

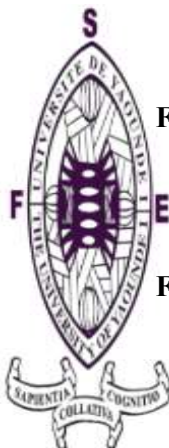
UNIVERSITY OF YAOUNDE I

POST GRADUATE SCHOOL FOR
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UNIVERSITÉ DE YAOUNDÉ I

CENTRE DE RECHERCHE ET DE
FORMATION DOCTORALE EN SCIENCE
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ÉDUCATIVES

UNITÉ DE RECHERCHE ET DE
FORMATION DOCTORALE EN SCIENCE
ÉDUCATIVES ET INGÉNIERIE
ÉDUCATIVE

FACULTÉ DES SCIENCES DE
L'ÉDUCATION

DÉPARTEMENT DE CURRICULA ET
ÉVALUATION

THE USE OF SCHOOL LIBRARIES AND ITS EFFECTS ON THE READING PROCESS OF STUDENTS IN SOME SECONDARY SCHOOLS IN YAOUNDE

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Speciality: Conception and Evaluation of Educational Projects

By

CHERAN MPOUEN MIASSE

B.A in Law

22W3045



jury

Ranks	Names and grade	Universities
President	EYENGA ONANA Pierre Suzanne, Pr	UYI
Supervisor	SHAÏBOU Abdoulaï HAJI, CC	UYI
Examiner	NGUELE OWONO Marie, CC	UYI

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This work is dedicated to my Beloved Mother Catherine Namondo
WOKA

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CERTIFICATION

This is to certify that Cheran Mpouen Miasse, registration number 22W3045, a student in the Department of Curriculum and Evaluation in the Faculty of Of Education of the University of Yaounde 1, has satisfactorily completed the requirements for the Master of Education. This work entitled “The use of the school library and its effects on the reading process of students in some secondary schools in Yaounde “under my guidance and supervisor, was carried out in the Department of Curriculum and Evaluation.

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ABSTRACT

This study was conducted to evaluate the use of the school library and its effects on the reading process of students in some secondary schools in Yaounde municipality. A descriptive survey approach was adopted while one hundred copies of questionnaires was used to collect data. The study was guided by four (4) research objectives. Four research questions were also raised and a null hypothesis was formulated to guide the study. Descriptive survey method was the design adopted for the study and a quantitative approach was used to guide the study. Questionnaires were distributed to the students selected and all were retrieved on-the-spot for data analysis. Data generated were analyzed using frequency counts and percent. The study population is 138 consisting senior students from two schools notably; the Lycee de Biyem Assi and the College Vogt de Yaounde. The 100 respondents were selected using the simple random sampling technique. Results and findings revealed that the use of school library enables students to have broader knowledge of different subjects, prepare and perform well in their examinations, and respond well in class. In addition, results also shows some setbacks such as unavailability of audio-visual materials, insufficient library resources, lack of internet facilities and unsatisfactory attitude of library staff are hindrances to effective use of school libraries by the students. Findings was also based on the fact that students were motivated to study in the library and make use of the library space, develop their study habits through the availability and their use of different resources in the library such as electronics as well as printed resources. The extent of utilization of the school library information resources was found to be low, while the frequent use of the library was for different. Discussions of the findings is explained by the fact that, students frequently use the Library printed material and library space purposely for reading, recreational purpose and information purpose. The study also faced some challenges. It is recommended that school management should fund library adequately so as to purchase resources. A general budget plan was also brought taken into consideration. Based on the findings, the study recommended an increased availability of school library information resources and the creation of proper awareness to encourage use by the students, among others.

Key words: Use of school Library; reading process.

RÉSUMÉ

Cette étude a été menée pour évaluer l'utilisation de la bibliothèque scolaire et ses effets sur le processus de lecture des élèves de certaines écoles secondaires de la Municipalité de Yaoundé. Une approche d'enquête descriptive a été adoptée tandis qu'une certaine de copies de questionnaire ont été utilisées pour collecter des données. L'étude était guidée par quatre objectifs de recherche. Quatre questions de recherche ont également été soulevées et une hypothèse nulle a été formulée pour guider l'étude. La méthode d'enquête descriptive a été la conception adoptée pour l'étude et une approche quantitative a été utilisée pour guider l'étude. Des questionnaires ont été distribués aux étudiants sélectionnés et tous ont été récupérés sur place pour analyse des données. Les données générées ont été analysées à l'aide de décomptes de fréquences et de pourcentages. La population étudiée est de 138 élèves composés d'élèves seniors issus de deux écoles notamment, le Lycée de Biyem Asi et le Collège Vogt de Yaoundé. Les résultats et les constatations ont révélé que l'utilisation de la bibliothèque scolaire permet aux élèves d'avoir une connaissance plus large des différentes matières de se préparer et de bien réussir leurs examens et de bien répondre en classe. En outre, les résultats montrent également que certains revers certains tels que l'indisponibilité du matériel audiovisuel, l'insuffisance des ressources de la bibliothèque, le manque d'installation internet et l'attitude insatisfaisante du personnel de la bibliothèque constituent des obstacles à l'utilisation efficace des bibliothèques scolaires par les étudiants. Les résultats reposaient également sur le fait que les étudiants étaient motivés à étudier à la bibliothèque et à utiliser l'espace de la bibliothèque, à développer leurs habitudes d'études grâce à la disponibilité à leur utilisation des différentes ressources de la bibliothèque, telles que les ressources électroniques et imprimées. Le degré d'utilisation des ressources d'information de la bibliothèque était dû à différentes raisons. L'étude a également été confrontée à certains défis. Il est recommandé que la direction de l'école finance la bibliothèque de manière adéquate afin d'acheter des ressources. Un plan budgétaire général a également été pris en considération. Sur la base des résultats, l'étude recommande une disponibilité accrue des ressources d'information de la bibliothèque scolaires et la création d'une sensibilisation appropriée pour encourager leur utilisation par les étudiantes entre autres.

Mots clés ; Utilisation des bibliothèques scolaires, processus de lecture.

CHAPTER ONE

INTRODUCTION

The use of the school library is vital to the learning and teaching activities of any school as it acts as an information hub and an innovation centre Umar (2013). From time immemorial, the school library has been a place where sustaining literacy, self-education and lifelong learning is inculcated and nurtured to children, pupils and students. Darmono (2020) argues that the school library is one of the educational facilities and infrastructure that will support student activities, which play an important role in spurring the achievement of educational goals in schools.

A school library is a library that is held in schools to support teaching and learning programs in formal education institutions at both elementary and secondary schools, both public and secondary schools, Supriyadi, (2019). The school library is a collection of printed and non-printed materials that is organized in a room so that it can be used by students and teachers Bafadal (2014).

School library and its use is unarguably one of the intellectual wonders of life and one of the greatest and remarkable innovations and inventions that have proved, indisputably, man's creative audacity Ajidahun (2020). The use of the library to him is a splendid educational masterpiece, a redemptive global phenomenon with robust capacity and ecumenical power and capability to bring the desired and the unimaginable transformation and positive changes to the society; the results which are immeasurably eternal.

The library, irrespective of its form, status, typology or classification has profound potency in bringing cultural, political and socioeconomic empowerment to the society Saley (2019). Notwithstanding, any high school without an efficient and effective library use is comparable to a car without engine Robin (2005). Therefore, every school be it pre-primary, primary and secondary, should set up a school library that will be responsible for acquisition, organization, preservation and conservation of various information materials needed for learning of pupils and teaching of the teachers.

The use of the library is one of the information handling skills the students need to have, in order to enable them utilize resources of the library. Okiy (2014) stated that the inculcation of the habit of using school libraries will act as catalyst to ensure that the education obtained by these students is of high quality. Neither a good book nor a good library can make an individual educated but a successful use of books and library that makes one a well-informed, stable and

well-adjusted / learned individual Adebamowo (2011). The use of the school library is using the library resources, which may be physical or non-physical resources, Adesina (2018). He went further to explain that physical resources are those printed resources which can be seen and handled by the user. They include; books, journals, newspapers, magazines and manuscripts. While the non-print are the resources that can only be accessed with the help of a gadget such as computers, CD Rom, mobile phones which gives information from online.

Using the school library resources is important in the intellectual and social development of young persons. It is therefore essential that schools be able to educate their pupils not only through the use of books but in the use of books Amabali (2018). For the effective use of school library resources, the schools should be to provide library material that when used would be meaningful for the growth and development of the pupils. Using the school library helps to provide pupils with certain experience to help them social adjustment future Oluwadere (2014).

The adequate library resources play an effective role in the education of a child. That is to say, it is essential that every school especially secondary school should have a functional library and adequate library resources every pupil should have access to a variety of reading materials from the very beginning to find information they need from book and provide pupils with the skills required to transform the gathered information into knowledge Lewali (2018).

As a library established in pre-primary, primary and secondary schools, they are central to the learning and teaching process in schools below the tertiary institutions, Ashikuzzaman (2013). The use of the library in the secondary Schools exist to support the education programme by making available the needed resources, the exploitation of which makes teaching more interesting and learning pleasurable. The school library is not only a depository and a storehouse of knowledge and a center for the dissemination of knowledge but also a recreation and relaxation center, Ezenwa (2013).

Schools as the main social education institutions, apart from having formal rules for administering education, are also required to have libraries to support the effectiveness of learning. Some of the roles and functions of a school library use include:

- Promoting a culture of reading and enhancing information literacy skills;
- Providing a place for collaborative learning, creativity and for developing independent research;
- Supporting all educational programs and the school curriculum; and

- Provide teachers with access to professional development materials: Queensland Government, 2014; School Library Association, (2016).

The effective use of the school library provides additional reading opportunities for students, which in turn improves reading skills, knowledge, and writing and clarity of expression, which in turn support student performance in all other curriculum subjects. Using the School library in some secondary schools in Yaounde is the use of collection of books placed in school for use by both the teachers and students Bawack (2019). For the effective use of school library resources, the schools should be to provide library material that when used would be meaningful for the growth and development of the pupils, Anero (2014) The use of school library helps to provide pupils with certain experience to help them social adjustment future.

However, Secondary schools in Yaounde require standard school library and adequate library resources in order to improve the reading process of students in particular and the academic performances in general, as well as preparing them to be skillfull in the higher institutions. They have limited access to library resources in Some schools in Yaounde Nkolo (2019). It is generally acknowledged that the major problem of school libraries collection is a drastic cut in the budget of most secondary schools in the state coupled with high cost of acquiring needed library materials, Lack of adequate fund and unprofessional librarian to manage the school libraries resources have affected the use of school libraries by secondary school students in Yaounde.

The reading processs is crucial in the development and improvement of people's mind, Ayanbimbe (2012). It is the process of restoring the dignity of man in facing societal challenges. To thrive in this modern era, one needs a variety of information, no matter how well versed one is in a field or profession. Using the school library promotes the reading process because it provides, not only books but items such as motion pictures, video tapes, slides, educational materials, as library collections. The books in this library include; fiction and non-fiction books and books on other subject matters, Ogunyemi (2018).

Reading has been observed as a key issue for grammar and vocabulary to be improved especially in Secondary schools Agnes (2016). It is also relevant to note that reading is not only useful in the building of grammar and vocabulary or for linguistic schemata, but reading can improve comprehension skills. Reading comprehension is a complex construct that involves the interaction of a number of psycholinguistic processes, Hassen (2016). It goes far beyond the ability to state the main idea of a text in one sentence, answer questions about details, define

vocabulary, read aloud accurately, and so forth. Fluent reading also develops automaticity, in the fact that reading begins with the „Automatic recognition of words. The Reading process is making sense of a written text—a skill that is crucial for learning across the curriculum Babayiğit (2012). Reading process is the frequency of reading, and the average time spent on reading materials, Nssien (2007). Reading culture is a process of building up positive reading attitude among students and children over time. Although, when an individual habitually and regularly read books and other information materials that are not necessarily required of him to advance in his/her profession or career, he or she is also said to have a reading culture.

Secondary schools in Yaounde require standard school library and adequate library resources in order to improve the reading process of students in particular and the academic performances in general, as well as preparing them to be skillfull in the higher institutions. Such secondary schools we are referring are schools not only in the public but private sector as well. However, they have limited access to libraries resources in Some schools in Yaounde, Bawack (2019). It is generally acknowledged that the major problem of school libraries collection is a drastic cut in the budget of most secondary schools in the state coupled with high cost of acquiring needed library materials, Lack of adequate fund and unprofessional librarian to manage the school libraries resources have affected the use of school libraries by secondary school students in Yaounde, Nkolo (2019).

In view of this, the researcher decided to embark on this study to find out specifically the use of the school libraries by students in selected secondary schools in Yaounde municipality. The study also appraises the level of availability, accessibility and impact of school libraries on the reading process of students.

Background to the study

This section will focus on the Historical, theoretical, conceptual and contextual background.

Historical Back ground

In the year 1731, libraries were established some of the earliest were founded in the late 17th century in England. Since the early 1950s, almost 30,000 new secondary school libraries have been established in Africa and thousands of funded development programs and collections expansion projects have enhanced libraries in public elementary and secondary schools in Cameroon.

At the same time, school libraries have evolved from having a primary focus on books, housed in a store-like services with computers as may be found in most academic libraries and information centers today. These school libraries, the provision of information rich resources and services, have been considered paramount in the development of education and academic performance of its students who in daily basis patronizes the services of library. Ginika (2017).

Francis Bacon stated that “Reading makes a full man;” refers to the notion, one is able to fill the mind with knowledge pertaining to a variety of topics. Literature often enables a person to enter and explore territories which are difficult to enter or explore in person, or it expands the imaginative aspect of minds by helping the reader to conceive of ideas they might find foreign

Shannon Mattern (2014), “Reading room, social service center, innovation lab. How far can we stretch the public library?” The use of the school library plays a very important role in promoting the progress of knowledge. There are many people who love reading. But they can't afford to buy books because the prices of books are very high. So when one becomes a member of a library, he can borrow valuable books. There are a lot of factors that makes the library significant.

However, the birth on the use of the school Library started with the ideology of Melvil Dewey. He was a one-man Silicon Valley born a century before Steve Jobs. He was the quintessential Industrial Age entrepreneur, but unlike the Carnegies and Rockefellers, with their industries of heavy materiality and heavy labor, Dewey sold ideas. His ambition revealed itself early: in 1876, shortly after graduating from Amherst College, he copyrighted his library classification scheme. That same year, he helped found the American Library Association, served as founding editor of Library Journal, and launched the American Metric Bureau, which campaigned for adoption of the metric system.

The use of Libraries has had at least to comprehend, if not become a key node within, evolving systems of media production and distribution. Consider the medieval scriptoria where manuscripts were produced; the evolution of the publishing industry and book trade after Gutenberg; the rise of information technology and its webs of wires, protocols and regulations. Libraries have also assumed a host of ever-changing social and symbolic functions. They have been expected to symbolize the eminence of a ruler or state, to integrally link “knowledge” and “power”.

At these beginning stages of development, the school libraries were primarily made up of collections with the school librarian playing primarily a clerical role. Dewey wrote that “a broad

conception at the end of the century of the schools is simply this, to teach the children to think accurately, with strength and with speed. If it is in the school that they get their start, then where do they get their education? 1920 marked the first effort by the library and education communities to evaluate school libraries with the publication of the certain report, which provided the first yardstick for evaluating school libraries.

By the 1950s, 40 percent of schools indicated the presence of classroom collections. Around 18 percent reported having centralized libraries. City schools reported 48 percent, and rural schools reported 12 percent. School libraries experienced another major push following the launch of Sputnik in 1957, which forced the United States to re-evaluate its priorities for math and science education. As a result, the 1960s were one of the greatest periods of growth and development for school libraries due to an increased flow of money and support from the private sector and public funding for education. Most notable during this time was the Knapp school project which established model school library media centers across the country. Hundreds of new school libraries were expanded and renovated during this time.

Most recently, school libraries have been defined by two major guidelines documents; information power (1988) and information power II (1998). In 1999, the International Federation of Library Associations and Institutions (IFLA) published the globally important UNESCO School Library Manifesto which states: "The school library provides information and ideas that are fundamental to functioning successfully in today information and knowledge-based society. The school library equips students with life-long learning skills and develops the imagination, enabling them to live as responsible citizens" (para 1).

After the partitioning of Africa in 1884, the Germans introduced their language as the *lingua franca* in Cameroon. There is now little German spoken except by the old men who still pride themselves in it. In 1971, Max Dippold published a bibliography of documents in the National Archives in Yaounde. The Germans left fortresses and archives in Cameroon, but no libraries. After World War 1, the French and British ruled parts of Cameroon. The French colonial administrators established *bibliothèques de brousse* (Rural libraries) but these libraries served only as reading centers for officers who had to work far from the urban centers.

