

School Library Roles in Early Reading Development of Primary School Pupils in Anambra West LGA., Nigeria.

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Abstract

This study investigated the early reading impediments on the use of library resources among primary school pupils in Anambra West Local Government Area in Anambra State, Nigeria. Four research questions guided the study. The study adopts the descriptive survey research design. Sample size was 269 pupils of the selected schools. Instrument for data collection was questionnaire. Data collected was analysed with mean (\bar{X}) scores and presented in tables. The findings of the study revealed that not starting school early enough causes early reading impediment, lack of school libraries with quality resources among others have been identified as causes of early reading impediment. Based on the findings, the implications of the study were pointed out, among them is that a child should be sent to school being the right time, at a stage in the child's life when he or she can easily pick what is being taught in the school, if school libraries are established in the primary schools in Anambra West L.G.A, and properly equipped with the required library resources. It was recommended that the child should be sent to school early enough and not when the child is nine or ten years old. It also revealed that library materials should be provided and teachers should make out time to teach the children how to use the library from their early stages in life.

Keywords: Early Reading, Impediments, Use of Library Resources, Primary School Pupils, Anambra West L. G. A.

Introduction

The progress in civilization and documentation have been made possible through reading and writing, hence it has become necessary that children are introduced to reading and writing early in life to prepare them for future responsibilities. The children are to be introduced to books such as picture books at very tender age and from there, they will be introduced to alphabets that they have to learn and master in preparation for the task of reading.

Reading is fun and through reading, one could learn about others experience, such as their travels round the globe, gaining various ideas, vocabularies and even meeting different characters as the authors of the book they read and the people the books talk about. Reading is a process in which the person reading will comprehend what he or she is reading. This could be in prints or symbols Aina, Okusaga, Adebowale & Ogundipe (2011). For a child to be regarded as someone that has read, the child has to exhibit features that he or she can recognize and verbalize symbols which represent sound in human speech. Therefore, comprehension is very vital in the art of reading for any child to claimed to have read a book and understand the message that the information materials convey. Reading is the vehicle that propels the required growth and development of human beings in the society and in turns leads to human and economic development (Doosuur & Igyuve, 2014). Reading widens one's horizon of knowledge and enhances man's ability to think deeper for possible economic, social, technological and human developments; hence it's vital to introduce a child to reading early.

Early reading is when a child in basic two and three begins to interpret graphical signs in a text and making meaning out of it. The child starts to pronounce words, connecting phrases and reading the whole sentence. It starts with proper recitation of the alphabetical symbols which gives the child a firm foundation to connect the mastered letters to a word-sound and meaningful utterance. When a child reads and understands a text, it undoubtedly leads to academic success, because reading makes the mind work and recreates at a level of satisfaction (Kwekowe, 2011). In other for a child to benefit from the world of books and experiences it gives, reading must be consciously and assiduously taught in schools, starting from the primary level of education and into junior secondary schools. Therefore, teaching reading to children is so beneficial, especially in their early stage of life. Early reading enables pupils to acquaint themselves with written materials for purposes of class works, homework, quizzes, and examinations (Aina, et al, 2011 & Busayo, 2011). Early reading improves the learner's confidence to embark on other academic activities, while a child that did not start early to read is most likely to develop poor attitude to school and it can create low self-esteem life style. The child that is unable to start reading at early stage in life may be exposed to some challenges in reading as he or she advances in age and when it occurs, it is referred to as early reading impediment.

Early reading impediment is simply the inability of a child to interpret the written language in a text and understanding the meaning behind the written text. It is the failure to read fluently and understanding a manuscript due to certain physical or psychological deterrents. When the impediment to reading occurs, education becomes more difficult and the pupils or students begins to experience frustrations, and eventually may lead to dropping out of school. Impediments may dissuade pupils or students from embracing the services the library offers in order to supplement the reading materials. Such hindrances could come from the social environment, lack of good teachers, lack of good academic foundational materials, academic environment, parental guidance, neurotic challenges, dyslexia, and lack of knowledge on the use of library.

Library is an organized collection of books and other information materials which are kept for reading, research and reference purposes. The library is an information centre where the children's' information needs are satisfied. The school library is an organised collection of books and other instructional materials placed in a school library for the use of teachers and pupils (Anyaegbu, 2016). The school library aims to help children to become better readers or be infused with the requisite reading habit by properly using the library resources provided by the school library.

