

## **THE ROLE OF LIBRARY IN PROMOTING READING HABITS AMONG NIGERIANS**

**\*Aina, A. J.**

**Okusaga, T. O.**

*Fatiu Ademola Akesode Library  
Lagos State University, Ojo, Lagos State, Nigeria*

**Taiwo, Adebowale**

*The Library, Yaba College of Technology, Yaba, Lagos State, Nigeria*

**Ogundipe, T .C**

*Nigerian French Language Village, Badagry, Lagos State, Nigeria  
\*E-mail: adebowale.aina@yahoo.com*

### **ABSTRACT**

*Reading stimulates imagination, encourages quick learning, widens views, expands horizons and, helps learning about different people and places. It encourages imagination and curiosity. Reading equally enhances acquisition of skills for handling complex ideas or issues. It appears the present and future generations in Nigeria are at risk of going straight from an oral to a digital culture, skipping over the writing and reading culture in the process. Library, being the nerve centre of any academic institution, is charged with such responsibility of making information available in different formats - digital, pictorial, audio-visual and in book form and promote effective library services - that will encourage reading culture among students. This paper examines the poor reading habits among the present day Nigerians, especially children and youth. It also considers the important role of the library towards inculcating permanent literacy through reading and, suggests what concerned stakeholders could do to promote reading culture in Nigeria.*

*Keywords: Reading, habit, ,libraries, Nigerians*

### **INTRODUCTION**

Reading can be defined as the process of looking at, and comprehending the meaning of written and printed words from the visual representation of symbols. It involves recognition and sometimes verbalization of symbols, which represent sounds in human speech. Reading takes place when the reader understands what has been encoded. Hence, comprehension is at the centre of reading. Reading facilitates the teaching and learning process and has saved the human race over the years. Reading is a process that requires the use of complex thought procedures to interpret printed symbols as meaningful units, and comprehend them as a thought unit, in order to understand a printed message. It also involves the giving of interpretation of written symbols mentally. The Webster New World Dictionary (1986) defines reading as the act or practice of a person who reads or studies books. According to Dorothy (2002), reading is a total integrative process that starts with the reader and includes the following domains: the affective, the perceptual, and the cognitive.

**The affective domain:** includes our feelings and emotions. For instance, if we have adverse feelings about certain things, these feelings will probably influence how we interpret what we read. Our feelings can also influence what we decide to read.

**Perception:** can be defined as giving meaning to sensations or the ability to organize stimuli on a field. How we organize stimuli depends largely on our background of experiences and on our sensory receptors. In the act of reading, visual perception is the most important factor. Eye movements influence what the reader perceives.

**Cognitive domain:** involves thinking, and skills of comprehension. Persons who have difficulty in thinking for instance would obviously have difficulty in reading. Readers who have faulty perceptions will also have faulty concepts. Okebukola (2004) affirms that, through reading, humans have the tools to transmit knowledge to each succeeding generation; it does allow one to listen to the wisdom and people of the ages. God, the creator chooses to relate with us through reading of the holy books that contain God's will and directives for whoever will read and profit thereby. Apostle Paul under the anointing of the Holy Spirit admonished Timothy "study to show yourself approved unto God (11 Timothy 2:15). God enjoins us to read, it means we can and we should read to get a deep understanding of ourselves. Similarly, the religion of Islam holds acquisition of knowledge (literacy, reading etc) in high esteem.

The holy Qur'an reveals that the first communication (injunction) between Allah and Prophet Muhammad was knowledge-based, - Iqraa, meaning, "read" or "recite" (Qur'an 96:1-5). Reading is a vital means of acquisition of knowledge, skills and expression of thought especially in this modern world of science and technology which demand that one should be able to take an intelligent and informed interest in happenings around one's environment and the world at large. Reading provides the information needed to expand our understanding of things.

To Douglas (2000), every child needs to become fully competent in reading in order to succeed in school and to discharge responsibilities as a citizen of a democratic society. A citizen who reads has the capacity to actively participate in the continuity of learning. Reading is the foundation of much of the enjoyment the individual gets in life and is closely related to vocational efficiency. Reading provides a backup of information, which reduces ignorance thus empowering and promoting literacy and connection. If you are a student, a lecturer or a sales management administrator in any other field today, you must read to bring yourself abreast of what is happening in your field; you must rely on the written or digital words to convey information and data. Your ability to read well is absolutely critical to your success in life.