In the English-speaking part of Cameroon, all secondary schools had libraries. Some of these have grown but have not reached the dimensions of real libraries. Even though the libraries did not receive many books, and although the growth has been rather slow, all the secondary schools had libraries in English-speaking Cameroon. Before independence (1961), only the

government and missionary bodies ran secondary schools. Later private secondary schools were opened, most of them with libraries. However, with the fast opening of both public and private secondary schools of Yaounde in the 21st Century, more efforts have been done to open up more school libraries with effective resources. Libraries are well known for promoting the progression of knowledge. The International Federation of Library Associations (2018) opines that libraries are key entities for achieving sustainable development goals. Therefore, governments had to put effective and efficient structures in place that facilitates easy access to timely and quality information. Such structures entail archival institutions and information repositories such as academic, public, school and special libraries.

Theoretical background

This study will be guided by two theories; the expectation-confirmation theory for the use of the library and information resources and Emily Saurman's (2016) Modified theory of Penchansky and Thomas's Theory of Access. The Expectation – Confirmation Theory for Usage of Library and Information Resources (ECTULIR), developed by Salubi et al. (2018), which states that if library resources and services satisfy users, their expectations and post-usage satisfaction with the library's information resources and services will improve, resulting in positive confirmation. When the output of the resources and services does not meet the user's expectations, it becomes negative, reducing their use and satisfaction and their perception of the quality and value of library resources and services. Therefore, this theory proposes that library service's high quality and worth have a relation to patrons' views and pleasure with the available resources.

According to Penchansky and Thomas' theory, there are five (5) dimensions of access. The five aspects include accessibility, availability, acceptance, affordability, and adequacy in the design process, execution, and assessment. Saurman (2016) modified the theory by including awareness as a dimension. She proposed that awareness be an essential component of access. According to Saurman (2016), admission is a metric for determining how successfully a user and a service fit together; the more significant it suits, the easier it is to gain access. This theory suggests that the evidence of entry is the resource usage by people who require and benefit from it. As the idea suggests, accessible service is available within a decent length of time and proximity of the user.

A readily available service has sufficient resources and services to meet the quantity and demands of library users and the locations it serves. Good service reflects the librarian's and

staff's attitudes and the attitudes of library customers toward service qualities and social and cultural concerns. Affordable services refer to the direct costs of both library administration and patrons. Ultimately, a service keeps people informed with relevant library users through efficient information and communication techniques, including context analysis and information literacy.

Conceptual background

The various concepts under this study will be; the library, school library as well as the reading process.

The concept of Library

The concept of library developed when people started reading and writing but the need of library education was felt in the late 19th century when the concept of library changed from store house to service institution. Library is derived from the Latin word "Liber" meaning "Books". It is a social agency designed to conserve heritage, provide information, underpin education and research and serve as fountains of reaction. Just as a child cannot stand up and walk from birth, one cannot develop without the library. It is the foundation upon which the rest of our educational system is built, Oyedun (2014). Libraries from the modern conception of the word, are no passive repositories of artifacts and documents of the past, but are today seen as living agencies of intellectual enrichment, Babalola (2014).

The library is a learning institution equipped with treasures of knowledge, maintained, organized and managed by trained personnel to educate the children, men and women continuously and assist in their self-improvement through an effective and prompt dissemination of information embodied in the resources Islam (2019). According to the author, this is an instrument of self-education, a means of knowledge and factual information, a center of intellectual recreation and a beacon of enlightenment that provides accumulated preserved knowledge of civilization which consequently enriches one's mental vision and dignifies his habit, behavior, character, taste, attitude, conduct and outlook on life.

There are various types of libraries such as; Special library, National library, Public library Olorunfemi (2018), Research library, Academic library and so on, but the focus of this study is on the School Library. The international federation of library association (2001) observed that libraries are organizations established, supported and funded by the government either through local, regional or national government or through some other forms of community organization. IFLA further explained that library provides access through a range of resources and services

and it is equally available to all members of the community regardless of race, nation, age, gender, religion, language, disability, economic and employment status and educational attainment.

The library is defined as professionally organized collection of graphic and non-graphic materials for exploitation, Ochogwu (2020). It is generally seen as an institution responsible for the acquisition, organization and storage of recorded knowledge in various media for study, research and consultation. Contemporary libraries maintain collections that include not only printed materials such as manuscript, books, newspapers, magazines etc., but also art reproductions, films, sound and video recordings, maps, e-journals, e-box and other media. Libraries provide people with access to the information they need to work, play, learn and govern.

The concept of school library;

A school library is an organized collection of books and other learning materials placed in a school for use by teachers and pupils Imeremba (2010). There are libraries located in primary schools, secondary schools and teachers training colleges. School libraries are libraries established in nursery, primary and secondary schools to aid and support learning and teaching activities Redford (2011). A school library is an integral part of the school. An excellent educational program cannot be developed without the support of a well-stocked library.

The value of books in the life of a child has thus been highlighted by the international federation of library associations committee on library work with children cited by Aguolu (2012), that books are essential in the life and development of a child. A school library is managed by a school librarian or media specialist.

They are stimulus to his intelligence and imaginations, an incentive to independent thinking and a source of information and enjoiment. It is in childhood that the use of books should be learnt. Continuing, Aguolo (2012) noted that, effective library services rest upon its ability to maximize the satisfaction of its users need while maximizing the time spent on obtaining the requested information. The school library as libraries attached to the primary and secondary school to supplement teaching and learning of school children Aina, (2004). School library caters for children who are eager to read and also for backward children who read with difficulty and who require visual aids and all kinds of incentives to study. It contains such materials as books, magazines, periodicals diagrams, newspapers, photographs etc. Today many school

libraries have transformed into school library resources centres, because of a variety of its collection, a school library is sometimes called a media resource centre.

The School libraries are similar to public libraries in that they contain books, films, recorded sound, periodicals, realia, digital media. These items are not only for the education, enjoyment, and entertainment of all members of the school community, but also to enhance and expand the school's curriculum Valencian, (2023). The school library then as the part of the school where collection of books, periodicals, magazines, and newspapers, films, computers, filmstrip, videotapes, recording of all types, just to name a few are kept for use by the students and teachers Iruoma, (2022). The school library helps to support the school curriculum by providing up-date information to keep teachers and students abreast of new development. Library collections have always contained a variety of collections that include not only printed materials such as manuscripts, books, newspapers, and magazines, but also art reproductions, films, sound and video recordings, maps, photographs, microfiches, CD-ROMs, computer software, online databases, and other media. With library, there is an opportunity for education to reach every child by teaching how to make use of materials in the library Ogbebor, (2011)

A library is a place of information or a place of lending information resources that leads to acquisition of knowledge. It is essential for promotion of reading process of students Edoka, (2021). The information resources reading materials available in the library unveils an opportunity for the students to find information or reading materials and read by themselves. The use of the library are the materials the library collects to meet its users' needs and expectations Salubi et al., (2018). A well-stocked library with equip resources manned by competent manager is a treasure to its users, where it is located. To guarantee that library users have a lifelong education, libraries must be made accessible coupled with availability of library services at all sections of the academic community Adeolo (2021). Arua (2011) stated that school library information resources are seen as all inputs which are utilized in the library in order to provide good learning environment for students and teachers so as to be able to achieve educational goals So the extent of school achievement of their goals depends on the level of services and resources provided by the school library to users Ipadeola, (2018)

The school library fulfills these functions by developing policies and services, selecting and acquiring resources, providing physical and intellectual access to appropriate source of information, providing instructional facilities and employing staff. According to Roseline Bawack (2018) "the school library is the child's first exposure to library use because it brings

together books and other formats of literacy materials and the readers under the expert guidance of a certified or professional librarian for the promotion of a sustainable reading culture”. The library staff support the use of books and other information sources, ranging from the fictional to the documentary, from print to electronic, both on-site and remote.

The frequent use of the library will also mean using the library for at least one continuous hour three times in one week. This means that any person who visits the library in less than one hour or less than three times in every seven days does not use the library frequently. The effective use of the library widens the pupil knowledge in different subject areas thereby making one well informed and well adjust in learning and it is bringing the pupils not only to use material resources but also electronic resources

The reading process

The reading process “is a multifaceted process involving word recognition, comprehension, fluency, and motivation.” Dianne Henry (2020). It is an active process that includes pre-reading, reading, and after reading activities that support understanding of the text. Reading process is an interactive process consisting of inferring, knowing correct sounds and comprehension, Achu Charles (2023). Reading is said to be a dynamic, complex act that involves bringing meaning to and and getting knowledge from the printed page Kamhi (2018). Reading is an indispensable learning skill which lays the foundation for independent studies and prepares the child for higher educational opportunities. Reading is a number of interactive processes between the reader and the text, in which readers use their knowledge to build, to create, and to construct meaning Ogbonna (2014).

Reading process is one of the most useful skills in learning language. It serves as a means by which the unbounded field of knowledge lies open before us and we are able to know new facts and relationship Catts (2018). Reading here is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader’s prior knowledge Mikulechi (2011:5). Francis Bacon was very correct when, in one of his essays, ‘Our Studies’ he wrote, “Reading maketh a full man.

Reading process is generally “understanding, using, evaluating, reflecting on and engaging with texts in order to achieve one’s goals, to develop ones’s knowledge and potential and to participate in society” Anita Habok (2018,11). The school library fulfills these functions by developing policies and services, selecting and acquiring resources, providing physical and

intellectual access to appropriate source of information, providing instructional facilities and employing staff. According to Roseline Bawack (2018), the school library is the child's first exposure to library use because it brings together books and other formats of literacy materials and the readers under the expert guidance of a certified or professional librarian for the promotion of a sustainable reading culture. The Reading process is a process of building an understanding of written discourse to understand what is presented in an article Aprinawati, (2018). Reading is a complex activity because someone needs a systematic way of thinking to understand the contents of the reading well Agustin, (2017).

Through reading activities, a person will collect word for word, then relate and interpret the contents of the reading and conclude with their reasoning Ramadani, (2020). The level of ability and interest in reading a group of people will be able to determine and support the progress of a nation Marimbun, (2019). The knowledge of references, such as books, can only be obtained from reading Yoni, (2020). Someone who has a high reading interest will have a broader insight. Effective readers use a variety of reading strategies that are appropriate to the text and context to construct meaning when reading.

Contextual Background

Prominent International Organisations such as the International Federation of Library Associations (IFLA) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) have acknowledged the importance of the use of libraries in schools, especially in developing countries such as Cameroon. In 1999, a School Library Manifesto was published the IFLA/UNESCO, which stated that: the school library is essential to every long-term strategy for literacy, education, information provision and economic, social and cultural development.

It has been established that, when school librarians and teachers collaborate, students achieve higher levels of literacy, reading, learning, problem-solving and information and communication technology (ICT) skills. The UNESCO recognizes the importance of libraries to science development, and this made it to partner with Nature Education and Roche to develop the World Library of Science, a free online resource for science learning discovery (UNESCO, 2005; UNESCO Science Education, n. d.; UNESCO World Library of Science, n. d.).

School libraries exist throughout the world as learning environments that provide space (physical and digital), access to resources, and access to activities and services to encourage and support student, teacher, and community learning. A school library is a school's physical and digital learning space where reading, inquiry, research, thinking, imagination, and

creativity are central to students' information-to-knowledge journey and to their personal, social, and cultural growth. This physical and digital place is known by several terms (e.g., school media centre, centre for documentation and information, library resource centre, library learning commons) but school library is the term most commonly used and applied to the facility and functions, IFLA/UNESCO School Library Manifesto (1999).

This is to inspire inquisitiveness in science, facilitate collaboration and foster scientific enquiry. Inspiringly, in the mist of this development, Africa has been selected as its priority area. In Cameroon, secondary school education is the link between primary and tertiary education, and serves as the foundational basis of education. International studies have indisputably provided evidence to support the positive impact of school libraries on learners' performance. For example, in North Carolina Burgin, (2013),

Illinois Lance, Hamilton-Pennell & Rodney, (2005), and New York; Small, Snyder & Parker, (2009). All the findings showed a statistically positive and significant relationship between the use of school library services and student academic achievement. More recently, a study conducted by Lance and Hofschire (2012) on change in school librarian staffing associated with change in the Colorado Student Assessment Programme (CSAP) reading performance (from 2005 to 2011) revealed that students at schools with a professional librarian managing the library programme achieved higher scores in the CSAP reading scores and higher improvements in those scores over time than students at schools with library programmes being managed by non-professional librarians.

Sustainable Development Goals and Libraries – First European Report” is an attempt to map SDG projects in European libraries not only as stories to be told to administrators and policy-makers for advocacy purposes, but also as a fully-fledged concept apt to frame library work into the broader and far-reaching scope of the 2030 Agenda for Sustainable Development. In September 2015, the United Nations General Assembly approved the 2030 Agenda for Sustainable Development including 17 Sustainable Development Goals (SDGs). The Agenda, adopted by all Member States of the United Nations, provides a roadmap for UN countries towards sustainable prosperity, social inclusion and equality while at the same time preserving our planet and leaving no one behind.

African libraries are setting up SDG projects with a view to meeting SDG objectives and enlarging their scope of action. SDG 4 is quite obviously the natural river bed for many library activities. Reading is at the core of the mission of public libraries; therefore, their initiatives

encompass a wide range of activities both in content and in the public that is targeted. They promote the difference between deep reading (of books and other digital or printed matters) and light reading (in social media), as highlighted in EU-read, a Consortium of European entities dealing with reading activities. An impressive number of projects, often funded by the Erasmus+ programme, are being implemented for children as well for adults engaged in digital literacy. School libraries use exist throughout the world as learning environments that provide space (physical and digital), access to resources, and access to activities and services to encourage and support student, teacher, and community learning.

The growth of school libraries parallels the growth in education that seeks to equip students with knowledge to operate within and contribute to the betterment of society. While the range of school library facilities and operations varies throughout the world, school libraries everywhere are focused on supporting and advancing student learning. A school library provides a range of learning opportunities for individuals, small groups, and large groups with a focus on intellectual content, information literacy, and cultural and social development. The learner-oriented focus of a school library supports, extends, and individualises a school's curriculum.

Law number 98/004 OF April 14,1998 on Education orientation in Cameroon in its section 11 (1), The state ensures the development and implantation of educational policy in which decentralised local authorities, families as well as public and private institutions contribute to; Sets the conditions for the creation, opening and operation of public and private establishments and ensures their control, Defines construction and equipment standards for private educational establishments and ensures their control. With such law, the state is a guarantor for the implementation of the school Libraries and so, quality education.

The adequate resources play an effective role in the reading process of a child, that is to say that it is essential that every school especially primary school and secondary should have a functional library and adequate library resources every pupil should have access to a variety of reading materials from the very beginning to find information they need from book and provide pupils with the skills required to transform the gathered information into knowledge, Oluwadere (2014). The school library brings together books and other formats of literacy materials and the readers under the expert guidance of a certified or professional librarian for the promotion of a sustainable reading culture. Apart from provision of reading materials, school libraries provide

reading programmes that motivate students to read for pleasure. More so, the learning resources for school libraries consist mainly of printed material resources.

Research problem

The use of the school library is a repository of knowledge and which helps students in their reading processes. As pointed out by Mutsupsi and Owusah-Ansah (2017), the school library provides information and ideas that are fundamental to functioning successfully in our increasingly information and knowledge-based present-day society. The school library equips students with lifelong learning skills and develops their imagination, reading process, thereby enabling them to live as responsible citizens. The whole range of the use of school library are necessary to enable the school library fulfil its function which include, help children develop the habit of reading, increase the reading skills and learning habits of pupils. The school library should have enough printed material collections such as textbooks, journals, references, indexes, newspapers, magazines, reports, and electronic resources which make them use the library frequently. Students should also make use of the School library space. The extent at which pupils and young people of today will use the school library resources will bring them to be creative, informed, knowledgeable and in all, increase their reading process.

However, it has been observed that the reading process of students in some selected schools in Yaounde Municipality has been in a drop for a long time. The reading process of students in some schools is about 30 percent which is low compared to the 70 percent for students in the private sector, Agnes Chreistelle (2016). It is generally acknowledged that the major problem of school libraries collection is a drastic cut in the budget of secondary schools coupled with high cost of acquiring needed library materials and Lack of adequate fund have affected the use of school libraries by some secondary school students in Yaounde. More than 70 percent of school libraries were not adequately resourced in terms of reading materials, electronic resources, and therefore a negative impact on the reading process of students. Some schools have outdated reading materials and inadequate space for keeping books and insufficient chairs and tables for students to read. In addition, most of the libraries are situated in a noisy environment.

Evidentially, secondary school's students prefer the social media and the Internet to other means of information acquisition while others still prefer reading at home. The question therefore remains: "Has these social media and Internet performed more than what the school library can

offer?” The drop in the reading process of students in some schools in Yaounde municipality is because of such little or no resources in the school libraries.

In view of the low reading process of students in some secondary schools in Yaounde, there is need to determine the suitable use of the school library by ameliorating the resources found in the library that could therefore increase the rate of students visiting the library, their number of hours spent in the library and in all the reading process of students. Based on this assertion, this research was conceived to investigate the use of the School library and its effects on the reading process of students in some secondary schools in Yaounde.

