kindly do not indicate your name anywhere in this questionnaire.

Thank you.

SECTION A: BIO DATA

Please tick appropriately inside the brackets.

1. What is your gender? Male [ ] Female [ ]

2. How many years have you been serving as a librarian in this school?

0-5   [   ]

6-10   [   ]

11-15   [   ]

Over 15 years   [   ]

3. What is your qualification as regards training?

Untrained   [   ]   --------------------------------------

Certificate   [   ]   Specify _____

Diploma   [   ]   Specify _____

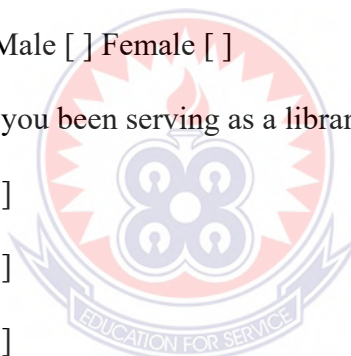Higher diploma   [   ]   Specify _____

Degree   [   ]   Specify _____

4. Indicate the number of years you have been in your current institution.

0-1 years   [   ]

1-3 years   [   ]

142

4-6 years   [   ]

Over 6 years   [   ]

SECTION B

The researcher is also interested in knowing your opinion regarding the use of the school library as an agent for development of reading culture and your role in developing and nurturing a reading culture in them. There are no wrong or correct answers. Please read the items given below and indicate to what extent you agree or disagree with each of the statements. If you strongly agree write '5' in the space provided. If you strongly disagree, write '1'.

All responses will be treated with utmost confidentiality. Kindly be as honest as possible.

Thank you for your cooperation. Indicate your level of agreement/disagreement on the following roles of a librarian
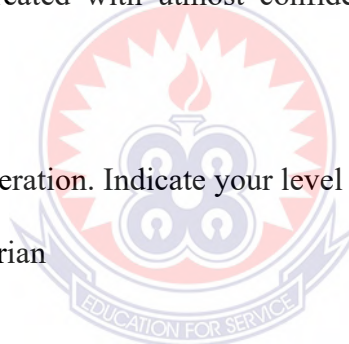
7. Strongly disagree   2- Disagree   3- Not sure   4- Agree   5- Strongly agree

Statement	SD	D	NS	A	SA
I often recommend new titles and materials to be acquired by the school administration					
I always ensure all reading materials are well displayed for easy access by students					
I always ensure all library resources are well displayed for easy access by students					
I recommend to school administration to repair tattered books, replace lost books and other library resources					
I help students to select the materials to read while in the library					

144

APPENDIX C

QUESTIONNAIRE FOR STUDENTS

The researcher wishes to solicit your responses regarding the use of the school library as an agent to develop a reading culture among senior high school students. The information is purely meant for academic purposes and shall be treated with utmost confidentiality. Please fill in your responses in the spaces provided. Be as honest as possible. Do not indicate your name on any part of this questionnaire.

SECTION A: Background information

Please tick appropriately inside the brackets.

    v.   What is your gender?
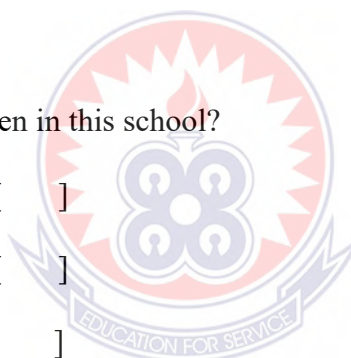
      Male [   ]   Female [   ]

2. How long have you been in this school?

   3 years   [   ]

   2 years   [   ]

   1 year   [   ]

  Less than one year   [   ]

SECTION B:

This section contains a total of 18 questions. Kindly fill in your responses in the spaces provided after each question.

1. Which kind or types of library resources and books are available in your school library?

2. Which of the books or materials do you like reading while in the library?

3. What determines the choice of materials you read while in the library?

4. Do you have specific library lessons in your school?

No……………

Yes………….. If no go to 6

If yes go to 5

5. How often do you utilize these lessons?

6. Which times do you use the school library if you do?

7. Are non- examinable materials adequate for all students?

8. What do you like most about your school library?

9. Do you enjoy reading materials provided in the library? Explain your answer

10. Are resources in your school library adequate for all students? Explain your answer.

Students' Attitude towards the use of school libraries

11. Indicate your level of agreement/disagreement on your perception about students attitudes toward the use of the school library.
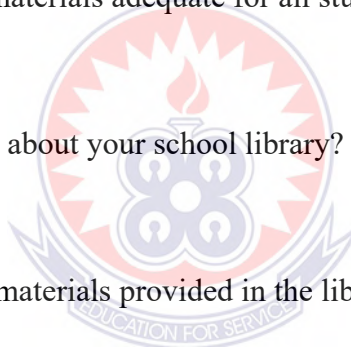
1- Strongly disagree 2-Disagree 3-Not sure 4-Agree 5-Strongly agree