According to Okusaga (2008), reading is the only form of entertainment that is also, an essential life skill. Reading doesn't just happen; it is a skill that

must be nurtured from a child's earliest years. Once children know how to read, they still need gentle coaxing and support to reach their full potential as readers. Our children need help to develop their ability to read so that they can comprehend subjects better at school. Most children with learning disabilities have problems with reading and related language skills. The reasons for decline in reading habits among children are offshoots of technological advancements which have brought about overall changes in family, social and economic conditions. Generally, poor reading habit occur in children and young people because: reading is not considered a relevant leisure activity as it does not form part of children's social interaction; reading is considered a solitary pursuit and is not preferred in comparison with interactive chats on the internet.

There is also an overriding desire amongst young people to spend more time with their friends than remain at home reading. Adults and children alike glue more to televisions watching drama or home videos as a way of enjoying their leisure instead of reading. There is unprecedented rise in the price of books, while CD-ROMs are becoming more affordable. Children with poor reading skills end up receiving poor grades at school, get easily distracted and frustrated, have behavior problems, seem to dislike school and often fail to develop to their full potential. According to Dorothy (2002), kids with poor reading habits have higher chances of anti- social behavior. It has been observed that delinquency; school violence, bullying, incidence of hacking computers and even incidence of examination malpractices have a higher correlation with poor reading habits. This does not mean that those with poor reading habits display such behaviour. However, poor reading habits are mainly responsible for such behavioral patterns while good reading habits help in developing a steady and constructive mind.

### **NEED FOR EFFECTIVE READING CULTURE**

The importance of acquiring reading skills for individual's success in life cannot be over-emphasized. It is a well known fact that when there were no televisions, handsets and computers, people spent hours reading books and traveled to lands far away in their minds. The problem is that with time, people have lost their passion to read because there are several other exciting options available, aside from books these days. This is a shame because reading offers a productive approach to improving vocabulary and word power. The acquisition of reading skills does not only affect or improve confidence in language arts, but also in other subjects such as social studies, science, and mathematics and so on. Poor reading skill can make a child develop poor attitude to school and it can create self-esteem problems later in life (Fosudo, 2010).

According to internet sources (<http://esl.fis.edu>) the advantages of reading are so many. These include but not restricted to the following:

**Reading is an active mental process:** Unlike TV, books make you use your brain. By reading, you think more and become smarter.

**It is a fundamental skill builder:** Every good course on the planet has a matching book to go with it. Why? Because book help clarify difficult concepts. Books provide information that goes deeper than just classroom discussions.

**Improves your vocabulary:** While reading books, especially challenging ones, you will find yourself exposed to many new words.

**Gives you a glimpse into other cultures and places:** Books can expand your horizons by letting you see what other cities, countries, and cultures seem like and what they have to offer.

Other advantage of reading include improving concentration and focus, building self-esteem, improving memory, learning ability to aid independently, improving creativity, giving you something to talk about, reducing stress, and finally you will make more money in reading. Oke (1996) gives reasons why people read thus:

- a) Reading is a tool of self improvement leading to do-it-yourself techniques acquisition, equipping oneself with skills for better job.
- b) Reading for pleasure and relaxation.
- c) Reading is status symbols - this involves the prestige and value society places on reading rather than nothing.

According to Antwi (1985), several studies show a disturbing relationship between reading/early literacy and child's emotional, mental health and social behaviour. According to him, a study done in the United State of America, (USA) showed that reading was correlated with the delinquency independent of neighborhood, ethnicity, and family involvement effects, was the same in both ethnic groups sampled and was constant over the age range studies. The degree of seriousness of delinquent act was directly correlated to the degree of severity of reading problem. In order words, the more serious the reading problem, the more serious the delinquent acts. The study also showed that early in the primary grades, children who are struggling with literacy begin to experience failure, and with it a potentially devastating cascade of related negative effects in their development of inter-and-intra-personal skills. These effects can include task-avoidance and acting out social behaviours, lowered levels of personal regard, and seeking of personal validation in venues less pro-social than school.

