

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

**<sup>1</sup>Odunola Lovelynn Boluwatife MOGBEYITEREN & <sup>2</sup>Prof. Senimetu ILEUMA**

*lovemode20022002@gmail.com :+234 805 950 9172*

*<sup>2</sup>ileumaesther@gmail.com :+234 803 804 7958*

*<sup>1</sup>Emmanuel Alayande University of Education, Oyo, Oyo State.*

*<sup>2</sup>Department of Arts & Social Science Education, Lead City University, Ibadan, Nigeria.*

This study investigated school library and students' motivation towards learning in public senior secondary schools in Oyo State. Regardless of the prominence of school library, its procedure in terms of agreement to motivation of students towards learning cannot be overstated. Hence, the assessment of the students' features is determined so as to recognize the conformation of the students to the school library patronage. A descriptive survey research design was used and the population of the study comprised of all the public senior secondary school students in the three senatorial districts (Oyo North, Oyo Central and Oyo South) in Oyo State, Nigeria. A multi-stage sampling procedure consisting of random sampling technique and purposive sampling techniques was used. Random sampling technique was used to select fifteen (15) schools from each of the three (3) senatorial districts making a total of forty-five (45) schools. Using a purposive sampling technique-the institution with a working library and students in attendance for at least ten terms to select. 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, Liman, Rasegojwa and Muhammad. Variables such as gender and status of class (level) were investigated. Data analysis was descriptive and analytical using t-test at 0.05 level of significance. On the strength of this findings, the null hypothesis being tested was accepted. The finding is not gender biased nor class (level) different.

Therefore, the patronage of school library will assist students in their learning.

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

**Word Count:** 249

### **Introduction**

Motivation plays a very important role in improving the effectiveness of learners in the use of the school library to make a positive impact in their lives. Motivation is being practiced by individuals albeit, in different manner but it 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). Motivation flows naturally from the inner mind of a person to follow a certain pattern that adheres with his end goal. For seeds to germinate and grow it needs sunlight, water and air, for man to function effectively, pursue a goal enthusiastically, motivation needs to be put in place. The word motivation is viewed as an energy change within the individual characterized by effective arousal and anticipatory goal reaction and energy change is the change that takes place in the neurophysical system (in the brain of individual (International Federation of Library Association and Institutions, 2006).

There are basically two types of motivation and they are intrinsic and extrinsic, the former refers to motivation that is derived by an interest or enjoyment in the task itself and exist within the individuals rather than relying on any external pressure; the latter on the other hand comes from outside of the individual. Example of such are rewards, money, grades and coercion. Students motivation towards the use of school library for learning is affected by so many factors including students' attitude, peer group, teacher's instructional practices, librarians, family issues, and school environment.

Attitude are evaluative reactions to persons, objects and events, it 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 (Alokuk, 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 (Gehurger& Sieber, 2002).

Peer comes from the Latin par which means equal when you are on par with someone, you are their peer so peer relationships at school is an integral feature of students learning for they make time spent at school tolerable and enjoyable as they provide companionship, entertainment, feelings of belongingness, provide emotional support. Peers are essential for social development, for learning how to get along with others, 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 (Kindermann, McCollam, & Gibbson, 1996). 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 groups give a sense of belonging and support; increase self-confidence; introduce positive hobbies and interests and reinforce positive habits and attitudes. It is natural for people to identify with and compare themselves to their peers as they consider how they wish to be or think they should be or what they want to achieve. People are influenced by peers because they want to fit in, be like peers they admire, do what others are doing or have what others have. It can decrease self-confidence and lead to poor academic performance, distancing from family members and friends or an increase in depression and anxiety.

Teachers' instructional strategies are techniques teachers use to help students become independent strategic learners and they are practices pointing to how information is delivered, received and experienced by students (Blazer & Kraft, 2016). They are essential for effective teaching and learning as they serve as the backbone of the educational process. They provide a roadmap for educators to design, implement and assess learning experiences that cater to the diverse needs of students such as capturing of students' attention, motivating them and actively involving them in the learning process so that they can retain information and develop a deeper understanding of their subject matter. 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 or a virtual place or both detached from all other structures in a school environment free from noise, a quiet place 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, organizing, 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 (Akande & Bamise, 2017). 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). A school library is a place in the school where vast collection of academic books is kept and these books are made available to the students to increase their knowledge and understanding on various subjects.

