

**AVAILABILITY AND UTILIZATION OF LIBRARY RESOURCES IN  
THE TEACHING AND LEARNING OF READING COMPREHENSION IN  
SECONDARY SCHOOLS IN OBOLLO-AFOR EDUCATION ZONE**

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**JUNE, 2017**

**TITLE PAGE**

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**A PROJECT REPORT PRESENTED TO THE DEPARTMENT OF ARTS  
EDUCATION (LANGUAGE EDUCATION), FACULTY OF EDUCATION,  
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REQUIREMENT FOR THE AWARD OF MASTER’S DEGREE IN LANGUAGE  
EDUCATION**

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**JUNE, 2017**

## APPROVAL PAGE

This thesis has been approved by the department of Arts Education, University of Nigeria, Nsukka.

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## **CERTIFICATION**

I, Ogbonna Chinenyenwa L. a postgraduate student in the Department of Arts Education with registration number PG/M.Ed/13/65914 have satisfactorily completed the requirements for the degree (M.Ed) in Language Education. The work embodied in this project is original and has not been submitted in part or full for any Diploma or Degree of this or any other University.

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Ogbonna, Chinenyenwa L.

## **DEDICATION**

This work is dedicated to God Almighty and our mother Mary.

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But for the divine grace of God Almighty, this research work would not have been possible. I give all the glory, praises and honour to God. I see it as a great privilege to mention that without the support and stress given to me by my amiable supervisor, Prof. P.N. Uzoegwu, this research would not have been completed. Ma, I say thank you. My gratitude also goes to my esteemed Postgraduate representative and sister, Dr (Mrs) O. Omeje who really helped me in making sure that this work comes into reality, Ma, words cannot measure my level of appreciation but all I say is God bless you in a special way.

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**Ogbonna Chinenyenwa**

## Abstract

*The purpose of this work was to ascertain the availability and utilization of library resources in the teaching and learning of reading comprehension in schools in Obollo-Afor Education Zone. Five research questions were formulated to guide the study. The design of the study was a descriptive survey while the population comprised 46 schools, 139 English Language teachers, 11,321 senior secondary students in the sampled schools in Obollo-Afor Education Zone. The sample size was 400 including students and teachers. Multistage sampling technique was used to select the schools while simple random sampling technique was used to select the students and teachers as the respondents for the study. A structured questionnaire titled availability and utilization of library resources questionnaire was used. The data was analyzed using percentage, mean & standard deviation while three null hypotheses raised for the study was analyzed using t-test statistics. The major findings of the study is that many library resources such as dictionaries, manuals, maps, textbooks, magazines, newspaper, articles, novels, picture books, graphs and internet are available in the library . Out of the 11 (eleven) available resources, only 6 (six) are utilized in secondary schools in Obollo-Afor Education Zone. Another finding was also that both teachers and students possess the skills for using the resources while teaching, but are not aware of the need to use the available resources when it comes to the teaching and learning of reading comprehension. A number of recommendations were made towards the improvement of library use but the most prominent suggestion was that Ministry of Education and stake holders should organize workshops and seminars for English Language teachers in order to increase their level of awareness on the need to use the resources.*

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# **CHAPTER ONE**

## **INTRODUCTION**

### **Background of the Study**

Reading is a complex process which involves active interaction and negotiation between the reader and the author. This is because the reader tries to grasp the author's purpose of writing the text being read. Davis (2014) defined reading as a process of looking at a series of written symbols and getting meaning from them. This means that, as the reader reads, the reader uses the eyes to receive written symbols (letters, spaces, punctuation marks) and the reader uses the brain to convert the written symbols into words, sentences, and paragraphs in order to make meaning out of it. According to Alfassi (2010) reading is a key skill that enables students to function efficiently and successfully apart from its use in examination. This implies that reading is an important skill that not only helps learners in the mastery of English but also, enhances students' abilities in other areas of life. For this reason, reading requires adequate decoding skill; hence, teaching reading should be done in meaningful contexts since reading involves the understanding of written symbols and alphabets. People actually read for many reasons, but the main purpose of reading is understanding.

The understanding which results from reading is called comprehension. Without comprehension, reading is nothing more than tracking symbols on a page of paper with the eyes and sounding them out. According to Wright and Cervetti (2016), comprehension is the process of getting information in order to extract meaning out of it. This implies that in order to arrive at a meaning; a reader must take hold of the writer's message through combining printed words to form messages. Reading comprehension is very important because without comprehension, reading does not provide readers with any meaningful information.

Reading comprehension could be described as the processing of symbols to get ideas, relating ideas to experience, organizing ideas, evaluating the ideas and utilizing the ideas for required purpose (Eze, 2013). In reading comprehension, some intellectual preparations are needed by the reader in order to comprehend what is being read. This is because, comprehension does not only mean glancing on letters and words, but meaning resides in the mind of the person who wrote the symbols, therefore, comprehension is not found on the printed symbols but in the mind of the reader who reads the written letters or alphabets. This is why comprehension becomes building bridges between the known and the unknown. Comprehension therefore, involves interpretation of what is read in accordance with prior knowledge. It also involves a lot of influence making and this is why it is an active and constructive process which involves the use of textual cues and the reader's background knowledge to build a model of the author's intended meaning.

Reading comprehension is important for students especially at senior secondary school levels because it has been observed by Opara (2012) that most of the students spend the majority of their days in content -area instructions such as English language, Mathematics, Commerce, Government, Biology, Agriculture among others. To English (2016), readers requires school-wide instructional practices integrated into content-area instruction in order to comprehend specific texts and grasp the concepts being communicated in them. Opara further suggests that as students advance in school, reading instruction should become more disciplinary (tied to content areas) and reinforcing, in order to support students' academic ability. Comprehension, therefore, is necessary while reading, and when reading is badly taught, it leads to poor academic achievement not only in English language but in other subjects as well. For this reason, students should strive to comprehend specific texts in order to grasp the concepts and ideas or knowledge

being communicated in the text. The question now is with all the importance attached to reading, why do secondary school students still find reading comprehension difficult?

Despite the fact that adequate reading skills facilitates students' achievement in reading comprehension, most secondary school students still find it difficult to read and understand. This may be as a result of the teaching and learning process or methods employed by the teachers and students. According to Adler & Van Doren (2014), a child's inadequate reading skill may lead the child to having slow reading rate, slow comprehension, difficulty in distinguishing main ideas from irrelevant ideas, inadequate reading interest and habits among others. None of these problems eludes most Nigerian secondary schools which as a result of poor performance not only in reading comprehension but in other subjects as well. One of the reasons could be the way students are being taught reading comprehension. Some teachers in most schools do not teach students how to scan and skim through a passage in order to have a general idea about a passage, how to make a guess from a passage, how to identify topic sentence from the passage among others. No wonder most of the students are lazy to read passages which also affect the way they answer questions from the passage and later, end up having poor academic achievement in reading comprehension. This is the reason why Fabuyusi (2015) lamented that despite the thousands of hours used in teaching and learning of reading comprehension, many students never develop satisfactory reading skills.

Apart from the reading skill, the teaching and learning process and situations which are the steps that the students take before they become proficient readers are not properly looked at. According to Bauer, Manyak and Cook (2010), reading comprehension improves when teachers and learners provide explicit comprehension strategies. Most Nigerian English language teachers see the use of reading strategies as a waste of time. The majority of them do not make use of the

reading resources in the library while teaching reading comprehension despite the fact that these resources has been included in the curriculum, rather, the teachers will only tell the students to open a passage from their reading text. The teacher may appoint one or two students to read a passage after which the teacher reads. Then the students will be asked to answer the questions that follow the passage. Jitendra and Gajira (2011) is of the view that reading comprehension are not often taught correctly. This is the reason why Goldhaber (2016) posits that the teacher factor drastically affects reading comprehension such as inadequate instruction, deficient word recognition skills, insufficient exposure and practice among others.

The background knowledge of a text also helps the students to understand what is being read. According to Kintsch and Vipond (2012), Entwistle (2013), the more background knowledge a learner has that helps to connect with the text being read, the more likely the reader will be able to understand what is being read at that point. The background knowledge will also help the teachers to know those things which the students are familiar with and what they are yet to know. Unfortunately, most of the teachers never cared to know if the students are familiar or understands the topic or not. Rather, their major concern is to tell the students to answer questions from the comprehension passage after which they believe that they have satisfied their conscience without checking if the students can summarize the passage, identify the idiomatic expressions used in the passage, look for the synonyms or antonyms of certain words found in the passage, and this may lead to students' poor academic achievement in both internal and external examinations.

For students to be able to have high academic achievement in reading comprehension, the teaching and learning process as well as situations must be looked at in order to find out the reason why most learners perform woefully during internal and external examinations in English

language. In the WAEC Chief Examiner's Report (2014), it was stated that students' poor performances revealed poor understanding of the main idea by giving the surface meaning of the passage, lacking the ability to comprehend well by not being able to read between the lines or draw inferences and concluded that all these pitfalls pointed to the fact that the candidates were not adequately prepared for the examination by the schools. The Chief Examiner suggested that students should strive to cultivate the habit of reading widely with a view to improving their understanding and vocabulary, to read the rubrics and ensure that they understand the questions before attempting them. This problem cannot be averted without looking at the teaching and learning process as well as situation which according to Otagburuagu, Ogenyi, & Ezema (2013) involves the physical milieu in which the language learning activities take place, which are the classroom, the library, the teachers among others.

The library resources and services available in school libraries are therefore expected to be able to support the reading and comprehension in terms of its teaching and learning. Wright and Cervetti (2016) believe that the exchanges and interplay of library resources help teachers and learners to perform well in classroom activities especially when it comes to reading comprehension. To Wright and Cervetti, reading without comprehension is a meaningless part of reading process, since comprehension is an essential part of the process where the reader understands not only the meaning of isolated words but also their meanings when combined in phrases, sentences and longer groups. . In view of this, Adeoye and Popoola (2011) noted that there is need for all teachers and learners to use the resources in the library in order to be efficient and also to improve on their teaching and learning of reading comprehension. . For teachers and learners to achieve the desired level in reading comprehension, utilization of their school's library resources is of utmost necessity.

Library is defined as an organized collection of books and materials printed and non-printed used for study, research, recreation and socialization. However, Goerge (2010) sees library as a collection of resources in a variety of formats that is organized by information professionals or other experts who provide convenient physical, digital, bibliographic, or intellectual access and offer targeted services and programs with the mission of educating, informing, or entertaining a variety of audiences and the goal of stimulating individual learning and advancing society as a whole. Library is divided into special library, public library, virtual library and school or academic library. School library which is the focus of study according to Ugwuanyi (2007), is the nerve centre or the hub around which scholarship revolves because; it is an indispensable instrument for intellectual development. School library is also seen as a place where academic information sources are acquired, organized, processed, stored and made available to meet information needs of the students, teachers and the entire school community (Fari and Ocholla ,2015). This is to say that all the necessary information needed for research is found in the library through the use of the resources available in the library. According to Aina (2014) library is set up to serve its parent institution and considered as an organ around which all academic activities revolve and as a result, can be described as the heart of the school . To Aina, the main purpose of school library is to promote active learning, thus, contributing to students' ability to think critically and work independently. Hence, all the necessary information needed for research are found in the library through the use of the resources available in it. Thus, library resources are fundamental to student's learning achievement.

The role of library cannot be overemphasized in schools where it is situated for its academic achievement. According to Matthew (2012) libraries play very important role in schools by providing key prospective students with all the necessary information needed for



research. Aina (2014) noted that “library as a nerve centre for academic activity and as an important factor in the quality of its products plays a central role in the academic work of students which are thus: acquisition of resources to support teaching and learning process in schools, provision of resources necessary for research, to meet the requirement of the school, to bring information resource to the door step of students and scholars together under conditions which encourage reading and comprehension, reading for pleasure, self discovery and sharpening the intellectual curiosity of learners”. Based on the role above, library is considered as one of the most important places in the school that enhance reading and comprehension more especially when it is well equipped with the necessary library resources.

Library resources are materials that users consult in making decisions and also for problem solving. Adeoye and Popoola (2011) define library resources as those information bearing materials that are in both printed and electronic format such as: textbooks, magazines, journals, indexes, abstracts, reports, newspapers, filmstrips, computers, articles, dictionaries, charts, journals, encyclopedias among others. To Adeoye (2010) library resources are materials which the users come to consult, read or borrow”. Library resources are the stock in the trade of librarians that is, they are the materials in the library which help in making services possible. Adeoye further explained that library resources are many and varied, but they can be divided into two broad categories namely printed and non- printed materials.

The printed materials are books, pamphlets, periodicals, newspapers and reference resources. Non-printed materials are however resources which are the product of advanced technology that require special equipment to operate and are grouped into three (i.e., Audio, Visual, and audio-visual). All these resources are very essential in the attainment of academic

institution's overall objectives which usually revolve around the development of national human resources.

However, the library resources found in secondary schools which are meant for the teaching and learning of reading comprehension are as follows: dictionaries, textbooks, articles, newspapers, magazines, computers, internet, graphs, filmstrips, overhead projector, talking typewriter, opaque projector, charts among others. All these resources help to improve students' reading comprehension and vocabulary development since with these resources, the students can make inference based on what they have read. While teaching using magazine or newspaper, the teacher can lift a piece of text from a magazine or newspaper, ask the students to read independently and write out any question they have in mind based on what they read on their notes, after which the questions will be answered by other students in the class. The teacher goes further to tell them to take note of what they already know and put it as a clue as they read the text to make inference on their notes, after which the passage will be read together in the class and students will be asked to summarize what they have read and written on their notes. According to O'Reilly and Sabatini (2013), these are great source of high-interest non-fiction because students are exposed to up-to-date information on a daily, weekly or monthly basis. Snow further added that newspapers/magazines can be used to prepare students for external examination since many of the passages are close in structure.