In Nigeria, a study carried out by Henry (2004), reveals that 40 percent of adult Nigerians never read a non-fiction book from cover to cover after they finished school. The average Nigerian reads less than one book per year, in fact only one percent of successful men and women in Nigeria read one non-fiction book per month. In the same study, 30 million Nigerians have graduated from high school with poor reading skills. Some people do not read because

they are simply lazy, they are surrounded by so many distractions, especially television, radio, social activities while others never get around doing any serious reading. Some Nigerians do not read probably because they are not working in the right field(s). If regular reading and studying is a required condition of your job or profession, this in effect means you read, but under duress. This is so because people have not been told or realized how important reading is. Majority of young learners are neither learning to read nor reading to learn. Large and growing numbers of children are reaching upper elementary levels unable to read and understand class level appropriate materials. The spate of examination malpractices is a direct result of poor reading habit.

The magnitude of this problem causes not only innumerable personal tragedies but also significantly draw instructions down, and jeopardizes the future of our public schools. What is most frustrating is that much of this reading problem could have been prevented if government, libraries and teachers apply what is known as reading instruction or techniques. The vast majority of the world's information today is not digitized; they are in print form, mostly in books. Reading per se among young adults is not exactly on the wane, but the delivery mechanism has changed. Communications with words is thriving, but on a new format, most reading is now online only probably, exception, been a novel or non-fiction classic (Okebukola, 2004).

For many years, especially in the West, there have been doubts whether the written medium of narration would survive the onslaught of technology. Will children and adults who spent most of their working time in front of Television or computer continue to read books? Similar fears were expressed at the end of the 19th century with the emergence of films and cartoons. Books survived that era and maintained its position as a parallel "technology". Topo (2005) affirms that the need today is the thoughtful integration of book reading with hi-tech i.e. the integration of multi-media activities such as photography, printing and drawing, sewing and crafts, 3-D and digital art, hip-hop, claymation and on-line services in our libraries. This will become a new object in tune with the times. It will also reverse the decline in book reading among children and adults. Oke (1996) affirms also that a conscious effort should be made by all stakeholders in the educational system to promote reading habit. According to him, equipping the libraries will be the first practical step towards these efforts.

#### **FACTORS RESPONSIBLE FOR POOR READING CULTURE IN NIGERIA**

The way of life of any nation is influenced by the percentage of its citizen who are literate. Cuba, for example, is a country that shared borders with the United States of America. She has the highest rate of literacy in the world. This is among the reason why Cuba has a vibrant economy despite the decades of diplomatic row with the strongest nation in the world (Henry, 2004). The level of reading in Nigeria in particular and other third world countries is

nothing to write home about. Okusaga (2008) asserts that being a former British colony, Nigeria's literacy culture ought to be as standardized as that of the Britain. About 99% of British citizen can read and write. The same cannot be said of Nigeria. Henry (2004), states that out of the 814 million illiterates in the world, the third world countries, most especially in Africa, have a huge percentage of these illiterates. However, Latin America, Asia, and others are making frantic efforts to drastically reduce illiteracy rate, but owing to the following reasons, the same cannot be said of Africa.

**Abject poverty:** In sub-Saharan Africa, the impact of poverty is deeply felt. Only a few people are living above poverty line. About 80% of Africans are living under hazardous conditions. The per capital income of an average citizen in Nigeria, "the giant of Africa" with its abundant natural resources, is two dollars. This, in no little measure, affects the reading habits of Nigerians. Many are too poor to send their children to school. They lack money to buy books and pay school fees.

**Corruption:** Corruption affects Nigeria so much. Government is trying to fight corruption which has drastically affected Nigerians reading culture. Corruption is a pandemic that has destroy the moral fabrics of the society. Corruption is present everywhere in Nigeria from government institutions to private organizations. In schools, for instance, many students prefer to indulge in immoral acts rather than face their studies diligently. Social vices like sex for marks, sales of ungraded textbooks to students at high fees, using money to buy examination marks and indulging in examination malpractices abound in our higher institutions of learning. Those who engage in these infamous acts consider reading as a waste of time.

**Noise culture:** There are few conducive and serenity that are characteristics of a learning environment and these are lacking in places used for reading. Most schools are cited in densely populated areas, where distractions prevent smooth flow of learning. Moreover, the "illiteracy syndrome" has an adverse effect on the psyche of many Nigerian citizens. Most people perceive noise to be an integral part of their culture.

**Undue importance attached to wealth:** many Nigerian people usually celebrate mediocrity at the expense of intellectuals. This obviously manifest in our rush for material things. Some people abandon their educational career for the pursuit of money. Many have abandoned their education in search of "quick money" which they believe can be gotten in business and or politics. Many people run away from the village schools to take up jobs in Lagos. Some time ago, a prominent man from the Eastern part of Nigeria cried out that youths are not going to school again. All they want is to go into business and make money. All these throw spanner in the wheel of reading habits.

