

**School Library and Students' Motivation towards Learning in
Public Senior Secondary Schools in Oyo State, Nigeria**

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Abstract

The purpose of this study is to investigate the relationship between the availability and quality of school library resources and students' motivation, factors influencing students' motivation to learn, effective use of school library resources, knowledge of how the school library can be a catalyst for fostering a love of learning, promoting academic achievement and supporting students overall educational experience. A descriptive survey research design was used. Fifteen (15) schools from each of the three (3) senatorial districts were randomly selected making a total of forty-five (45) schools. The institution with a working library, having students in attendance for at least nine terms was chosen. One thousand three hundred and sixty-four (1,364) students were selected for the study. Thirty (30) item instrument was

adapted from works done by (Harisanty, 2019; Liman, Rasegojwa and Muhammad,2021). The socio-demographic attributes of the respondents showed that 546 of the respondents were males while 818 were females. 485, 635 and 244 were in SS1, SS2 and SS3 respectively. Statistically there was no significant difference ($t_{(1,1362)} = -0.54$) in what motivates students towards the use of school libraries based on gender ($p = 0.78 > 0.05$), on the class level, there was no statistically significant difference ($F_{(2,1363)} = 2.46$) in what motivates students towards the use of school libraries based on level ($p = 0.09 > 0.05$). All the findings showed that the school library resources, environment, librarian and teachers support greatly add to the academic success of students. The study recommended among others that students regularly visit libraries to explore resources and services for there are treasures stored in school libraries waiting to be discovered, teachers are to integrate library resources into their lesson plans and government should increase funding for school libraries and librarian positions.

Keywords: School Library, Students, Motivation, Sustainable Development and Nigeria.

Word Count: 293

Introduction

Seeds need the right conditions to germinate just the same way a library grows with the use of sunlight (knowledge), water (engagement) and air(access). A seedling requires ongoing cares, a library equally needs nourishment (fertilizer) which is the continuous funding and resource development to stay relevant; pruning (maintenance) regularly updating collections, technology and services to ensure relevance; support (soil) a solid infrastructure including staffing, facilities and policies to anchor the library mission. Inadequate school library resources such as outdated materials, or insufficient technology can hinder students' ability to explore and learn, students may struggle with reading comprehension,

fluency, or vocabulary, making it difficult to stay motivated, students with learning difficulties may require additional support, which the school library may not be equipped to provide, students may be easily distracted leading to decreased motivation, poor relationships between teachers and students can negatively impact motivation, students from disadvantaged backgrounds may face additional challenges, affecting motivation, an uncomfortable, outdated, or uninviting library space can discourage students from using the library and inadequate training or support for librarians can limit their ability to effectively promote motivation

The word motivation is viewed as an energy change within the individual characterised by effective arousal and anticipatory goal reaction and, energy change is the change that takes place in the neuro-physical system (in the brain of an individual (International Federation of Library Association and Institutions, 2006). Motivation is simply the reason for behaving in a certain way that is anticipated and desirable. It is derived from the word motive which denotes a person's needs, desires, wants or urges, a deliberate process of encouraging individuals to take action in order to achieve a goal (Harisanty, 2019).

Students' motivation towards the use of school library for learning is essential for several reasons such as for student's engagement, active learning, information literacy, critical thinking, independent learning, academic success and love of learning and this is affected by so many factors including students' attitude, peer group, teacher's instructional practices, librarians, family issues, and school environment. Overemphasis on grades and testing create undue stress leading to decreased motivation and lack of control of students over learning choices and pace and these can lead to disengagement which may lead to negative attitude.

Attitude, an evaluative reaction to persons, objects and events, includes one's beliefs. Johnston (2012) states that attitude is a major determinant of the individual orientation toward his social and physical

environment including himself and can guide one's experience and decide the effects of experience on behaviour. Attitude refers to a learned tendency of a person to respond positively or negatively towards an object, situation or concept (Alokluk, 2020). Attitudes can change and develop with time and once a positive attitude is formed it can improve students' learning. On the other hand, a negative attitude hinders effective learning and consequently affects the learning outcome henceforth performance so therefore, attitude is a fundamental factor that cannot be ignored (Shahi, Imani, Norouzi & Bondori, 2021).