The place of library in the educational programme of any society cannot be underestimated because it is seen as the national treasure where knowledge both in print and non-print formats, is acquired, preserved and disseminated to the reading public and it equally 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, Danjuma, & Zango Wonder, 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 (Abata-Ebire, Adebowale & Ojokuku, 2018), (Ogayi & Chima, 2012; Raphael, 2016) see library as an organized 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, ebooks, audio-books, databases blue-ray discs and other formats. Library is a place where reading takes place and the school library help to plan, implement and evaluate inquiry based programmers that will ensure student acquire skills, analysis and organize information, problem-solve and communicate their finding in any assignment given proving.

Librarian is a professionally trained person responsible for the care of a library and its contents, including the selection, processing and organization of resources and the delivery of information and loan service to meet the needs of its users who facilitates access to information and resources within a library (Lance, & Kachel, 2018). They build websites, digitize archives, manage social media and work with people of all ages, connecting them to information, learning and the community (American Association of School Librarians, 2009). 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). They provide customer service for library users, provide suggestions to users about new books to try, help users to check out new books, keep a budget to repair, replace or get new reading materials (Johnston, 2012). Librarians are capable of proffering solutions to the challenges if properly motivated with all required resources and materials (Hartman, Kish, & VanGorden, 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 involvement 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 and number of siblings at home may determine the home

environment of the students as, the home environment include all human and significant assets within the family that can influence the status of children's living such as education of the parents, occupation, economic prestige, and other facilities available at home to 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 (Takaya, 2008).

### **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 school library that serves as one of the motivating factors to students in schools are less patronized 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, nonaccessibility 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 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. identify the gender differences as one of the factors influencing students' use of the school library in Oyo State.
- iii. examine the level of differences in what inspires students in Oyo State to use the school library.

### **Research Question**

This study's primary research question is:

1. What encourages pupils in Oyo state to use the library for learning?

Hypotheses

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

H<sub>0</sub>1: There will be no significant gender difference in what motivates students towards the use of school library.

H<sub>0</sub>2: There will be no significant level(class) difference in what motivates students towards the use of school library.

### **Methodology**

Survey approach was used to assess thought and opinions of the respondents through a structured questionnaire on school library and students' motivation towards learning in public senior secondary schools in Oyo State, Nigeria. The targeted population for this study consist 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 school must have a working library; school and students



must be open to take part in the study and the students must have attended the school for at least ten terms. At the second stage, simple random sampling technique was employed to select 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 Harisanty, Liman, Rasegojwa and Muhammad. It is made up of two sections, A and B. The first section is 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. For positively phrased items, scores are 4, 3, 2, 1, while for negatively formulated items, the scores were the opposite (Harisanty, 2019; Liman,Rasegojwa, & Muhammad, 2021). For review in terms of substance, relevance, scope of coverage, language of presentation, clarity of expression, and general adequacy, 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 remain after 5 items were removed from the adjusted item-total correlation column. The instrument's reliability index was 0.93 when the reliability coefficient was calculated 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 so that they can be collected. The ethical consideration was that the study did not result to physical or mental harm of the participants. Prospective respondents were invited to participate in the study and briefed about the nature of the investigation. They were also informed that the participation in the study was voluntary and were assured that their privacy and confidentiality would be upheld. 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

The results of the findings were summarized based on the research question raised and the hypotheses formulated. The tables below show the analysis of data and results of the study.

**Table 1: Socio-demographic Attributes of the Respondents**

	Freq.	%	
<b>Students' Gender</b>	Male	546	40.0
	Female	818	60.0
	Total	1,364	100.0

<b>Students' class</b>	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

**Answering the 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
<b>Library Facilities</b>						
<b>The comfortable rooms.</b>	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	100.0			
			0			
<b>Brightness of the space.</b>	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			
<b>Good ventilation.</b>	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			
<b>The library is open from early morning until late afternoon.</b>	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			
<b>Sunshine is able to enter the room because the school library is also equipped with glass windows.</b>	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			
<b>Provides comfortable seating.</b>	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			
	Strongly Disagree	271	19.9			
	Disagree	666	48.8			

<b>The reading rooms are comfortable for both group study and selfstudy.</b>	Agree	396	29.0	2.14	0.75	Disagree
	Strongly Agree	31	2.3			
	Total	1,364	100.0			
<b>The location is strategic and easily accessible by everyone.</b>	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			
<b>The capacity of the reading rooms are limited.</b>	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			
<b>Not all library materials can be taken home.</b>	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			
<b>Grand Value</b>				<b>3.03</b>	<b>0.73</b>	<b>Agree</b>
<b>Librarian</b>						
<b>Librarians are friendly.</b>	Strongly Disagree	31	2.3			
	Disagree	61	4.5			
	Agree	819	60.0	3.24	0.64	Agree
	Strongly Agree	453	33.2			
	Total	1,364	100.0			
<b>Librarians are ready to rearrange the picked books back to the shelf.</b>	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			
<b>Librarians are vigilant in paying prompt attention to library users.</b>	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			