Furthermore, the teacher can ask the students to read up some passages in an article, storybooks, summarize and copy out those words which seem to be strange to the students. With the use of dictionary, students improve their vocabularies and understanding by looking up the meaning of strange words together with their synonyms and antonyms while reading textbooks, articles etc .Also, the English language teacher can remind the students to use comprehension

strategies as they read and to monitor their understanding, ask questions that keep students on track in order to focus their attention on main ideas and important points in the text (Fayose, 2013). With the use of charts, graphs or flashcards, the teacher presents stories through the use of pictures alone, the students will be asked to read the stories and write down what they understand on their notes which should be marked by the teacher for corrections.

With the help of the resources in the library, there will be easy transfer of knowledge and the teachers will be well informed and equipped on the concept of what they want to teach. Based on Fayose's view, students' vocabulary will be improved and their understanding of the concept will be very easy since it may not be new again based on their previous experiences. Adeoye and Popoola believe that through the utilization of these resources, learners acquire new knowledge as well as expand the existing ones. According to Fayose (2013), school library provides opportunities for learning wide of variety of learning resources, whereas the classroom provides the teaching therefore, availability of the library resources becomes a necessity in schools.

Availability of library resources is defined as having in stock the necessary resources which the users can lay hands on at any point in time. According to Paterson and Low (2011) availability of relevant library resources means ensuring their presence in the library for immediate use. In other words, this implies not only open shelves but minimization of all other barriers between readers and books. Ugwuanyi (2007) revealed that availability of library resources and its adequacy in quantity and quality promote effective students' learning activities, while their inadequacy affects students' performances negatively. Hence, Paterson and Low further added that establishments that have one thousand items of library resources which are effectively used can be a library, while another that has a million document which are not placed

for use may simply be a museum or a store house. Schools should make sure that academic libraries are stocked with modern resources and current information, which should be made available and accessible to teachers and learners in teaching and learning of reading comprehension and not obsolete resource. Accessibility of library resources is a means to an end. It is assumed that if resources are available in the school, that it should also be accessible to both the teachers and students when it comes to teaching and learning. According to Glushko (2013), accessibility of library resources means the ease of locating and retrieving a piece of information from the storage medium. According to Fari and Ocholla (2015), resources may be available in Nigerian schools and even identified in the catalogue, but the user may not be able to lay hands on them which according to Emasealu (2016) may be as a result of economic, financial, social and environmental factor. Therefore, the more available and accessible library resources are, the more likely they are to be used.

Library resource utilization can be defined as making use of available library resources in order to solve an existing problem. Library resource utilization is defined according to Emasealu (2016) as the practical and maximum use of library materials identified and acquired by users for the purpose of solving a problem. Teachers and students in schools are expected to use library resources for teaching and learning. Effective teaching and learning can be achieved if library resources are correctly applied to teaching and learning functions by the teachers and learners. Hence library resources are of no value to the teachers and students until they have been utilized. That is why (Ikolo, 2015) observes that expectations of people are high when sourcing and retrieving information and when information needs are not met, frustration normally sets in and this may drive the teachers and students away from the library. Mai (2016) believes that satisfying the request of users implies providing actual information or services that will meet

their needs. This implies that if their needs are not met, leads to non-utilization of resources in the library by the teachers and students in teaching and learning. Based on that, Nduka (2012) emphasized that neither a good book nor a good library can make the individual educated, it is the successful use of the resources in the library that makes the well informed, viable and well adjusted learned individual. The teacher therefore, should make sure that students are given assignments that will involve using the resources in the library after which it will be discussed in the class for improved comprehension to take place.

Hence, the success of the integration of library resources into teaching and learning of reading comprehension depends mostly on the availability of the resources, level of awareness by the teachers and the actual utilization of the resources in the school. The use of library resources in the teaching and learning of reading comprehension is important. The awareness and use of the library resources especially the visuals and audiovisuals, by teachers and learners of English language right from secondary school become necessary, alongside training teachers and students on the use of the resources in the library in order to acquire the skills and be competent on the use of those library resources. (Fakeye 2010). However, both the teachers and the students should be aware on the need to make use of the resources in the library when it comes to teaching and learning. Teachers and learners should be trained on how to handle some of the resources to avoid being damaged.

Some studies revealed that some of the resources are not available or being utilized by teachers and students in schools. Studies such as Fakeye (2010) and Fayose (2013) by experts reveal that there is lack of library resources especially information and communication technologies for use in most schools. According to Fakeye (2010), the availability of computer and its connectivity to the internet tend to non-existence in virtually all the schools in Enugu

State. Based on this, Ibiam and Ugwu (2011) believe that teachers can downgrade the quality of education through laziness, cruelty or incompetence. On the hand, unavailability of the library resources can dampen the spirit of teachers. However, Nnadi (2014) noted that for a long time in Enugu State especially in Obollo-Afor Education Zone, the school system was dominated by the students being passive learners, where the students only dwelt on cramming their notes and few textbooks just to pass internal examinations without looking at the task ahead. Some students never really learnt anything, because there was and there still is a great difference between teaching and learning. However, teaching focuses on the needs of the teacher and the pre-occupation with set syllabuses and examinations. It is external and makes students passive receivers of the teachers' ideas based on set textbooks. Teaching did not give students the opportunity to think and react positively to situations. Many students actually sit in the classroom not understanding the teachers' recitals.

Students who actually want to learn how to read and comprehend, need to take charge of their own learning instead of just passively listening to the teacher. The students must be able to carry out plans for developing their reading comprehension whether the teacher is there or not. This can be done more effectively through the use of library resources which assist learning with ease. Therefore, availability and utilization of the resources in schools is an important factor to consider if there must be any meaningful benefit in the use of library resources in the teaching and learning of reading comprehension. Hence, in order to ascertain the extent to which library resources is being used in teaching and learning reading comprehension, it is imperative to look at the availability and utilization of library resources in the teaching and learning of reading comprehension in secondary schools in Obollo-Afor Education Zone.

## **Statement of the Problem**

Reading is a complex activity which deals with the decoding of ideas, experiences in order to make meaning out of it. Reading without understanding of what is read is an effortless activity. Therefore, comprehension is highly needed in the process of reading, and when reading is badly taught, it leads to poor academic achievement not only in English language but in other subjects as well.

Despite the importance attached to reading comprehension, it is observed that many students still find it very difficult to read and comprehend materials written in English. In examination, students' performance in reading comprehension is relatively low even though it is important. In WAEC Paper 1, one comprehension passage is always given compared to other aspects of English which shows its importance. But in all, students' performances are nothing to write home about. In the WAEC Chief Examiner's Report (2014), it was noted that students lacked the ability to comprehend well by not being able to read between lines or draw inferences, students' poor understanding of the main idea by giving the surface meaning of the passage and concluded that all these pitfalls pointed to the fact that the candidates were not adequately prepared for the examination by the schools. The Chief Examiner suggested that students should strive to cultivate the habit of reading widely with a view to improving their understanding and vocabulary, to read the rubrics and ensure that they understand the questions before attempting them.

Many factors can be the cause of students' poor achievement such as the methods, teaching and learning process as well as situations among others. Fortunately, curriculum planners have included the use of library resources in the teaching and learning of reading comprehension just because of the importance attached to the use of library resources in the

teaching and learning of reading comprehension. However, the availability and utilization of library resources in secondary schools for the teaching and learning of reading comprehension has not been comprehensively investigated. The problem of this study, therefore, is to find out the availability and utilization of library resources in the teaching and learning of reading comprehension of secondary schools in Obollo-Afor Education Zone.

### **Purpose of the Study**

The general purpose of this study is to find out the extent of availability and utilization of library resources in the teaching and learning of reading comprehension in secondary schools in Obollo - Afor Education Zone.

Specifically, the study is aimed at finding out:

1. available library resources in the school library.
2. the extent teachers and learners are aware of the need to use the resources in the library.
3. extent of use of the resources in the library.
4. skills possessed by the teachers and students.
5. Challenges posed to the availability and utilization of library resources in the teaching and learning of reading comprehension.

### **Significance of the Study**

The theoretical significance of the work is hinged on Information Utility theory by Ross Todd (2012), and Knowledge Construction Integration theory of comprehension by Van Dijk and Kinstch (2012). Ross Todd's theory states that a user of information products will keep on demanding and using information resources provided that the user derives maximum satisfaction from the use as long as the resources continue to meet the information needs of the user.' This theory will provide a framework for understanding users' (teachers and learners) attitudes



towards the utilization of library resources. This is because both the teachers and students will continue to use the available and accessible resources in the teaching and learning of reading comprehension in as much as the resources meet their needs which is the fundamental reason for the utilization of library resources by teachers and learners.

The findings of this study are expected to be beneficial to the students, the teachers, and Ministry of Education. The study is of benefit to students because it exposes them to the available opportunities of library resources such as computer to improve their reading and comprehension and also, be able to perform well both in internal and external examinations as well as in other subjects areas since the mastery of English language helps in students' performance in other subjects.

It provides teachers with valuable information on the use of library resources in teaching English reading passages for enhanced comprehension. It will also help the teachers to demand for the improvement of the school libraries for effective utilization of the resources to take place by the users, therefore, enhances teachers' better attitude towards the utilization of school library resources, hence, the teachers' job will be made easier if they consult the materials in the library.

The study helps the Ministry of Education to get information on the prevailing situation in schools with regards to the availability and utilization of library resources in schools in the teaching of reading comprehension to know if the resources had been implemented in schools. This will motivate them to increase awareness in schools on the need to incorporate library resources in the teaching and learning of English language skills and reading comprehension through seminars and workshops.

## **Scope of the Study**

The study was limited in terms of geographical scope to senior secondary school students (SS2) in Obollo-Afor Education Zone. On the content scope, the available library resources in schools for the teaching and learning of reading comprehension, the extent teachers and learner are aware of the need to use library resources, extent of use of the library resources, skills possessed by the teachers and students, challenges posed to the availability and utilization of library resources in the teaching and learning of reading comprehension.

## **Research Questions**

The following research questions guided this study:

1. What are the available library resources used for the teaching and learning of reading comprehension?
2. To what extent are the teachers and students aware of the need to use the library resources?
3. Which of the available resources are utilized by teachers and students in the teaching and learning of reading comprehension?
4. What are the skills possessed by teachers and students in using library resource to teach reading comprehension?
5. What are the challenges posed to the availability and utilization of library resources in the teaching of reading comprehension?

## **Research Hypotheses**

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

H0<sub>1</sub>: There is no statistically significant difference in the mean ratings of teachers and students as regards the awareness of the potency of library resources among senior secondary students.

H0<sub>2</sub>: There is no statistically significant difference in the mean ratings of teachers and students as regards the extent of utilization of library resources among senior secondary students.

H0<sub>3</sub>: There is no statistically significant difference in the mean ratings of teachers and students as regards the skills possessed in the use of library resources among senior secondary students.

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

In this chapter, literature related to the study will be reviewed. It is organized under the following sub-headings:

#### **Conceptual Framework**

Concept of library and library resources

Relevance of library resources to reading comprehension

Hindrances to the availability and utilization of library resources in schools

Strategies for enhancing the availability and utilization of library resources in schools

Concept of reading and reading comprehension

#### **Theoretical Framework**

Ross Todd's Information Utility Theory

Kinstch and Van Dijk's Knowledge Construction Integration Theory

Review of Empirical Studies

Studies on Availability and Utilization of Library Resources

Studies on Reading Comprehension

#### **Summary of Literature Review**

## **Conceptual Framework**

### **Concept of Library and Library Resources**

Central to the understanding of library resources is the concept of library. This is because, the term “library resources” is derived from library and without proper understanding of the term “library”, one may not be able to understand library resources. Libraries have not enjoyed universally accepted definition. For this reason library users and scholars have defined the library based on the use which they are able to make of it (Fari and Ocholla ,2015).

The library is a collection of print and non print materials (books, serials, audio-visuals, and other electronic resources) selected, acquired, organized, interpreted and made available to meet the information, knowledge and recreation needs of users.

For many people, the word “library” conjures up image of books and not much more which contain knowledge and information that must be chained together and preserved for consulting only. Rubin (2010) gave the meaning of library in two parts. First, library was defined traditionally, as a collection of books and in the second part which gave the contemporary use, library was defined as a collection of resources and services organized to support teaching, learning and research by the public, organization or private individual Rubin defines library as an organization or a system designed to preserve and facilitate the use of graphic records. Prytherch (2016) defines library as collection of books and other library materials or resources that are kept for reading, studying and consultation. According to Ifijeh and Segun (2013) library is a collection of print and non print materials (books, serials, audio-visuals, and other electronic resources) selected, acquired, organized, interpreted and made available to meet the information, knowledge and recreation needs of users. However, library is a place

where books and users interact for the transmission of knowledge and the cultivation of human minds which helps in building student's performance in academics.

Libraries may be categorized according to their objectives, contents and patterns of service. Every type of library has its objectives and these objectives are derived from the objectives of its parent organization. The broad objective of every type of library is to acquire and disseminate information which can facilitate the attainment of the objectives of its parent institutions. Library objectives determine the contents and patterns of service of the library. As the mandate of a research institution differs from that of a university, so also do the objectives of its library differ from the objectives of the latter. This difference should also account for the difference in the contents and patterns of service of their libraries.