Peer means equal when you are on par with someone, you then have a peer so peer relationship, an integral feature of students learning which make time spent at school tolerable and enjoyable through the provision of companionship, entertainment, feelings of belongingness and emotional support. Peers are essential for social development and for juggling individual needs with the needs of a larger structure. They provide a unique context in which students learn a range of critical social emotional skills such as empathy, cooperation and problem-solving strategies. They are important for cognitive, affective and behavioural development, and they have been described as crucial for identity development and for experimenting with possible selves during adolescence (Juvonen, 2018). Positive peer pressure makes sure they influence their peers positively by making them loyal, supportive and help to pursue growth building while they can also contribute negatively to social emotional development through bullying, exclusion, and deviant peer processes. Peer influences can affect more than one's behaviour but they can also change the way one feels. Studies show that the more friends you have and the more time you spend with them, the happier you are. In summary peer group gives a sense of belonging and support; increases self-confidence; introduced to positive hobbies and interests and reinforces positive habits and attitudes.

Instructional strategies are techniques teachers use to help students become independent strategic learners, practices pointing to

how information is delivered, received and experienced by students. Essential for effective teaching and learning, serve as backbone of the educational process by providing a roadmap for educators to design, implement and access learning experiences that cater to the diverse needs of students such as capturing of students' attention and actively involving them in the learning process so that they can retain information and develop a deeper understanding of their subject matter (Blazer & Kraft, 2017). There are four key instructional strategies such as direct instructions, interactive instructions, experiential learning and independent study (Nanquil, 2019). These strategies help educators create engaging and meaningful learning environments that cater to the diverse needs of students.

Library is a physical building or room detached from all other structures in a school environment free from noise where information resources are kept and users however, gain access to the information through reading for learning, teaching, research and for pleasure. It is a place where information services are provided by professionals who specialize in identifying, collecting, organising, processing information sources as well as interpreting information needs for an all-round growth and for life long skills. It is the centre of development, foundation of progress, a place where information is used as a resource to provide the goods and services that the users require in order to fulfil development goals and to unlock the door to edifying and meaningful information (Ani, *et al* 2022).

It is a place for personal growth and reinvention, a gathering place for civic and cultural engagement, and a trusted place for preserving culture, a place where reliable information can be retrieved or found (Ayaz, Ali, Khan, Ullah, & Ullah, 2017). The national treasures where knowledge both in print and non-print formats, is acquired, preserved and disseminated to the reading public, provides unhindered access to information needed for academic, economic and social advancement of any nation. The one that categorizes and differentiates the world into

developed and developing, rich and poor economies and advanced and less advanced nations (Yusuf, Katkukah & Nickaf, 2020). Library is an institution that embraces a multi-responsibility task for the good of man by gathering information needed to build users, organizing the information and disseminating the knowledge that can be used to foster economic development across all economic sectors for some of the world's economic projections that have failed at one time can be traced to the dearth of information necessary for the actualization of such developmental projects (Okuonghae & Igbinovia, 2019, Ahmadi, 2018; Oyetola & Adio, 2020) see library as an organised collection of books and other information materials for study, teaching, research and recreation. Libraries provide physical or digital access to materials that include books, periodicals, newspapers, manuscripts, films, maps, prints, documents, microform, CDs, cassettes, videotapes, DVDs, e-books, audio-books, databases blue-ray discs and other formats

Librarian is a professionally trained person responsible for the care of a library and its contents, including the selection, processing and organisation of resources and the delivery of information and loan services (Lance, & Kachel, 2018). They curate collections, develop educational programs, manage databases and oversee library staff and they are experts at finding and organizing and managing information for meaningful national development by their training and experience (Gerrity, 2018). Librarians are capable of proffering solutions to the challenges if properly motivated with all required resources and materials (Hartman, Kish, & Van-Gorden, 2019). Librarian need to be respectful, cautious, vigilant, open-minded, self-reliant, flexible, apprehensive and tender-minded (Atram, 2017; Dukper, Agyekum & Konlan, 2018).