Library resources are those prints and non-prints or electronic materials such as textbooks, journals, newspapers, magazines, government publications, indexes and abstracts, theses/dissertations, e-resources, photographs, films, audio-visuals materials (Ilorah, 2016) that are stored in the library for use by patrons. These information resources are collected and organized by the library to enable the clientele to get maximum satisfaction in the reading or research area.

It appears, the use of library resources is waning as our libraries are not well patronized due to low reading rate by young people who will later rise to maturity both in physical formation, academics and knowledge (Oyetola and Adio, 2020). The library offers in a greater percentage the information needed for extension of knowledge when appropriate education is being offered and such guarantees success in life (Anyaegbu & Onwumbiko, 2016). The early uses of school library resources at a tender age will encourage the child to read wide and access other materials that his or her parent cannot afford thereby widens the child horizon.

Success in academics is the primary goal of every pupil enrolled in a school and the expectations of every parent for their child. But at times, the expectations are floored when a child performs below their expectations. It seems that most children in the rural area of Anambra West LGA perform poorly in external examinations conducted by the State government and this maybe as a result of not making use of information or reading materials provided in the school libraries. This assertion is supported with the study carried out by Oyetola and Andio (2020) which states that children from rural areas do not have access to information resources until they start school and may not be

opportune to come in contact with those materials in their various homes and communities and that could contribute to their low performance in examinations as a result of reading impediment and use of library, hence the motivation for this research, which is to find out school library roles in early reading development of primary school pupils in Anambra West LGA, Nigeria.

The objectives of the study are:

1. To identify the causes of early reading impediments
2. To ascertain the perceived impacts of early reading on the use of library resources.
3. To find out the role of the library in developing a child's reading habit.
4. To determine the solutions to early reading impediments

Literature Review

Early Reading Impediments

Reading has been defined by Lone (2012) as the ability to recognize, and examine words or sentences and understand the information within the text. It is a process of how the information is processed from the text into meanings, starting with the information from the text and ending with what the reader gains (Marliasari, 2017). The written texts may not be properly grasped due to certain impediments which may come from environmental, social, economic and internal factors that hamper the effectiveness of reading, which may occur due to neurotic or dyslexia problems, these impediments will influence sound judgment and understanding of the written text by the reader. Economic disadvantage is one of the challenges of reading impediment; Chapman (2010) is of the view that children in this category are usually from poor home and educationally poor. Oyetalo and Adio (2020) stated that for reading habit to be achieved in the early stage of the children, the school library should be well stocked with various collections that will help the teachers to teach the children how to read. The school librarian should be employed to collect the required materials for the children and organize, circulate the library resources that will be of benefits to the teachers and the students (Oraekwe and Emenari, 2021). The school librarian can induce the children to early reading by providing books that will be appealing and attractive to the pupils such as the picture books, audio virtual resources, and books written in bold character that will suit their understanding and comprehensible as they are reading thereby overcoming the phobia they have. This could further be achieved by organizing readers club, spelling Bee, reading aloud for the children and parents will be encourage to participate in library outreach programmes (Mwajum, 2022). Osuchukwu and Edewor (2016) stated that school library is a necessity as it provides various reading and multimedia materials for

pupils and teachers, which will enhance the teaching and learning in the school environment.

It was discovered that school library has a very significant role to play in eliminating reading impediment and it was also encouraged that children should be exposed to picture books, and storytelling early in life. Poor environment or noise culture has been identified by Aina, Ogungbeni, Adigun and Ogudinpe (2011) as creating a distraction that leads to lack of understanding and assimilation. Even at home, school and library, the proper reading atmosphere should be created to avoid hindrances in learning to read (Akande & Oyedapo, 2018). Sethy (2018) opined that it is the prime duty of school librarian to ensure silent atmosphere within the library as supportive reading atmosphere.

Poor health is another factor that leads to an impediment to reading and absolute concentration during teaching of reading skills in children, and indeed in every student. Naiken (2016) stated that poor health like chronic illness, dyslexia and fatigue affects the learner's ability to read. In some situation, these illnesses hinder children from attending school especially if such occurs in the first two years after enrolment. Persistent allergies and frequent colds may cause temporary loss of some of the child's hearing abilities thus hampering reading instruction (Naiken).