The various types of library include:

#### Virtual library

This is a creation of the convergence of telecommunication and computer technologies. This is why it is also called electronic library or digital library. Terms such as desktop library, online library are also used to refer to the virtual library. According to Eiesemon (2014), virtual library is a library with little or no physical plant of books, periodicals, reading space or support staff, but one that disseminates selective information directly to distributed library customers usually electronically.

#### Public library

This is a type of library which is accessible by the general public and is generally funded from public sources, such as taxes. According to Rubin (2010) public library is operated by librarians and the library paraprofessionals who are also civil servants. They are governed by a board to serve the public interest. They are often open to all. They are entirely voluntary, in that

no one is forced to use the public library unlike other types of library, public library do not look at the needs of a particular school, institution or research population rather it is present to serve the public. They serve cities and all towns of all types.

#### Special library

This is a type of library that offers unique opportunities to work in places such as corporations, hospitals, the military, museums, law firms, advertising agency, professional associations, private businesses and the government. According to Mathew (2012), special library is a library that provides specialized information resources on a particular subject. Special libraries also exist within academic institutions including law school libraries and medical school libraries and they serve targeted groups of users.

#### Academic library/ school library

School library is a school's physical and digital learning space where reading, inquiry, research, thinking are carried out by both the teachers and students in order to improve their personal, cultural and social growth. Palmer, Zajonc and Scribner (2010) sees school library as the heart and soul of the educational system. It is the heart and soul of educational system because, it helps in reshaping the intellectual development of the students. According to Wong and Webb (2010), school library is a learning laboratory for excellence where teachers and students find the world of knowledge, and interact directly with the resources, acquire information, literacy and develop research skill for lifelong learning. That is to say that, it is very important when it comes to the issue of teaching and learning in schools. To Wong and Webb, It is a workshop for carrying out projects on individual or small group assignments. It leads itself to active and participatory methods, enquiry, team work and problem solving. Also, School library can be seen as a place where academic information sources are acquired,

organized, processed, stored and made available to meet information needs of the students, teachers and the entire school community. All the necessary information needed for research is found in the school library. In support of this, Aina (2014) opined that school library is set up to serve its parent institution and considered as an organ around which all academic activities revolve, therefore, the library can aptly be described as the heart of the school. Based on Aina's view, school library makes the teacher and the students to be well informed, focused and knowledgeable in the areas of teaching and learning.

Thus, the role of the library in any school in Nigeria cannot be overemphasized, as the library provides almost all the necessary impetus to all categories of learners in the kindergarten to the most intelligent senior in the high school through the provision of print and non-print materials to aid learning. In view of this, Haddow and Joseph (2010) opined that school library plays significant and indispensable role in inculcating reading habits as well as comprehension in students at the primary and secondary levels of education. These levels of education are very crucial to the success of students at tertiary level. The roles are provision of print and non-print materials for teachers and students use in school and also, provision of conducive reading environment. Busayo (2011) observes that the library remains the power house of educational institution. Hence, any educational institution without a library is like a motor car without an engine or a body without a soul. Connor and Guthrie (2010) opined that the school library is the backbone of functional education without which academic excellence cannot be achieved. Obviously speaking, both the library and the school are inseparable twins which cease to function well without the other. Ironically, however, one still finds in Nigeria some secondary schools been run without libraries. Busayo, stresses that both the library and the school serve the same purpose towards achieving a common goal. The school therefore, educates the students



through the help of the teachers while the library on its own offer tutorial lecture, materials /resources to aid classroom teaching which is referred to as silent function of providing materials for the pleasure of students.

The school library as the heart of the school should be stocked with relevant resources to enable both the teacher and the students to use the resources in the library in teaching and learning. This implies that for it to really be the heart of the school, the school authority must make it as a point of duty to always encourage others to use the available and accessible resources in the library in order to excel academically, socially and culturally instead of memorizing their lecture notes. With this, students who have access to a good library can learn and be judged on their own skill in clarifying problem collecting information relative to its solution and formulating conclusion. This student no doubt would have acquired the foundation for independent, purposeful and lifelong, through the resources available in the school library.

Library resources are those print and non – print materials found in the library which makes teaching and learning to be easy and understandable for the teachers and students. According to Jantti and Cox (2013), Library resources are the collections of a library which are designed to aid learning, teaching and research. He further enumerated the resources as books, journals and information technology which he considered essential to user's information needs. Adeoye and Popoola (2011) define library resources as those information bearing materials that are in both print or in electronic format". Similarly, Adeoye (2010), sees library resources as those materials which the users come to consult, read or borrow. Benard and Dulle (2014) defined library resources as collection of texts and bibliographic information sources and information technology such as those that support browsing, authoring and communication such as computer and the internet.

The foregoing definitions share a lot in common and summarize the library resources to be either in printed form or in non-printed form thus: textbooks, database, CD-Rom, Newspaper, reports, magazines, cassettes, video tapes, diskettes, magnetic tapes, computers, microforms, encyclopedia, hand books, manuals, pamphlets, dictionaries, journals, abstracts, sound records, reference work, formularies, transparencies, pictures etc. while the electronic resources include radio, television, computers, fixed and mobile phones, video machines, satellite dishes, Compaq disc (CDs), flash disc (USB), diskettes, scanners, fax machines and all other equipment that necessitate transfer of news pieces. These library resources were classified into three major categories in the works of Jantti and Cox (2013) thus: the non-fiction print media, the fiction print media or literature in a common parlance and the audio visual resources.

The non -fiction print is the most diverse which includes the reference materials, general non - fiction, periodicals, and vertical file materials. They give information rather than tell stories and are mostly used for reference purposes. The fiction print media or literature in a common parlance tell stories and motivate people to read in order to gain speed in reading, mastery of a language and in-depth comprehension. Common examples of these are: the story books, picture books which are necessary for this study. The audio visual resources do not depend solely upon reading to convey meaning. These type of resources present information through sense of sight, learning or both. Examples are: maps, pictures, films, cassettes, video tapes and most of the present day information technology resources. These resources are very essential in the attainment of academic institution's overall objectives which usually revolve around the development of natural human resources. They are the essential commodities needed for improved productivity in the area of teaching and learning. According to Adeoye the library resources are the message that changes the recipient's knowledge base. Mai (2016) believed that

through the utilization of these resources, learners and teachers will acquire new knowledge as well as expand the already existing ones.

However, library resources and services available in school libraries are therefore, expected to support the reading comprehension in terms of its teaching and learning. Through the interplay of library resources, teachers and learners will obtain the necessary information for the teaching and learning of reading comprehension, since the use of the resources, will enable them to improve in their vocabulary, learn how to read and understand what is being read. Adeoye and Popoola (2011) opined that there is the need for all teachers and learners to use the library resources in order to be efficient and improve in their teaching and learning. Library resources being the resources used by students and teachers to communicate effectively and meaningfully with students so that they can receive, understand, retain and apply the experience in order to achieve educational goals, should be made available and accessible both to the teachers and the learners for improved productivity in their teaching and learning process( Glewwe, Humpage and Ravina, 2011). This means that all the necessary resources that aid teaching and learning should be provided for their effective utilization by the teachers and students in the school library.

Also, the functions of school libraries would be among others to acquire and organize library resources in retrievable formats and create suitable learning environment in which teachers and students are provided with varieties of such library resources for learning .In Nigeria, according to Omera (2013) schools are provided with libraries to ensure regular and adequate supply of information resources and services. To Glewwe,Humpage and Ravina these resources are essential in the attainment of school's overall objectives which usually revolve around the development of natural human resources. For teachers and students to achieve the

desired level in reading comprehension, availability and utilization of their school's library resources should be the utmost necessity.

Availability refers to information resources that are within the reach of users for their use. Availability is also defined as the state of being physically present with easy reach of users. Availability of relevant library resources means ensuring their presence for immediate use (Paterson and Low, 2011). This means that all relevant materials necessary for teaching and learning should be provided for, in the school library for the users to use it at any point in time. Availability of library resources can also be defined as having in stock the necessary resources which the users can lay hands on at any point in time. This implies not only open shelves but minimization of all other barriers between readers and books. From this, one will say that availability goes with accessibility to users.

Accessibility refers to resources being effectively and independently reached and utilized. It is assumed that if resources are accessible to the teachers in the school libraries, it could be used for teaching. Glushko (2013) believes that accessibility of library resources means the ease of locating and retrieving a piece of information from the storage medium. The distinction between these two terms availability and accessibility is that the former refers to the provision of the resources and the other, the ability of access to get to them. Moreover, Ugwuanyi (2007), revealed that availability of library resources and its adequacy in quantity and quality promote effective students learning activity, while their inadequacy affects students' performance negatively. In support of Ugwuanyi (2007), Paterson and Low (2011) believes that establishment that has one thousand items of information/resources which are effectively used can be a library, while another that has a million document which are not placed for use may simply be a museum or a storehouse. Therefore, schools should make sure that school libraries are stocked with

modern resources and current information which should be made available, accessible and utilized by students and teachers in the teaching and learning of reading comprehension.

Library resource utilization is the act of making use of the library resources. Library resources according to Emasealu (2016) is defined as the practical and maximum use of library materials identified and acquired by users for the purpose of solving a problem. The teachers and students in school are expected to use library resources for the purpose of teaching and learning. Based on Aina's view, effective teaching and learning can be achieved if library resources are correctly applied to teaching and learning functions by the teachers and learners. Hence, they are of no value to the teacher until they are fully utilized.

### **Relevance of Library Resources to Reading Comprehension**

The importance of the library resources has made the National policy on Education to involve its positive contribution if the universal Basic Education programmes will be implemented (Eiesemon, 2014). The school library train students to study independently by providing a wide range of materials/resources for classroom work, individual reports and various assignments.

Utilization of library resources will make the students to be successful academically. The library resource is very important to students in their academic work especially when it comes to English reading comprehension. Information is collected from the resources in the library and those that go there to gather information in the course of their studies have taken a good step in their pursuit for academic excellence. It facilitates the students' success and has the following advantages:

1. **Increase Vocabulary Knowledge:** O'Reilly and Sabatini (2013) is of the view that the use of library resources such as dictionary and some text books help the students to

understand what they read, and reading comprehension is enhanced when students understand the meaning of words. The students look up difficult words from the dictionary and from there, their vocabulary is enhanced.

2. The use of library resources in the teaching and learning of reading comprehension enhance students' reflection and social interaction. The library resources such as novels and magazines help the students by providing them with multiple opportunities to respond to their reading, and interact with their peers through a variety of activities such as discussion after reading a particular text (O'Reilly and Sabatini,2013).
3. It helps the students to learn about books. According to Glewwe,Humpage and Ravina (2011) students can experience a variety of book genres and other reading materials provided for them in the library in order to have a wide range of knowledge of things.
4. With the use of textbooks, the students will be able to understand other content-area subjects such as Mathematics, Government, Biology and Chemistry since some of the subjects were written in English language.
5. Wilkonson (2011) is of the view that the multisensory devices in the library aid in the development of students' reading skills and the mastery of language, as well as expand students' academic achievement.
6. According to Isaac (2011), proper utilization of the library resources by the students enable the students to have background knowledge and to be familiar with new topics or subjects thus, finding learning easier and interesting.
7. It makes the students to excel in both internal and external examinations and to develop reading for personal growth through lifelong learning.

8. With the use of library resources in schools, teachers will be able to teach effectively without setback since he/she has been equipped with wide range of knowledge on the subject matter to be taught (Fayose, 2013).
9. It enhances the teachers to be efficient and effective in their teaching, also to be able to produce productive students who can face the academic challenges with ease in the future.
10. Library resources well utilized make the students to take charge of their own learning instead of passively listening to the teacher.

Finally, Ania (2014) opines that library resources well utilized take the students far above technical literacy to developing reading culture which makes permanent literacy attainable. That is to say that, it makes the students to cultivate good habits of thought and inquiry than concentration on learning countless detailed facts, which might soon be forgotten or abandoned after school.

### **Hindrances to the Availability and Utilization of Library Resources in Schools**

It is clear beyond historical basis that when resources are available, it translates to effective teaching and learning. This however may not always be the case; a lot of barriers debar students from gaining access to these library resources to the disadvantage of both teachers and students.

They are as follows:

Lack of awareness: In this way Manasch (2012) identified the major problem of utilization of information resources as high ignorant rate on the potentials of library resources in teaching and learning. This means that awareness or knowledge of the value of the use of library resources in teaching and learning of reading comprehension is a key to the successful utilization of library resources. However, when the users are not aware of its value as regards to what the resources

may offer them in contribution to the successful performance of the library functions, can greatly affect the library resource utilization.

Lack of access: Accessibility here means being able to use the material at any point in time. This contributes to the problems that students often encounter in the process of obtaining information in school library. To Glushko (2013) lack of access could be a big hindrance to students and teachers' utilization of resources. This is because, even if the resources are available, the librarians have to provide access for the users to enable the users use it easily. If the computers are available in libraries but not readily accessible to its users its utilization is highly hindered.

Lack of current and up-to-date of information resources in the library: Teachers and students who wish to use the library always complain of having being stocked with obsolete materials for use in schools and this made them not to use the materials in the library. Schools often find it difficult to buy current books as a result, the books found may be very outdated .According to Abdulsalami (2013) the use of library resources by students and teachers stimulate and increase interests in learning. Information resources in a library whether in book or in non-book format are expected to be adequate and up to date.