Parents are a great influence on their children's academics especially when their involvements lead to better school performance (Fisher, & Fanyo, 2022). Even though many parents have noticed the significance of parental involvement in children's school performance, it

is observed that not every parent involve themselves in their children's educational process as this may be due to their hectic work schedules (Barger, Kim, Kuncel, & Pomerantz, 2019). Parents' educational level, social-economic status, number of siblings and other facilities available at home can serve as motivating factors (Kalayci & Ergül, 2020). For parents to fulfil their duties, they may directly engage themselves with the school and teachers to know more about their children's learning progress and this parental involvement looks varied across culture, as the meaning of involvement could be interchangeably used with the meaning of high attention in the development of the children, especially in the academic achievement of the adolescents (Kovács, Kovács, Bacskai, Békési, Oláh & Pusztai, 2022).

Environment plays pre-eminent role in the life cycle of human being as human life is highly dependent on environment because it has productive value, aesthetic/recreational and influences the growth and development of living organisms. School environment may likely be the set of relationships that occur among members of a school community that are determined by structural, person and functional factors of the educational institution, which provide distinctiveness to schools. The fundamental goal of the school is to promote learning that emphasizes relevant, practical curricula that help students develop understanding and problem-solving abilities and a strong theoretical framework for the study is provided by the constructivist learning theory, which is connected to behavioural and cognitive theorists like Lev Vygotsky, Jean Piaget, John Dewey, and Jerome Bruner. The theory clarifies how learners create their own problem solving skills or collectively produce meanings from the information given by the teachers during the teaching- learning process and through their interactions with the learning circumstances in the environment around them, including their family, friends, the media, and libraries, learners construct knowledge (Ayuningtias & Rukmana, 2023).

Statement of the Problem

Students motivation towards learning is an aspect in psychology which encourages students to do what is needful with a high level of commitment to achieve the set goals. However, it seems as if students motivation towards learning in Oyo State schools is exceptionally unsatisfactory as reflected in the way the library in schools are less patronised due to limited access to resources, overcrowding in finding where to sit at peak period complicated search and catalogue system of books, budget cuts in funding school libraries, outdated materials, limited operating hours, technological issues disrupting workflow, unclear policies, noise and distractions, lack of assistance from staff during peak time, non-accessibility to disables, lack of digital literacy, unfriendly nature of library staff, inadequate library facilities and negative students attitude.

Consequently, the desire and greater reliance on technology in the education sector is on the increase as there seems to be the growth of e-books, other digital media, wealth of leisure and entertainment options available that can be reached easily at any time and everywhere without stress. Researchers have worked in areas like: use of information communication system, parental, peer, librarian, teachers' factors but much has not been done in respect of school library and students motivation towards learning. The researcher is of the opinion that if there is neglect on the issue touching the school library usage in the area of school library facilities, librarians the gatekeepers and student's attitude in public senior secondary schools needed for teaching and learning, the potential of students may not be discovered despite the availability of information in the school library that can assist to improve students' retention, add value to students' academic performance and, it is on this premise that the study explored to investigate school library and students' motivation towards learning in public senior secondary schools in Oyo State, Nigeria.

Aim and Objectives of the Study

The aim is to investigate the relationship between school library and students' motivation towards learning in public senior secondary schools in Oyo State, Nigeria

The objectives are to:

- i. identify the factors affecting students' use of the school library in Oyo State.
- ii. determine the gender difference in what motivates the students towards learning in Oyo State.
- iii. determine what motivates the students indifferent class (levels) in Oyo State schools to use the library.
- iv.

Research Question

This study's primary research question is:

- I. What encourages students in Oyo State to use the library for learning?