Purpose of the study

The main purpose of this study was to examine the use of the school library and its effects on the reading process of students in some secondary schools in Yaounde. The specific aims of the study were to:

- Determine the effect of the frequency use of the library on the reading process of students
- Assess the effects of the use of library printed materials on the reading process of students,
- Examine the effects of library electronic resources on the reading process of students, and
- To investigate the effect of the use of the school library space on the reading process of students.

Research questions

The following are the main research question used for this study; How is the use of the school library inculcating the reading process of students in some selected schools? This research is set out to provide answers to the following Specific questions:

- i. What are the effects of the frequent use of the library on the reading process of students?
- ii. What are the effects of the level of availability and accessibility of the library printed material on the reading process of students in some secondary schools?
- iii. What is the effect of school library electronic resources on the reading process of students in some secondary school? and
- iv. What are effects of the use of the library space on the reading process of students in some secondary schools?

Research Hypothesis

The following Null hypothesis was formulated to guide the study:

- Ho1: There is no frequent use of the school library on the reading process of students;
- Ho2: There is no significant use of printed material resources on the reading process of students in some secondary schools;
- Ho3: There is no relationship of the use of the School library electronic resources on the reading process of students and
- Ho4: There is no link of the use of the library space on the reading process of students.

Scope of the study

This study focuses on the use of school library and its effects on the reading process of students in some selected schools in Yaounde. The study was limited to two secondary schools selected in Yaounde. The study examined all library collections ranging from the frequent use of printed material resources to electronic resources as well as the use of the library space. The study describes the utilization of the school library resources by students in the selected secondary schools, the purpose for student's utilization of school library and their reading process in selected secondary schools, the problem faced by students in the use of the school library in the selected secondary schools and the strategies that could be adopted to improve and enhance the use of library by students in the selected secondary schools in Yaounde municipality.

Significance of the study

The importance of this study cannot be over emphasized. As earlier said, the library is an important source of knowledge to young minds in schools. It develops the important habit of reading among the students. Every school should have a library. The school library plays a great role in the life of students by serving as the store house of knowledge. Notwithstanding, this study is important because it will helps us to:

1. Evaluate the rate at which Students can perform better during examination by reading various books more books in the school library.
2. This study helps us to know what needs to be done or ameliorated in some libraries in Cameroon secondary schools. Not all the libraries have required resources. More facilities and equipments needs to be ameliorated.
3. The school library as a project, this study is important because we shall study the frequency use of the school library by the students in some secondary schools in Yaounde Municipality as well as those who do not make use of the library. Inaddition,

it is only through this study we will know on the availability and accessibility of library printed materials and non printed materials.

4. The use of the school library and as a project on its own, this study is important because we know or bring out a developing budget plan for the school library.
5. Collaborate with classroom teachers to plan, implement and evaluate inquiry- based programs that will ensure students acquire skills to collect, critically analyze and organize information, problem-solve and communicate their findings.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews the available related literature on the use of school libraries and its effects on the reading process of students. Our main focus here will be on:

- The Conceptual frame work,
- The Theoretical frame work,
- The Empirical Review and
- A Summary review

Conceptual Framework

The school library

The school library provides information and ideas that are fundamental to functioning successfully in our increasingly information- and knowledge-based present-day society, Popoola (2019). Utilization of the school library equips students with lifelong learning skills and develops their imagination, thereby enabling them to live as responsible citizens.

The use of the school library means the act of making use of something or thing for a purpose. For instance, school library is used practically for learning, teaching and research purpose Aina (2015). So, in order to build an inquiry mind, utilization of library resources becomes indispensable. According to Prout (2019), the utilization of school library resources refers to the extent of usage of school libraries resources by students. The library is not just a reservoir of knowledge, information and human experience but it also creates an avenue for accessing this treasure. In view of this, students in secondary schools make use of the library for academic materials, equipment, assistance and guidance. According to Ugah (2008), utilization of library resources stimulates excitement and instills confidence in the users to develop their talents, potentials and capabilities both academically and socially.

Nwezeh, as cited in Shabi and Adeagbo (2015) states that the library is a repertoire of knowledge acquired and communicated through the varieties of resources and services. Libraries serve as central points where information resources in various formats are brought together. Shabi and Udofia (2020) opine that the essence of establishing libraries at the primary and secondary school levels is to serve as a pivot for reading and the promotion of a viable reading and studying culture. According to Shabi and Adeagbo (2015), if good reading and

study culture and library use patterns are evolved, the young people will attain lifelong learning and maximize their potentials in life.

Oyewusi (2015), making reference to the International Federation of Library Association (IFLA) School Library Guidelines observes that a school library is a physical and digital learning space where reading, thinking, imagination, inquiry, research, and creativity are central to students' information-to-know journey and to their personal, social, and cultural growth.

Furthermore, Libraries are social institutions established to aid and support learning and teaching activities. According Ogonu and Alex-Nmecha (2021), library is a service oriented social institution whose roles in nation building cannot be overemphasized. It collects preserves and organizes recorded reading materials for their informational needs from its store house of knowledge. Earlier scholars defined it as a physical building, collection of books and the main functions of providing reading, borrowing and research facilities.

The libraries are no longer just found in physical buildings but in virtual spaces with digital collections. Eberhart (2020), defines the use of the library as a collection of resources in a variety of formats that is organized by information professionals or other experts who provides convenient physical, digital, bibliographic, or intellectual access and offer targeted services and programmes 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. Some other libraries are found in industries, corporations and government parastatals which are called special libraries, they do not fit into school, academic, public and national libraries. They may include libraries in banks, research institutes, ministries, government agencies and departments.

The ultimate criteria for assessing the quality of a school library service is its capacity for meeting the user's needs and that the value of service is the beneficial effects accruing from its users viewed by the funders, Haliso (2019). From these definitions, one thing is common, that is, it is located in the primary or secondary schools. The major aim is to support teaching and learning. The resources are such that will enable them develop reading skills. This is to say, for teaching and learning to effectively take place in schools, there should be a school library. The objectives of school libraries in educational development Imeremba (2022) identified the objectives of school libraries as first, to support the learning programs of the school. Secondly, to further the general intellectual development of the pupils and thirdly to help the pupils to develop skills in the use of books and libraries. The objectives of the school library are as follows:

1. To encourage the development of skills in reading 2. To promote reading habits and literacy appreciation 3. To sort for subject information centre and support the school curriculum 4. To inculcate intellectual development Adefarati (2012).

The fundamental role of the school library is educational, it should not be operated as a mere store house of books attached to a reading room, but as dynamic instrument of education. The objectives of school library according to Aina (2015) includes the following:

1. To help children and the young people to develop abilities and habits of purposefully using books and libraries in attaining the goals of living.
2. To carry out the purpose of sharing in the whole school program and of encouraging the effective use of books and libraries by providing audio visual services to individuals and library experience.
3. To serve as a symbol for truthful expression of man's knowledge and experience. That is, it should help the children and young people to be creative, informed and knowledgeable.
4. To introduce children and young people to the wonderful world of imaginative literature, through storytelling, books, talks and reader's guidance.
5. To serve as instructional laboratories for learning and to provide books and other materials of pressure and information.

The objectives of the school libraries are to acquire, process and make available to pupils and students, a wide range of books and audio visual (A/V) materials to supplement and enrich the teaching, learning situation in schools Ezinwa (2011).

There are two types of school library that are available. They are the primary school library and secondary school library while the primary school library is a library that is set up in a nursery or primary school to cater for the teaching and learning needs of the pupils and their teachers, the secondary school library is a dedicated facility located in the secondary schools and administered by the school that provides at least the following; an organized, circulating collection of printed and/or audio visual and/or computer-based resources or a combination thereof, Clark (2019) .

School libraries provide learners with an opportunity to independently develop their reading skills. Independent reading involves the autonomous, self-selected reading of a continuous text for a wide range of personal and social purposes McVeigh (2019). The availability of reading books in the classroom makes it possible for the teacher to manage their time and allows

learners to choose books and read independently. By creating independent reading time in the classroom, teachers grant learners control over their reading lives McVeigh (2019). According to Brannan and Giles (2017), allocating twenty to thirty minutes a day for reading independently helps learners improve their reading and comprehension skills.

The school library and resources use therefore, need to be available and accessible for utilization of both school students and staff in order to ensure their maximum utilization to achieve higher educational development and personal development of both school students and staff. The use of the school library is the use of the school library resources by students and teachers in Secondary schools. School library has been described as the heart of the school, school libraries had two principal objectives both of which are still important today: to provide materials to support the curriculum and to promote reading habit.

This view is supported by Apotiade (2022) who identified the role of school library as encouragement of reading habit, and development of student's ability to learn from books. He further elucidated that the school library is to provide books and other information materials that will assist the students in their studies, instruct students on the use of library resources and encourage recreational reading by providing newspaper, magazines, books on sports, adventure, hobbies, folklores and fictions.

Several studies have been done on the use of school libraries. Bolodeoku (2012) for instance, in a study on the use of school libraries in some secondary schools in Ibadan found out that only two schools out of the ten selected can be said to have school libraries. Similarly, Agyekum and Filson (2012) on the use of library resources by students in Ghana schools found that most of the students use library resources and services to supplement their class notes, assignments and helped them in examination preparation. In addition, Clabo (2002) adds that students use school library information resources for recreational readings, for reference purposes, doing their school homework, teacher requirements and reading news from newspapers. Waldman, in one of his research questions that what did they do at library? 80% reported studying, 38% to do research, 33% to sleep, 30% to socialize, 24% to use the library's electronic resources, 22% to check the books out and 21% to e-mail or chat.

He concluded that, even though some of these areas overlap (research and use of electronic resources, for example) and students could pick more than an option, it is clear that these students are mostly using the library as a place, not to make use of the library resources.

According to Dike, (2011), school libraries provide a viable way out of the evil effect of lack of reading culture; surveys around the world on the reading ability of children show that one of the factors that influence children's environment at home, in the classroom and in the school library. Children introduced to books at an early stage grow to be more confident readers when they grow up (Sole, Aramide, and Otoso, (2011) A school library is a resource centre located within a school where teachers and students have access to a variety of information resources. According to Library Research Service (2014, para 3) a school library is:

“a dedicated facility located in and administered by the school that provides at least the following: an organized, circulating collection of printed and/or audio-visual and/or computer-based resources, or a combination thereof; paid staff; an established schedule during which services of the staff are available to students and faculty; instruction on using library materials to support classroom standards and improve student research and literacy skills.”

According to Odusanya and Amusa (2019), the school library provides an atmosphere for self-education and self-development of individual student and public in general. It is expected to bring its services within the reach of every adult member of the public and every child in the school irrespective of their social and mental status; and also to provide resources of all types on all subjects for students at various levels and classes. Dike (2011) also opined that the modern school library stands at the very centre of educational programme of the school, it is often referred to as the heart of the school or as the laboratory of laboratories and increases the reading process of students. This is because modern education is resources based; the resources for teaching and learning are to be found in the school resource centre which is the other name for the school library whose central mission is supporting the curriculum, furthering the teaching and learning programme of the school.

Qualified school library staff have been consistently positively associated with student literacy performance over many years of research. A review of this literature has found that school library use is associated with reading attainment and positive attitudes toward reading Merga (2019a). The most obvious activity associated with libraries is reading, although the value of sustained reading activities facilitated within the library may not be well understood or supported.

School libraries are environments that are conducive to sustained reading, and this is important given that research has found both that many of the literacy skills measured on high-stakes tests

can be developed through dedicating time for sustained silent reading, and that opportunities to read for pleasure are associated with a wealth of literacy benefits. These include but are not limited to improved syntactic knowledge, word recognition, vocabulary, reading comprehension, spelling, and oral language skills.

The use of the school library at the secondary level has been aptly described as the heart of the school around which all school programmes revolve Ogwu (2020). Traditionally, school libraries serve as a veritable medium for the attainment of the broad objectives of education. Despite their inestimable importance, school libraries are still clearly in embryonic stage of development, displaying inadequacies in funding, staffing, collection, accommodation furniture/equipment and service provision Sole, Aramide and Gbotoso (2011). Junior Secondary Schools in Yaounde also are victim of this chaotic state, some of these schools are established without adequate plans for functional school libraries. Even students do not see library as beneficial to education because they are not available.

The school library in teaching and learning for All

The school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. The school library equips students with life-long learning skills and develops the imagination, enabling them to live as responsible citizens. IFLA/UNESCO School Library Manifesto (1999).

Traditional and modern Library services

The transformation of traditional library services into modern ones through the utilization of information and communication technology is becoming an increasingly topic Mayega (2021). Traditional libraries are often associated with manual management processes, having printed collections , and being accessed on – site. In contrast, modern library services utilize the latest information technology to provide more appealing, innovation, and efficient information services. Modern libraries use technologies such as barcoding to enhance operational efficiency in the borrowing, returning and cataloging processes, making these processes faster and time – saving Khode (2014).

Moyo (2020) Modern Libraries provide various types of services to users. These services include photocopying services, subscription services, provision of periodical publications, use of learning resources centers with online multimedia facilities, and research assistance. Libraries should also have leaflets that provide information and answer user questions.

In addition, libraries provide scanning and printing services, reprographics services, new book services, newspaper archive services, and many more.

In comparison to traditional libraries, the services provided are more limited. Traditional libraries generally only provide photocopying services, magazine publishing, reservations, staff support, and subscription services. Salama and Case (2008; 2012) modern libraries have undergone a paradigm shift in their services, resulting in a revolution in the way libraries operate. With more diverse and sophisticated services, modern libraries can better meet user needs. The services provided cover various aspects, such as access to digital information, research assistance, and multimedia facilities that help users gain knowledge. This is a significant change in the library world, following the development of technology and increasingly complex user needs.

The Mission of the School Library

The school library offers learning services, books, and resources that enable all members of the school community to become critical thinkers and effective users of information in all formats and media. School libraries link to the wider library and information network in accord with the principles in the *UNESCO Public Library Manifesto*.

The library staff supports the use of books and other information sources, ranging from the fictional to the documentary, from print to electronic, both on-site and remote. The materials complement and enrich textbooks, teaching materials, and methodologies. It has been demonstrated that, when librarians and teachers work together, students achieve higher levels of literacy, reading, learning, problem solving, and information and communication technology (ICT) skills.

School library services must be provided equally to all members of the school community, regardless of age, race, gender, religion, nationality, language, professional, or social status. Specific services and materials must be provided for those who are unable to use mainstream library services and materials. Access to services and collections should be based on the United Nations Universal Declaration of Human Rights and Freedoms, and should not be subject to any form of ideological, political, or religious censorship, or to commercial pressures.

Funding legislation and networks

The school library is essential to every long-term strategy for literacy, education, information provision and also economic, social, and cultural development. As the responsibility of local,

regional, and national authorities, the school library must be supported by specific legislation and policies. School libraries must have adequate and sustained funding for trained staff, materials, technologies, and facilities. School libraries must be free of charge.

The school library is an essential partner in the local, regional, and national library and information network. Where the school library shares facilities and/or resources with another type of library, such as a public library, the unique aims of the school library must be acknowledged and maintained.

Goals of the school library

The school library is integral to the educational process.

The following are essential to the development of literacy, information literacy, teaching, learning, and culture and are core school library services (IFLA/UNESCO Manifesto 1999):

- supporting and enhancing educational goals as outlined in the school's mission and curriculum;
- developing and sustaining in children the habit and enjoyment of reading and learning, and the use of libraries throughout their lives;
- offering opportunities for experiences in creating and using information for knowledge, understanding, imagination, and enjoyment;
- supporting all students in learning and practising skills for evaluating and using information, regardless of form, format, or medium, including sensitivity to the modes of communication within the community;
- providing access to local, regional, national, and global resources and opportunities that expose learners to diverse ideas, experiences, and opinions;
- organizing activities that encourage cultural and social awareness and sensitivity;
- working with students, teachers, administrators, and parents to achieve the mission of the school;
- proclaiming the concept that intellectual freedom and access to information are essential to effective and responsible citizenship and participation in a democracy; and
- promoting reading and the resources and services of the school library to the entire school community and beyond.

The school library fulfils these functions by developing policies and services, selecting and acquiring resources, providing physical and intellectual access to appropriate sources of information, providing instructional facilities, and employing trained staff.

Staff

The school librarian is the professionally qualified staff member responsible for planning and managing the school library, supported by as adequate staffing as possible, working together with all members of the school community, and liaising with the public library and others.

The role of school librarians will vary according to the budget and the curriculum and teaching methodology of the schools, within the national legal and financial framework. Within specific contexts, there are general areas of knowledge that are vital if school librarians are to develop and operate effective school library services. These include resource, library, and information management and teaching.

In an increasingly networked environment, school librarians must be competent in planning and teaching different information-handling skills to both teachers and students. Therefore, they must continue their professional training and development.