ICT challenges: Libraries are ideally placed to provide universal access to global information and to bridge the information gap between developed and developing countries. According to Fayose (2013) “the majority of school libraries do not have computers in their libraries”. This may debar the library users from properly utilizing the resources since we are in the 21<sup>st</sup> century where every theory is being digitized. To Ali (2017), some school libraries have computers, some even have internet access for e-mail, but almost non of the school libraries provide access to information on the internet. In some schools where computers are available,



there will be problem of internet services. Hence teachers and students cannot make proper use of ICT in teaching and learning.

**Inappropriate building:** According to Idoko (2015) some schools do not have conducive place where the library resources will be well kept. Some of the resources such as books, computers and audio-visual materials are very sensitive and have to be protected from extreme weather condition, be it rain and humidity or sun and heat. Sometimes, schools in rural areas may not have a conducive building as classroom for teaching let alone having an appropriate building for school libraries, this will discourage its availability in the school.

**Restricted reading hours:** This is a situation where the students are not given time to read in school even as their extracurricular activities. Okoedion (2012) & Ogunniyi (2010) showed that there was no library hour in school's timetable in some Nigerian schools. Hence, makes the students to focus only on the ones taught in the classroom and that can affect the students negatively when it comes to using the library.

**Irrelevant materials:** This is found when the materials in the library are not relevant in terms of language, based on the level of the users. This can be as a result of the school not being able to buy appropriate materials that are in the language of the students, rather, they rely on donations from outsiders. For this, the students will not be motivated to using the materials in the library maybe because he/she do not understand the language age (Classical Medieval etc) being used.

**Inadequate funding:** libraries are not appropriately funded in order to be effective and attractive. The fund allocated for the building of libraries and its stocking is not enough, (Fayose 2013). She lamented that the resources needed are costly and cannot be afforded by most schools single handedly, hence, deterring it's availability in school libraries.

Lack of interest on the use of library resources: Some teachers and students shy away from using the resources because of the embarrassment which may arise for mishandling the resources either from student's librarians or peers therefore making them not to be interested in using the resources while teaching or learning.

Lack of steady power supply: Some schools do not have steady effectively utilize the resources and also, affects some of the resources which require certain level of temperature to function effectively. Afolayan (2015) observed that irregular power supply as well as lack of new information and communication technology (ICT) poses serious challenge to effective utilization of library resources in schools. Similarly, Salanm and Adegboro (2010) maintained that poor power supply and lack of necessary equipment have become major hindrances to effective utilization of library resources in Nigeria. Lack of skilled and literate computer teacher affects the use of the available ICT resource facility and this may create low interest and morale on the side of the users.

### **Strategies for Enhancing its Availability and Utilization in Schools**

Looking at the importance of library resources in schools, Idoko (2015) opined "that library becomes increasingly important in the new teaching, for not only does it supply necessary materials in all areas, but it also supplies materials at all levels of difficulties. This is because, it stores books, pictures, pamphlets, maps, films, filmstrips, recordings and all other printed media which makes it easy to learn as well as teaching. Hence, efforts should be made in order to enhance the availability and utilization of library resources in the teaching and learning of reading comprehension. And they are thus:

Encouragement of library usage: According to Adeniji (2014) teachers should encourage the maximum use of the library and its resources by giving the students assignments/projects that

would necessitate their frequent visits to the library. Such assignments must be practical. They may include reading a novel from a library and summarizing it, or asking the students to read newspaper after which, it will be discussed in the class and this will greatly improve library utilization when it comes to reading comprehension.

Continued provision and access to books: Provision of a varied collection of enjoyable and information rich books is a major contribution of the library towards promoting English reading comprehension. Availability and accessibility of instructional and pleasurable books stimulate the development of reading comprehension for the attainment of permanent literacy. It has been observed by Fayose (2013), that school libraries are the principal source of books for supplementary instructional resources and voluntary reading. It must however, be pointed out that many schools do not have libraries at all, where they exist, the stock in these libraries is grossly insufficient to play expected role, so the NGOs should provide books to school libraries especially in rural areas in order to draw the interest of both the teachers and students on the use of the library resources in the teaching and learning of reading comprehension.

Most of the literatures on the ways to overcome problems of library resources and service provision in the library is centered on first, recognizing the special role the library plays in the life of a school. According to Khan (2012) the government is expected to properly fund the library so that they can provide these resources and services to its users. The library authorities are advised to provide only those materials and services that would be needed by users for easy utilization and the acquired materials should be properly processed and arranged.

To attain the objective of the Universal Basic Education as well as carry out the goals contained in the NPE (National Policy on Education), states and local governments in Nigeria must review the use of mobile library service. Once reviewed, the library would carry reading,

vocational and instructional materials to remote communities. The library would be able to serve the needs of students and other categories of people who wish to learn.

Establishment of libraries: Ugwuanyi (2007) in his recommendation suggested that efforts must be made by government at different levels to establish more libraries in their schools with appropriate building, also communities, religious bodies, and individuals should be encouraged to assist in promoting reading by supporting already established school libraries. This can be done through stocking the libraries with good reading materials that can help in improving reading comprehension of the students. Also, the established libraries should be provided with professionally qualified personnel to render services to the users.

Acquisition of necessary library resources: Okoye (2013), in his recommendation on how to increase available library resources for use, suggested that efforts should be made to acquire specific resources needed by the user which are not available in the library. To him, such resources should be made available without delay to the users, and this could be done through photocopying, inter-library co-operation or through other means.

Fund is crucial to the development of education and libraries. For every school and library to perform well, money must be involved. The Nigerian government, therefore, has to improve its funding of the library education sector, by increasing funds allocated to school. This will affect provision of school library resources positively. Funds are needed for the establishment and maintenance of the school libraries. Sufficient fund should be provided to acquire adequate, current and relevant library resources such as books, magazines, charts, transparencies, photographic slides, and computer instruction packages. Efforts should be made by supervisory body to monitor effective utilization of funds allocated to the library.

Inclusion of reading hours in the time-table. Omera (2013) opined that reading hours should be included in the time –table or used as their extra-curricular activities to enable the students use the library effectively. Also, the students should be given access to the use of the library resources in the school. Therefore, the resources both the print and non-print resources should be used by the students in order to increase its utilization. To implement this, the librarians should teach and guide the students on the use of the resources to avoid mishandling any of the resources.

Application of ICT resources to teaching and learning of reading comprehension by teachers and students will have a significant impact on the mode of teaching and knowledge acquisition if proper ICT environment will be provided. Etebu (2010) believes that to sustain and maintain ICT services, an appropriate fee should be charged for various services so as to ensure total cost recovery without profit.

In the area of power supply, the government should provide solar energy to schools as a source of power supply in areas where there is no constant power supply.

Most of the literatures on ways to overcome problems of library resources in the library are centered on first recognizing the special role the library plays in the life of a school, hence, government should create an avenue through workshops, seminars for teachers in order to orientate them on the need to use the library resources in schools while teaching, also, to encourage their students towards using it.

### **Concept of Reading and Reading Comprehension**

For one to understand reading comprehension, the term “reading” should be looked at. Reading is one of the skills in language learning. Eze (2013) sees it as the meaningful interpretation of verbal symbols. To read means to look at and comprehend the meaning of

written or printed matter by interpreting the characters or symbols of which it is composed. It is seen as an active mental process which the reader gets into the author's mind and comprehends his view-expressed and unexpressed on a subject which is presented before him in the form of printed language, in other words, the reader is involved in both mental and emotional interaction with the authors ideas and processes these ideas in the light of his total experience past and present.

It can also be seen according to Mothus and Lapadat (2016), as a complex cognitive process of decoding symbols in order to construct or derive meaning. That is to say that, interpretation of the symbols which is the understanding is very important when it comes to reading. It is a means of language acquisition, communication and sharing of information and idea. Reading is a process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive the written symbols and we use our brain to convert them into words, sentences and paragraphs.

Similarly, reading is a process of retrieving and comprehending some form of stored information or ideas in written form, hence, it is a cognitive process of understanding a written linguistic message. In the light of this, Cambri (2010) opines that reading is a very important skill which is not only about enjoyment but a necessity; the basic tool of education. Hence, it makes way for a better understanding of one's own experience. Reading opens many doors to employment, training, higher education and lifelong learning. In support of this, Isaac (2011), sees it as an "exciting voyage of self discovery" since it helps one to know and discover things around. Eze (2013) opined that the purpose of reading is not simply to emit sounds and name words rather for comprehension. As a result, Mamdoohi (2011) believes that when a reader is reading for information and for meaning, the reader should get messages conveyed through the

text being read rather than to read word for reading sake. In the interactive reading process, the reader will pay selective attention, make predictions, sample fewest and productive cues to what is read since reading without comprehension is nonsense. He maintains that comprehension is an essential part of reading process; where the reader understands not only the meaning of isolated words, but also their meanings when combined in phrases, sentences and longer groups.

The understanding which results from reading is called comprehension. According to Eze (2013), comprehension is the acquisition of information about meaning. For what is being read to be meaningful, the reader must be in charge of the writer's message through the combination of printed words to form messages. Pardo (2014) stated that comprehension is "the process of simultaneously extracting and constructing meaning through interaction and involvement. This implies that understanding or comprehension may be difficult without a thorough reading of a given text and then taking into account the background knowledge of the reader.

Reading comprehension could be defined as the processing of written language to get ideas, relating ideas to experience, organizing ideas, evaluating the ideas and utilizing the ideas for required purpose. In reading comprehension, some intellectual preparations are needed by the reader in order to comprehend what is being read. This is because, comprehension does not involve only getting meaning from printed symbols on pages of paper, rather meaning resides in the mind of the person who wrote the symbols; that is to say that comprehension is not found on the printed symbols but in the mind of the reader who reads the printed symbols. In support of this Eze (2013) sees comprehension as building bridges between the known and the unknown.

Comprehension, therefore, involves the interpretation and alteration of what is read in accordance with prior knowledge. It also involves a lot of influence making and this is why it is of textual cues and the reader's background knowledge to build a model of the author's intended

meaning. From the foregoing, it is clear that reading comprehension requires a special mode of teaching and learning to enable students to be exposed to various skills of reading, and how they would tackle reading comprehension passages. It is assumed that if there were available library resources in schools for the teaching and learning of reading comprehension, students would be exposed to various skills of responding to comprehension passages.

In school environment, more especially with reference to examinations, comprehension could be described as the ability of the students to respond correctly or appropriately to specific questions on specific passages. It requires the ability to recognize grammatical items and their functions contained in a given passage as well as the ability to make inference or finding out what the passage intends to convey. Reading and comprehension therefore, work hand in hand.

#### Theoretical Framework

The theories that form the basis of this study are:

- Ross Todd's Information Utility Theory
- Kinstch and Van Dijk's Knowledge construction Integration theory

#### **Information Utility Theory**

This theory was developed by Ross. J. Todd and reviewed by Cover and Thomas (2012). The theory is all about information products and their utilization. It states that a user of information products will keep on demanding and using information resources provided that the user derives maximum satisfaction from their use, or that the source being utilized continue to meet their information needs. Information utility theory is based on Bertran Brooke's fundamental equation of science published in (1980). Todd reviewed this work and conceptualized a theoretical framework known as the information utility theory. Furthering the understanding of the cognitive aspect of information utility, this theory was initially applied in



collection development as it provided librarians the guide to buy more of the books which are heavily utilized and to discard those that are no longer useful to users. This theory is relevant to this study in the sense that it provides a framework for understanding user's attitude towards utilization of library resources. Teachers and students no doubt will continue to use the library resources available in the school libraries for the teaching and learning of reading comprehension in as much as the available resources meet their needs which are the fundamental reasons for the utilization of library reasons by teachers and students in schools.

### **Knowledge Construction Integration Theory**

This theory was originally propounded by Kintsch and Van Dijk (1983) and was reviewed (2012). This theory is rooted in cognitive psychology and processes of human mind. This theory describes the complete reading process, from recognizing words until constructing a representation of the meaning of the text. The emphasis of the theory is on understanding the meaning of a text. This theory suggests that a reader's prior knowledge of a challenging text come together in helping readers to build vocabulary knowledge and understanding of domain specific concepts as they read (Kintsch, 12). In reading comprehension, they believed that prior knowledge of a challenging text equally helps one to achieve comprehension. This implies that, as readers read, they interact from the reader's initial encounter with the text which includes basic decoding of words through complex synthesis of the information found in the text. The theorists view reading as actively constructing a situation model that will be remembered and can be used effectively for a certain purpose. They posit that the reader's representation of a text occurs at three hierarchical, yet recursive level namely:

- (a) The linguistic level which is the specific words in the sentence,

(b) The semantic level, that is the actual meaning generated from the individual words and the sentence construction.

(c) The situational level which is the meaning of the text that is generated in combination with the text and the reader's background knowledge (Kintsch & Van Dijk, 2012).

According to Weaver, Means and Fletcher (2012), the two cognitive processes are utilized to construct these three representations when the reader forms a text-based (construction) and a mental model (integration). To them, at the phase of construction, a variety of resources are utilized which include (a) the text (or any other reading material) (b) the reader's purpose and interest (c) the reader's knowledge of text attribute such as vocabulary, syntax etc (Kintsch 2012). At the phase of integration, the idea is being combined with the reader's prior knowledge or schema to promote understanding (Kintsch, 2012), all this brought together to make reading comprehension possible.

The schema plays important role in construction integration model since it is seen as the knowledge that influences the organization and interpretation of the world around us. Kintsch and Vipon (2014) opined that to acquire new information or knowledge, a "balance" between old and new information must be established. That is to say that, the old information helps in the understanding of the new information which the reader reads, through the help of variety of resources in the library such as magazines, textbooks, novels, dictionaries etc.