Hypotheses

The following null hypotheses were postulated and tested at a 0.05 level of significance:

H₀₁: There will be no significant gender difference in what motivates students towards the use of school library.

H₀₂: There will be no significant students class (levels) difference in what motivates towards the use of school library.

Methodology

Descriptive survey approach was used to assess thought and opinions of the respondents through a structured questionnaire titled: School Library and Students' Motivation Questionnaire (SLaSMQ) towards learning in public senior secondary schools in Oyo State, Nigeria. The targeted population for the study consists of students from public senior secondary schools in Oyo State's three senatorial districts.

A multistage sampling procedure was used for this study. At the first stage, purposive sampling technique was used following the criteria earmarked: the schools used have a working library; school and students were open to take part in the study and the students have attended the school for ten terms. At the second stage, simple random sampling technique was employed in selecting five (5) schools from each local government area and three (3) from each senatorial district to make a total of forty-five (45) schools with One thousand three hundred and sixty-four (1364) respondents. Thirty (30) item instrument was adapted from the work of opposite (Harisanty, 2019; Liman, Rasegojwa, & Muhammad, 2021). It was made up of two sections, A and B. The first section dealt with the respondents socio-demographic data such as gender, class, and age. The second section has Likert scale with the rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with the assigned numerical values of 4,3, 2 and 1 respectively. The original 50-item questionnaire was modified and 35 items made it through the experts' assessment. The 35-item test was subsequently pilot tested in three schools in Delta State. 30 items remained after 5 items were removed from the adjusted item-total correlation column. The instrument's reliability index was 0.93 using the Cronbach Alpha measure. Three (3) research assistants helped the researcher to deliver the copies of questionnaire to the respondents. The researcher with her research assistants sought the permission of the selected school's principals for administration of the questionnaire to the respondents and waited for the completion and were collected. The collected data were analyzed using descriptive statistics of simple percentage, mean and standard deviation to answer the research question while the use of inferential statistical tool of t-test and analysis of variance (ANOVA) was used to answer the hypotheses.

Results and Discussion

The results of the findings were summarised based on the research question raised and the hypotheses formulated. The table below showed the analysis of data and results of the study.

Table 1: Socio-demographic Attributes of the Respondents

		Freq.	%
Students' Gender	Male	546	40.0
	Female	818	60.0
	Total	1,364	100.0
Students' class	SS1	485	35.6
	SS2	635	46.6
	SS3	244	17.9
	Total	1,364	100.1

Table 1 shows the socio-demographic attributes of the respondents. 546 (40.00%) of the respondents were males, while 818 (60.00%) were females. 485 (35.60%) were in SS1, 635 (46.60%) were in SS2, while the remaining 244 (17.80%) were in SS3.

Presentation of Data

Research Question: What encourages pupils in Oyo State to make use of the library for learning?

Table 2: Descriptive Statistics of what encourages students in Oyo state to make use of the library for learning.

		Freq.	%	Mean	SD	Remark
Library Facilities						
The comfortable rooms	Strongly Disagree	91	6.7			
	Disagree	60	4.4			
	Agree	607	44.5	3.27	0.83	Agree
	Strongly Agree	606	44.4			
	Total	1,364	100.00			
Brightness of the space	Strongly Disagree	61	4.5			
	Disagree	60	4.4			
	Agree	363	26.6	3.51	0.78	Strongly Agree
	Strongly Agree	880	64.5			
	Total	1,364	100.0			
Good ventilation	Strongly Disagree	60	4.4			
	Disagree	30	2.2			
	Agree	453	33.2	3.49	0.75	Agree
	Strongly Agree	821	60.2			
	Total	1,364	100.0			