Operation and Management

To ensure effective and accountable operations:

- The policy on school library services must be formulated to define goals, priorities, and services in relation to the school's curriculum.
- The school library must be organized and maintained according to professional standards.
- Services must be accessible to all members of the school community and operate within the context of the local community.
- Co-operation with teachers, senior school management, administrators, parents, other librarians and information professionals, and community groups must be encouraged.

Implementing the Manifesto

Governments of each country through their ministries responsible for education, are urged to develop strategies, policies, and plans, which implement the principles of this Manifesto. Plans should include the dissemination of the Manifesto to initial and continuing training programmes for librarians and teachers.

Set backs of the school library

Oyediran (2004) observed that there is low use of the library by secondary students which can be attributed to the expressed unavailability of the desired facilities in the school library. Ajanyi and Akinnuyi (2004) also observed that there is frustration among students as a result of their inability of the library to provide materials that suit their ways of learning. That is why Oyediran stated that the use of school libraries depends on the availability, accessibility and utilization of the users desired information sources. Ugah (2008) in confirmation of the above assertion, stated that the use of school library has an approximately 80% dependence on the availability of the school library resources. Brainol (2000) informs that the serious debasement of the quality of education which may consequently have a negative effect on the performance of students. The author further stressed that the initiatives as well as competence to conduct viable school research for the purpose of solving any kind of problems may be inhibited as a result of failure to use the school library resources.

Aderye and Popoola (2019) assert that libraries provide resources for knowledge acquisition, recreation, personal interest and inter-personal relationship for all categories of users. Adebamowo (2011) in a research carried out in Ijebu North local government of Ogun state to find out the use of school library resources by students discovered that though the schools surveyed had libraries, the libraries were not adequately equipped showcasing a sparse collection. These were also not professionally manned and the students did not find the resources particularly useful to their needs. In addition, Arua (2011) observed that poor library accommodation; poor library orientation and restricted library hours were problems militating against the use of school libraries. Poor funding and bad management, inefficiency and inadequacy of library provision are some of the factors affecting students in using their school library effectively. According to Omenyo (2016), Poor funding, untrained library staff and poor facilities, Absence of school library legislation, Lack of marketing library services and raising awareness on its role, Outdated reading materials and inadequate library collection, Teachers and library staff were not involved in book acquisitions, some of the challenges faced by students to use the school library. Lack of current reading materials in most of the school libraries is a major problem constraining students from using school libraries.

More to that, there are a lot of reading materials which are not current and relevant. This discourages students from using school libraries hence poor learning outcomes. Odia (2020) reported that, another major problem of the use school library resources is the total lack of interest in the provision of school libraries by principals. He argued that funds meant for the

provision of books are usually diverted to other things in the school, leaving the library unattended to. Anune and Daudu (2021) argued that for the success of school libraries, they must be supported by their principals with adequate funding. This will create the opportunity for purchasing materials needed by the students or readers. Since the school libraries are not adequately funded, it will also not be possible to acquire resources to stock them. Absence of supervision also constitute a problem.

The state of school libraries in African countries is not much different from one another as their conditions are, on the whole, appalling. In a study carried out by Shonhe (2019) on the challenges of school libraries in developing countries such as Ghana, Sri Lanka, Nigeria, Malawi, and South Africa. Nearly all the studies reviewed decried irrelevant library collections and poor staffing, as the problem of school libraries.

Table 1 bellow shows a literature on the challenges faced by school libraries.

Table 1: Literature on challenges faced by School libraries in Africa

Country	Source	Findings
South Africa	Paton-Ash and Wilmot (2015)	-No computers for children to use. -Lack of adequate funding
	Shandu, Evans and Mostert (2014)	-Teachers are not using school libraries in Katlehong because they are unable to provide relevant information services due to a lack of space; out-dated and inadequate information collections; uncatalogued and poorly organised books; inaccessible opening hours; and a lack of funds and networked computers.
	Mojapelo (2018)	-Majority (73%) of the schools in rural communities had no library facility -Majority (123 or 79%) indicated that their schools do not have a library policy
Ghana	Agyekum and Filson (2012)	-Poor funding, untrained library staff and poor facilities -Outdated reading materials and inadequate library collection
	Omenyo (2016)	-Teachers and library staff were not involved in book acquisitions, thus books acquired does not meet required user needs. Most of the library materials were acquired through donations.
Cameroon	Mombaki (2010)	-Lack of trained librarians -Lack of adequate financial resources -Poor ICT Infrastructure
Kenya	Mutungi (2012)	-No government policies on school libraries -Lack of financial support
Nigeria	Lawal-Solarin (2016), Gbadamosi (2011), Ajegbomogun and Salaam (2011)	- Lack of up-to-date facilities -Inadequate staffing and funding -Inadequate infrastructure and equipment
Tanzania	Benard and Dulle (2014)	-Lack of sitting facilities -Lack of information professional/ librarian for processing materials
Namibia	Nengomasha, Uutoni and Yule (2012) Lizazi-Mbanga (2013)	-More than 80% of school libraries were not adequately resourced in terms of reading materials, equipment, staffing and hence the impact on academic performance was negligible. -School libraries are the lowest of priorities in educational spending,

Source: A consolidation on the challenges faced by school libraries in developing countries.

Some of the recommendations from the literature are seen bellow;

- **Creation of a Public Relations Unit:** Agyekum and Filson (2012) suggest that, school libraries should create public relations unit to perform the following functions:
 - Sourcing funds to support the meagre government grants for school libraries
 - To create awareness and educate users on the recognition of the importance of the school libraries.
- **Establishment of a school library fund:** There is need to introduce library levy which can be collected and managed by the school management committees, Parent Teacher Associations in collaboration with school authorities. The school library fund can help reduce dependence on government for library funds Agyekum & Filson, (2012).
- **Allocation of a library period:** Shandu, Evans and Mostert (2014) opines that, schools should allocate a specific library period to each class. This will allow for library orientation.
- **Fast-track rural development:** developing countries should hasten the development of rural areas. This will enable teachers and learners, particularly those in historically disadvantaged rural communities, to access library materials in other amenities Shandu, Evans, & Mostert (2014). Rural development may also attract qualified librarians to relocate to rural school libraries.
- **Establishment of a school libraries department:** according to Mombaki (2010), governments should introduce a special department under the Ministry of Education to oversee the establishment, development and management of school libraries across the country.
- **Collaboration between school and public libraries:** there is need to have strategies in place for collaboration efforts between public and school libraries. Hence, librarians should establish partnerships between public and school libraries in sharing knowledge in management practices and sharing of information resources Malanga (2017)
- **Employees to take responsibility:** Latif, Ahmed, Satti, Satti and Haq (2018) suggest that the school management should think of the school library as an instrument in the school development plan, therefore, employees should take account of it in the Self Evaluation Framework (SEF)/ Performance Evaluation Framework or any job performance monitoring tools.

In addition to encourage the development of skill in reading, to prompt reading habits to some literacy appreciation, to sort for subject information centre and support the school curriculum.). According to World Declaration on Education for All UNESCO (1992), basic learning includes both tools and content. Tools include literacy, numeracy, and problem-solving, while content

includes knowledge and values. The tools and content are needed for life-long and development and quality of life. According to the guidelines, stronger emphasis should be placed on “communication skills, the spirit of enquiry, team work, information literacy, and computer literacy”. These are familiar themes from the education literature and education policy documents. This philosophy that education should be learner-centred, self-directed, active resource-based, skills oriented, functional etc., that brought the school library from the periphery to the centre of education Dike (2011).

Reading process

However, reading is a 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. 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 De-Harren in Nduka (2013). It is an indispensable learning skill which lays the foundation for independent studies and prepares the child for higher educational opportunities.

During the third Pan African Conference: Reading for All, Gordon (2005) highlighted that 20% of children who leave the primary schools are functionally illiterate. Gordon (2005) implied that students leave the primary school with only a minimum level of reading. Trudell, Dowd, Piper, & Bloch (2012) reported that pilot projects on early literacy in Africa identified that professional development, materials for students including lesson plans for teachers and continuous support for teachers are successful indicators for improving literacy in Africa, therefore additional training efforts must address teacher support.

According to Popoola, Ajidade, Etim, Olayode, and Adeleke (2010) ‘only 11% of secondary school students in Ogun State in Nigeria spend more than two hours a week recreationally reading and most had poor attitudes towards reading, which negatively impacts classroom environment’. Popoola et al (2010) also pointed out that the reason for this poor attitude is due to the lack of knowledge of the benefits of reading on the part of the teachers.

Reading is a number of interactive processes between the reader and the text, in which readers use their knowledge to build, to create, and to construct meaning Ogbonna (2014). Reading is one of the most useful skills in learning language. It serves as a means by which the unbounded field of knowledge lies open before us and we are able to know new facts and relationship.

Mikulecky (2011) states that reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge.

Reading is a complex process of receiving and interpreting the written words. It involves recognizing what is written and comprehending the matter that, understands the main and subsidiary points as well as links between different parts of the written material. The reading process is a habit that can be developed through the provision of the library, school, education system and parental support Iloeje, (2019). Therefore, good habit towards a task may lead students in the right direction. According Ibrahim (2014) developing reading process involves fundamental part of living. Therefore, to develop good reading process, students need to be exposed to reading strategies.

Promoting a reading habit has long been a major theme of various countries in the world yet despite the all these efforts one common threat emerges: no country is satisfied with the number of active readers among its population Dike, (2017). It is felt in most countries that the methods and teaching used to boost reading must be tried again and again in order to bring people and books together in a lasting fruitful relationship. Ogwu, (2020) argues that if reading is left to continue unabated, the number of illiterates would tend to increase in future. Promotion of a reading culture aims to publicize reading among members of the general public.

Reading Process and culture is an activity that is meant to popularize reading and make it a lifelong hobby. The promotion of reading habits cannot take place in a vacuum it has to be initiated. Enabling a population to read requires a publishing industry, which must engage a cadre of appropriate writers and produce their work in a pleasing form. A system of distribution, which may include bookstores, libraries and newspaper deliveries are needed. In the work of Nalusiba, (2010) educational programs that will teach the young sufficient coding skills and knowledge about subject-matter to enable them learn through reading are also required. It is very important to recognize that, parents, teachers, and librarians have vital roles to play among students to enable them to embark on voracious reading and developing good reading habits. Libraries should also have organized programmes, book clubs, exhibitions, story books, pictures, computers storytelling and so forth and use them to inculcate reading habit or process to students.

The Reading Process is also the frequency of reading, and the average time spent on reading materials. It is the culture or habit that enables one to imbibe reading and studying as a basis

of growth and development. For the purpose of this study, the two terms “reading culture” and “reading habit” will be used interchangeably as they are mutually exclusive or inseparable. Nssien (2017) states that, reading culture is a process of building up positive reading attitude among students and children over time. Although, when an individual habitually and regularly read books and other information materials that are not necessarily required of him to advance in his/her profession or career, he or she is also said to have a reading culture.

One interesting legacy to hand down to students is teaching them to become life-long learners through reading and love of books. Once this culture is inculcated in them, their ability to study independently and excel academically will increase. Also, they can surmount future challenges in life when they have good reading culture. To promote reading Process among students, a library is needed in secondary schools.

The art of reading can be an interesting experience for children and adolescents if they are properly guided. It is a common saying that students are the future leaders, invariably, every child is a potential leader. To this effect, it is noted that leaders are made and not just born. Ilogho (2020) argued that though most people may have the potentials to become effective leaders, it takes time to discover and develop these potentials. Until these potentials are discovered, the teachers must ensure that the students have good reading culture. Students training include teaching and helping them cultivate a good reading habit.

The reading process skill is an essential skill that students need to gain in the early grades because it will be the foundation of learning in all academic subjects throughout their education Cunningham & Stanovich, 1997; Sloat, Beswick, and Willms, (2017). However, students who are able to master reading by third or fourth grade have greater possibility of achieving academic success Fletcher, (2013). More importantly, while engaging in reading activities, students need to be able to understand what they are reading. Reading process is one of the most important components of reading to master. It requires students to move beyond decoding individual vocabulary and statements to constructing a solid understanding of the entire passage Woolley, (2011).

The process is complex because it requires students to engage in multiple cognitive activities, processes, and skills. These skills involve fluently decoding words, understanding the language syntax, making inferences, using background knowledge, and managing working memory as needed Vannest, (2013); Hollenbeck, (2011); Kendeou, McMaster, & Christ, (2016) Woolley, (2011). Even a short passage of material requires the reader to have strategic control of when

and how to use each of these skills. There are three major reading process models that play a significant role in managing and facilitating the comprehension process, as well as assisting readers to better understand a written passage and overcome their reading comprehension difficulties while engaging in the reading process. These models include the bottom-up model, the top-down model, and the interactive model. More explanations of these reading comprehension models follow.

Bottom-up model. The notion behind the bottom-up model is that readers should gradually start the reading process by decoding every letter, vocabulary word, and eventually sentence in order to construct meaning from a written passage. In other words, this model looks at the entire reading process as letter and vocabulary-based. Thus, in order to successfully gain meaning from a text, readers are required to understand and recognize each letter and vocabulary word while reading. Since this model emphasizes the importance of understanding every single word for comprehension, quick word understanding is an essential requirement for the bottom-up approach Van Duzer, (2019).

Second, this model requires readers to apply the vocabulary-by-vocabulary decoding process, which is considered slow process that requires a lot of time and attempts from the reader to understand a text.

Top-down model. In contrast to the bottom-up model, the top-down reading process model engages readers' prior knowledge, experience, and expectation about a particular topic in order to obtain meaning from a written passage. Thus, as described by Eskey (2005), the top-down model considers reading comprehension as a process that begins "from the brain to text" (p. 564). In the top-down model, readers are required to start the process of reading comprehension with building particular expectations about the text. These expectations should be built based on a reader's previous knowledge about a particular topic. Therefore, the top-down comprehension model looks at the text itself as meaningless, with the reader gaining meaning by integrating the text into their prior knowledge Ahmadi, Hairul, & Pourhossein, (2012).

Interactive model. Since the interactive model emerged to address weakness and limitations that were found in both the bottom-up and the top-down reading comprehension models, it tends to integrate features of each. Today, the interactive model is the most widely conclusive model for explaining the process of reading comprehension and confirms the importance of the interaction between a reader and the text Gilakjani, (2012).

Successful readers may not necessarily be effective, writers who are not good readers are doomed to failure. For writers, reading provides material to write about, linguistic tool with which to express ideas and rhetorical models to learn from. Another aspect for reading is that it promotes confidence and motivation. Extensive reading can be extremely enjoyable for students, it can motivate them to take on reading on their own in the future, and it can build confidence in their reading skills and their ability to use the second language beyond the classroom Yopp (2015).

After presenting some specific and positive aspects of reading, that is to say the improvement of comprehension skill, the development of automaticity and the improvement of production skills, we can say that most people are not involved in reading activity and that is what causes their writing and speaking as far as grammar and vocabulary is concerned, to be poor. In other words, vocabulary and grammar students use are quite elementary due to the lack of extensive reading.

Reading is not just for school but also for life and it enhances the chances of success at school and beyond. Agada (2020) states that the reading process is an indispensable tool for learning in the various hierarchies of modern educational set up which he opines facilitates the learning process and effectively promotes intellectual development in the learners. Sandars (2007), stress that reading is essential to full participation in modern society because it adds quality to life and provides access to culture and cultural heritage. Reading broadens a child's understanding of life, affords him/her the tool to explore his/her talent while learning about himself and his society. Reading enables creativity to blossom in a child. The English philosopher Francis Bacon (1561-1626) once said that while speaking makes a ready man and writing, an exact man, reading makes a full man. Some Problems which could hinder the progress of reading in secondary schools in yaounde include:

lack of opportunities to give attention to individual students, lack of suitable reading material in textbooks, Students with mechanical problems such as finger reading, whispering and word-by-word reading habits, Students with low levels of interest and motivation to go to the library Nkoa Mbia, (2016).

Teachers who seek to improve their students' literacy skills may do so by increasing the amount of time their students spend reading for pleasure. They may adopt strategies to enhance their students' reading engagement, which relates to students' frequency of and attitudes toward reading for pleasure so that they will read more often both within and beyond school. There are

many research-supported strategies that can enhance students' reading engagement, and school library professionals are experts in these strategies which form a key part of their professional role Merga, M.K and Ferguson (2021). For example, teacher librarians encourage book discussion to nurture reading for pleasure in a variety of ways, and for diverse reasons, the key purpose of which is the promotion of reading as an enjoyable practice which is worth the investment, and that continues to have value beyond the period of independent reading skill acquisition. While book discussion may just sound like a potentially enjoyable activity with limited educational value, it can have a beneficial influence on students' attitudes toward books and reading, potentially enhancing their reading engagement.