From the foregoing, the relationship between this theory and the study is that the actual utilization of variety of resources as quoted by Kintsch 2012 can be seen as the library resources found in school libraries which if well utilized, help in the understanding of a text which improves reading comprehension, since the analysis and interpretation of a text is dependent

upon the balance that can be established when the person creates a link and incorporates old and new knowledge together.

### **Review of Empirical Studies**

The review of related empirical Studies was done under the following sub headings:

- Studies on Availability and Use of Library Resources
- Studies on reading and Reading Comprehension

### **Studies on Availability and Utilization of Library Resources**

Availability and utilization of library resources and services have been a subject of study by many writers both national and international as availability of resources and its utilization affects the quality of education in schools. There have been few empirical studies that deal specifically with availability and utilization of library resources.

In an investigation carried out on the availability and accessibility of extensive reading resources for teaching and learning English: Kenyan Case by Kennedy ,Paul and Kulo (2015), The researchers examined extensive reading as a method recommended for teaching English as a second language. Specifically, the objective of the paper was to investigate the availability of extensive reading resources for teaching and learning and examined how extensive reading is used in the teaching of English in Kenyan Primary Schools. The study used questionnaires, interview schedules, and observation schedule to collect data. The results revealed that there were inadequate extensive reading resources and few schools have library facilities. The study also revealed that extensive reading materials available in libraries are few. It was also found that pupils were told to read many story books, magazines and newspapers without being informed on how this would impact on their learning of English. In light of the findings, the study recommends that ministry of education should ensure that library lessons are time tabled, school

administration should establish libraries, purchase and develop a variety of extensive reading materials. The difference between this study and the present research is in the respondents and area of study. The reviewed study used primary school pupils as the respondents, and Kenya as area of study, this study will make use of teachers and students in secondary schools as respondents and Nigeria as area of study.

Benard and Dulle (2014) carried out a research on availability, access and use of school library resource by secondary school students in Morogoro Municipality, Tanzanian. The main objective of the study was to assess the access and use of library information resources by students of secondary schools in Morogoro municipal. The study comprised the following objectives: to investigate access and use of school library information resources by the secondary school students, to determine the level of satisfaction of students towards school library information and to find out challenges facing students in the use of school library and how to address such challenges. The study was carried out in five purposefully selected advanced level schools in Morogoro municipality. Simple random sampling was used to select the respondents from each selected school to make a sample size of 150 respondents. The study employed a case study research design and used combination of methods to collect both quantitative and qualitative data. Data was collected by using documentary review, questionnaire, interview and observations. From their findings, the most frequently used library resources by secondary students are only books and novels. Moreover, other resources such as dictionaries, poetry, audio visual maps were not accessible to students. The study further revealed that many students face many constraints in using school library such as: lack of sitting facilities, restricted reading hours, lack of current reading materials and so on. The study concluded that for effective use of school's library by secondary school students, there is need for current and adequate school

library resources, provision of accommodation facilities, and provision of professional school librarians to manage libraries and conducive reading environment. The study shares some things in common with the present study but has some differences with the present study. The study described the use of library resources in secondary schools which is the same with the present study, the study also made use of secondary school students which the present study will use, method of data collection are almost the same as it used questionnaire and personal observations. The study was not carried out in Nigeria but in Tanzania, reading comprehension was not included in the study, the design used was case study design while this study will use descriptive survey design.

In a study carried out by Ugwuona (2013), on availability of library resources and research productivity in five medical science research institutes in Nigeria. The objective of the study was to find out the available library resources in five medical science institutes in Nigeria. The study adopted descriptive survey research design which the present study will adopt. The study used questionnaire and checklist which will be used by the present study. But the study made use of medical science research institutes whereas this study will use teachers and students in senior secondary schools as its respondents. Therefore, there is need to fill the gap.

In the study carried out by Mama (2010) to investigate on the availability and utilization of resources for guidance and counselling services in secondary schools in Obollo-Afor Education Zone, the researcher used all the guidance counsellors in the zone as the respondents. Five research questions were formulated to guide the study. Questionnaire was used for the five questions. The data collected were analyzed using frequency, percentage and mean rating. The result revealed that both human and material resources for guidance and counselling were not enough and that counsellors do not often make use of the available ones.

The study reviewed above and the present study used the same research design and method of data analysis. Both studies were carried out in Obollo-Afor Education Zone but while the study reviewed is on the availability and utilization of resources in guidance and counselling, the present looked at availability and utilization of library resources in the teaching and learning of reading comprehension. The study used questionnaire while the present used checklist and questionnaire.

Another study carried out by Mohammad, Khahid and Farzina (2010) to investigate the use of electronic information resources and facilities by humanity scholars in Pakistan. Survey research method was used for the study while the population of the study was 52 research staff of the faculty. Questionnaire and interview data collecting tools were used for the study. Both studies used questionnaire as one of the instruments for data collection. The difference between the reviewed study and the present study is on the respondents and the area of study. The reviewed study used interview as one of the instruments while the present study used checklist.

Another study was carried out by Obaseki (2014) on the availability and use of electronic information resources and service delivery in University libraries in south-south Nigeria. Survey research design was adopted. Out of two hundred and fifty-eight (258) professional librarians in seventeen (17) universities in south-south Nigeria that made up the population for the study, only two hundred and twenty-three(223) professional librarians from eleven (11) University libraries were sampled and used for the research using purposive sampling technique. Questionnaire and checklist were used for data collection. Descriptive statistical method of mean and standard deviation were used to analyze the research questions while inferential statistical method of Z-test was used to analyze the formulated hypotheses. The findings revealed that information resources are available in University libraries. The findings also revealed that EIR availability

and use in university libraries influence library services. In conclusion, the researcher stated that the librarians should sensitize institutional heads and management on the need for the acquisition of EIR in schools.

The literature reviewed above and this present study used the same research design, instruments for data collection and data analysis, but while the study reviewed is on the availability and use of electronic information resource and service delivery in university libraries, the present study looks at the availability and utilization of library resources in the teaching and learning of reading comprehension. The sampling technique and area of study are not the same.

Also, a study was carried out by Okiki and Asiru (2011) on the use of electronic information sources by postgraduate students in Nigeria. The purpose of the study was to look into the factors influencing the effective use of electronic information sources among postgraduate students in Nigerian universities. Stratified proportionate random sampling technique was adopted for the study. A questionnaire was used as the instrument for data collection the result of the study shows that the strongest factor that influenced the use of EIS is the need to carry out a research. The reviewed study and the present study dealt with utilization of information resources; the design and the instruments for data collection are the same but differs in the subjects used. While the reviewed is limited to postgraduate students, the present used SS2 students. The areas of study also differ.

Furthermore, a study was carried out by Nkamnebe (2014) to evaluate the use of University library resources and services by the students of Paul University, Akwa, Anambra State. The study adopted a descriptive survey research method and employed a structured questionnaire and observations as instruments for data collection. The study used 276 students. The data collected were analyzed using descriptive statistics which include percentages, frequency and mean rating.

The findings revealed that the students fairly use the library for their studies. The findings also revealed that resources currently available are fairly adequate and fairly accessible to the students.

The reviewed study and the present study used library resources though their respondents differ. The reviewed study used descriptive survey research method as the design, questionnaire as one of the instruments for data collection and analyzed the data using descriptive statistics which the present also used. They differ in the area of study and respondents used.

### **Studies on Reading and Reading Comprehension**

Ezioha (2013), carried out a study On the effect of poetic language on senior secondary school student's achievement in reading comprehension. The study employed a quasi-experimental research design or non randomized control groups pretest and post test design. Intact classes were used therefore no sampling was involved. The population sampled was 219 senior secondary class students that were drawn from two urban and two rural schools in Nnewi North. The researcher used senior secondary school students which the present study will use. Also, the study used reading comprehension passage and the population was sampled likewise the present study will use. The difference between this study and the present research is in research design, respondents, instrument for data collection and the scope of study. The study used quasi-experimental research design whereas, the present study will use descriptive survey design, in terms of the respondents, the study only used senior secondary students while the present study will use both the teachers and the students as its respondents. Also, the study used Nnewi as area of study and used reading comprehension as instrument for data collection while the present study will use Obollo – Afor Education Zone as area of study and questionnaire



together with check list as instrument for data collection. This is a gap which the present researcher tries to fill.

Similarly, a study was conducted by Kasmani and Seyedeh (2013) on the impact of using audio CD on reading comprehension of pre-intermediate Iranian EFL learners. To carry out the research, 200 students of translation training programme from the Islamic Azad University of Rasht were selected and tested on OPT (Oxford Placement Test). After the OPT, 60 homogeneous students were randomly assigned to two groups, 30 in the control group and 30 in the experimental group. They were trained and tested on reading comprehension. The data of the study was analyzed using t-test and ANCOVA and the outcome revealed noticeable progress on the impact of using audio CD in teaching reading comprehension. The result to a large extent, assists the researcher to conclude that the use of audio CD has a high impact on reading comprehension when it comes to EFL learners.

This study and the reviewed study discussed reading comprehension and both used a large population. Both also used t-test for data analysis. The differences between the two studies are: while the reviewed study carried out a study on impact of audio CD which is a library resource, the present study investigated the availability and utilization of library resources. The research design and the area of study also differ.

In another study carried out by Fabusuyi (2015) on the effect of task-based language teaching approach on senior secondary school students' achievement in reading comprehension, a quasi-experimental research design using control group, pre-test and post-test was employed. The population of the study was 3,424 senior secondary school students in Nsukka Education Zone. Assignment to experimental and control groups were done through coin tossing. Both treatment and control groups had 238 students. Reading Comprehension Achievement Test

(RCAT) was used to collect data on the achievement of students in reading comprehension. The data collected on RCAT was analyzed using mean, standard deviation and ANCOVA. The result of the study showed that task-based language teaching approach significantly enhanced students' achievement in reading comprehension more than the conventional method.

The literature reviewed above and this present study used the same respondents; both studies were also carried out on reading comprehension. But while the study reviewed is on effect of task-based language teaching approach on students' achievement in reading comprehension, the present study looked at the availability and utilization of library resources in the teaching and learning of reading comprehension. The research design and method of data analysis are not the same.

### **Summary of Literature Review**

The literature review focused on the extent of availability and utilization of library resources in the teaching and learning of reading comprehension among senior secondary students. It showed that library resources are generally believed to be all print and non-print materials available in the school library. Reading comprehension on the other hand is the understanding of printed materials being read.

The review showed availability as the state of being physically present within easy reach of users and utilization, as the actual use of information obtained from the resources available in the school library. The studies reviewed that library resources are central to the teaching and learning of reading comprehension since they enhance the mastery of other content area subjects.

The literature review further showed the relevance of the use of library resources in teaching and learning of reading comprehension in schools. The literature review revealed some problems hindering the availability and effective utilization of library resources in school. It went further

to review strategies to be used to enhance the availability and actual utilization of library resources in schools.

Todd's information utility theory and, Kinstch and Van Dilk's Knowledge construction integration theory were reviewed. The information utility theory believes that information users will keep on using a text provided it is relevant to their study and this will help the librarians to make available the frequently used resources for maximum utilization in the library. The Knowledge construction integration theory of comprehension suggests that prior knowledge of a challenging text helps readers to build vocabulary, knowledge and understanding of specific domain as readers read. In reading comprehension, it was found out that prior knowledge of a challenging text equally helps to achieve comprehension through the reading of variety of resources.

From the available literature, it is apparent that majority of the studies were conducted outside Enugu State. Also, no empirical study has been conducted in Obollo - Afor Education Zone with regards to extent of availability and utilization of library resources in the teaching and learning of reading comprehension as far as the researcher could. A few of these studies were carried out in secondary schools and are mainly in Department of Library and Information Science, none has been carried out in Language Education through research. The obvious implication is that scholars have not contributed significantly to the debate on availability and extent of utilization of library resources by teachers and students in the teaching and learning of reading comprehension.

Moreover, there is no empirical study to show the availability and extent of utilization of school library resources in the teaching and learning of reading comprehension among SS2 students in Obollo-Afor Education Zone as far as the researcher knows. It is, therefore, not

known through research whether there are available library resources in secondary schools for the teaching and learning of reading comprehension and if there are, are the available resources accessible and utilized by both the senior secondary school teachers of English language and SS2 students of Obollo-Afor Education Zone in the teaching and learning of reading comprehension. It is against this background that this study is aimed at filling the gaps in previous studies.

## **CHAPTER THREE**

### **RESEARCH METHOD**

The researcher in this chapter describes the methods and procedures for carrying out this study. These include: Design of the study, Area of the study, Population of the study, Sample and Sampling Techniques, Instrument for Data Collection, Reliability of Instrument, Method of Data Collection and Method of Data Analysis.

#### **Design of the Study**

This study will adopt a descriptive survey research design. Cohen, Manion and Morrison (2013) defined descriptive survey research design as those studies which aim at collecting data on, and describing in a systematic manner, the characteristics, features or facts about a given population. This design is considered to be appropriate because, the study involves data collection in a systematic manner which seeks to elicit facts on the extent of availability and utilization of library resources among teachers and students in Obollo-Afor Education Zone of Enugu State.