The library is open from early morning until late afternoon	Strongly Disagree	61	4.5			
	Disagree	214	15.7			
	Agree	968	71.0	2.84	0.63	Agree
	Strongly Agree	121	8.9			
	Total	1,364	100.0			
Sunshine is able to enter the room because the school library is also equipped with glass windows	Strongly Disagree	151	11.1			
	Disagree	638	46.8			
	Agree	454	33.3	2.40	0.80	Disagree
	Strongly Agree	121	8.9			
	Total	1,364	100.0			
Provides comfortable seating	Strongly Disagree	121	8.9			
	Disagree	91	6.7			
	Agree	909	66.6	2.93	0.77	Agree
	Strongly Agree	243	17.8			
	Total	1,364	100.0			
The reading rooms are comfortable for both group	Strongly Disagree	271	19.9			
	Disagree	666	48.8			
	Agree	396	29.0	2.14	0.75	Disagree

study and self-study	Strongly Agree	31	2.3			
	Total	1,364	100.0			
The location is strategic and easily accessible by everyone	Strongly Disagree	30	2.2			
	Disagree	61	4.5			
	Agree	787	57.7	3.27	0.65	Agree
	Strongly Agree	486	35.6			
	Total	1,364	100.0			
The capacity of the reading rooms are limited	Strongly Disagree	60	4.4			
	Disagree	61	4.5			
	Agree	938	68.8	3.09	0.66	Agree
	Strongly Agree	305	22.4			
	Total	1,364	100.0			
Not all library materials can be taken home	Strongly Disagree	30	2.2			
	Disagree	30	2.2			
	Agree	726	53.2	3.36	0.64	Agree
	Strongly Agree	578	42.4			
	Total	1,364	100.0			
	Grand Value			3.03	0.73	Agree
Librarian						
	Strongly Disagree	31	2.3			

Librarians are friendly	Disagree	61	4.5			
	Agree	819	60.0	3.24	0.64	Agree
	Strongly Agree	453	33.2			
	Total	1,364	100.0			
Librarians are ready to rearrange the picked books back to the shelf	Strongly Disagree	31	2.3			
	Disagree	30	2.2			
	Agree	606	44.4	3.44	0.65	Agree
	Strongly Agree	697	51.1			
	Total	1,364	100.0			
Librarians are vigilant in paying prompt attention to library users	Strongly Disagree	61	4.5			
	Disagree	61	4.5			
	Agree	940	68.9	3.09	0.66	Agree
	Strongly Agree	302	22.1			
	Total	1,364	100.0			
Librarians are responsive	Strongly Disagree	30	2.2			
	Disagree	61	4.5			
	Agree	849	62.2	3.22	0.63	Agree
	Strongly Agree	424	31.1			
	Total	1,364	100.0			
Librarians are communicative	Strongly Disagree	60	4.4			
	Disagree	61	4.5			

	Agree	1000	73.3	3.05	0.63	Agree
	Strongly Agree	243	17.8			
	Total	1,364	100.0			
Librarians are fun	Strongly Disagree	31	2.3			
	Disagree	185	13.6			
	Agree	697	51.1	3.15	0.73	Agree
	Strongly Agree	451	33.1			
	Total	1,364	100.0			
Librarians feel quiet and good	Strongly Disagree	30	2.2			
	Disagree	61	4.5			
	Agree	698	51.2	3.33	0.67	Agree
	Strongly Agree	575	42.2			
	Total	1,364	100.0			
Librarians rarely get angry	Strongly Disagree	31	2.3			
	Disagree	61	4.5			
	Agree	1030	75.5	3.09	0.55	Agree
	Strongly Agree	242	17.7			
	Total	1,364	100.0			
Services given by the librarians are nice	Strongly Disagree	30	2.2			
	Disagree	91	6.7			
	Agree	1001	73.4	3.07	0.57	Agree

	Strongly Agree	242	17.7			
	Total	1,364	100.0			
Librarians recommended me to be studying there	Strongly Disagree	30	2.2			
	Disagree	31	2.3			
	Agree	1091	80.0	3.09	0.51	Agree
	Strongly Agree	212	15.5			
	Total	1,364	100.0			
	Grand Value			3.18	0.62	Agree
Student						
I need to complete my schoolwork	Strongly Disagree	61	4.5			
	Disagree	61	4.5			
	Agree	790	57.9	3.20	0.72	Agree
	Strongly Agree	452	33.1			
	Total	1,364	100.0			
My love for reading	Strongly Disagree	31	2.3			
	Disagree	91	6.7			
	Agree	1030	75.5	3.04	0.56	Agree
	Strongly Agree	212	15.5			
	Total	1,364	100.0			
	Strongly Disagree	60	4.4			