Reading Process also offers wellbeing benefits that are receiving increasing attention given the many challenges facing young people in contemporary times. For example, reading for pleasure has been related to reduced psychological distress Levine, (2022), and lower levels of hyperactivity and attention issues in young people, with avid readers describing use of reading as a pleasurable escape³¹ and a way to evade stressors of daily life Merga (2021 b). Recent research with children in primary and secondary schools found that the school library plays a key role in facilitating reading for wellbeing. For example, students described reading to regulate their emotions and escape stress, and to connect with characters and find role models. Their accounts of using reading for perspective-taking and personal development link reading and the development of prosocial behaviours Merga (2022). In addition, some libraries may make a 'story dog' available so that shy children and struggling readers have the opportunity to improve their confidence and enjoyment in reading aloud of story dogs in animal-assisted reading has been related to improving self-esteem and concentration while reducing anxiety and stress, again illustrating an interesting link between literacy-supportive measures adopted in the school library and students' wellbeing Carnelo, (2020).

Approaches to Reading

Nuttal (1982): through reading, one can do one or all of the following:

- Understand, interpret, sense, etc
- Decode, decipher, identify, etc
- Articulate, speak, pronounce, etc

Reading is, in fact, an activity that requires many abilities. Teachers therefore, need to promote these abilities in their students to make them efficient readers.

Importance of the Reading process

According to Jose Essberger (2010), when you learn a language, listening, speaking and writing are important, but reading can also be very helpful. Also, He presented many advantages associated with reading. Those advantages include:

- Learning Vocabulary in Context

You will usually encounter new words when you read. If there are too many words for you, then, the level is too high and you should read something simpler. But if there are, say, a minimum of five new words per page, you will learn this vocabulary easily. You may not to use a dictionary because you can guess the meaning from the rest of the text (from the context). Not only do you learn new words, but you see them being used naturally.

- A Model for Writing

When you read, it gives you a good example for writing. Text that you read show structures and expressions that you can use when you write.

- Working at Your Own Speed

You can read as fast or as slowly as you like. You can read ten pages in thirty minutes, or take one hour to explore just one page. It doesn't matter. The choice is yours. You cannot easily do this when speaking or listening. This is one of the big advantages of reading because different people work at different speed.

- Personal Interest

If you choose something to read that you like, it can actually be interesting and enjoyable. For example, if you like to read about football in your own language, why not read about football in English? You will get information about football and improve your English language (grammar and vocabulary) at the same time.

- Seeing " Correctly Structured" English

When people write, they usually use " Correct " English with a proper grammatical structure. This is not always true when people speak. So, by reading, you see and learn grammatical English naturally.

Pearson (1984) and Singer and Ruddell (1976) lay emphasis on the social importance of reading. In their opinion, reading has a significant social bearing which cannot be measured.

The literacy and intelligence of the community cannot be disconnected from reading. Reading is the element that informs the society. From a learning perspective, reading is closely related to many other cognitive processes or domains, including attention, concept formation, imagery, language, memory, and perception

Secondary schools in Cameroon is either free or costs considerably less than at the other types of school. In the Anglophone system, the first cycle of secondary education lasts for five years and leads to the Cameroon General Certificate Education Ordinary level. Higher schools offer two-year courses leading to the General certificate of education. and high school levels in the English-Speaking sub-system.

In the Francophone system, the first four years of secondary education lead to the Brevet d'Etudes du premier Cycle du second Degré. At the Lycées (upper secondary), three years' study lead to the Baccalauréat.

Theoretical framework

Two theories will guide us to best explain the the use of the school library and its outcome on the reading process of stdents. We are referring to the Expectation- Confirmation Theory for usage of Library Information Resources and the Emily Saurman's (2016) Modified theory of Penchansky and Thomas's Theory of Access.

The expectation confirmation theory for usage of Library and information Resources

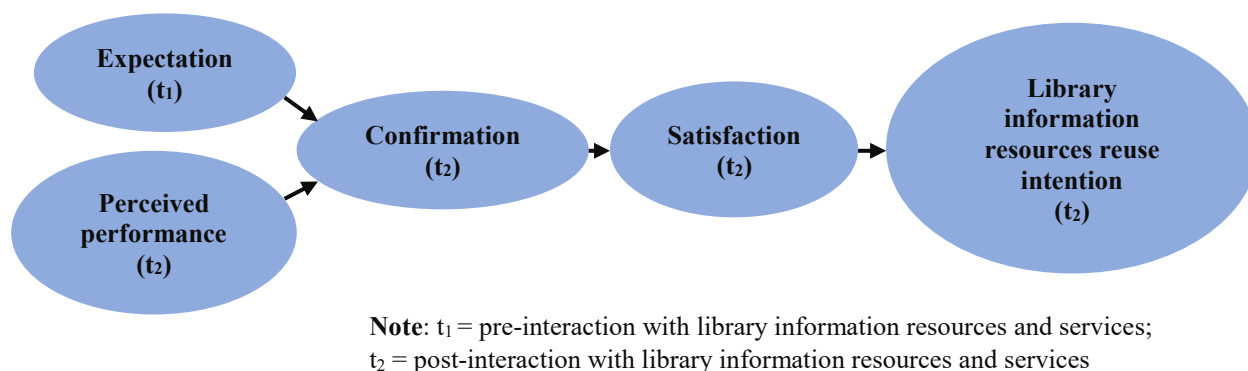
The first theory is the Expectation – Confirmation Theory for Usage of Library and Information Resources (ECTULIR), developed by Salubi et al. (2018), which states that if library resources and services satisfy users, their expectations and post-usage satisfaction with the library's information resources and services will improve, resulting in positive confirmation. When the output of the resources and services does not meet the user's expectations, it becomes negative, reducing their use and satisfaction and their perception of the quality and value of library resources and services. Therefore, this theory proposes that library service's high quality and worth have a relation to patrons' views and pleasure with the available resources.

In this study, Secondary school students' expectation represented what their prospects are about the library and library resources. A library user will form preconceived perceptions about library information resources before usage as shown in Figure 1. According to ECT, perceptions based on the performance of a product are directly prejudiced by pre-use expectations, and

consequently directly impact confirmation or otherwise of opinions and post-use satisfaction of library information resources.

After interactions with library information resources, confirmation or otherwise of the preconceived perception is arrived at. These assessments or conclusions are arrived at in comparison to the user's initial expectations. When a service or product beats the user's preconceived expectations, the confirmation is positive, which is theorised to increase post-use satisfaction of library information resources. When the outcome is different from the user's initial expectations, the confirmation is negative, which is suggested to decrease post-use or post-adoption satisfaction of library information resources.

Figure 1. The conceptual framework of expectation confirmation theory for library information resource use.



Source: Conceptual framework based on literature reviewed.

Since research concentrates on students' opinions of library resources and services, this theory is applicable for a better understanding of how users evaluate the worth and quality use of library resources and services and how it influences library utilization in general. Similarly, this study addressed the obstacles students had during the pandemic and specific strategies to help decrease the challenges mentioned in the third and fourth objectives of the study, respectively, and both affect the user's view and satisfaction with the library.). And if these are implemented at the library, library users will have high expectations and satisfaction. This library technique will assist the library's administration and students in making the most use of the library. Therefore, this theory guides and helps the researcher make the investigation effective.

The Penchansky and Thomas theory of access

According to Penchansky and Thomas' theory, there are five (5) dimensions of access. The five aspects include accessibility, availability, acceptance, affordability, and adequacy in the design process, execution, and assessment. Saurman (2016) modified the theory by including awareness as a dimension. She proposed that awareness be an essential component of access. According to Saurman (2016) 'admission is a metric for determining how successfully a user and a service fit together; the more significant it suits, the easier it is to gain access". This theory suggests that the evidence of entry into the Library is the resource usage by people who require and benefit from it. As the idea suggests, accessible service is available within a decent length of time and proximity of the user.

A readily available service has sufficient resources and services to meet the quantity and demands of library users and the locations it serves. Good service reflects the librarian's and staff's attitudes and the attitudes of students toward service qualities and social and cultural concerns.

Affordable services refer to the direct costs of both library administration and patrons. Ultimately, a service keeps people informed with relevant library users through efficient information and communication techniques, including context analysis and information literacy.

This concept has a wide range of applications in libraries. This theory will help explain the significance of the availability and utilization of library information resources, which was the study's primary focus, precisely objectives number one and two of this study. The idea aided in recognizing the importance of information resources being available and useable, and it indicates that libraries should construct new library services and assess their effectiveness, Raynold (2019). The study's central emphasis is on the usage of library information resources, and it is vital to comprehend the other aspects that determine how the users successfully utilize the library information resources, including the five dimensions of access. An idea like this could help develop services and promote methods to increase accessibility, significantly impacting how students utilize resources.

A Review by Objective

The main purpose of this study was to examine the use of the school library and its effects on the reading process of students in some secondary schools in Yaounde. The specific aims of the study were to:

- Determine the effect of the frequency use of the library on the reading process of students,
- Assess the effects of the use of library printed materials on the reading process of students,
- Examine the effects of library electronic resources on the reading process of students, and
- To investigate the effect of the use of the school library space on the reading process of students.

The frequent use of the library is using the library for at least one continuous hour three times in one-week Ugah (2018). This means that any person who visits the library in less than one hour or less than three times in every in seven days does not use the library frequently. The effective use of the library widens the pupil knowledge in different subject areas thereby making one well informed and well adjust in learning and it is bringing the pupils not only to use material resources but also electronic resources. Based on our findings, frequency of access to school library materials differed significantly between time points. There was a significant interaction between age and frequency of access, and face-to-face students showed the least disruption to their access, Rita Soulen (2020).

The frequent use of the library

Self-selection of reading materials is essential to fostering reading Edmunds and Bauserman, (2006) Krashen, (2004). In one study of avid book readers, 66% used the library once a month or more, with 15% visiting once a week or more Merga, (2017). Parents provide important models to foster regular reading habits in their children, and librarians can support family reading initiatives Merga and Roni, (2018). A report from Scholastic (2020) indicates that students are developing stronger views about the frequent use of resources in the library. The frequent use of the School library as earlier seen is simply the extent of usage of library resources by the students and teachers of some selected schools.

The library is not just a reservoir of knowledge, information and research works, but it also creates an avenue for accessing the treasure. In view of this, students and teachers make use of the library resources for academics, leisure and information. This is because the frequent use of library, in the words of Ugah (2018) stimulates excitement and instills confidence in the users to develop their talents potentials and capabilities both academically, socially and otherwise.

A study conducted in Hong Kong titled, "Some students still read books in the 21st century," discovered that students visited physical libraries frequently. Moreover, the study revealed that in the 21st century, a large number of students mostly still prefer to use print resources, Bodomo and Lee (2013). More than half of the respondents indicated that they visited the library at least once a month to access physical material, while few indicated that they used the digital library once a month and some reported that they had never used the digital library in the past three months. The study further found that, although the students appreciated digital libraries, they did not think that they could completely replace conventional libraries. Similarly, studies done in India at Krishnasamy College of Engineering and Technology Library discovered that the majority of users, both students and academic staff, preferred physical library materials for their convenience Dhanavandan et al., (2012). Additionally, users indicated that they visited the library at least once a week to borrow and read print resources at the college library.

Library resources means the contents of the library with equipment in inclusion. They include raw materials that provide vital services in the teaching and learning process. Availability of library resources creates an enabling environment for proper use of library; but the resources must be relevant, accurate and timely.

According to the International Federation of Library Associations and Institution (IFLA/UNESCO Guide lines), The following key elements may prove useful tools for the use of the school library: Printed material resources, and electronic resources, not forgetting the use of the library space. This will be the review of objectives of the study.

Printed materials

The Printed material resources are described by Zha et al. (2014, p. 2) as "all the materials that represent traditional information resources, such as print books and print journals". This means that print library materials entail all library materials, which enable library patrons to browse through a physical copy. These include those materials that are born digital but are printed or those that are born print. Print resources are believed to have many advantages. Egberongbe (2022) argues that print resources are used even when there is a lack of network access or electricity. Wu (2015) mentions the fact that not everything is online. Similarly, Bonnell (2008) asserts that even though students feel that any information can be found online, this is not the case.

Following these assertions, Herring (2001) observes that of the 1.5 million scholarly printed materials as from 1970, only a few are available online. Therefore, the majority of the world

published information sources are still only available in print. Wu (2015) argues that print resources are said to be thriving in the digital era because materials available online are not always accurate or authenticated, as anyone who has a computer and access to an information source can make amendments and disseminate false information.

Print resources are more reliable compared to Internet sources supports this view. In addition, the use of Internet sources requires specific research skills to determine which information sources contain accurate information Bonnell (2008).

Print information resources also known as traditional library system is a collection of books, manuscripts, journals, and other sources of recorded information. The print information resources are mostly classified and catalogued, arranged in shelves for easy accessibility for information users. The traditional library system has had overwhelming success in meeting the information needs of users by its approaches to selecting, acquiring, distributing, and preserving information resources. Traditional library resources contain information in print formats such as textbooks, journals, indexes, newspapers and magazines, reports, video tapes, diskettes, and microforms, Ogunsola (2011)).

Journals: A journal is a collection of articles that discuss recent findings. Journal publication contains theoretical discussions and articles that critically review already published work. Other attributes of print journal include being peer-reviewed, which means that articles published in them were read and critically examined by more than one reviewer to ensure that it is in accordance to acceptable standard for publication. (Bamidele, Omeluzor, & Amadi, 2013).

Text Books: The United Nations Educational, Social and Cultural Organization defines a book as a “a non-periodical printed publication of at least 49 pages, exclusive of the cover pages, published in the country and made available to the public” (UNESCO, 1964). The print books are in paper or print format; they are usually accessed via the physical library and are usually referred to as hard copy.

Magazines: magazines and newspapers contain public opinion on wide range of issues, Akaezuilo & Agu, (2020). Ideas and opinions in newspapers and magazine could help undergraduates do their research and also carry out their assignments. Magazines and newspapers belong to serial materials.

According to Zemengue Jeremie (2021), the following are the reference services provided in the library.

1. **Information Services:** This service can also be called referral service. This is the process of identifying resources and agencies with special services or information needed by library users or information seekers, and the ability of the libraries, from time to time, to refer these users to these agencies or organizations to satisfy their information need. Libraries from time to time receive a good number of reference and information inquiries whose range is usually very long, i.e. from general to specific.
2. **Bibliographic verification and documentation services:** When organizing reference services, bibliography and documentation services should also be made available. According to J. Ezama (2011) ‘bibliographic verification is the use of bibliographic tools for purpose of improved and qualitative services to users’.
3. **Computerized Reference Sources:** The internet in this 21st century is an excellent medium for accessing and using reference sources. In a short period, the internet has become popular as a source of information in that one can get any information he wants within a short time Ezeani, Ezama, (2011).

Suleiman and Jimah (2021) found out that books, journals, magazines and newspapers still have a wide readership among college students; the study by Yamson, Appiah and Tsegah (2018) revealed that majority of the students of some schools in Ghana always preferred print resources format for their academic work; while the survey of Salubi, (2018) showed that majority of generation Z students of South Africa frequently used print books and journals.

Electronic resources

Electronic resources have brought drastic improvements to education in the 21st Century. The conventional learning and teaching is progressively shifting towards online. Digital library, virtual library, and E-library concept came into the current scenario Okemwa, (2018). Resources of E-information has more convenience over conventional information services. Electronic tools are available in Web-enabled medium for teaching and learning. Lots of advancements in E-publishing have been observed in recent years. Publishers are involved in many topics such as cost printing, unstable readership, unstable user intention, maintaining archiving rights. An electronic resource is defined as a resources which requires computer access or any electronic product that delivers a collection of data refer to full text bases, electronic journals, image collections, other multimedia products and numerical, graphical or time based, as a commercially available title that has been published with an aim to being marketed Nekhwehva (2019). These may be delivered on CD ROM, on tape, via Internet and so on.

According to AACR2, 2005 Update, an electronic resource is: "Material (data and/or program(s)) encoded for manipulation by a computerized device. This material may require the use of a peripheral directly connected to a computerized device (e.g., CD-ROM drive) or a connection to a computer network (e.g., the Internet).

“This definition does not include electronic resources that do not require the use of a computer, for example, music compact discs and videodiscs. According to Library and Information Technology Glossary "Term used to describe all of the information products that a library provides through a computer network..."According to Wikipedia, Electronic Resources means "Information (usually a file) which can be stored in the form of electrical signals, usually on a computer; Information available on the Internet "According to Gradman glossary, "A publication in digital format which must be stored and read on a computer device. There are two types: Direct access: these are physical objects such as CD-ROMs, diskettes, computer tapes, and computer cards, containing text, images,

The objective of e-services is to make accessible to the user Information required for enhancing knowledge:

1. **E-Book:** An e-narration of a printed edition that can be translated on a computer or a portable device specially built, Inyan (2015).
2. **E-Journal:** An e-journal, also known as online journals, and e-serials, is originally full text, available in e-format.
3. **E-Newspaper/ Magazines:** Often known as an online newspaper or digital newspaper that appears on the World Wide Web or the Internet is an E- newspaper, Enang (2020).
4. **Online Reference database:** Various vendors and publishers now have various points of information in electronic form through their repositories and websites such as yearbook dictionaries, encyclopedia sets.
5. **Digital Image Collection:** An e-image is a photographic device that uses a sensor that is mounted behind a camera lens to convert an image into an electronic signal which can be stored on a disk or magnetic tape for playback on a VCR or video disk player and display on a Television.