<b>Librarians are responsive.</b>	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			
<b>Librarians are communicative.</b>	Strongly Disagree	60	4.4			
	Disagree	61	4.5			
	Agree	22 1000	73.3	3.05	0.63	Agree
	Strongly Agree	243	17.8			
	Total	1,364	100.0			
<b>Librarians are fun.</b>	Strongly Disagree	31	2.3			
	Disagree	185	13.6			
<b>Librarians feel quiet and good.</b>	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			
<b>Librarians rarely get angry.</b>	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			
<b>Services given by the librarians are nice.</b>	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			
<b>Librarians recommended me to be studying there.</b>	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			
<b>Grand Value</b>				<b>3.18</b>	<b>0.62</b>	<b>Agree</b>
<b>Student</b>						
	Strongly Disagree	61	4.5			

<b>I need to complete my schoolwork.</b>	Disagree	61	4.5			
	Agree	790	57.9	3.20	0.72	Agree
	Strongly Agree	452	33.1			
	Total	1,364	100.0			
<b>My love for reading.</b>	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			
<b>Because of the prestige.</b>	Strongly Disagree	60	4.4			
	Disagree	151	11.1			
	Agree	972	71.3	2.93	0.64	Agree
	Strongly Agree	181	13.3			
	Total	22 1,364	100.0			
<b>To fill my spare time.</b>	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			
<b>Library promotes intellectual collaboration.</b>	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			
<b>The initiatives on the use of Library promote independent learning.</b>	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			
<b>Library motivate personal and intellectual thoughts.</b>	Strongly Disagree	30	2.2			
	Disagree	60	4.4			
	Agree	969	71.0	3.14	0.58	Agree
	Strongly Agree	305	22.4			
	Total	1,364	100.0			
<b>The use of Library encourages learning.</b>	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			
<b>Library inspired users creativity in interacting with information resources.</b>	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			
<b>Library enables users to gain information literacy on the need to expand thoughts.</b>	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			
<b>Grand Value</b>				<b>3.10</b>	<b>0.60</b>	<b>Agree</b>

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

Results from table 2 shows the mean and standard deviation scores of the rating scales of the items on the factors (Library facilities, Librarian and Student) that 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.

#### Testing the Hypotheses

**H<sub>01</sub>:** There is 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 is no significant gender difference in what motivates students towards the use of school library was accepted.

**H<sub>02</sub>:** There is no significant level difference in what motivates students 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 show 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, we accept the null hypothesis that says that there is no significant level difference in what motivates students towards the use of school library.

### Discussion of Findings

The discussion was done according to the findings of this study and it was discovered that the students agreed on all the items raised under the factors that motivate them towards the use of school library. This finding is not gender biased nor level different.

These findings are in support of the view of various scholars who remarked that the atmosphere in libraries is said to have a variety of positive effects on students' motivation and helps them achieve higher academic results. Besides, the academic success of students is greatly aided by school libraries with qualified librarians who would always encourage learning motivation with the necessary technology, infrastructure and that user's engagement with library materials plays a significant role in the learning process. Users of libraries must consequently be encouraged to use them for knowledge creation, preservation, and dissemination as well as for improving learning and research. 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

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; libraries organize various reading programs to encourage as many students as possible to read. The programs may 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, and can also offer recommendations for new authors. 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. Libraries can support lifelong learning by providing access to information and resources to develop new skills and knowledge. Without fraternizing words, libraries and information services play a critical role in fostering a community of readers by providing access to reading materials, promoting reading programs, offering guidance and support, creating a reading culture and supporting lifelong learning.

Library users need to get the most and lasting information from having access to reading resources, literacy programs, and non-formal educational activities and through library activities people of all social, economic, and cultural backgrounds can freely and equally access knowledge and ideas without restrictions to promote lifelong learning and functional literacy to help adults become responsible members of society and to achieve Sustainable Development Goals therefore, libraries and librarians must double their efforts in ensuring that this cultural heritage, rights and privileges do not go into extinction. 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, libraries and librarians must double their efforts in ensuring that this cultural heritage, rights and privileges do not go into extinction.