Furthermore, research by Crawford, Gillet, Temple and Temple (2012) revealed that auditory problem is one of the impediments to reading. In applying a bottom-up approach to learning, the auditory problem prevents the children or learners to hear clearly and accurately the alphabets pronounced to learn the phoneme and differentiate them. This auditory or hearing impairment may lead to low self-esteem (Marioleni, 2015), and this affects the quality of interaction and participation in activities between teacher and learner, limited range of vocabulary, which in turn will affect the child's reading and assessment abilities (Golden Grant & Wilson, 2015).

Corruption is seen as one of the barriers to early reading. According to Aina et al (2011), corruption in Nigeria has affected education tremendously. For instance, some students prefer to indulge in immoral acts rather than face their studies diligently. They hope on exam malpractice, buying of marks from the teachers, sales of non-standard textbooks to students at high cost (Aina, et al). Such ill behaviours discourage pupils from working hard and thus, consider reading as a waste of time. Porbodas (2011) also reveals that low self-esteem, poor emotional control, intense stress reactions without much thought, poor adaptation to new situations, poor relationships with peers and so on, creates an imbalance to learning reading by young children.

Therefore, the researchers are of the view that some impediments which hamper the reading development and efficiency came from sociological background. People living in reserved and remote village areas tend to be disadvantaged in matters of education as

they may not get access to grants by the government. They lack good and qualified teachers, poor amenities, poor environments ravaged by mosquitoes and flies, and a total lack of positive aspirations.

Use of Library Resources

The mission of the library is to provide resources and services in a variety of media to meet the needs of individuals and groups for education, information and personal development including recreation and leisure (IFLA, 2010). Library resources has an important role in the development and maintenance of any institution or democratic society by giving the individual access to a wide and varied range of knowledge, ideas and opinions (IFLA), and it can be seen as the national treasures where knowledge, both in print and non-print formats, is acquired, preserved and disseminated to the public (Odunewu & Odeyemi, 2019). Information is vital to human existence and in decision making, pupils and students who are still undergoing training in whichever institution requires a great deal of information about their course of study, assignments, projects, further reading of the class lessons and widening of knowledge in other areas of human endeavour becomes a pivot of their academic exploit. The usefulness of the library depends upon its proper organization which includes the availability and accessibility of information resources, their arrangement and the situation of the library (Emeronwu, 2015).

In Basic Schools, the school library should offer good reading material for pupils to enable them to master reading skills, for independent reading and academic activities without any assistance from higher personnel. Agyekun and Filson (2012) revealed that most students use library resources and services to supplement their class notes, assignments and in preparation for their exams. Therefore, the library has to assist the pupils and students to achieve their academic agenda by providing the necessary materials. Provision is not enough but also the tutorship on the use of the library. Use of library is the instruction given to potential library users on how to properly utilize library information resources (Onwubiko, 2016). As the library is the centre of information; a state of recorded materials for study, research and recreation, it requires some patterns for accessing the information therein, which also help in developing the reading habit of the child.

Role of Library in Developing a Child's Reading Habit

Libraries are an integral part of the educational development of school children and youth (Aina, et al 2011). Without the support of efficient libraries, schools on their own cannot successfully achieve the goals of education and reading achievement. Making use of the library in this era of computer is challenging, in that, students, readers and researchers can comfortably get whatever information they desire from the internet via their internet compatible electronic gadgets. So, in considering the development of

reading habit as a means to restore a reading culture and library patronage, the library should join the movement. Owusu-Acheaw (2014) defined reading habits as a 'well-planned and deliberate pattern of study which has attained a form of consistency on the part of the students toward understanding academic subjects and passing examinations. This reading consistency requires courage to make an achievement, and teaching reading is one of the ways to improve the determination to succeed. Palani (2012) stated that 'reading habits determine the academic achievements of students to a great extent and that 'both reading and academic achievements are interrelated and dependent on each other as such, reading habit should be inculcated in children when they are still flexible and psychologically receptive. The library should therefore continue to support more students reading, in part by expanding the collection's size and diversity, readership promotion campaign, mobile library services, going to the communities to inform them what they have and ways to access them, making the library attractive in public and private schools (Tekale, et al 2017, Gurikar & Hadagali, 2018).