**Lack of reading language:** In many homes, the language of reading is introduced late; the first contact point of some children with this language is

in school. Children grow old to perceive reading and its associated activities as herculean.

***Dearth of libraries:*** libraries play important role in the promotion of reading habits. However, these libraries (school and public) are either non-existing or not playing their expected role. State and local government as well as proprietors of schools (government and individuals) have not deemed it fit to comply with library provisions in the National Policy on Education (NPE) public libraries (the peoples university), are not being established, where they are needed, by appropriate governments. The few existing public libraries are neither adequately neither funded nor stocked with reading resources that can impact on the lives of citizenry.

### **THE ROLE OF LIBRARY IN PROMOTING READING CULTURE IN NIGERIA**

The need to promote effective reading habits among the general populace of Nigeria has been receiving attention from organizations such as the National Library of Nigeria, the Reading Association of Nigeria and the Nigerian Book Development Council. Since 1981, the National Library of Nigeria has been sponsoring the readership promotion campaign in the country. This is done as part of the strategies to ginger up the reading culture in Nigeria. The objectives of the readership campaign includes:

- (i) To encourage more reading Nigerians
- (ii) To promote the increase in production of reading materials in Nigeria, both in quality and variety and
- (iii) To identify the major obstacles those inhibits reading in the country and find ways of eliminating them.

The problem with the above objectives is that the readership promotion campaign has been restricted largely to Abuja, Lagos and some few state capitals. The impact has not really been felt in other parts of the country because the National library has not been adequately funded to put the campaign in prints or electronic media.

The above observation notwithstanding, the library can in a number of ways play important role in the promotion of reading habit among Nigerians. Libraries, especially school libraries, are fundamental and basic to the design, implementation and attainment of educational excellence. Libraries are an integral part of the educational development of school children and youth. Without the support of efficient libraries, schools on their own cannot successfully achieve the goals of education which are: the inculcation of national consciousness and national unity; the inculcation of the right type of values and attitudes of the individual and the Nigerian society; the training of the mind in the understanding of the world around; and the acquisition of appropriate skills and social abilities and competence as equipment for

the individual to live and contribute to the development of the society. (FRN, 2004). Libraries provide access to enjoyable and information reach-reach reading materials through which school children and youths can gain and improve their skills. Libraries help introduce the use of reading for information, pleasure, passing examination (learning in school) and personal growth through lifelong learning. Libraries provide materials that offer more extensive and varied information than classroom study alone. Voluntary reading helps develop reading skills and mastery of language, extends students knowledge and assists them in their academic work. Students and youths who read from time to time are likely to have some background knowledge, familiarity with new topics or subjects and thus, find learning and discussions easier and interesting.

Libraries seek to enrich young people by introducing them to good reading literature which will increase their understanding, broaden their horizons, develop their aesthetic sense, and help them develop their moral, spiritual and psychological growth. Reading helps develop and promote local culture. Libraries help facilitate publication of good children literature based on culture and provide future reading public for such publications.

In Nigeria, literacy is recognized as a basic tool for personal and national development. The FRN (2004), places inculcation of permanent literacy and numeracy, and ability to communicate effectively as one of the objectives of school education. This can be achieved through the teaching of the three Rs - reading, writing and arithmetic in the hope that students/pupils would continuously learn after school years. Attainment of permanent literacy can be done through reading. Different library resources - books, magazines, journals, audiovisuals etc provide different information. The library has to provide sufficiently, good resources to complement qualitative education. These resources can take children and youth far above technical literacy to developing reading culture which makes permanent literacy attainable.

The role of the libraries in promoting reading is especially crucial in countries like Nigeria where education is emphasized in scientific, reflective thinking and creativity. Librarians would help children and youths develop relative ability, critical and independent thinking through their exposure to a wide variety of instructional resources and learning opportunities. With provision and usage of library resources, readers would learn and understand why and how certain decisions or conclusions are reached; the effect of conflicting or incomplete information. Available reading materials in the library would show the presentation of information in different ways. The library would also afford the users (children and youths), the opportunity of balancing objective and subjective arguments and develop ways of self thinking and independent judgment.