#### **Area of the Study**

This study will be carried out in Obollo-Afor Education Zone of Enugu State. Obollo - Afor Education Zone is made up of three local government areas namely; Igbo-Eze North, Igbo-Eze South and Udenu Local Government Areas. There are 46 government secondary schools in the Education Zone; 21 schools in Igbo-Eze North, 9 schools in Igbo-Eze South and 16 schools in Udenu Local Government Areas. The Education Zone was chosen for this study because of the poor performances of students in external examination especially in English language as observed by some teachers in the zone.

## **Population of the Study**

The population of the study will consist of all the 139 SS2 English language teachers and 7,698 Senior Secondary 2 students (4,001 students from Igbo-Eze North, 1,812 students from Igbo-Eze South and 1,885 students from Udenu) across the 46 government secondary schools in Obollo-Afor Education Zone of Enugu State.

(Source: Statistical Division, Post Primary School Education Management Board (PPSMB), Obollo-Afor-Afor Zone, 2014/2015 session).

The choice of SS2 students for the study is because they are in the penultimate class and they need to be prepared ahead before they will write their external examination. The researcher used SS2 students instead of SS1 students because, SS1 students are not exposed as the SS2 students in reading comprehension and the SS3 students will not be used since they are preparing for their external examinations.

## **Sample and Sampling Technique**

A sample of 400 respondents consisting of 350 students and 50 teachers in all the government secondary schools from the three local government areas will be used for this study. A multi-stage sampling technique will be adopted for this study to compose the sample.

For the first stage, a simple random sampling technique by replacement (balloting) will be used to select 10 schools out of the 21 schools in Igbo-Eze North, 4 schools out of the 9 schools in Igbo-Eze South and 7 schools out of the 16 schools in Udenu L.G.A. These will make a total of 23 secondary schools out of the total number of schools (See Appendix D page 83). The reason for the choice of simple random sampling technique is to ensure that each school has equal probability of being selected.

In the second stage, a proportionate random sampling technique will be used to select 400 Senior Secondary 2 students from the zone. 170 students from Igbo-Eze North, 75 students from Igbo-Eze South and 105 students from Udenu while 50 teachers were sampled from the 23 sampled schools. The rationale for using proportionate sampling technique is because the number of students in the three local government areas is not equal.

### **Instruments for Data Collection**

The research used questionnaire. A questionnaire was used to elicit data in all the research questions bordering on the extent of availability and utilization of library resources.

1. The questionnaire was made up of two parts. The first part was to gather information on the name and classes of the respondents. The second part was made up of five sections A-E. Section A of the second part of the questionnaire was structured to collect data on the available library resources in the school library. Section B was structured on the extent teachers and learners are aware of the need to use the resources in the library. Section C. Was used to determine extent of use of the resources in the library. Section D was used to determine the skills possessed by the teachers and students on the use of library resources in the teaching and learning of reading comprehension. Section E was used to find out the challenges posed to the availability and utilization of library resources in the teaching and learning reading comprehension.

The items in the questionnaire were provided with a 4 point scale of very high (VHE), High (HE), Low (L), Very Low (VLE) and (SD) Strongly Agree, (A) Agree, (D) Disagree, (SD) Strongly Disagree. The rating scale were assigned weights as follows: Very High -4, High - 3, Low -2, Very Low - 1.

### **Validation of Instrument**

To ensure the validity of the instruments, the initial draft of the check list and questionnaire including purpose of the study, research questions and hypotheses were given to three experts, one from library science education, another one from language education and the third expert from Measurement and Evaluation. They were requested to examine the instrument and assess the suitability of language, adequacy and relevance of the items in addressing the research questions bearing in mind the purpose of the study. The corrections and the suggestions of the validators were incorporated and reflected in the final draft of the instruments.

### **Reliability of the Instrument**

To ensure the reliability of the instruments, a copy was administered to 30 respondents (ten teachers and twenty students who were not from the study zone) in Nsukka Education Zone. The data generated from the trial testing were used to compute the internal consistency of the instrument using Cronbach Alpha method. The analysis gave Alpha coefficient values as follow: section A; 0.84, section B; 0.78, section C; 0.80, section D; 0.91, section E; 0.83, with an overall reliability index of 0.84. The rationale for the use of Cronbach Alpha is because the items are not dichotomously scored (for instance, right or wrong).

### **Method of Data Collection**

The instrument were administered and retrieved with the help of English language teachers from the various schools. The respondents were asked to complete and return the questionnaires to their teachers. After which the researcher or research assistant visited the school teachers to collect the data. Also, the checklist was carried out by the researcher or the research assistant.



## **Method of Data Analysis**

Mean and Standard deviation were used to answer the research questions while the null hypotheses were tested using the t-test statistics at 0.05 level of significance. T-test was chosen because the independent variables are in two variables (teachers and students). Limit of real numbers was used to determine the decision level according to the mean range as follows: Very High (VH) or Strongly Agree (SA) 3.50 to 4.00, High (H) or Agree(A) 2.50 to 3.49, Low (L) or Disagree (D) 1.50 to 2.49 and Very Low (VL) or Strongly Disagree (SD) 0.00 to 1.49.

## CHAPTER FOUR

### RESULTS

This chapter presents the results of data analysis based on the research questions and hypotheses that guided the study.

**Research Question 1:** what are the available library resources used for teaching and reading comprehension?

**Table 1:** Library resources available for the teaching and learning of reading comprehension  
(N = 200)

S/No	Library resources	Available%	Not available%
1	Dictionaries	79	21
2	Encyclopedia	37.5	62.5
3	Manuals	55	45
4	Maps	66	34
5	Textbooks	87.5	12.5
6	Magazines	65.5	34.5
7	Newspaper	54	46
8	Journals	37.5	62.5
9	Articles	58	42
10	Novels	82	18
11	Picture Books	57.5	42.5
12	Slides	21	79
13	Filmstrips	12	88

14	Graphs	61	39
15	Flashcards	28.5	71.5
16	Internet/computers	70.5	29.5
17	Talking typewriter	14	86
18	Overhead Projector	31	69
19	Opaque Projector	15	85
20	Charts	47.5	52.5

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**Table 1** shows the library resources available for the teaching and learning of reading comprehension. From the table dictionaries, manuals, maps, textbooks, magazines, newspaper, articles, novels, picture books, graphs, and internet/computers have percentage availability above 50% implying that they are available. While the rest of the resources have percentage availability below 50% implying that they are not sufficiently available.

**Research Question 2:** To what extent are the teachers and learners aware of the need to use the library resources?

**Table 2:** Extent of awareness of teachers and students.

S/No	Items	X	SD	Remarks
1	Dictionaries	3.07	1.06	HE
2	Encyclopedia	2.06	0.99	LE
3	Manuals	2.37	1.05	LE
4	Maps	2.71	1.17	HE
5	Textbooks	2.70	1.09	HE
6	Magazines	3.37	0.95	HE
7	Newspaper	2.23	0.99	LE
8	Journals	2.53	1.02	HE
9	Articles	3.24	1.01	HE
10	Novels	2.42	1.17	LE
11	Picture Books	1.75	0.89	LE
12	Slides	1.59	0.79	LE
13	Filmstrips	1.94	1.06	LE
14	Graphs	2.91	1.13	HE
15	Flashcards	1.65	0.93	LE
16	Internet/computers	1.82	0.95	LE
17	Talking typewriter	1.55	0.85	LE
18	Overhead Projector	2.15	1.07	LE
19	Opaque Projector	2.69	1.13	HE
20	Charts	2.60	1.20	HE

*Key: N = 200, VHE= Very High Extent, HE= High Extent, VLE= Low Extent, LE= Low Extent*

The data presented in table 2 showed the items on the extent of awareness of teachers and students on the need to use library resources in the teaching and learning of reading comprehension. From the table item 1, 4, 5, 6, 8, 9, 14, 19 and 20 have means ranging between 2.53 to 3.37 and were rated as High Extent (HE) while the rest items were rated as Low Extent (LE).

**Research Question 3:** Which of the available resources are utilized in the teaching and learning of reading comprehension?

**Table 3:** Extent of utilization of library resources. (N = 200)

S/No	Items	X	SD	Remarks
1	Dictionaries	2.94	1.12	HE
2	Encyclopedia	2.09	1.16	LE
3	Manuals	2.35	1.02	LE
4	Maps	2.70	2.36	HE
5	Textbooks	2.89	3.13	HE
6	Magazines	3.27	0.94	HE
7	Newspaper	2.12	1.01	LE
8	Journals	2.32	1.09	LE
9	Articles	3.06	1.05	HE
10	Novels	2.30	1.06	LE
11	Picture Books	1.77	0.86	LE
12	Slides	1.60	0.82	LE
13	Filmstrips	1.91	0.98	LE

14	Graphs	2.60	1.16	HE
15	Flashcards	1.64	0.99	LE
16	Internet/computers	1.81	0.94	LE
17	Talking typewriter	1.57	0.85	LE
18	Overhead Projector	2.19	1.04	LE
19	Opaque Projector	2.51	1.10	HE
20	Charts	2.60	1.15	HE

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*Key: N = 200, VHE= Very High Extent, HE= High Extent, VLE= Low Extent, LE= Low Extent*

The data presented in table 3 revealed that 8 (item 1, 4, 5, 6, 9, 14, 19 and 20) out of the 20 library resources utilized for the teaching and learning of reading comprehension have means ranging from 2.51 to 3.27 and were rated as High Extent (HE), while item 2, 3, 7, 8, 10, 11, 12, 13, 15, 16,17 and 18 with mean scores of 1.60 to 2.35 were rated as Low Extent (LE).

**Research Question 4:** What are the skills possessed by teachers and students in using library resources to teach reading comprehension?

**Table 4:** Skills possessed by the teachers and students.

S/No	Items	X	SD	Decision
1	Ability to summarize a text after reading	3.49	0.78	A
2	Ability to browse the internet	2.80	1.04	A
3	Ability to handle other electronic gadgets very well.	2.81	1.01	A
4	I can generate my own question after reading a text/passage	3.26	0.92	A
5	I can answer some questions after reading	3.48	0.73	A
6	I can spell and pronounce words correctly from the dictionary	3.36	0.81	A
7	Ability to draw inference after reading	2.94	0.90	A

*Key: SA – Strongly Agree, A- Agree, D –Disagree, SD – Strongly Disagree*

Table 4 shows the skills possessed by the teachers and students in using library resources. The data presented in table 4 showed that the teachers and learners possess the skills on the use of library resources to teach and learn reading comprehension. The items have means ranging from 2.80 to 3.49.

**Research Question 5:** What are the challenges posed to the availability and utilization of library resources in the teaching of reading comprehension?

**Table 5:** Challenges posed to the availability and utilization of library resources.

S/No	Items	X	SD	Decision
1	Resources in the library are not up-to-date	2.87	1.04	A
2	Teachers and students are not very skilled in handling the resources in the library	2.31	1.03	DA
3	Books and other relevant materials are not procured for use	2.37	1.08	DA
4	Students and teachers do not have access to the available materials	2.32	1.03	DA
5	The school library does not have an appropriate building which is conducive for learning	2.38	1.00	DA
6	Reading hours are not included in the school time table	2.60	1.09	A
7	There is no steady power supply	2.73	1.08	A
8	The resources are not relevant	2.32	1.06	DA
9	The computers are not connected to the internet	2.22	1.14	DA

*Key: SA – Strongly Agree, A- Agree, D –Disagree, SD – Strongly Disagree*

The data presented in table 5 showed the problems encountered for the availability and utilization of library resources in the teaching and learning of reading comprehension. From the table, the problems include: resources in the library are not up to date, reading hours are not



included in the school time table and there is no steady power supply. These problems have mean score ranging from 2.60 to 2.87.

**Hypothesis One**

HO<sub>1</sub>: There is no statistically significant difference in the mean ratings of teachers and students as regards the extent of awareness on the need to use library resources to teach reading comprehension in senior secondary.

**Table 8:** Mean ratings and t-test analysis of teachers and students as regards the extent of awareness on the need to use library resources.

	Respondents	Mean	Std. Deviation	t-value
Awareness on the need to use library resources	Students	2.36	0.54	0.416
	Teachers	2.38	0.60	

Table 6 showed the t-test analysis of the response of teachers and students on the extent of awareness in using library resources to teach and learn reading comprehension. The t-value of 0.416 which is higher than the probability level of 0.05 showed that there is no significant difference in the mean ratings of teachers and students on the extent of awareness in using library resources to teach and learn reading comprehension. Therefore, the HO<sub>1</sub> is accepted.

**Hypothesis Two** There is no statistically significant difference in the mean ratings of teachers and students as regards the extent of utilization library resources to teach reading comprehension in senior secondary

**Table 7: Mean ratings and t-test analysis of teachers and students as regards the extent of utilization of library resources in the teaching and learning of reading comprehension.**

	Respondent	Mean	Std. Deviation	t-value
Extent of Utilization of Library Resources	Students	2.3261	.51469	0.877
	Teachers	2.2669	.49824	

Table 7 showed the t-test analysis of the response of teachers and students on the extent of utilization of library resources. The t-value of 0.877 which is higher than the probability level of 0.05 showed that there is no significant difference in the mean ratings of teachers and students on the extent of utilization of the library resources. Therefore, the  $H_0$  is accepted.

### Hypothesis Three

$H_0$ : There is no statistically significant difference in the mean ratings of teachers and students as regards the skills possessed by them.

Table 8: Mean ratings and t-test analysis of teachers and students as regards the skills possessed by them.