The public sensitization of reading and what the library has in stock is an important action to ignite the desire to seek information and pleasurable reading. Odunewu and Odeyemi (2019) asserted that public sensitization by the librarians on library establishment in schools, library usage, packages, and accessibility should be carried out, as it will further strengthen people's interest and desire for reading and seeking for varieties of information. Aina (2014), further acknowledged that libraries' role in the development of individuals reading habit includes providing access to reading materials, the introduction of the use of reading in schools for information and helping children and youths develop critical and independent thinking. These will make the children gain and improve skills.

The libraries should make effort to encourage the government to establish more libraries most especially in rural areas and make such a place a quiet area for studying; offer common areas to facilitate group study and collaboration (Odunewu & Odeyemi). The government should employ a professional librarian that can organize the resources in the school library properly and be able to disseminate and educate the school children on the use of the library (Aina).

Solution to Early Reading Impediments

It is justified that reading is considered as the ultimate skill to be used in collaboration at school and all over life (Amin, 2019). To assuage the problem of readership among the students in the current era, the early corrective approach has been a compromised measure. Therefore, school librarians should make it a duty to help in such area. Merga (2019) stated that equipping the school library with the required materials such as information resources will go a long way to encourage the students to form the habit of reading and will help them to be independent readers. Moruf (2010) identified various programmes that the school librarian should organise for the purpose of children with

reading impediments and they are the storytelling, reading aloud for the children, organising spelling bees, including library hour in the school timetable and partner with the teachers to know the information resources that is required to assist the children with reading impediments. Among several roles of School library, Emerownu (2015) reveals that school libraries systematically provide information materials that are required in the school for the purpose of educational programme. This means information is required to facilitate the planning and implementation of learning programmes that will assist students with the skills necessary to succeed in a changing social and economic environment for the purpose of human and economic development. Through resource-based programmes, pupils acquire skills to collect, critically analyse and organise information and communicate their understanding. Children develop the habit of reading for pleasure; School libraries provide and promote quality fiction that cannot be afforded individually to develop and sustain in pupils and students the habit and enjoyment of reading for pleasure and to enrich students' intellectual, cultural and emotional growth. School library serves as a centre for promotion of culture and reading; young people need a sense of their own identity and a sense of belonging, to know and appreciate who they are and where they come from in order to chart their future. One way of fulfilling this need is to provide children from the earliest ages with literature that would reflect their cultural heritage. The school library is one of the logical places for fostering a strong sense of self and to socialize the child through the provision of relevant resources, programmes and activities based on the use of indigenous literature.

It is also important to note that school libraries enhance information literacy; children at the early stage in life are people that are expected to attend school which is the most appropriate place for information skills to be taught early in life, so that, children will develop and internalise a schema for information searching, evaluating and use. School library is seen here as the major or the only consistent provider of information, and its position as a facilitator of teaching and learning- it therefore becomes the primary agency within the school, working in collaboration with teachers, to ensure that pupils and students become information literates for lifelong learning. School libraries also provide teachers with access to relevant curriculum information and professional development materials within and outside the school; and opportunities to cooperatively plan, implement and evaluate learning programs which integrate information resources and technologies. The school librarian works closely with subject teachers in the critical areas of designing authentic learning tasks and assessments for the school children and integrating the information and communication abilities required to meet subject matter standards (Robinson, 2011)

School libraries are crucial for promoting extensive reading for pleasure, general understanding and are the main place in a school where students can read out of the class context. The key outputs expected from effective school libraries are improved reading and comprehension skills, which also underpins performance in all other

curriculum subjects (Africa Region Human Development Department 2008, World Bank 2008). Various literature shows that Tanzania and throughout Africa there is inadequate library infrastructure (MoEVT), 2014; Africa Region Human Development Department, (2008) characterized by underfunding or no funding and or underuse which affects other curriculum subjects including English foreign language learning that is the focus of the paper.

According to Mulauzi and Munsanje (2013) the foundation to promote and create a good reading culture is the library through which reading materials are accessible to learners. Therefore, the school library has an important role to play. A good school library should have a variety of reading materials that are authentic to promote reading skills. Authentic materials are real life materials that contain real language, are produced by a real speaker or writer for a real audience and designed to convey a real message of some sort that will most likely motivate students in learning (Guy, 2012). Authentic materials are believed to generate greater interest among teachers and students than traditionally structured materials (Gilmore, 2007). Such materials include a wide variety of educational media, books, magazines, newspapers, reading materials from audio visual aids (World book Encyclopaedia 1994).