Over the past few years, a number of techniques and related standards have been developed which allow documents to be created and distributed in electronic form. The library and information centers are increasingly being called upon to provide more relevant, up-to-date and timely information to a wide range of users. Electronic resources are invaluable research tools

which complement print-based resources in any traditional library. The Library of Congress (2008, p.2) defines digital materials as "any work encoded and made available for access through the use of a computer." According to Hamutumwa (2020), digital materials include electronic information by remote and direct access. In addition Bajpal et al., (2019) e-resources enable innovation in teaching and they increase discovery and creation of new fields of enquiry. Electronic resources refer to materials whose use requires a computer or related technology. Ejournals, e-books, full-text databases, reference databases, dictionaries, and encyclopedias are among the resources IFLA, (2012). These resources represent an increasingly important collection in libraries.

The absence of inadequate technology and lack of state-of-the-art ICT infrastructure to build and manage sustainable institutional repositories that will enable free access to research and scholarly publishing are major technological challenges. Poor internet penetration and connectivity, unstable electricity supply, low bandwidth for access to, and download of resources are some major challenge in academic libraries in developing countries especially in Cameroon Bawack & Nkolo, (2018). The situation is the same for both public and private schools.

The library space

The use of the school library space is not left behind. The design of the school library plays a central role in how well the library serves the school. The aesthetic appearance contributes to the feeling of welcome as well as the desire for the school community to spend time in the library.

Minimum space for the users in doing various activities make the users does not prefer come to library in using the service available inside the building. Seung & Tae (2015), indicate that the student sometimes not capable to find appropriate space that can suit their individual or group activities. They also stated that the academic library does not fully utilized and structured the space which it leads to the wrong structure or arrangement of space. The wrong arrangement of space sometimes makes the library become crowded and it affect the users to find the space in doing their activities. In fact, if the users be able to get the place or space to make their individual or group activities but they would not have done their work more productive because of the minimum space DeClercq and Craz, (2014).

For children's service, several key points of general design considerations: (1) The library space needs to attract and invite children to visit. (2) The interior scale of the children's space does

not make children feel intimidating or oppressing, the ceiling levels must to be appropriate and the height of the book stacks and furniture needs to consider the children of all ages. (3) The different lighting levels and fixture types in children area would create a comfortable and cozy atmosphere and encourage reading. (4) An interesting and exciting display area can let children have an opportunity to show their own art work in the library, and a great opportunity to promote the library collections and the situation of the library that is, if the library is situated in a noisy or a calm environment, Sanwald (2022).

The use of the school library space will consist of; Users satisfaction, collaboration space, individual, and interaction space, J.J Fereira, (2017).

User's satisfaction

The level of satisfaction can be seen from the aspect of users satisfied on some aspect of their need. In this research context the level of satisfaction been seen from the aspect of variety library space available inside the library which meet the need of users. In the Canadian secondary libraries, most of the student rank the library as a place that provide a welcoming environment and comfortable place for them to do their work or individual activities in the building. Furthermore, to determine the satisfaction on the space provided by library that can support the student learning or knowledge discovery. From the finding of the Ojennus & Watts, (2015) about 40% of student need space which they can get help for the reference and to read books.

A part from that, the level of satisfaction also can be seen from the part of giving satisfaction on fully utilized the library. As been indicate that in order to make the users fully utilize the library the availability of various space and support with useful equipment can attract the student to use the library maximally.

Collaboration

The collaboration space is the energetic area which the student will interact with each other in order to perform some learning and knowledge discovery activities. Basically, collaboration had been understood as creating something new and sharing the idea on some activities Elliott, (2017). According to the Fatt & Su (2016), the researcher defines the space as" a place where the student will interact to each other and will work together in doing some interest activities". The further definition is touch on space which the group of student or users make the process on sharing knowledge or idea on some interesting topic Young & Schottenfield, (2014).

Usually, the need of this space is to develop some place which can contribute to the process of doing the work in a team or also been call teamwork Dallis, (2016). This has been mentioning also by the Young & Schottenfield (2014), which stated that "the collaboration space inside the libraries is to provide the users in making their task or work in a group". The attention to have the collaboration space in the academic library is to give the student opportunity to communicate on their work activities like doing the group assignment. It is requiring that this space have good furniture and equipped with electricity power supply in supporting the group work. Having this type of space is importance because it really helps the student to build better learning environment in the group.

The student usually uses this space in doing the activities like brainstorm the group work idea and making preparation for presentation for example editing the slide Ramsden, (2011). There are also users or student who use this space in the process of learning and study activities which involve studying past year paper in a group, discuss the lecturer note and sharing the information via internet Beard & Dale, (2010).

Individual

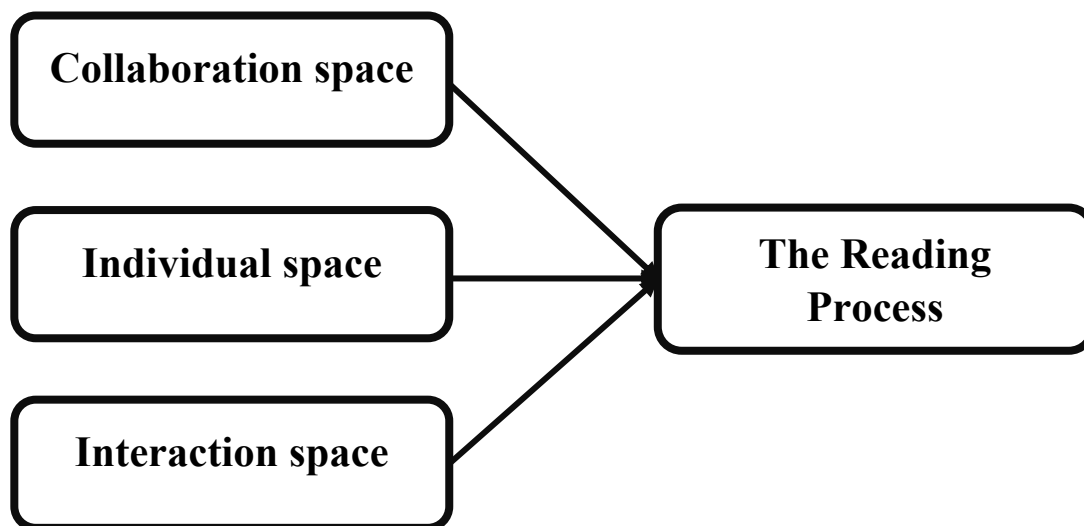
The individual space basically had been understood as a place for individual to do their work individually. Need for the individual space is for the people who really required the space for thinking and making a creative work which the individual use the critical thinking in producing the idea towards their interest. It is necessary to have the individual space inside the library building this is because to give each of the students to perform their task individually without been disturb with other people Massis, (2012). According Bryant, Matthews & Walton (2019), stated that large quantity of student really need the space or room which can give them opportunities to study or doing their work individually. The individual space also needs to be equipped with the technology so that the users can make use the equipment in their space.

Interaction

According to the Fatt & Su (2016) "the interaction space is a space that been design for the library users especially for student to work together with the library resources, librarians or expert and services". Although nowadays many of library provide the service in online form e-resources it is still need for the library physical space been fully utilized by the academic users especially student in order to get require information and experience their time in using space provided in the academic library. This space basically includes on using printed materials, use of resources and software and meet the expert like librarian in order to get personal consultation.

The library needs to well-planned and design this space because it will give the student opportunities to interact with resources or even the library staff. This interaction space usually has been set apart by items which are interact with librarian, interact with resources, interact with technology and interact with the service.

Figure 2: A proposed framework.



Source: The Library space taxonomy, pg 10

The importance of library resources was also stressed by Fayose (2000) when she explained that library resources are very vital to study and teaching. She explained that library resources are the resources required by students for their study. The resources, according to her, consist of recommended textbooks, books to support class tests, journals, past examination papers, reference books, monographs, while research materials are used by higher degree students and lecturers. Library users become very frustrated when they look for information and think that, if they can access the Internet, then their information problems are resolved. The opposite is usually the case.

The librarian can help users with Internet and can also help minimise the frustrations resulting from information searches. What is important here is to select relevant and quality information from the Internet in the shortest time possible. The students themselves should gradually develop the ability to locate, synthesise, and integrate information and new knowledge from all subject areas in the resource collection. Initiating and carrying information literacy programmes are therefore amongst the most important tasks of the library (IFLA/UNESCO Guidelines).

The most obvious activity associated with libraries is reading process, although the value of sustained reading activities facilitated within the library may not be well understood or supported. School libraries are environments that are conducive to sustained reading, and this is important given that research has found both that many of the literacy skills measured on high-stakes tests can be developed through dedicating time for sustained silent reading, and that opportunities to read for pleasure are associated with a wealth of literacy benefits Mol ,SE and Bus , A. G (2011). There are many research-supported strategies that can enhance students' reading engagement, and school library professionals are experts in these strategies²⁴ which form a key part of their professional role Ferguson, (2021).

Reading process also offers wellbeing benefits that are receiving increasing attention given the many challenges facing young people in contemporary times. For example, reading process has been related to reduced psychological distress, and lower levels of hyperactivity and attention issues in young people, with avid readers describing use of reading as a pleasurable escape and a way to evade stressors of daily life Merga M.K (2021 b). The reading process is in three levels; the pre reading activities, close reading as well as the post reading activities both at classroom and the library Foorman (2020)

The pre reading activity consist of scanning and one important element in the reading process. According to Liu (2015), different types of reading are often used in the literature: Scanning is reading selectively to achieve very specific reading goals, e.g. finding a number, date. It is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of a text or passage. Scanning involves quick eye movements, not necessarily linear in fashion, in which the eyes wander until the reader finds the piece of information needed. Scanning is used when a specific piece of information is required, such as a name, date, symbol, formula, or phrase, is required. The reader knows what the item looks like and so, knows when he has located what he was searching for. The teacher asks the students to brainstorm everything they know about the topic.

Brainstorming is very important, since listening to the associations and explanations of other causes students to add to their own knowledge and helps the teacher to determine the level of prior knowledge that your students has about the subject. This also empowers weak students by letting them know that they have some knowledge about the topic to be studied.

Close reading is the most important skill you need for any form of literary studies. It means paying especially close attention to what is printed on the page. Close reading means not only

reading and understanding the meanings of the individual printed words, but also involves making yourself sensitive to all the nuances and connotations of language as it is used by skilled writers Yamadani, (2020), Riyanti et al, (2019). The close reading here is the extensive reading and Brown (1989) explains that extensive reading is carried out "to achieve a general understanding of a text." Long and Richards (1971, p.216) identify extensive reading as "occurring when students read large amounts of high interest material, usually out of class, concentrating on meaning, "reading for gist" and skipping unknown words." The aims of extensive reading is to build reader confidence. Extensive reading is always done for the comprehension of main ideas, not for specific details. Harold Palmer (1917) in Britain and Michael West (1926) in India were the first to pioneer the theory of extensive reading as an approach to foreign language the 1929 Coleman Report on "Modern Foreign Language Study", introducing the Reading Method, recommended the inclusion of extensive reading in its Method (as distinct from inclusive reading).

Students were to read in the second language without a conscious effort to translate. Emphasis was placed on developing independent silent reading and increasing reading rate of individual students. Frequency word counts were developed and used as a basis for graded readers, Bamford (2019). The final element under reading process is the post reading aspect. This part contains some aspects either: The students will write an article or an essay, using the phrases learned in the text after reading books from the library and the students will be required to express their ideas about the text Breier (2013).

Review of Related Empirical Studies

Bernard and Frankwell (2014) carried out a research on the Assessment of access and use of school library in Morogo municipality, Tanzania. The main objective of this study was to access and use of library information resources by students of secondary schools in Morogo municipal. The study was guided by the following specific objectives; to investigate access and use of school library information resources by the secondary school students; determine the level of satisfaction of students towards school library information resources 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 Morogo municipality. Simple random sampling was used to select 30 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 both quantitative and qualitative data. Data was collected by using documentary review, questionnaires,

interviews and personal observations. Quantitative data was analyzed using mean, while content analysis was adopted for qualitative data. Key findings revealed that the most frequently used library information sources by secondary school students are only books and novels.

Moreover, other library information resources such as atlas and maps, dictionaries, novels, audio visuals and poetry were not accessible by students hence those sources were not satisfactory to meet their information needs. The findings further revealed that secondary school students face many constraints in using school library including lack of current and up to date reading materials, restricted reading hours, lack of sitting facilities and lack of informational professional/librarian for processing materials. The study concluded that for effective use of school library by the secondary school students, there is need for current and adequate school library information resources, provision of accommodation facilities, and provision of professional school librarians to manage libraries and conducive reading environment. These could be done in collaboration with all stakeholders in secondary education in the country. However, the study recommended that adequate provision of fund is necessary for the provision of current and up to date information resources and also for the employment of qualified and trained teacher librarian. The above study is similar to the present study because both studies focus on school library resources in secondary schools. Questionnaire which was one of the tools used for data collection in the review of the study shall also be used by the present study. However, the present study differs from the reviewed study in geographical coverage, content and methodology. While the reviewed study was carried out in Morogo municipality Tanzania and answered four research questions, the present study will be conducted in Yaounde and will answer five research questions. Furthermore, while the reviewed study employed a case study research design and used combination of methods to collect both qualitative and quantitative data, the present study will adopt survey research design and will use only a structured questionnaire as the sole instrument for data collection.

Chidaka (2017) assessed the utilization of school library resources in teaching in Some secondary schools in Obio/Apor Local Government Area of Rivers State. To achieve this; five research questions were raised. Four hundred and ten (410) teachers were used as sample out of eight hundred and twenty (820) that forms the population of the study from the fourteen secondary schools in Obio/Apkor Local Government Area of Rivers State. Questionnaire and observation checklist were used to collect data. Tables, percentages and mean were used for data analysis. It was found that most of the relevant materials were not available in all the schools. Some problems such as lack of convenient accommodation, lack of funds, lack of

reading tables and chairs, non-involvement of library staff in collection development, lack of qualified librarians were among the problems of these libraries. The major recommendations are : that there is need to increase full allocation of the school libraries, the state branch of Nigerian Library Association (NLA) should organize development and training courses for school librarians and media specialists to enhance their efficiency in the running of the school libraries; the Post Primary School Board (PPSB) should see to it that every secondary school established should have a library, new books and other educational resource materials should be provided including audio-visual equipment, principals of various for data collection. Schools should encourage both teachers and students to maximize the use of few resources at their disposal, among others. The reviewed study used both questionnaire and checklist as instruments for collection of data and the current study will also use questionnaire as instrument of data collection. The reviewed study covered just a local government (Obio/Akor local government area of Rivers state) while the current study also has Makurdi local government area as its study area. While the study reviewed has teachers who are not the actual users of the school libraries as respondents, the present study will use secondary school students as respondents to provide the needed data for the justification of extent of library patronage

George (2021) conducted a study on the use of library resources by staff and students of secondary schools in Umuahia North Local Government Area of Abia state. The research work was restricted to only seven secondary schools from Ibekwu clan and three from Ohutu clan. The choice was by means of random selection. He used only students from JSS2 and SS2. The research instrument was the questionnaire. A total number of 350 students were sampled. The major findings of the work were that: lack of current and up-to-date information materials was the most outstanding problem militating against the use of these libraries. This was followed by poor library accommodation and poor library orientation. He recommended that: adequate provision of funds is necessary for the provision of current information resources and also for employment of qualified and trained teacher – librarian. User education should be taken seriously in secondary schools in order to boost the interest of both staff and students on the use of library resources. This will also help to sharpen their search skills and elimination of user's frustration. Purpose built libraries should be built in secondary schools in Umuahia North local government area in particular and Abia state in general. State and local government should accord library provision top priority because library services are social services to the entire citizens and posterity. The study is similar to the present study in that they are all on utilization

of school library res. However, the study is conducted in Imo State while the present is being conducted in Yaounde municipality.

Ilogho, Iroaganachi and Osinulu (2016) also conducted a research on study skills and utilization of library resources by students of Gospel Faith Mission International Comprehensive High School, Ibadan, Nigeria. The study investigated how teaching of study skills and use of library resources can provoke effective utilization of available information resources in secondary schools. The survey research methodology was adopted for the study while the questionnaire and the experiment were used as data collecting instrument. Using the simple random sampling technique, the senior secondary students were grouped to two. Eighty (80) students were selected for the study. Each group comprised of 40 students i.e. the experimental group and the control group. The questionnaire instrument administration was twice, first as pre-test and later as post-test after subjects had undergone teachings on study skills and use of library resources. The study found out that over 33% of the respondents made use of some study techniques. Furthermore, 75% of students also affirmed that study skill classes equipped them to effectively use library resources. However, environmental barriers, physical tiredness etc. was found to have constituted hindrances to students not using the library resources effectively. Similarly, 85% of students affirmed study skills teaching enhanced their academic motivation. The study tested three hypotheses which were rejected and the alternate hypothesis accepted, implying there was a significant difference in all three cases.