	Respondents	Mean	Std. Deviation	t-value
Skills possessed in using library resources	Students	3.1141	.32037	0.589
	Teachers	3.2780	.30978	

Table 7 showed the t-test analysis of the response of teachers and students on the extent of skills they possess in using library resources to teach and learn reading comprehension. The t-value of 0.589 which is higher than the probability level of 0.05 showed that there is no significant

difference in the mean ratings of teachers and students on the extent of skills possessed by them. Therefore, the H<sub>03</sub> is accepted.

### **SUMMARY OF MAJOR FINDINGS**

Findings presented in this study indicate thus:

1. The study revealed that only 11 library resources are available. These available resources include dictionaries, manuals maps, textbooks, magazines, newspaper, novels, graphs, articles, picture books and internet/computer, while the rest of the items are not available.
2. The teachers and learners extent of awareness in the use of some library resources is low. This implies that they are not aware of the need to use some of the available library resources in the teaching and learning of reading comprehension.
3. The study revealed low extent of use of library resources by teachers and learners in the teaching and learning of reading comprehension. This implies that most of the resources in the library are not utilized
4. The teachers and learners possess the needed skills in the use of library resources.
5. The major challenges in the availability and utilization of library resources in the teaching and learning of reading comprehension are: that resources in the library are not up-to-date, reading hours are not included in the school time table and erratic power supply.

## CHAPTER FIVE

### DISCUSSION OF THE FINDINGS, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND RECOMMENDATIONS.

The findings of this study are discussed in line with the objectives that were formulated to guide the study. Specifically, the study was discussed under the following sub-headings:

- Available resources in the school library
- Extent of teachers' and students' awareness on the need to use library resources.
- Extent of utilization of available library resources
- Skills possessed by teachers and students in the use of library resources
- Challenges posed to the availability and utilization of library resources

#### **Availability of library resource**

The findings of the study showed that there are available library resources in the teaching and learning of reading comprehension in Obollo-Afor Education Zone. These available resources are: Dictionaries, manuals, maps, textbooks, magazines, newspaper, articles, novels, picture books, graphs, internet/computer, while the unavailable resources include encyclopedia, Journals, slides, filmstrips, talking typewriter, over head projector, charts and opaque projector. Further analysis showed that there is a significant difference between responses of students on the availability of resources in the teaching and learning of reading comprehension in secondary schools in Obollo-Afor Education Zone. This finding is in line with Ugwuanyi (2007) who believes that availability of library resources and its adequacy in quantity and quality promote effective students' learning activities while their inadequacy affects students' performances negatively. Also, Onura believes that schools should provide library resources in order to ensure regular and adequate supply of information resources and services.

### **Extent to which teachers and students are aware of the need to use the resources in the library.**

The study revealed that both the teachers and students are not aware of the need to use most of the library resources in the teaching and learning of reading comprehension in Obollo-Afor Education Zone. Such resources are: journals, picture books, slides, filmstrips, overhead projector among others. Further analysis showed that there is no significant difference between teachers and students on the need to use library resources in the teaching and learning of reading comprehension in Obollo-Afor Education Zone. This is in agreement with Manasch (2012) who identified the major problem of utilization of information resources as high Ignorant rate on the potentials of library resources in teaching and learning. Hence, the awareness of the value of the use of library resources in teaching and learning is a key to the successful use of it.

### **Extent of Utilization of the Resources in the Library.**

The result of the study showed that both teachers and students fairly utilize library resources in the teaching and learning of reading comprehension. From the results, nine items are highly utilized by both teachers and students while 11 items are not utilized. Further analysis showed that there is a slight significant difference between the mean ratings of teachers and students in the utilization of library resources. It must however be stressed that teachers & students need to be patronizing more of the resources available in the school library. Such resources like manuals, newspapers, picture books, novels, dictionaries, Internet need to be heavily patronized. This is in line with (Aina, 2014) who believed that effective teaching and learning can be achieved if library resources are well utilized to the teaching and learning functions by the teachers and students. Hence, they are of no value to the teacher and student until they are utilized. This also

agrees with Emasealu and Popoolar (2016) that there is need for all teachers and students to use the library resources in order to be efficient and improve in their teaching and learning.

### **Skills possessed by the teachers and students**

Based on the findings as revealed in research question four, the teachers and students possess the skills which are; ability to summarize a text after reading, ability to browse the internet, ability to handle electronic gadgets very well among others. Further analysis showed that there is no significant deference between the mean ratings of teachers and students on the skills possessed in the teaching and learning of reading comprehension in Obollo-Afor Education Zone. This result is in agreement with Fakeye (2010) who recommended that both the teachers and students should be trained on the use of the resources in the library in order to acquire the skills and be competent.

### **Challenges posed to the availability and utilization of library resources.**

The finding of the study showed that the challenges posed to teachers and students on the use of library resources in the teaching and learning of reading comprehension are thus: resources in the library are not up to date, reading hours are not included in the school time-table and there is no steady power supply. These findings agree with the findings of Afolayan (2015) and Fayose (2013) who observed that irregular power supply as well as lack of new information and communication technology (ICT) pose serious challenge to effective utilization of library resources in school. Also, Ogunniyi (2010) and Oloedim (2012) complained that there was no library hours in school time table in some Nigerian schools. Hence, makes the students to focus only on the ones taught in the classroom which affects the students negatively when it comes to using the library.

### **Educational Implications:**

The findings and discussions in this study show that most of the library resources used in the teaching and learning of reading comprehension in Obollo-Afor Education Zone are available. Out of the twenty library resources listed, eleven of them were found to be available. Only nine of them were discovered not to be available. The implication is that students and teachers will not have full access to the resources at all times. It is therefore the view of the researcher that more of those items should be procured to make them adequately available.

The findings on the awareness of both the teachers and students on the need to use the resources imply that both the teachers and students are ignorant of the potentials of library resources in teaching and learning especially when it comes to reading comprehension. As a result, this situation will not produce the best teachers and students in Obollo-Afor Education Zone.

The findings on the extent of utilization of library resources in the teaching and learning of reading comprehension reveal that teachers and students do not fully utilize the little library resources that are available in school libraries in obollo-Afor Education Zone. This situation will affect the performances of both the teachers and students and with this may not be able to produce effective and efficient teachers and students.

At the face of the skills possessed by the teachers and students, from respondents, both the students and teachers possess the necessary skills needed in order to be effective on the use of library resources. The findings on the challenges posed to teachers and students on the availability and utilization of library resources in the teaching and learning of reading comprehension in Obollo-Afor Education Zone reveals that teachers and students complained

that the resources in the library are not up-to-date, reading hours are not included in the school time table and finally incessant power supply.

The implication is that if all these challenges pointed above are not looked at, both teachers and students will not be motivated or have the zeal to using the resources since the available ones do not satisfy the needs of the teachers and students.

### **Recommendations**

Based on the findings from this work, the following recommendations are made:-

1. Current and relevant library resources should be acquired by the school management,
2. Ministry of Education and other stake holders should organize workshops and seminars for English Language teachers in order to increase their level of awareness on the need to use the resources while teaching,
3. An automatic generator should be acquired for the library in order to provide power in case of failure from public supply.
4. The school authority should include reading hours in the school timetable so as to enable the students have enough time to visit the library.

### **Limitations of the Study**

This study have some certain limitations they include; some of the respondents refused to give sincere information on the state of library in their schools for fear of being punished by the school authority. Also, some of the respondents felt that it is not necessary to give a detailed account on the state of library resources in their schools since research will not yield any positive result towards the betterment of their library resources. This insincere information was a serious limitation to the study.



## **Suggestions for Further Research**

In view of the fact that no study is comprehensive in itself, the researcher is making the following suggestions for further studies.

1. The study can be replicated using larger sample of a population to see if the findings would differ.
2. Studies should be conducted on the utilization of library resources in other skills in English Language.

## **Conclusion**

The study investigated the availability and utilization of library resources in the teaching and learning of reading comprehension in secondary schools in Obollo-Afor Education Zone.

Five research questions and three null hypotheses guided the study. The study adopted a descriptive survey research design. The population of the study comprised of all the English Language teachers and senior secondary school two student in Obollo-Afor Education Zone. A sample of 400 respondents which comprised of 50 teachers and 350 students. Questionnaire was used as instrument for data collection. Data collected were analyzed using frequency, percentage, mean, standard deviation and independent samples t-test.

The following were the findings of the study.

1. The available library resources used for the teaching and learning of reading comprehension according to the responses of both teachers and students are dictionaries, manuals, maps, textbooks, magazines, newspapers, articles, novels, picture books, graphs, internet/computers.
2. Both teachers and students are not aware on the need to use library resources in the teaching and learning of reading comprehension. Further analysis shows that there is no significant difference between the mean ratings of teachers and students concerning the awareness for the

need to use library resources in the teaching and learning of reading comprehension in obollo-Afor Education Zone.

3. Both teachers and students fairly utilize library resources in the teaching and learning of reading comprehension. Further analysis shows that there is no significant differences between the mean ratings of teachers and students on the use library resources in the teaching and learning of reading comprehension in obollo-Afor Education Zone.

4. The English Language teachers and students posses all the necessary skill needed when it comes to using the resources. Also, further analysis shows that there is no significant difference between the mean ratings of both teachers and students as regards the skills possessed on the use of those resources.

5. Challenges posed on the availability and utilization of library resources in the teaching and learning of reading comprehension include: no steady power supply, resources in the library are not up-to-date, reading hours are not included in the school time table. Based on the finding of the study, Educational Implications of the study were x-rayed from where some recommendations were proffered. Finally, limitations and suggestions for further studies were made.

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**APPENDIX A**  
**QUESTIONNAIRE**

Title: Availability and utilization of library resources in the teaching and learning of reading comprehension.

Name of school.....

Class .....

(Please score as appropriate)

Section A: Available library resources in school libraries.

What are the library resources available to you in the teaching and learning of reading comprehension?

S/N	ITEMS	A	NA
1.	Dictionaries		
2.	Encyclopedia		
3.	Manuals		
4.	Maps		
5.	Textbooks		
6.	Magazines		
7.	Newspapers		
8.	Journals		
9.	Articles		
10.	Novels		
11.	Picture books		
12.	Slides		

13.	Filmstrips		
14.	Graphs		
15.	Flashcards		
16.	Internet/computers		
17.	Talking typewriter		
18.	Overhead projector		
19.	Opaque projector		
20.	Charts		

### **SECTION B: EXTENT OF AWARENESS OF TEACHERS AND STUDENTS**

What is the extent of awareness of teachers and students on the need to use the library resources in the teaching and learning of reading comprehension?

	ITEMS	VHE	HE	LE	VLE
21.	Dictionaries				
22.	Encyclopedia				
23.	Manuals				
24.	Maps				
25.	Graphs				
26.	Textbooks				
27.	Journals				
28.	Articles				
29.	Novels				

30.	Picture books				
31.	Slides				
32.	Filmstrips				
33.	Flashcards				
34.	Internet/computers				
35.	Talking typewriter				
36.	Overhead projector				
37.	Opaque projector				
38.	charts				
39.	Magazines				
40.	Newspapers				

**SECTION C : EXTENT OF UTILIZATION OF LIBRARY RESOURCES.**

What is the extent of utilization of the library resources for the teaching and learning of reading comprehension?

	ITEMS	VHE	HE	LE	VLE
41.	Dictionaries				
42.	Encyclopedia				
43.	Manuals				
44.	Maps				
45.	Graphs				
46.	Textbooks				

47.	Journals				
48.	Articles				
49.	Novels				
50.	Picture books				
51.	Slides				
52.	Filmstrips				
53.	Flashcards				
54.	Internet/computers				
55.	Multimedia Projector				
56.	Overhead projector				
57.	Opaque projector				
58.	charts				
59.	Magazines				
60.	Newspapers				

**SECTION D: SKILLS POSSESSED BY THE TEACHERS AND STUDENTS.**

What are the skills possessed by the teachers and learners on use library resources to teach reading comprehension?

(Strongly Agree, Agree, Strongly Disagree, and Disagree).

	<b>Statements</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>
61.	Ability to summarize a text after reading				
62.	Ability to browse the internet				
63.	Ability to handle electronic gadgets such as computers, projectors e tc very well.				

64.	I can generate my own question after reading a text/passage				
65.	I can answer some questions after reading				
66.	I can spell and pronounce words correctly from the dictionary				
67.	Ability to draw inference after reading				

**SECTION E: CHALLENGES TO THE AVAILABILITY AND UTILIZATION OF  
LIBRARY RESOURCES.**

What challenges do the availability and utilization of library resources pose to the teaching and learning of reading comprehension?

	Statements	SA	A	SD	D
68.	Resources in the library are not up-to-date				
69.	Teachers and students are not very skilled in handling the resources in the library				
70.	Books and other relevant materials are not procured for use				
71.	Students and teachers do not have access to the available materials				
72.	The school library does not have an appropriate building which is conducive for learning				
73.	Reading hours are not included in the school time table				
74.	There is no steady power supply				
75.	The resources are not relevant				
76.	The computers are not connected to the internet				

## **APPENDIX B**

Department of Arts Education,  
Faculty of Education,  
University of Nigeria,  
Nsukka.  
16<sup>th</sup> February, 2016.

Dear Sir/Madam,

### **REQUEST FOR VALIDATION**

The attached instruments are part of a study being carried out in the language Education unit, Department of Arts Education, University of Nigeria, Nsukka. The main Purpose of the study is to investigate the Extent of Availability and Utilization of Library Resources in the Teaching and Learning of Reading comprehension among SS2 students in Obollo-Education Zone.

As an expert, you are please requested to determine the content validity of the questionnaire and check list in terms of framing and suitability. You are also requested to read and modify where necessary.

Thank you for your anticipated co-operation.