Apart from the development of creative and critical thought, the role

of the library in the promotion of reading culture can be felt in the readers' development of values, attitudes and appreciation. These human attributes are difficult (if not impossible) to teach in the classrooms. Affective domain in education, involves emotions, feelings and degree of acceptance or rejection. Library plays significant role in the affective domain by providing experience in various forms of creative expression especially in literature and the arts. Acquisition and accessibility by readers to good reading collection on literature and creative arts would help readers (children and adults) develop ethical values and appreciation of different people, culture and environment.

However, in the process of encouraging or inculcating reading habit in children and youth, stakeholders (parents, teachers, schools, librarians and other library staff) should avoid the followings:

***Nagging:*** Pressurizing and hounding a child will only increase his resistance.

***Bribing:*** Bribing can produce negative results. Instead present a child with a book and praises on his successfully completing a reading assignment.

***Judging:*** Constant judging will take the pleasure out of reading and he will soon lose interest.

***Criticizing his choice:*** If he is taking the initiative to read books of his choice, encourage him, even if he is choosing books that are too light and easy to read. With time, he will go for more serious options.

***Setting tough goals:*** Don't expect great things in short time frames. Encourage him gently, instead.

### **STRATEGIES FOR PROMOTING READING HABITS AMONG NIGERIANS**

Having considered some of the factors responsible for poor reading culture in Nigeria, it is pertinent to suggest strategies that can be adopted to turn the country to a reading nation and her citizens, to a reading people. Imbibing the culture of reading would assist in finding solutions to some of her socio-economic and political problems. Improved Funding: Fund is crucial to the development of education and libraries; it is a sine qua none of performance. Therefore, the Nigerian government has to improve its funding of the education sector, by increasing funds allocated to schools. This would affect provision of school library services. Funds should be earmarked for establishing, equipping and maintenance of libraries (public library inclusive).

Sufficient fund should be provided to acquire adequate, current and relevant library materials - books, magazines, charts, transparencies; photographic slides, and computer instructional packages. Concerted effort should be made by the appropriate supervisory body to monitor effective utilization of funds allocated to the library. Establishment of libraries: Efforts must be made by government at different levels to establish more libraries in their schools and for the private, club, communities, Religious bodies,

organizations (NGOs and CBOs), Old Students Associations, professionals bodies and individuals should be encouraged to assist in the promotion of reading by establishing libraries or supporting already established school and public libraries. This can be done through stocking of libraries with good reading materials that can impact on the lives of Nigerians. These libraries should also be provided with professionally qualified personnel to render services to the users. 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 reading promotion. Availability and accessibility to instructional and pleasurable books stimulate development of reading and attainment of permanent literacy. It has been found out 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 the expected role.

Associating reading with pleasure:- Children and students can be motivated to read and thus form good reading habit through storytelling, reading together (shared reading), formation of reading/book clubs as well as provision of conducive reading environment devoid of unwarranted noise and distractions. Storytelling is a basic and enduring form of literacy expression in Nigerian cultures. Librarians should encourage the integration storytelling and the oral literacy tradition with the school curriculum especially at the primary school. Telling children interesting stories encourage their attention and focus, develops their listening skills and helps stimulate voluntary reading. Another way of introducing pleasure or fun to reading is by reading together. Reading together can take place in the classroom, library or at home. Parents, school librarians, teachers and children can read aloud to themselves at home, in the class or library, getting to an exciting point in the story book before stopping. The interest generated during such period will inspire many students to continue the story on their own.

In the course of shared reading, the passage read aloud can be discussed and a new book can be introduced to the students before its shared reading commences. The experience of reading and hearing increases speed; facilitates comprehension, good pronunciation; develops reading and critical thinking skills. In addition, shared reading put confidence in some timid children and encourage them develop voluntary reading habit. Excursions to libraries and exhibitions: Children/students in schools where there are no libraries can be taken on excursions to libraries in other schools or in their locality. They can also be taken to book exhibitions/fairs. During such visits, children would be introduced to the library and its resources. They will also be educated on the importance of books and reading to their education and future lives.

Encouragement of library usage: Teachers should encourage maximum

use of the library and its resources by giving pupils/students assignments/projects that would necessitate their frequent visits to the library. Such assignments/projects must be practical in nature. They may entail reading a novel and summarizing such, or using the library resources to solve an environmental problem. Appropriate legislation: It has earlier been pointed out that the National Policy on Education statements on the provision of library has not been implemented by the stakeholders. Non-implementation stems from the absence of appropriate legislation to back up these statements. It is, therefore, been suggested that appropriate legislation(s) be enacted by various governments to enforce compliance with the policy statements. Such legislation should stipulate stiffer penalty such as closure of school(s), for non-compliance with the policy statements.