A school library is “The powerhouse of the school” (Apeji, 1990:1). An effective school library encourages reading habits and makes teaching more interesting and learning easier through provision of books and a conducive environment for learning. How much a child reads today predicts the amount of reading that will be done in the future. In fact, reading culture forms the key to continuous success in school as well as personal enrichment of the librarians and students. This can be fostered by school libraries. MoEC (1995) emphasizes that one of the criteria for school registration is a school library. Hence school libraries should be available and adequately used in schools to promote reading. The challenge however is libraries are not providing materials for different levels and learner centred learning is not yet fully embraced (Watkins, 2017). This limit reading to the use of graded readers (Zhang, Pan, & Wang, 2018 & Aina, et al 2014).

To improve reading habit among children and the populace, the government has a big role to play, which would be achieved if the government will release enough funds for the establishment of more library and information centres (Aina, et al, 2011). This would affect also the provision of school library services, as stocking it with good and quality information resources, pleasurable reading materials and employment of professional librarians to guide the process of acquisition and dissemination. Families and school have their roles to play and such go concurrently in instilling reading orientation to the children. The school creates awareness and recommends reading materials the child needs at home and parents try to read these materials to them aloud for comprehension (Ogugua, 2021) Such is achieved by constantly encouraging the use of the library and its resources by giving pupils/students assignments/projects that

would necessitate their frequent visits to the library (Gehlot, et al, 2020 & Aina, et al, 2011).

Parent-child book reading interventions has been indicated by Taylor, Christensen and Zubrick (2016) as helpful in making a child learn reading at a younger age. Such practice develops in a child, the love for books. In their study, the absence of book reading was a red flag that signalled the potential for a multiplicity of psycho-social risk factors in the child's home learning environment. Therefore, parent-child book reading interventions requires firm ground in families to enable children to have a reading attitude and thus, develop required knowledge in an early stage of life. More still, group and pleasurable reading have been identified by Aina et al (2011) as a helpful approach. Children are encouraged to form a reading club in school, which can be done in school, at home or in the library. In doing this, the learners will discuss the stories and thus build their academic and reading proficiency.

Reading is not only an essential life skill; it is also regarded as the cornerstone of lifelong learning. The acquisition of knowledge through reading is crucial for the learning process and is an important academic task in which students need to be engaged (Bharuthram, 2017).

Methods

Descriptive survey research design was adopted for the study. The population of the study is 903 pupils, which comprised of six primary schools in Anambra West Local Government Area in Anambra State, Nigeria. The primary schools are as follows: Community Primary School Inoma, Community Primary School Mmiata Anam, Community Primary School Umuem, Hope Rising Primary School Oroma-Etiti, Ogbe Primary School Nzam and Udama Primary School Inoma. The sample size is 269 derived through proportionate stratified random sampling techniques. The study was carried out in Anambra West Local Government Area of Anambra State of Nigeria. Anambra West is located in a riverine area of Anambra State, and can be accessed through water or by road, through Umueri or Anam. The instrument for data collection is questionnaire developed by the researchers based on the literature that was reviewed. The instrument was subjected to validity test by three experts in the field of Library and Information Science. The researchers visited the primary schools under study to administer and collect the questionnaire, which yielded maximum return rate. The data collected was analysed with mean (X) scores as presented in the table.

Results

The causes of early reading impediments

Table 1: Mean response on the causes of early reading impediments.

S/N	Items	Mean (\bar{x}) Response	Decision
1	Not Starting School early	2.95	Accepted
2	Lack of qualified teachers	3.05	Accepted
3	Lack of good study materials	3.12	Accepted
4	Parents don't help after school	3.02	Accepted
5	Lack of reading practice after school	3.20	Accepted
6	Environment not conducive for reading	2.84	Accepted
7	No library to further my reading	3.96	Accepted
8	Mental problem	2.93	Accepted
9	Lack of reading orientation	3.17	Accepted
10	Over populated class for a teacher to handle	2.93	Accepted

Table 1 revealed that 2.95 mean scores response of the respondents agree that not starting school early can cause early reading impediment, 3.05 attested to lack of qualified teachers, 3.12 agreed that lack of good study materials, 3.02 agreed to the item that parents don't help after school, 3.20 agreed to lack of reading practice after school, 2.84 mean scores of the respondents agree that the environment is not conducive for reading, respondents responses with mean score of 3.96 agreed that there is no school library for further reading, 2.93 agreed that there are mental instability, 3.17 mean scores agreed that there is lack of reading orientation and the mean scores of 2.93 agreed that the class over is populated for a teacher to handle.