Because of the prestige	Disagree	151	11.1			
	Agree	972	71.3	2.93	0.64	Agree
	Strongly Agree	181	13.3			
	Total	1,364	100.0			
To fill my spare time	Strongly Disagree	30	2.2			
	Disagree	61	4.5			
	Agree	1122	82.3	3.02	0.49	Agree
	Strongly Agree	151	11.1			
	Total	1,364	100.0			
Library promotes intellectual collaboration	Strongly Disagree	60	4.4			
	Disagree	90	6.6			
	Agree	909	66.6	3.07	0.68	Agree
	Strongly Agree	305	22.4			
	Total	1,364	100.0			
The initiatives on the use of Library promote independent learning	Strongly Disagree	30	2.2			
	Disagree	61	4.5			
	Agree	1091	80.0	3.04	0.51	Agree
	Strongly Agree	182	13.3			
	Total	1,364	100.0			
Library motivate personal and intellectual thoughts	Strongly Disagree	30	2.2			
	Disagree	60	4.4			
	Agree					

	Agree	969	71.0	3.14	0.58	Agree
	Strongly Agree	305	22.4			
	Total	1,364	100.0			
The use of Library encourages learning	Strongly Disagree	30	2.2			
	Disagree	60	4.4			
	Agree	1122	82.3	3.02	0.49	Agree
	Strongly Agree	152	11.1			
	Total	1,364	100.0			
Library inspired users creativity in interacting with information resources	Strongly Disagree	30	2.2			
	Disagree	60	4.4			
	Agree	785	57.6	3.27	0.65	Agree
	Strongly Agree	489	35.9			
	Total	1,364	100.0			
Library enables users to gain information literacy on the need to expand thoughts	Strongly Disagree	30	2.2			
	Disagree	61	4.5			
	Agree	754	55.3	3.29	0.65	Agree
	Strongly Agree	519	38.0			
	Total	1,364	100.0			
	Grand Value			3.10	0.60	Agree

Criterion Mean: $2.50 \leq \text{Agree} \leq 3.49$

Results from Table 2 shows that the mean and standard deviation scores of the rating scales of the items on the factors (Library facilities, Librarian and Student) encourage pupils in Oyo State to use the library for learning. Each factor had the grand mean rating scale above 2.50 (Library facilities = 3.03, Librarian = 3.18 and Student = 3.10) with Librarian factor having the highest mean score. This shows that the students agreed to the items raised as encouraging them to use the library for learning.

Hypotheses

H₀₁: There will be no significant gender difference in what motivates students towards the use of school library.

Table 3: Descriptive Statistics of what motivates students towards the use of school library based on gender.

Students' Gender		N	Mean	Std. Deviation	Std. Error Mean
Students' Motivating Factors to Learn in/Use the Library	Male	546	93.0275	4.00884	.17156
	Female	818	93.1443	3.83551	.13411

Table 4: t-test analysis of what motivates students towards the use of school library based on gender.

		F	Sig.	t	Df	Mean Diff.	Std. Err. Diff.
Students' Motivating Factors to Use the Library	Equal var. ass.	.071	.789	-.541	1362	-.11678	.21585
	Equal var. not ass.			-.536	1132.442	-.11678	.21776

Results in Tables 3 and 4 show that there was no statistically significant difference ($t_{(1,1362)} = -0.54$) in what motivates students towards the use of school library based on gender ($p = 0.78 > 0.05$). The mean and standard deviation values also show no statistically significant difference in what motivates students towards the use of school library. Therefore, the null hypothesis that says that there will be no significant gender difference in what motivates students towards the use of school libraries was accepted.