***Resuscitation of mobile library services:*** Promotion of reading habits should not be confined to students in the classroom or the physical library alone. Rather, consideration and extension of library services should be given to children and youth who, for one reason or another, are out of the normal school or library environment. This can be done through mobile library service, a formidable service provided by the public library. In the 1970s, Nigerian populace in the rural areas - farmers, nomadic fishermen and cattle rearers, used to enjoy this service. Regrettably, since the 1980s, this important library service became moribund.

To attain the objective of the universal basic education as well as carry out the goals contained in the National Policy on Education, states and local governments in Nigeria need to revive the mobile library service. Once revived, the library would carry reading, vocational and instructional materials to the remote communities in the country. Thus, the library would be able to serve the needs of school children, dropouts, adult illiterates, semi-literates, nomadic fishermen and cattle rearers, and other categories of people who wish to be associated with reading and education.

## CONCLUSION AND RECOMMENDATIONS

Education is a continuous process. It can be acquired formally through attendance at schools, workshops, seminars or other form of training. Traveling has been recognized as an important form of education. People can become educated by traveling to lands far away from them through leisure reading and thereby learn about other people, culture and environment. These, point at the significance of reading to education. A reading nation is an informed nation. Nigeria can not be regarded as a reading nation because the younger generation of Nigerians does not consider reading as leisure activity. Instead, of engaging in voluntary reading, they glue more to television watching drama or home video, engage themselves with interactive chats on the internet or play computer games. The non-reading or poor reading habit of this younger Nigerians affect

their performances at schools and during examinations. Children/students with poor reading habits usually engage in anti-social behaviours such as school violence, bullying and examination malpractices.

To redress this observed anomaly, several organizations and institution including the library have taken steps to encourage and promote reading habit among Nigerians. Library been the nerve centre of any academic institution, is charged with the responsibility of acquiring and providing access to a variety of instructional and information-rich materials in different formats. The library continues to discharge this responsibility and employ other strategies that can promote reading culture. Other stakeholders - government at different level, communities, organizations, parents and individual proprietors have their roles to play. All hands joined together, would lift Nigeria from her present state to becoming a nation consisting of people with very high reading culture.

The habit of reading should begin at early stage and should be imbibed throughout ones lifetime. The complementary role of the library in inculcating and promoting reading habit in Nigerians should be appreciated. According to Douglas (2008), "The library becomes increasingly important in the new teaching, for not only does it supply enactment materials in all areas; it also supply materials at all levels of difficulties. It stores books, pictures, pamphlets, maps, films filmstrips, recordings and all other printed media which makes it a gold mine for each teacher and each pupil."

## REFERENCES

- Aliu, A. Yusuf** (1934). *The Holy Qur'an: translation and commentary*. Jeddah: Dar al-Qiblah.
- Antwi, I. K** (1985). *The reading habits and interest of secondary school students in Bauchi Metropolis: a case study*. Lagos: Nigerian Libraries 2 (2) pp. 52-53.
- Dorothy, R.** (2002). *Diagnosis and correction in reading and guiding reading instruction*, (4th ed.) Boston: Allyn and Bacon.
- Douglas, M. P.** (2000). *Primary school library and its services*. Paris: UNESCO.
- Federal Republic of Nigeria** (2004) National Policy on Education, (4th ed.) Lagos: NERDC press.
- Fosudo, S.** (2010). Reading as part to success" A Lecture delivered at the College Library Day, Adeniran Ogunsanya College of Education, Otto/Ijanikin, Lagos on February 24th.
- Henry, P.** (2004). Children reading habits and their use of media: exhaustive suggestions on encouraging reading habits among children.
- Oke, E.** (1996). Analysis of progress made by public libraries in Nigeria. *Nigeria School Library Journal* 2(4)
- Okebukola, F. O.** (2004). Reading: key to lifelong development. A key note address delivered at the workshop on readership promotion campaign organized by the National Library of Nigeria.
- Okusaga, T. O.** (2008). *Development of school library for effective implementation of universal basic education in Lagos State in the 21st century*. In Odubunmi, E. O. & R. O. Okuneye (ed.) *Dynamics of education in Lagos State in the 21st century*. Lagos: Faculty of Education, Lagos State University. pp 149-166.