Yours faithfully,

**Chinenyenwa, Ogbonna.**  
**Researcher.**

## APPENDIX C

### RELIABILITY COEFFICIENT (SPSS)

#### SECTION A

#### RELIABILITY

```
/VARIABLES=item1 item2 item3 item4 item5 item6 item7 item8 item9 item10 item11 item12  
item13 item14 item15 item16 item17 item18 item19 item20
```

```
/SCALE ('ratio') ALL
```

```
/MODEL=ALPHA.
```

Reliability

[DataSet0]

#### Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.



**Reliability Statistics**

Cronbach's Alpha	N of Items
.843	20

## SECTION B

### RELIABILITY

```
/VARIABLES=item1 item2 item3 item4 item5 item6 item7 item8 item9 item10 item11  
item12 item13 item14 item15 item16 item17 item18 item19 item20
```

```
/SCALE ('ratio') ALL
```

```
/MODEL=ALPHA.
```

Reliability

[DataSet0]

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

	N	of
Cronbach's Alpha	Items	
.776	20	

## SECTION C

### RELIABILITY

/VARIABLES=item1 item2 item3 item4 item5 item6item7item8.....item20

/SCALE ('ratio') ALL

/MODEL=ALPHA.

Reliability

[DataSet0]

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

	N	of
Cronbach's Alpha	Items	
.795		20

## SECTION D

### RELIABILITY

/VARIABLES=item1 item2 item3 item4 item5 item6 item7

/SCALE ('ratio') ALL

/MODEL=ALPHA.

### Reliability

[DataSet0]

#### Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

	N	of
Cronbach's Alpha	Items	
.907		7

## SECTION E

### RELIABILITY

/VARIABLES=item1 item2 item3 item4 item5 item6 item7 item8 item9

/SCALE ('ratio') ALL

/MODEL=ALPHA.

Reliability

[DataSet0]

#### Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

	N	of
Cronbach's Alpha	Items	
.829		9

**OVERALL RELIABILITY COEFFICIENT**

RELIABILITY

```
/VARIABLES=item1 item2 item3 item4 item5 item6 item7 item8 item9 item10 item11 item12  
item13 item14 item15 item16  
item17 item18 item19 item20 item21 item22 item23 item24 item25 item26 item27 item28  
item29 item30 item31 item32 item33 item 34 item35 item36 item37 item38 item39 item40  
item41 item42 item43 item44 item45 item46 item47 item 48 item49 item50.....  
  
/SCALE('ratio') ALL  
  
/MODEL=ALPHA.
```

Reliability

[DataSet0]

Case Processing Summary

	N	%
Cases Valid	20	100.0
Excluded <sup>a</sup>	0	.0
Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.8302	76

## APPENDIX D

### DISTRIBUTION OF GOVERNMENT SECONDARY SCHOOLS, SS 2 ENGLISH LANGUAGE TEACHERS AND SS2 STUDENTS IN OBOLLO-AFOR EDUCATION ZONE.

#### IGBO-EZE NORTH L.G.A

S/N	Names of Schools	No. of SS 2 English Teachers	NO. of SS 2 Students
1	Community High School, Olido Community Secondary School.	3	690
2	Nkpamute Ulo Community Secondary School.	2	64
3	Umuopu Community Secondary School.	1	269
4	Community Secondary School Ette.	1	55
5	Community Secondary School Umuagama	2	105
6	Model Secondary School Ette	1	65
7	Community Secondary School Umuogbuagu	3	33
8	Community Secondary School Uda	5	103
9	Community Secondary School Ezeaku, Inyi	2	66
10	City High School Ogrute	3	135
11	Community Secondary School Igogoro	3	356
12	Community Secondary School Imufu	4	312
13	Community Secondary School Amufie	2	186



14	Community Secondary School Amachalla	3	196
15	Community Secondary School Aguibeje	3	63
16	A. H. S. Aji	3	548
17	Igbo-Eze Secondary School Enugu Ezike	3	58
18	Model Community Secondary School Ekposhi	3	104
19	Community Secondary School Ugbaike	4	334
20	Community Secondary School Ama-orba Inyi	1	89
21	Community Secondary School Okpo	3	170
	<b>TOTAL</b>	<b>55</b>	<b>4001</b>

**IGBO- EZE SOUTH L.G.A**

S/N	Names of Schools	No. of SS 2 English Teachers	NO. of SS 2 Students
1	Nkalagu Obukpa Community Secondary School.	2	39
2	Community Secondary School Itchi	2	212
3	Boys Secondary School, Ovoko	5	243
4	Girls Secondary School Ibagwa-Aka	4	70
5	Boys Secondary School Ibagwa-Aka	2	35
6	Community Secondary School Iheakpu-Awka	4	341
7	Community Secondary School Uhunowere	4	86
8	Community Secondary School Alor-Agu	1	114
9	Iheaka Girls Secondary School Iheaka	7	672
	<b>TOTAL</b>	<b>31</b>	<b>1812</b>

**UDENU L.G.A**

S/N	Names of Schools	No. of SS 2 English Teachers	NO. of SS 2 Students
1	Obollo - Etit Community Secondary School.	2	87
2	Community Secondary School Ogboduaba	3	12
3	Girls Secondary School School Imilike Ulo	2	110
4	Community Secondary School Obollo - Afor-Eke	2	32
5	Community Secondary School Ibenda, Obollo	2	27

	- Afor		
6	Community Secondary School Obollo - Afor-Afor	6	176
7	Ezimo-Agu High School, Ezimo	1	36
8	Community Secondary School Umundu	4	153
9	Community Secondary School Unadu	2	118
10	St. Patricks College Obollo - Afor Eke	1	9
11	Ada Community Secondary School Obollo - Afor Etit	1	28
12	Boys Secondary School Orba	5	99
13	Community Secondary School Amalla	2	82
14	Community Secondary School Orba	5	159
15	Girls Secondary School Owere Eze-Orba	10	412
16	Community Secondary School Ezimo-uno	5	345
	TOTAL	53	1885

### **Purpose of the Study**

The general purpose of this study is to find out the extent of availability and utilization of library resources in the teaching and learning of reading comprehension in secondary schools in Obollo - Afor Education Zone.

Specifically the study is aimed at finding out:

1. available library resources in the school library.
2. the extent teachers and learners are aware of the need to use the resources in the library.
3. extent of use of the resources in the library.
4. skills possessed by the teachers and students.
5. hindrances to the availability and utilization of library resources in the teaching and learning of reading comprehension.

### **Research Questions**

The following research questions will guide this study:

1. What are the available library resources used for the teaching and learning of reading comprehension?
2. To what extent are the teachers and learners aware of the need to use the library resources?
3. Which of the available resources are utilized in the teaching and learning of reading comprehension?
4. What are the skills possessed by teachers and students in using library resources to teach reading comprehension?
5. What are the hindrances to the availability and utilization of library resources in the teaching of reading comprehension?

### **Research Hypotheses**

The following null hypotheses were formulated for the study and were tested at 0.05 level of probability

$H_{01}$ : There is no statistically significant difference in the mean ratings of teachers and students as regards the extent of utilization of library resources among senior secondary students.

Section D: Skills possessed by the teachers and students.

What are the skills possessed by the teachers and learners on use library resources to teach reading comprehension?

(Strongly Agree, Agree, Strongly Disagree, and Disagree).

	Statements	SA	A	SD	D
61.	Ability to summarize a text after reading				
62.	Ability to browse the internet				
63.	Ability to handle other electronic gadgets very well.				
64.	I can generate my own question after reading a text/passage				
65.	I can answer some questions after reading				
66.	I can spell and pronounce words correctly from the dictionary				
67.	Ability to draw inference after reading				

Section E: Hindrances to the availability and utilization of library resources.

What are the problems encountered for the availability and utilization of library resources in the teaching and learning of reading comprehension?

*What extent do the challenges pose to the teaching and learning of reading comprehension?*

*do the availability and utilization of library resources pose to the teaching and learning of reading comprehension?*

	Statements	SA	A	SD	D
68.	Resources in the library are not up-to-date				
69.	Teachers and students are not very skilled in handling the resources in the library				
70.	Books and other relevant materials are not procured for use				
71.	Students and teachers do not have access to the available materials				
72.	The school library does not have an appropriate building which is conducive for learning				
73.	Reading hours are not included in the school time table				
74.	There is no steady power supply				
75.	The resources are not relevant				
76.	The computers are not connected to the internet				

Choose either of these amendments for section E. pre-amble.

*Dr. J. A. Atabog  
24/11/16*

*To what extent do the following statements on availability and utilization of library resources pose challenges to the teaching and learning of reading comprehension - 4 point scale SA, A, SD, D*

*Indicate the level of agreement with the following statements on ~~problems~~ challenges availability and ~~can~~ utilization of library resources pose to the teaching and learning of reading comprehension.*

*VH*  
*H*  
*L*  
*VLE*

Section D: Skills possessed by the teachers and students.

What are the skills possessed by the teachers and learners on use library resources to teach reading comprehension?

(Strongly Agree, Agree, Strongly Disagree, and Disagree).

	Statements	SA	A	SD	D
61.	Ability to summarize a text after reading				
62.	Ability to browse the internet				
63.	Ability to handle other electronic gadgets very well.				
64.	I can generate my own question after reading a text/passage				
65.	I can answer some questions after reading				
66.	I can spell and pronounce words correctly from the dictionary				
67.	Ability to draw inference after reading				

Section E: Hindrances to the availability and utilization of library resources.

What are the problems encountered for the availability and utilization of library resources in the teaching and learning of reading comprehension?

*What extent do the challenges pose to the teaching and learning of reading comprehension?*

*do the availability and utilization of library resources pose to the teaching and learning of reading comprehension?*

	Statements	SA	A	SD	D
68.	Resources in the library are not up-to-date				
69.	Teachers and students are not very skilled in handling the resources in the library				
70.	Books and other relevant materials are not procured for use				
71.	Students and teachers do not have access to the available materials				
72.	The school library does not have an appropriate building which is conducive for learning				
73.	Reading hours are not included in the school time table				
74.	There is no steady power supply				
75.	The resources are not relevant				
76.	The computers are not connected to the internet				

Choose either of these amendments for section E. preamble.

*Dr. J. A. Atabog  
24/11/16*

*To what extent do the following statements on availability and utilization of library resources pose challenges to the teaching and learning of reading comprehension - 4 point scale SA, A, SD, D*

*Indicate the level of agreement with the following statements on ~~problems~~ challenges availability and utilization of library resources pose to the teaching and learning of reading comprehension.*

*VH*  
*H*  
*L*  
*VLE*

**CORRECTION SHEET FOR M.ED THESIS**  
**Ogbonna Chinenyenwa Lilian**  
**PG/M.Ed/13/65914**

The Table below shows the corrections proposed by the External Examiner of this study and their pages and where these corrections have been effected by the candidate.

<b>S/N</b>	<b>PROPOSED CORRECTIONS</b>	<b>PAGES</b>	<b>CORRECTIONS EFFECTED</b>	<b>PAGES</b>
1	The use of small letter instead of capital letter in writing (Language)	iii	Capital letter has been used in writing "Language".	iii
2	The use of "thesis" instead of "project"	iii	"Project" has been used	iii
3	Wrong use of grammar	v	Grammar has been used correctly	v
4	Wrong use of grammar	vi	Grammar has been used correctly	vi
5	Citation "Wright (2016)" is not complete	1	Citation "(Wright and Cervetti 2016)" has been completed	1
6	Citation "Opara (2012)" was not referenced.	2	Citation "Opara (2012)" has been referenced	74
7	The name "Fabuyusi" is Wrong	3	"Fabuyusi (2015)" has been corrected	74
8	Omission of definite article "the"	4	Definite article "the" has been included	4
9	Citation "WAEC Chief Examiner's Report (2014)" referenced	5	Citation "WAEC Chief Examiner's Report (2014)" has been referenced	78
10	Citation "Ugwuanyi (2007)" was not referenced	6	Citation "Ugwuanyi (2007)" has been referenced	77
11	The use of "opined" instead of "noted"	7	"Noted" has been used	7
12	Beginning of the quotation was not indicated	7	Beginning of the quotation has been indicated	7
13	Citation "Adeoye (2010)" was not referenced	7	Citation "Adeoye (2010)" has been referenced.	73
14	Omission of "(,) comma" in a sentence	9	"Comma (,)" has been used.	9
15	Omission of "date in Fari and Ocholla"	10	Date has been included in "Fari and Ocholla (2015)"	10
16	"Date Ibiam and Ugwu (2016)" is wrong	12	Date in "Ibiam and Ugwu (2011)" has been corrected.	12
17	The use of "opined" instead of "noted"	12	"Noted" has been used.	12

18	Citation “Nnadi (2014)” was not referenced.	12	Citation “Nnadi (2014)” has been referenced.	12
19	The use of “are” instead of “is”	13	“is” has been used.	13
20	Citation “Ross Todd (2012)” was not referenced.	14	Citation “Ross Todd (2012)” has been referenced	77
21	The Language/ grammar used in the scope of the study is still on the proposal stage.	16	The language/grammar has been corrected to reflect that the work has been completed.	16
22	The use of “probability” instead of “significance” in hypothesis.	17	“Significance” has been used in hypothesis.	17
23	The use of capital letter instead of small letter in writing the resources “(Novel, Articles, Graphs)”	66	Small letters have been used in writing “(novel, articles, graphs)”	66

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**Prof. Pat. N. Uzoegwu**  
(Supervisor)

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**Ogbonna, Chinenyenwa L.**  
(Student)