The study therefore concludes that teaching study skills and library use skills education is helpful and enables library users to effectively use the library resources and therefore recommended that teaching study skills be intensified in all schools at the elementary level. The reviewed study is similar to the present study, the two studies targeted secondary schools. The study reviewed had 80 students as sample size. The reviewed study used one school while the present study will make use of selected schools. Also, the geographical location of both the reviewed and the current study differs. The reviewed study formulated and tested hypotheses while the current study only asked questions and answered them.

Akanbi (2022), also conducted a study on the use of school libraries in selected secondary schools in Ilorin, Kwara State, Nigeria. A survey approach was adopted while questionnaire was used to collected data from 256 students drawn from four different school through total enumeration sampling technique. Five research questions were raised to guide the study. The results revealed that the use of school library enables students to have broader knowledge of

different subjects, prepare and perform well in their examinations, and respond well in class. Furthermore, the result of the study shows that challenges such as unavailability of audio-visual materials, insufficient library resources, lack of internet facilities and unsatisfactory attitude of library staff are hindrances to effective use of school libraries by the students.

The impact of school library on academic performance of the students cannot be overemphasized, because of the role it plays in acquiring, processing, organizing, disseminating and preserving relevant information resources to meet user information needs. Therefore, the government, proprietors/proprietress, school management and the school library staff should have made available relevant and useful library resources that will help in enhancing students' performance in all areas of their academic pursuit. The study recommends among others that there should be provision of sufficient library resources by the government, proprietors/proprietress, and school management as this will enable students to have access to their various information resources. However, such study is also link with the recent study on the use of the school library and its effects on the reading process of students in some secondary schools in Yaounde.

Similar Tofi Simon Ternenge (2019) also conducted a survey research in Makurdi metropolis to find out the evaluation of the use of the school library resources in selected secondary schools, [stratified random sampling technique was used for the selection of the sample from all the secondary schools in Makurdi Metropolis. A sample of 399 secondary school students was selected from a population of 4124 using Taro-yamene formula. From 12 secondary schools. Five research objectives were formulated and five research questions were asked to guide the study. Two instrument for data collection were used. The research questions were answered using percentage frequencies and means. The main finding indicates that textbooks, newspapers, novels and magazines were the common library resources found in the school libraries. Also the students use the two library resources for the purpose of information, study and educational values.

The study also found that the library resources are grossly inadequate especially electronic gadgets that aid information and learning in schools in this modern age of technology. It is recommended that school management should fund library adequately so as to purchase resources and train the library staff professionally to carry out their tasks of dissemination of information to user community.

Another study was conducted by Sunday Fankule (2023) in Ghana. The study investigates the availability and utilisation of school library resources by secondary school students in five selected secondary schools in Ghana. The main objective of this study was to assess availability, purpose and frequency of, as well as constraints and strategies to improve use of school library resources by students of secondary schools. Simple random sampling with proportionate to sample was used to select 2.5% respondents from each selected school to make a sample size of 228 respondents. The study employed descriptive survey research design and used the method to collect quantitative data. Data was collected by using the structured questionnaire.

Quantitative data was analysed by using SPSS. Findings revealed that dictionaries, textbooks, encyclopedias, CD-ROMs and novels were very readily available for use by secondary school students. Findings also revealed that the major purposes for which secondary school students used information resources were for assignment, continuous assessment preparation, knowledge update, competition and quiz preparation. Findings further showed that Magazines and Journals, Internet resources, Encyclopedias and Databases were the information resources most frequently used by the secondary school students. The findings further revealed that secondary school students averred erratic power supply, lack of modern techniques for learning, lack of locating tools like online public access catalogue, inadequate staff to assist users and poor awareness of the users to information service as major constraints. However, awareness of the information resources in the library, employment of computer technicians for routine repairs, provision of digital libraries, adequate provision of online computers/e-mail and provision of standby generators for regular power supply were major factors that promote the use of the information resources by secondary school students.

This study recommends collaboration with all stakeholders in secondary education in the country in order to make adequate provision of fund and proactive measures necessary for the provision of current and up to date information resources and also for the employment of qualified and trained teacher librarian. Furthermore, another study by Patience Ebisemen (2017), The study investigated the influence of school libraries usage in promoting reading culture among secondary school students in Rivers State, Nigeria. Three research questions and two null hypotheses guided the study. Six secondary schools were selected from the three senatorial districts in Rivers State. The study adopted survey design. The population of the study consisted of students. The sample of the study comprised 384 students. Rating scale was used as instruments of data collection. Another study was brought by Felix (2022), on the management of school libraries and utilization of library resources by secondary school

students in Rivers state. The researchers adopted survey design for the study. Two research questions and two hypotheses guided the study. The population of the study is 12210 comprising 12200 students and 10 teacher librarians from 10 selected secondary schools in Rivers State. A sample of 387 was drawn from the entire population using Taro Yamene statistics while proportionate sampling technique was used to determine the number of instruments that will be distributed in each of the schools. The instruments for data collection were two rating scales modified on four-point Likert scale of measurement.

Reliability coefficients of 0.81 and 0.86 were obtained for Students' Utilization of Library Resources Scale (SULRS) and Management of School Library Scale (MSLS) respectively using Cronbach alpha technique. Mean and standard deviations were used to answer the research questions while, t-test of significance were used to test the hypotheses. Findings showed that, the management of school libraries in the schools studied is not significantly done above average rating; and the measure of students' utilization of school library resources in the schools studied is not also significantly above average rating. The researchers therefore recommended an improved application of planning strategies and engagement of qualified staff to man school libraries, so as to ensure availability of adequate information resources and enhanced use of school library. A study by Louis Balock (2019) is also similar to this study notably; Evaluating the use of the school library and its effects on the reading practices of adolescents in Cameroon. This age group is constituted by teenagers in secondary high schools. Interviews have been conducted with school and public librarians. Visits were made to libraries, as well as exchanges with the relevant service in charge of school libraries in the Ministry of Secondary Education.

In addition, 164 questionnaires with open and closed questions have been filled out by the teenagers through a random sample, sometimes with the school staff. Our findings indicate that adolescents generally enjoy discovering various genres of literature, which are sufficiently diversified, with regard to the national production. But most of the students do not attend schools or public libraries.

To fill this gap, offer should be improved, particularly at the level of the quality of the youth literature which attracts them. This is a necessary step in order to build effective libraries for students. The electronic medium is an excellent tool to attract those users, who are also in quest for new realities which are not part of their local environment. The study explores also and suggests the means to bring closer school librarians, teachers, the administrative staff and

publishers. The objective is to help develop the impact and visibility of the library in the school. Public libraries can also find here a useful tool for the offer that meets the expectations of the adolescents. The article also raises up other specific actions, which can be taken to bring teenagers closer to the school libraries, and public libraries, in terms of animation.

A study on the use of Library resources and programmes in Unity school in Nigeria by Nkechi (2015). This study assessed Library User Resources and Programmes for Library Skill's (LS) acquisition in Unity Schools of South East Nigeria. In conducting this research, survey research design was adopted and out of a population of 29,358, multiple-stage sampling technique was used to select a sample of 1,212 that comprised of 480 JSI students, 469 SSIII students and 263 staff from the 12 Unity Schools under study. Two research questions guided the study. Observation check-list and questionnaire titled Library User Education Questionnaire (LUEQ) were the instruments used for data collection. These instruments were validated by five experts. Reliability coefficient of 0.91 was obtained using Cronbach Alpha method. Frequency and percentage were used to analyze results obtained from research question one while mean and standard deviations were used for that of research question two. Findings revealed that: there was a dearth of Library Resources (LR) in these schools, while some of the available ones were obsolete. The level of Library User Programme (LUP) implementation was very low. Findings of this study have a number of implications for education in general, school librarians, teachers and secondary school curriculum planners in particular. From the above findings it was recommended that Government should give urgent attention to the provision of library recourses (LR) such as establishment of modern school libraries, provision of current library resources among others for the enhancement of library skills' (LS) acquisition. LUP should also be adequately planned and executed in these schools.

A study was also on the role of the school Library in teaching and learning and its effects on the reading process of by Rosekel Omenyo (2021). The study was conducted in Achimota School (AS), using the case study methods of interviews, observation, focus group discussions and document analysis. The findings revealed that students and teachers appreciate the presence and function of the school library acknowledging it as fundamental in every educational system especially at the basic school level. The findings also revealed that students and teachers actually used the library resources in site of the fact that one of the challenges facing the library was the inadequacy of its stock. It is hoped that the findings of the study will persuade the Ministry of Education and the Government of Ghana to reconsider the role of school libraries

in basic schools. Recommendations are made toward improving school libraries in general and the Achimota School Library in particular.

A study on the use of Library resources and its effects on the reading strategy by secondary school learners at Oyemukun Grammar school, Anada (2020). It also identified the various information resources used by the students, especially when they visited the library. The study adopted the descriptive survey design and randomly sampled the opinions of 50 senior secondary students. The study revealed that the majority of the respondents (90%) visit the Library, the library. However, only 24% of them use its resources on daily basis. Results from the study showed that 35% of the respondents visit the library to read their personal Ondo State. textbooks only while some others preferred consulting non text materials (49%) as most of the library resources were reportedly obsolete (67.4%). As solutions to the challenges encountered by senior secondary students, which included inadequate reading materials (15.2%) and unfriendly attitude of library personnel (15.2%) The study recommended the provision of current library resources and regular training sessions for school library personnel to improve their skills, redefine the library and its objectives and encourage high patronage of school library resources by students in secondary schools.

Summary of Literature Review

In this chapter, related issues that pertain to the use of school library and its effects on the reading process of students in some selected secondary schools have been reviewed. The chapter describes the use of school library by different authors, highlighted its objective and purposes as well, reading process and schools in Cameroon; its meaning, objectives and mission statement were equally observed in the chapter. The role of school libraries in the implementation of reading process as highlighted by different scholars is acknowledged. The availability of libraries, library resources and services to support the reading process of students is also discussed under this chapter. The researcher also sees it as a necessity to highlight the theories of the use of the school library and the reading process of students and this was discussed based on the view of different scholars. Findings of other empirical studies conducted by other researchers in relation to the role of school libraries and reading process is also reviewed in this chapter.

CHAPTER THREE

METHODOLOGY

A research methodology refers to the practical aspect of any given piece of network. In more specific manner, it is all about a researcher systematically design a study to ensure valid and reliable results which address the aim and objectives of the study. The methodology adopted for this study will not only explain what methodological choices were made but explains why the methodology was made.

Schwardt (2017) also defines research methodology “as a theory of how an inquiry should proceed”. It involves analysis of the assumptions, principles and procedures in a particular approach to inquiry. According to Schwardt (2017), Creswell and Tashakkori (2017), and Teddlie and Tashakkori (2017), methodologies explicate and define ‘the kinds of problems that are worth investigating; what constitutes a researchable problem; testable hypotheses; how to frame a problem in such a way that it can be investigated using particular designs and procedures; and how to select and develop appropriate means of collecting data”.

The main purpose of this study was to examine the use of the school library and its effects on the reading process of students in some secondary schools in Yaounde. The following was the main research question brought for this study; How is the use of the school library inculcated the reading process of students in some selected schools in Yaounde?

As also shown in the literature review, there have been studies designed to identify student’s use of the library and its resources, passing through the conceptual framework, theories, as well as the empirical study. Although the majority of these studies dealt with some drawbacks, each year the use of the school library by secondary school students has always brought about an increase in the reading process of students.

In this chapter, we will look at research design, population of the study, sampling and sample size, instrument for Data collection, procedure for Data Collection, validity and reliability of the instrument.

Research design

Leedy (2012) defines research design as “a plan for a study, providing the overall framework for collecting data”. MacMillan and Schumacher (2018) define it as “a plan for selecting subjects, research sites, and data collection procedures to answer the research question(s)”, They further indicate that the goal of a sound research design is to provide results that are judged

to be credible. For Durrheim (2004:29), research design is” a strategic framework for action that serves as a bridge between research questions and the execution, or implementation of the research strategy”.

This study was designed to find out the use of the school library and its effects on the reading process of students in some secondary schools, with a particular reference to two secondary schools in Yaounde municipality. The study adopted descriptive survey research design and linear regression. Descriptive survey is the collection of data aimed at describing a particular events or population with the same characteristics and making generalization Nwogu (2015). It is deemed suitable for this work since it described and found out the use of school library and its effects on the reading process of students. Survey as a research design collects standardized data about large numbers of people (Haralambos, Holborn and Heald (2014). The design was also considered appropriate in this study because it allows for the use of questionnaire as a data collection instrument.

Similarly, survey is appropriate in assessing thoughts, views, opinions, and feeling of a large group of people. Therefore, the design gives room for equal chance of been selected in a sample of respondents there by not giving room for been bias. Linear regression shows the linear relationship between the independent variable and the dependent variable.

Research approach

Quantitative research, according to Van der Merwe (1996) “is a research approach aimed at testing theories, determining facts, demonstrating relationships between variables, and predicting outcomes”. Quantitative research uses methods from the natural sciences that are designed to ensure objectivity, generalizability and reliability Weinreich (2019).

The techniques used in quantitative research include random selection of research participants from the study population in an unbiased manner, the standardized questionnaire or intervention they receive, and statistical methods used to test predetermined hypotheses regarding the relationship between specific variables. The researcher in quantitative research, unlike in the qualitative paradigm where he/she is regarded as a great research instrument due to his/her active participation in the research process, is considered as being external to the actual research, and results are expected to be replicable, no matter who conducts the research.

The quantitative approach is then required in this study because the researcher uses a questionnaire to collect data and data are in the form of numbers and statistics. The objective

of the researcher here is to seek precise measurement and analysis of target concepts for instance; uses surveys, questionnaires just to name a few. This approach is also needed because it keeps the researcher to remain objectively separated from the subject matter.

Area and population of the study

The target population and the area of the study are the Senior High school students of the two selected secondary schools in Yaounde notably; The Lycee de Biyem Assi Yaounde and the College vogt, notably those in the examination classes. Therefore, total population of the study was 138 Baccalaureate 'A' students, with 73 students in Lycee de Biyem Assi and 65 students in college vogt of Yaounde.

Sample and Sampling techniques

Sampling can be defined as the process of selecting representatives from the study population for the analysis of a phenomenon.

For the purpose of this study, simple random sampling technique was used to select the case study of the study. This was done to give various secondary schools in yaounde area equal chance of being participated in the study. Two schools were selected for the study and the selection were based on their willingness to participate and ability of being have in place facilities that will meet the research objectives, of which average school library if not standard were considered. Total enumeration sampling techniques was used this is because the population is not too large for the researcher to cover although enough for the research scope.

Table 2: Selected Schools for the Study

Name of School	Year of Establishment	Students population	Sample Size
Lycée de Biyem- Assi Yaoundé	1983	73	73
Collège Vogt de Yaoundé	1947	65	65
		Total=138	Total=138

Instrument for Data Collection

The data collection instrument employed in this study was questionnaire. It is basically to seek the opinion of students in the sample relating to the objectives of the study. A questionnaire is a form containing a set of questions, especially addressed to a statistically significant number of subjects, and is a way of gathering information for a survey. It is used to collect statistical

information or opinions about people. A questionnaire is a written or printed list of questions to be answered by a number of people, especially as part of a survey. For the purpose of this study, the questionnaire formed my main data collection method and its content was guided by the literature reviewed. Assistance from the Statistics Department at the University of Pretoria was sought, particularly to get advice with regard to validity of items for statistical purposes. Out of 138 of the studied population, 100 The questionnaires were administered to the senior students in those two selected secondary schools.

Section A requires the respondent's bio-data information [name of schools, gender, age, and class], section B are questions related to independent variables with response ranging from (Strongly Agreed, Agreed, Disagree, Strongly Disagree) notably the frequency of student's visitation to the library, the availability and accessibility of printed material resources, electronic resources and the library space, while section C gathers respondents opinions on the dependent variables.

Procedure for Data Collection

This refers to the process by which the research instruments were administered for the purpose of data collection. The questionnaire was administered to the students of selected secondary schools in Yaounde municipality in a face-to-face exercise through a simple random sampling. The researcher met them in their schools and had a physical contact with the respondents. A total of 100 copies of questionnaires were distributed to only Senior students selected from both schools and going in for the Baccalaureate exams, the selected secondary school chosen as case study for the study.

Sources of data collection

This study is guided by the primary and secondary source De vaus, (2019). The primary source is data gathered by the researcher himself and from this study, the researcher collected data using the questionnaire as a research instrument. On the other hand, the secondary source was also used to collect data which is that collected by someone else. The collection of data here is done from books, as well as the internet.