Do not be shocked to note that everything that is needed by students for a better future and success can be located in the library and all the students have to do is to embrace the usage of the library for the treasures stored in them are waiting to be explored by you.

### **Recommendations**

- i. Government need to formulate a policy mandating every student to embark on creativity journey concentrating on making book-first through taking books to the door-step of every Nigerians.

- ii. Motivation of students towards the use of library should be given priority if education institutions intend to achieve its mandate of promoting learning among the students.
- iii. There is also the need to facilitate easy access to information as a means of enhancing perception to improve knowledge among the student.

## References

- Abata-Ebire, B.D., Adebowale, J.A., &Ojokuku, B.Y. (2018). Achieving Sustainable Development Goals SDGs in Nigeria: The Role of Libraries. *International Journal of Applied Technologies in Library and Information Management*, 4(2), 89-95
- Akande, S. O., &Bamise, O. F. (2017). The Role of School Library in Academic Motivation of Secondary School Students in Osun State, Nigeria. *International Journal of Library Science*, 6(1), 18-27.
- Alokluk, J. (2020). Attitude of Students Towards the Use of Library facilities: A case study, *International Journal of Humanities Social Science Education (IJHSSE)*,7(1), 24-36
- American Association of School Librarians (2009). Standards for The 21<sup>st</sup> Century Learner. Chicago, IL; *American Library Association*. Available at <http://www.ala.org/aasl/standardsguidelines/learning-standards>.
- American Library Association (2018). ALA Institutional Repository Annual Conference Program Book-New Orleans. URI: <http://hdl.handle.net/11213/9223>
- Atram, K. P.N. (2017). Digital Library Services in the Digital Age. *International Journal of Library & Information Science (IJLIS)*. 6(1), 79-82
- Ayaz, M., Ali, N., Khan, A., Ullah, R., & Ullah, M. (2017). Impact of School Library On Students' Academic Achievement at Secondary School Level in Southern Districts of Khyber Pakhtunkhwa. *International Journal of Academic Research in Business and Social Sciences*, 7(5), 95 – 103.
- Barger, M.M., Kim, E.M., Kuncel, N. & Pomerantz, E.M. (2019). The relation between parents' involvement in children's adjustment: A meta-analysis, *Psychological Bulletin*, 145(9), 855890.
- Blazar, D. & Kraft, M.A. (2016). Teacher and teaching effects on students' attitudes and behaviours. *Educational Evaluation and Policy Analysis*, 39(1),146-170.
- Carnegie Corporation of New York (2019). African Libraries are bridging a digital divide, New York, NY: Carnegie Corporation.
- Dukper, K. B., Agyekum, B. O., &Konlan, B. (2018). School Libraries and Students' Academic Achievements in Bunkpurugu-Yunyoo District of Northern Ghana. *Library Philosophy and Practice (e-journal)*. 1736. <https://digitalcommons.unl.edu/libphilprac/1736>
- Fisher, Y. &Fanyo, R.R. (2022). Parents' perceptions of teachers' authority and parental involvement:

- The impact of communality, *Frontiers in Psychology*, 13, 1-13.  
DOI:10.3389/fpsyg.2022.908290.
- Gehurger, O & Sieber (2002). Attitude of students seeking information in the society. *Library*, 27(2), 41-58.
- Gerrity, C. (2018). The New National School Library Standards: Implications for Information Literacy Instruction in Higher Education. *The Journal of Academic Librarianship*, 44, 455–458. <https://doi.org/10.1016/j.acalib.2018.05.005>
- Harisanty, D. (2019). How to Motivate Students in Using School Library. *Library Philosophy and Practice (e-journal)*. 2698. <https://digitalcommons.unl.edu/libphilprac/2698>
- Hartman., Kish, A.& Van-Gorden, D. (2019). The lonely librarian: Reflections from rural school libraries. *Teacher Librarian* 46, 33-37.
- International Federation of Library Association and Institutions (IFLA) (2006). IFLA/UNESCO School Library Manifesto: *The School Library in Teaching and Learning for All*, 7(2), 89-98. Available at <http://archive.ifla.org/VII/sII/pubs/manifest.htm>. Accessed 26 June 2023.
- Johnston, M. P. (2012). School Librarians as Technology Integration Leaders: Enablers and Barriers to Leadership Enactment. *Research Journal of the American Association of School Librarian*, 15, 1-33.
- Kalayci, G. & Ergül, H. (2020). Teachers' perceptions of the role of parental involvement in teaching English to young learners, *Journal of Language and Linguistic Studies*, 16(3), 11671176. Doi:10.17263/jlls.803608.
- Kindermann, T.A., McCollam, T.L. & Gibson, E, Jr (1996). Peer networks and students' classroom engagement during childhood and adolescence, In K. Wentzel and J. Juvonen (Eds.), *Social Motivation: Understanding children's school adjustment*(pp.279-312). Cambridge. England: Cambridge University Press. DOI:10.1017/CBO9780511571190.014
- Kovács, K., Kovács, K.E., Bacskai, K., Békési, Z., Oláh, A.J. & Pusztai, G. (2022). The effects and types of parental involvement in school-based sport and health programs still represent a knowledge gap: A systematic review, *International Journal of Environmental Research and Public Health*, 19(19),12859. <https://doi.org/10.3390/ijerph191912859>
- Lance, K.C. & Kachel, D.E. (2018). Why school librarians matter: What years of research tell us. *Phi Delta Kappan*, 99(7), 15-20.
- Liman, Y. A., Rasegojwa, M. G., & Muhammad, J. S. (2021). Undergraduate Students' Motivation Towards the Use of Electronic Resources at Federal College of Education (Technical) Gombe, Nigeria. *Journal of ICT Development, Applications and Research*, 3(1/2), 20 – 33.
- Nanquil.L.(2019). Making a difference through effective instructional strategies, *Journal of English Teaching*, 5(2), 135-143.