The perceived impacts on early reading on the use of library resources

Table 2: Mean response on the impacts of early reading on the use of library resources.

S/N	Items	Mean (\bar{x}) Response	Decision
1	Provision of teen's magazine	3.33	Accepted
2	Encyclopaedia	3.14	Accepted
3	Dictionaries	3.28	Accepted
4	Story books	3.22	Accepted
5	Picture books	3.29	Accepted
6	Audio visual materials	3.38	Accepted
	Grand mean score	3.27	Accepted

Table 2 revealed that 3.33 mean score of responses from the respondents agree that the use of teen’s magazine makes the child to develop a positive attitude towards learning, 3.14 mean score encyclopaedia makes the child interested in reading, 3.28 means score agreed that the child use dictionary to study with ease, 3.22 mean score of respondents agreed that the child has access to numerous story books, 3.29 mean score of respondents agreed to the item that research becomes easy for the learner and 3.38 mean scores of respondents agreed that the use of audio visual materials will guarantee self-development through reading.

The roles of the school library in developing a child’s reading habit.

Table 3: Mean response on the roles of the school library in developing a child’s reading habit.

S/N	Items	Mean (\bar{x}) Response	Decision
1	Provision of good study materials and storybooks for children	3.50	Accepted
2	Early and increase on orientation on the use of the library	3.14	Accepted
3	Liaise with the school management for a compulsory visit to the library	3.22	Accepted
4	Stage a reading or quiz competition in school	3.17	Accepted
5	Set a prize for the best school library user of the year	3.14	Accepted
6	Creates children reading programme in the library during long vacations	3.10	Accepted
	Grand mean score	3.21	Accepted

Table 3 revealed that 3.50 mean score of the respondents attested that provision of good study materials in the school library will help the child to develop reading habit, 3.14 indicated that early and increase on the orientation on the use of library will help, 3.22 said liaising with the school management for compulsory visits to the library, 3.17 agreed that stage reading or quiz completion in schools will help in developing child’s reading habit, 3.14 agrees with setting a prize for the best school library user of the year, 3.10 respondents agreed with creating children reading programme in the library during long vacations.

Solutions to the early reading impediment.

Table 4: Mean response on the solution to the early reading impediment.

S/N	Items	Mean (\bar{x}) Response	Decision
1	Children should be introduced to early reading through interesting storybooks	3.32	Accepted
2	The librarian should organize and teach literacy skills	3.23	Accepted
3	Book exhibition and book talk	3.21	Accepted
4	Story talk hour	3.14	Accepted
5	Organizing reading club	3.19	Accepted
6	Book loan services to the school children	3.33	Accepted
	Grand mean score	3.24	Accepted

Table 4 revealed that 3.32 mean score of the respondents agreed that children should be introduced to early reading of interesting story books and be provided with qualified school librarian that will guide the pupils in literacy skills, 3.21 mean score shows that book exhibition and book talk will help in solving early reading impediment, 3.14 agreed that provision of story talk hour will help, 3.19 agreed that organizing reading club will help and 3.33 mean score of respondents agreed that book loan services to the school children to use at home will help to solve reading impediment.

Discussion of Findings

Early Reading Impediments among the Primary School Pupils in Anambra West.

The study revealed that there are causes of reading impediments among the primary school pupils in Anambra West LGA. This shows that the respondents agree that all the ten items in question one lead to the early reading impediment. Items like not starting school early, poor quality of teachers, lack of good study materials, parents not helping their children, lack of reading practice, conducive environment, lack of library, mental abnormality, lack of reading orientation and high pupil-teacher ratio. The findings of this study are in agreement with the study carried out by Aina et al (2011) and Porbodas (2011) as their study revealed that not starting school on time, parents lack of support towards their children reading at an early stage causes reading impediments,

These factors impede learning to read in the early stage of life. Among the items listed, number seven rated high with an average mean of 3.96 which means that lack of library in the area adversely affects the pupils in having enough materials to practice with. It may be as a result of the area where the governments usually overlook in terms of building infrastructures. This is in line with research finding by Akande & Oyedapo (2018), which revealed that lack of functional libraries in most of the schools surveyed,

and lack of trained librarians, the failure to provide library periods in schools pose a great threat to the reading life of a child.