Statement	SD	D	NS	A	SA
I go to the library to read very often					
I only go to the library to borrow a book (s) then read in Class					
I only go to the library to borrow a book (s) then read in dormitory					
I do not borrow or read books in the library					
I enjoy reading in the library because I can access various resources that help me revise for my exams					
I prefer reading in class than in the library because I can discuss difficult topics with my Class mate.					
I do not like or reading books in the library since I can use the course books issued in class to complete assignments and revise for exams					
I like reading materials in the library because I can access reading materials I want from the librarian's desk or the shelves					

12. How many times per week do you read outside class not just for examination purposes?

13. Which kind of materials do you read during such times (11 above)?

14. How many non- examinable texts like story books and magazines or newspapers do you read per week? Use of Reading Materials in School Libraries.

15. Please indicate your level of agreement/disagreement on how you use of library resources in your school library.

1- Strongly disagree 2-Disagree 3-Not sure 4-Agree 5-Strongly agree

| Statement	SD	D	NS	A	SA
Materials and books in the library enable me revise for my exams					
Materials and books in the library enable me read for leisure					
Materials and books in the library enable me to do assignments given by the teacher					
Materials and books in the library enable me to develop an interest in reading for leisure					
Materials and books in the library do not assist me in any way					
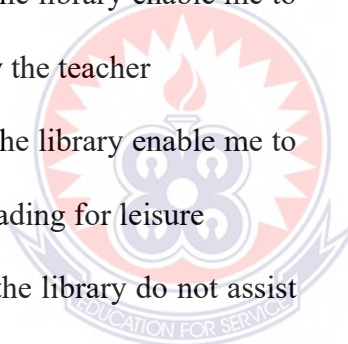
16. In your opinion, how does the librarian help you use the school library?

17. How does your teacher encourage you to read non examinable texts like magazine and newspapers?

18. In your opinion what are the ways of improving your school library?

APPENDIX D

STRUCTURED INTERVIEW FOR ENGLISH LANGUAGE TEACHERS

1. How many library lessons do students have per week?

2. What strategies do you use in helping students use the library for reading?

3. What would you say is your students' attitude towards the use of the library?

4. Suggest ways of improving students' reading interests?

5. In your opinion, what do you think are the causes of poor reading habits among students?

6. Suggest ways of enhancing students' reading habits.

7. In your opinion, what is the relevance of the library resources available in the school library?
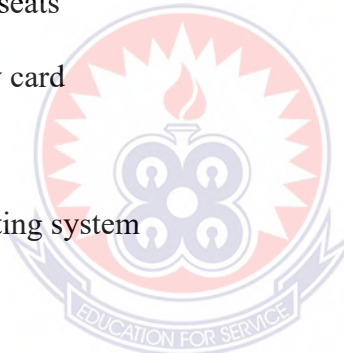
APPENDIX E

OBSERVATION SCHEDULE CHECKLIST

RESOURCES FOR READING   EXPLANATION

i. Newspapers

ii. Magazines

iii. Course books

iv. English story books

v. Wall map

vi. Reading space

vii. Inventory book

viii. Reading tables and seats

ix. Issue book x. Library card

xi. Book shelves

xii. Ventilation and lighting system

xiii. Furniture

xiv. Computer system and internet

services

xv. Status of books in terms of ;

• Edition

• Date of purchase

• Rate of turnover

• General outlook

APPENDIX F

INTERVIEW SCHEDULE TRANSCRIPT

A library lesson per week: The number of library lessons per week was found to be two in libraries 1, 4, 5 and 7. However SL2, SL3, SL6, SL8, SL9 and SL10 had only one lesson

	Number of library lessons per week
T1	TWO
T2	ONE
T3	ONE
T4	TWO
T5	TWO
T6	ONE
T7	TWO
T8	ONE
T9	ONE
T10	ONE

<u>Strategies of helping learners use the library for reading</u>

During the interviews the teachers of English identified various strategies their schools had adopted to help learners use the library for reading.

T1 exposed students to various writing skills which they practiced after reading various books (storybooks) in the library. They also referred students to read a variety of journals and newspapers and encouraged them to generally borrow and read books from the library.

T2 taught students on how to use the library and gave them a chance to read any material /book of their choice in the library. Further, he referred them to read specific articles in a given newspaper then make a review.