H₀2: There will be no significant students class (levels) difference in what motivates towards the use of school library.

Table 5: Descriptive Statistics of what motivates students towards the use of school library based on level.

	N	Mean	Std. Deviation	Std. Error
SS1	485	92.7876	4.97122	.22573
SS2	635	93.2346	3.01365	.11959
SS3	244	93.3566	3.50660	.22449
Total	1,364	93.0975	3.90478	.10573

Table 6: ANOVA of what motivates students towards the use of school library based on level.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	74.888	2	37.444	2.461	.086
Within Groups	20707.143	1361	15.215		
Total	20782.032	1363			

Results in Tables 5 and 6 showed that there was no statistically significant difference ($F_{(2,1363)} = 2.46$) in what motivates students towards the use of school library based on level ($p = 0.09 > 0.05$). The mean and standard deviation values also show no statistically significant difference in what motivates students towards the use of school library based on level. Therefore, the null hypothesis that says that there will be no significant student class (levels) difference in what motivates towards the use of school library was accepted.

It was discovered that the students agreed on all the items raised under the factors that motivate them towards the use of the school library. Result of the socio-demographic attributes of the respondents revealed that 546 (40.00%) of the respondents were males while 818 (60.00%) were females. 485 (35.60%) were in SS1, 635 (46.60%) were

in SS2, while the remaining 244 (17.80%) were in SS3. The findings showed the work is not gender biased nor level different, the atmosphere in libraries with the necessary technology, infrastructure, qualified librarians have a variety of positive effects on students' motivation to achieve higher academic results. Regardless of conventional or electronic resources, motivation is therefore seen as being essential to aiding users in developing new thinking about the use of information resources (Woodrow, 2017; Atram, 2017; Dukper, Agyekum & Konlan, 2018; Liman, Rasegojwa & Muhammad, 2021).

Conclusion

Information sparks creativity and equally act as the driving force in various fields and, libraries are collections of information. The use of library for reading is basic to learning and learning is basic for survival; the process of reading is not only tedious and gradual but also endless, a vital means of acquisition of knowledge, skills, and sound and physical development of our minds is through the expression of thoughts especially in this modern world of science and technology which demands that one should be able to take in an intelligent and informed interest of happenings within the environment and the world in general. A child needs to become fully competent in reading in order to succeed in school and to discharge responsibilities as a citizen of a society and a citizen who reads, has the capacity to participate actively in the continuity of learning. In promoting equitable quality education, gender equality and the empowerment of all women and girls; clean water and sanitation, affordable and clean energy, decent work and economic growth industry and opportunities for lifelong learning for all. According to (Carnegie Corporation of New York, 2019), everything in today is linked with the society and it is impacted by internet connectivity. According to (Petuchovaite, 2019), public libraries play a crucial role in bridging the digital gap and providing support for society's members who are embracing the digital world. To achieve sustainable development

goals therefore, teachers, students, librarians and government must double their efforts in ensuring that this cultural heritage, rights and privileges do not go into extinction by embracing the usage of the library for the treasures stored in them are waiting to be explored.

Recommendations

- i. Government should provide resources for library infrastructures and technology upgrades.
- ii. School heads and the government need to formulate policies mandating every student to embark on a creativity journey concentrating on making book-first through taking books to the door-step of every Nigerians.
- iii. Teachers should embed information literacy skills to teaching practices.
- iv. Students should utilize libraries for homework, projects and research.
- v. Government needs to increase funding for school libraries and librarian positions.
- vi. Teachers should organize various reading programs to encourage as many students as possible to read.
- vii. Librarians should organize programs that can include book clubs, reading challenges, and other events that are designed to foster a love of reading. They can help readers to find books that match their interests and reading levels.
- viii. Libraries can help to create a culture of reading in the community by organizing events that celebrate reading, such as author talks, book signings, and literary festivals. These events can help to bring readers together and create a sense of community around reading.

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