- Ogayi, M.C. & Chima, S.N. (2012). English Language in Use: General Studies Series. Abakaliki: Wisdom Publishers Ltd
- Petuchovaite, R, (2019). Digital inclusions: Libraries hold the key. In: Proceedings of the *Internet Governance Forum*, (IGF), Berlin,25-29. Retrieved from <https://www.eifl.net/blogs/digitalinclusion-libraries-hold-key>.
- 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, Nigeria. *Global Journal of Arts, Humanities and Social Sciences*, 4(2) 64-75. Published by European Centre for Research Training and Development UK. [www.eajournals.org](http://www.eajournals.org)
- Takaya, K. (2008). Jerome Bruner's Theory of Education: From Early Bruner to Later Bruner *Interchange*, 39(1),1-19
- United Nations (2015). Transforming Our World: The 2030 Agenda /blogs for Sustainable Development, New York: United Nations
- Woodrow, L. (2017) Motivation in Language Learning. In: R. Breeze., G. C. Sancho (Eds) Essential Competencies for English-medium University Teaching. *Educational Linguistics*, 27. pringer, Cham. [https://link.springer.com/content/pdf/10.1007%2F978-3-319-40956-6\\_16.pdf](https://link.springer.com/content/pdf/10.1007%2F978-3-319-40956-6_16.pdf)
- Yusuf, S. D., Danjuma, G. K. & Zango Wonder, K.N.B. (2020). The Role of Library and Information Centres: A Panacea for The Achievement of Millennium Development Goals in Education. *Nigeria Academic Forum*, 29(1), 1-9.

### Research Instrument

S/N	Items	SA	A	D	SD
	I feel motivated to use the library due to:				
	<b>Library Facilities</b>				
1.	The comfortable rooms.				
2.	Brightness of the space.				
3.	Good ventilation.				
4.	The library is open from early morning until late afternoon.				
5.	Sunshine is able to enter the room because he school library is also equipped with glass windows.				
6.	Provides comfortable seating.				
7.	The reading rooms are comfortable for both group study and selfstudy.				
8.	The location is strategic, so easily accessible by everyone.				
9.	The capacity of the reading rooms are limited.				

10.	Not all library materials can be taken home.				
	<b>Librarian</b>				
1.	Librarians are friendly.				
2.	Librarians are ready to rearrange the picked books back to the shelf				
3.	Librarians are vigilant in paying prompt attention to library users				
4.	Librarians are responsive.				
5.	Librarians are communicative.				
6.	Librarians are fun.				
7.	Librarians feel quiet and good.				
8.	Librarians rarely get angry.				
9.	Services given by the librarians are nice.				
10.	Librarians recommended me to be studying there.				
	<b>Student</b>				
1.	I need to complete my schoolwork.				
2.	My love for reading.				
3.	Because of the prestige.				
4.	To fill my spare time.				

5.	Library promotes intellectual collaboration.				
6.	The initiatives on the use of Library promote independent learning.				
7.	Library motivate personal and intellectual thoughts.				
8.	The use of Library encourages learning.				
9.	Library inspired users creativity in interacting with information resources.				
10.	Library enables users to gain information literacy on the need to expands thoughts.				