T3 gave assignments that required students to use the library for instance reading a storybook and summarizing it, asking students to give an oral presentation of what story they read on their own while in the library and encouraging students to read newspapers in the library.

T4 asked students to read a book and summarize it or read a newspaper and make a review. Students were also required to give a presentation of a story book they read while in the library and also asked them to read particular texts depending on their strengths and weaknesses in the English language.

T5 asked the students to conduct research on specific topics then make presentations in a class. Furthermore, he referred students to read specific texts depending on their strengths and weaknesses in the English language.

 T6 asked students to read a book and summarize it and also encouraged students to read newspapers and storybooks in the library. She also asked them to read particular texts depending on their strengths and weaknesses in the English language.

T7 gave students assignments that required research in the library and encouraged them to read newspapers and storybooks in the library.

Student's Attitude towards the use of the library.

Interview results showed that teachers of English views on students' attitudes towards the use of the library were varied.

T1 perceived that students enjoyed using the library because they were not limited to particular topics to read on. They also got a wide range of reading materials for academic work.

T2 viewed the library as a resource centre where they got a wide range of reading materials for their academic needs.

T3 observed that students liked their school library because they found the place very quiet with ample reading space hence they could easily concentrate especially while doing assignments and revising for exams.

T4 said that students liked to use the library particularly to meet their academic needs like revising for examinations and completing assignments since they could access books and materials that could only be used within the library (reference only).

T5 noted that students loved to read from the library because of the silence hence there was little distraction especially when revising for examinations and doing assignments.

T6 noted that students liked the library because they could read for leisure and in particular the newspapers especially when they did not have a lot of assignments to work on. T7 noted that the library gave students an opportunity to do independent research especially for science projects in second term. They were also not limited on the choice of topics or books/materials to read.

T8 observed that students could read for leisure/relaxation in the library because of the story books and newspapers that were available.

T9 said that students viewed the libraries as sanctuaries that helped them meet their academic needs like thorough preparation for examinations like termly or weekly quizzes and end of term exams.

Ways of enhancing students' reading habits

Results indicated that T1 noted that training of students on good reading skills should be done from Year One.

T2- Need for improved service delivery in libraries and provision of many library lessons.

153

T3- provision of a variety of non-examinable materials for example newspapers.

T4- provision of appropriate stock in libraries and library reading to be done. Moreover old set books should not be used as leisure reading texts.

T5 observed that relevant teaching materials like storybooks should be purchased since previously used set books drew little interest among SHS Students. The library should also be opened for more hours.

T6 noted that students needed to be encouraged/helped to develop good reading skills and habits by avoiding vices like lip-reading and vocalization that limited them especially during individual reading in the library. T8 and T9 noted that a variety of topical books in the library as well as giving students questions that require research in the library was necessary. The number of library lessons should also be increased.

Causes of poor reading habits among students

Results indicate that T1 noted that there was limited number of library lessons in the timetable. T2 observed lack of appropriate reading skills among students hence they did not fully utilize the library and materials available meaningfully.

T3 noted inadequate reading materials in the library and also lack of current reading books/materials. Old books discouraged learners from using the library.

T4 noted lack of training where students were not taught various reading skills hence most students did have challenges like lip- reading and vocalization that limited their reading competence and finally discouraged them from extensive and leisure reading.

T5 identified limited stock particularly stock meant for leisure reading in most school libraries as a major setback. This was also compounded by the fact that most schools opted to buy course books and avoid "non-examinable" reading materials like magazines and newspapers.

T6 observed that there were no library lessons in most schools then again; the stock in most libraries was generally old to draw interest among learners and to encourage development of appropriate reading skills among students and finally a reading culture.

T7 said that there was limited stock in most libraries and the notion that they should read for exams only. Hence most students hardly developed appropriate reading skills because they had nothing much to read especially for leisure.

T8 identified lack of or limited library lessons in most schools as a major cause. T9 cited the non- appealing variety of texts that discouraged students from reading in most school libraries.

Ways of improving students' reading culture

T1 said that students should be encouraged to use the library for leisure reading. T2 noted that leisure reading materials like magazines, comic books and newspapers should be stocked in libraries. T3 mentioned that the number of lessons of library lessons in the timetable should be increased. T4 observed that students should be encouraged to read widely on their own apart from doing class work. T5 identified provision of leisure reading materials and also new storybooks. T6 noted that students should be helped to develop good reading skills. T7 advocated for increase in the number of library lessons and extension of the number of hours for usage of the school library. T8 said that a variety of leisure reading texts should be made available in libraries. T9 noted that students should be encouraged to read and, in this case, attractive texts should be stocked in libraries.

155