This study shows that not starting school early causes a child not to read early. Similarly, lack of reading orientation which is typically done when a child begins school. As revealed by the demographic information and pupils' attitude towards reading, it was deduced that majority of children in that area starts school late in life.

Impact of Early Reading on the Use of Library Resources

From the findings on the impact of early reading on the use of library resources, it was deduced from the respondents that all the items in the research questions were positively recorded. Children who use library resources in their early stage of informal education develop interest in reading and making use of the library resources. This is because the child will have access to numerous reading materials. Making use of the available resources in the library will make the child study with ease and research becomes easy also. When such practice continues, self-development will occur. This implies that early reading promotes the use of the library positively. This agrees with the research conducted by Chukwueke, et al (2018) & Anyaegbu, et al (2016) that the use of library resources makes students use the library without stress, assignments done with ease and increases the student's reading habit. Therefore, children use of the library increases their academic advantage over others that are not making use of the library.

Roles of Library in Developing a Child's Reading Habit

The study revealed that the role of the library in developing a child's reading habit include the provision of good study materials for children, early and continuous orientation on the use of the library, compulsory visit to the library by a consensus between the library and the school authority, creating a reading or quiz competition, awards for the best library user and creating a holiday reading programme for children. This shows that the provision of good study materials rated high than the other items, which indicates that reading materials are strongly needed by the pupils in the area. This agrees with Dent & Goodman (2015) who revealed that library will help in promoting reading by expanding their collections and the provision of library professionals to guide the school children (Aina, 2014). The motivation of pupils to make use of the library by quiz competition and prize award was in line with the research made by Tekale, et al (2014) who suggested that such will instil in them the interest and motivation required to read more. From the research, one can deduce that the role of the library as seen here will promote a reading habit among the children in Anambra West Local Government Area.

Solution to Early Reading Impediments

The study revealed that children should be introduced to early reading and interesting storybooks, trained teachers should guide the pupils at school in reading, provision of a conducive environment for learning, provision of school library facilities with relevant children study materials, provision of appropriate attention to pupils with reading

disability and parents assisting the children at home in their studies after school hours. This shows that the items stated will bring some solution to reading impediments in the area. This implies that assisting the children after school, is rated higher than the rest, which indicates that such will help young children to start early reading practice. This is in line with Christensen and Zubrick (2016) who revealed that parent-child book reading intervention will help the child to read early. Provision of children's literature and good environment is in agreement with the findings of Zhang, et al, (2018) who indicated that provision of good reading materials for children and a good academic orientated environment will create the reading mindset in the children.

Implications of the Study

This study if well applied will help the pupils, teachers, librarians, parents and the Government in doing what is necessary to improve the academic life of a child in Anambra West LGA.

The implication of this study therefore is that where the libraries and its resources are not provided, there will not be enough reading materials for children to practice. Parents may find it difficult to provide all the needed materials for their kids and so, the interest in education will gradually collapse. Furthermore, people in the area will continue to be misinformed and ignorance becomes the other of the day.

In a situation where children and adults cease to study, the illuminating effect of education will fade away, crime will increase and the area remains in darkness. Children who were not guided in the practice of reading may find it difficult to read in the future, which will breed laziness to information seeking and problem solving.

Recommendations

The following recommendations are made based on the findings and conclusions drawn from this study.

1. The government should provide quality teachers, good study materials, library and academic-oriented environments for better teaching and comprehension.
2. The school library should get fully involved in developing a reading interest among the children through orientation, guidance, awards, stocking the library with relevant and interesting materials.
3. When the necessities are provided, children should be encouraged to seize every possible opportunity to make progress by making effort to read and learn.
4. Library visit should be made compulsory in a structured collaborative process with the school authorities as this will enable the students to form the habit of making use of the library

Conclusion

Based on the findings, this study concludes that the reading impediments are caused by delay in which the children in Anambra West of start school late, lack of school library stocked with the necessary information resources among others. It was also noted that the parent-children reading will go a long way to enhance the reading habits of the children, and that government, NGOs, and the concerned authorities should provide the Anambra West community with the required school library and information resources needed to encourage the children to have interest in starting school early and cultivate early reading in the children.

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