Validity of the instrument

According to MacMillan and Schumacher (2018) "validity is the degree to which the interpretations and concepts have mutual meanings between the participants and the researcher".

In order to ensure content and construct validity mechanism, the instrument was given to my supervisor with the view of checking the appropriateness of language to enable it measure what it is supposed to measure before administering the instrument. The suggestions by the experts lead to the modification of some items in the instrument before the final administration.

Reliability of research instrument

Reliability, on the other hand according to Silverman (2004:285), “is the degree to which the findings of the research are independent of accidental circumstances”. It is closely related to assuring the quality of field notes and guaranteeing the public access to the process of the publication of the research results. Joppe (2001:1) defines reliability “as the extent to which results are consistent over time, and are an accurate representation of the total population under study”. If the results of a study can be reproduced under a similar methodology, then the instrument is considered to be reliable. The use of the Test method in reliability was used for this study to established the reliability of the measuring instrument. Base on the statistical computation and level of responses from the responded which the study was based on, if not only indicated, but also confirmed that the research instrument was also reliable.

Methodology of Data collection

The researcher visited the two selected secondary schools to personally administered the questionnaire. The researcher personally distributed the questionnaires to the respondents in their school of location and collected same after 45 minutes of issuance. The 100 questionnaires were administered to 100 students in the in the selected schools.

Method of data analysis

Data collected were analyzed using descriptive statistics particularly the mean scores.

However, the average individual score for response on a 4-point rating scale is as follows:

SA – Strongly Agreed = 4

A – Agreed =3

D – Disagreed =2

SD – Strongly Disagreed =1.

This will be represented as thus: $4 + 3 + \frac{2 + 1}{4} = 2.5$

Ethical considerations

The ethical principle of autonomy in this study is the demonstration of a person's legal and mental ability to comprehend and make an informed decision Hammersly, (2015). It also involves in a manner that guarantees the dignity of the participants. This principle is related to issues of informed consent, privacy, and confidentiality William and Pigeot (2017).

Clough and Nutbrown (2002:84) comment as follows with regard to ethics in research:

“....in order to understand, researchers must be more than technically competent. They must enter into chattered intimacies, open themselves to their subjects” feeling worlds, whether these worlds are congenial to them or repulsive. They must confront the duality of represented and experienced selves simultaneously, both conflicted, both real.....”

In concert with Clough and Nutbrown's view above, it follows that in planning my research, I had to take into consideration, and protect the feelings, welfare, and rights of the participants. In concert with the rules and regulations of the university with regard to conducting research using human subjects, the following ethical considerations were taken into account during the course of the research.

Permission

I obtained written permission from the Head of the Department of Education in the province and the Regional Director to conduct this research, in order to ensure that it is a legal exercise.

Confidentiality and privacy

Confidentiality refers to handling the information concerning the respondents in a confidential manner. Respondents were assured that their names and the names of their schools would be dealt with in the strictest confidence. This aspect includes the principle of trust in which I assured the participants that their trust would not be exploited for personal gain or benefit, by deceiving or betraying them in the research route or its published outcomes Lubbe, (2013: 41).

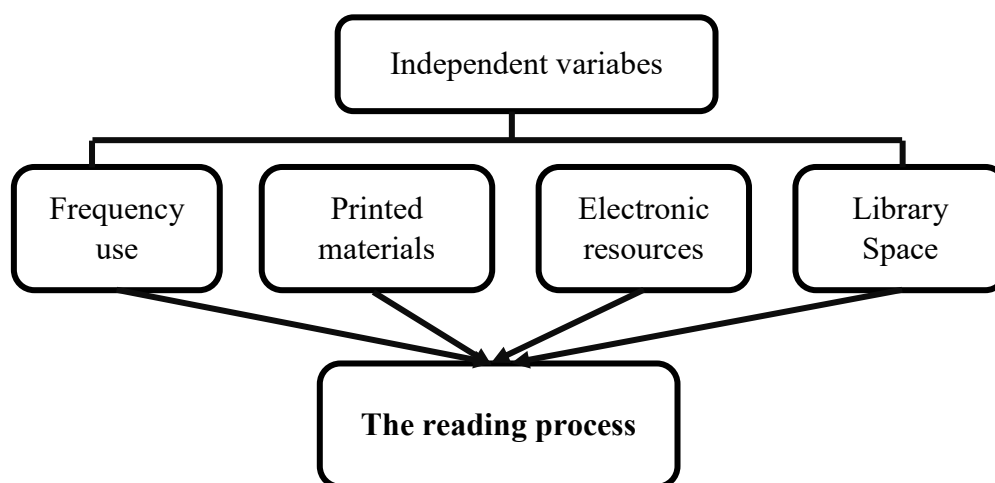
Voluntary participation and informed consent

The principle of voluntary participation was explained to the respondents and they were also informed that they had the right to withdraw from the study at any time. The principle of informed consent was attached to the questionnaires and verbally explained to the interviewees. Both principles entailed explaining the research process and its purposes to the participants.

Prospective respondents were invited to participate in the study and briefed about the nature of the investigation. They were also informed the participation on the study was voluntary and that they were free to leave the study on their own. They were aslo assured that their privacy and confidentiality would be upheld before being asked to sign and an informed consent from indicating their agreement to participate in the inquiry. The researcher obtained ethical clearance from the learning institution before proceeding with the study.

Study variables

Table 3: Shows the variables that were addressed in the study.



Source: The variables based on the study.

Summary

In all, Chapter three of this work studies the type of research design, the research approach, the area and the population of the study, the sampling and sample size, the instrument to be use to collect data as well as the procedure for data collection. Such steps are basically needed in this study. Inadition, the researcher also went further by showing the sources of data collection, the reliability and validity of the study, not living at side the method for data collection and ending with a study variable table. The next chapter of this study will be to look at the data presentation and analysis.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

This chapter deals with presentation and analysis of data. Data presentation is the process of using various graphical formats to visually represent the relationship between two or more data sets so that an informed decision can be made based on them. It is a process of organizing, summarizing and visually representing data in a format that is easy to understand and interpret. Broadly speaking, there are three methods of data presentation; Textual, tabular and the diagrammatic methods. Data analysis is how researchers go from a mass data to meaning full insights. Research data analysis Is a process used by researchers for reducing data to a story and interpreting it to derive insights.

Data analysis is also a process of cleaning, transforming and modelling data to discover useful informations for business decisions- making. The purpose of Data Analysis is to extract useful information from data and taking the decision based upon the data analysis.

However, this chapter presents and analyses the data obtained from study conducted in some selected secondary schools. The main purpose of the study was to examine the use of the school library and its effects on the reading process of students in some selected secondary schools in Yaounde.

The objective of this chapter is to present the result of our study which is gotten from manual and automatic analysis of data. The chapter presents information on primary data collected from the respondents using a questionnaire. The data were processed and presented in tables thanks to the computer assisted software device.

The first part of this chapter concerns the empirical results of the demographic characteristics of the respondents, following a frequency table of each of the research questions of this study as well as the regression method. The second part of this study is reserve for the discussions and findings as well as possible suggestion or recommendations. The difficulties encountered during this research will also be outline. questions of this study as well as the regression method. The second part of this study is reserve for the discussions and findings as well as possible suggestion or recommendations. The difficulties encountered during this research will also be outline.

Demographic characteristics of the respondents

Descriptive statistics of the frequencies and percentages were used for the demographic information of the respondents. Table 4 reveals the Gender of the respondents in the two selected secondary schools in Yaounde and with a pie chart. Table 4 also reveals the ages of the respondents in those two selected schools ranging from 15 to 25 years.

Bio-Data informations of the respondents

Table 4: Gender

	Frequency	Percent
Male	45	45.0
Female	55	55.0
Total	100	100.0

Table 4 shows that 45 (45.0percent) of the respondents are male students, while 55(55.0 percent) of the respondents are females, making a total of 100. Therefore, the majority of the respondents are female students. This can also be seen with the support of a pie chart as seen in figure 3.

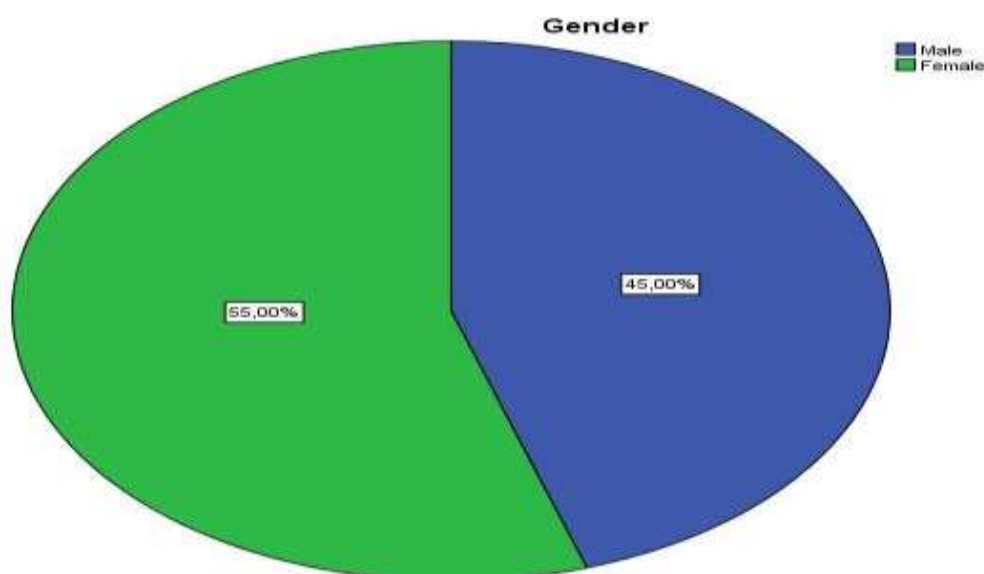
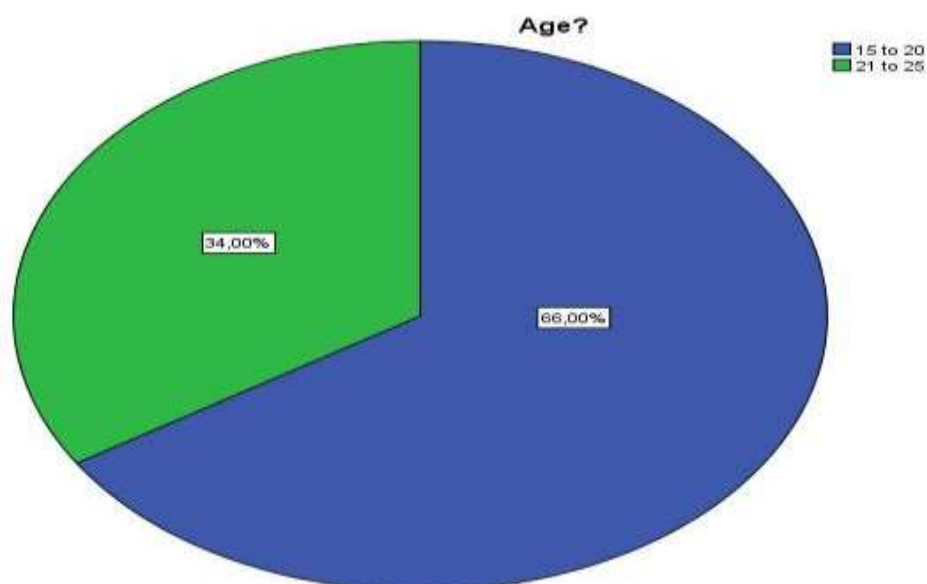


Figure 3: Demographic information of gender with the use of a pie chart

Table 5 : Age

	Frequency	Percent
15 to 20	66	66.0
21 to 25	34	34.0
Total	100	100.0

Table 5 also shows that in the two selected schools in Yaounde municipality, 66(66 %) are within the range of 15-20 years while 34(34.0) are within the range of age 21- 25, bringing a total of 100 percent. One reason that explains such high rate of the students (66.0) is the high promotion rate. Moreover, the bio data information of the respondents could also be demonstrated on a pie chart in figure 4.

**Figure 4: Demonstration of the ages of students on a pie chart**

Restating the research questions

This study is guided by the following research questions:

- What are the effects of the frequent use of the library on the reading process of students?
- What are the effects of the level of availability and accessibility of library printed material resources on the reading process of students?
- What are the effect of school library electronic resources on the reading process of students in some selected secondary schools?

- How has the use of the library space affected the reading process of students?

The data will now be presented according to each of the above questions.

Research question one: What are the effects of the frequent use of the school library on the reading process of students? The percentage of the frequent use of the library is presented in table 6.

Table 6: Frequency of use of the library

		Frequency	Percent
Do you visit the school library everyday	strongly agree	12	12.0%
	Agree	51	51.0%
	Disagree	35	35.0%
	strongly disagree	2	2.0%
Students visit the library when they have an assignment	Strongly agree	6	6.0%
	Agree	48	48.0%
	Disagree	46	46.0%
	strongly disagree	0	0.0%
Students visit the library when there is an exam ahead	Strongly agree	11	11.0%
	Agree	39	39.0%
	Disagree	43	43.0%
	strongly disagree	7	7.0%
Do you frequently use the library only for relaxation	strongly agree	0	0.0%
	Agree	27	27.0%
	Disagree	59	59.0%
	strongly disagree	14	14.0%
Total		389	400%

Based on the responses gotten, table 6 shows that 63% of the respondents agree that they visit the library everyday, while 37% are in disagreement. This could be explained by the fact that the respondents are in the final year, which is an examination class. 54% of the respondents agreed that they visit the library only when they have an assignment while 46% disagree. This low percent could be explained by the fact that they spent much of their time with what was

given in class. In addition, 50% of students agreed they frequently visit the library when there is an exam ahead and 50% are also in disagreement. This could be because they are in examination classes.

The result also revealed that, 27% of the respondents agree they frequently visit the school library only for relaxation while 73% disagree on that. Such a high rate of disagreement could be explained by the pressure mounted on the students to read.

Question 2: What are the effects of the level of availability and accessibility of library printed material resources on the reading process of students? The percentage of the use of the school library printed materials is seen in table 7.

Table 7: The level of availability and accessibility of library Printed Material resources

		Frequency	Percentage
Are newspapers available in the school library	strongly agree	13	13.0%
	Agree	36	36.0%
	Disagree	40	40.0%
	strongly disagree	11	11.0%
The library has enough textbooks	strongly agree	30	30.0%
	Agree	52	52.0%
	Disagree	14	14.0%
	strongly disagree	4	4.0%
Dictionaries found in the school library	strongly agree	24	24.0%
	Agree	44	44.0%
	Disagree	21	21.0%
	strongly disagree	11	11.0%
Does the library encourage the use of Journals	strongly agree	0	0.0%
	Agree	20	20.0%
	Disagree	58	58.0%
	strongly disagree	22	22.0%
The School library has enough story books	strongly agree	2	2.0%
	Agree	45	45.0%
	Disagree	38	38.0%
	strongly disagree	15	15.0%
can you have access to enough Magazines	Strongly agree	22	22.0%
	Agree	65	65.0%
	Disagree	13	13.0%
	Strongly disagree	0	0.0%
The library provides enough reference resources	Strongly agree	3	3.0%
	Agree	43	43.0%
	Disagree	40	40.0%
	Strongly disagree	14	14.0%
Maps accessible in the school library	Strongly agree	5	5.0%
	Agree	53	53.0%

	Disagree	36	36.0%
	Strongly disagree	6	6.0%
	Strongly agree	9	9.0%
	Agree	53	53.0%
Can you have access to history books	Disagree	25	25.0%
	Strongly disagree	13	13.0%
	Total	900	900%

Table 7 above shows that 49% of the respondent agree that newspapers are available and accessible in the library while 51% of are in disagreement that newspapers are not available in the school library. The table also shows that, 82% of textbooks are available and accessible in the library while 18% of respondents are in disagreement that there is availability of textbooks. Such such a high rate of textbooks (82%) is explained by the fact that some of the schools are been provided by the government which condiders that as a basic necessity for the students.

Inaddition, 68% of the respondents are in agreement that dictionaries are available and accessible in the library while 32% disagree there are available. Such a high rate of availability (68%) is because such schools (College Vogt) has enough budget that provide this for students. 20% of the repondents agree there is availability and accessibility of Journals in the library while 80% are in disagreement that there is no availaibility of this Journals.

47% of the respondents agree that there is availability and accessibility of library story books while 53% are in disagreement that there are not such availability of story books in the school library. Such a low rate is because students in examination classes will need more of textbooks than story books. Moreover, 87% of the respondents are in agreement that magazines are availability and accessible in the library whereas 13% are in disagreement that such magazines are not available in the liberary Such a high rate (87%) is because it is one of the library project provided by the the state in such government schools, as well as for students to get themselves entertain.

On the availability and accessibility of reference resources, 46% are in agreement that the reference resources are available in the library while 54% are in disagreement that there is no availability of the reference resources.

Also, 58% of the respondents are in agreement on the availability and accessibility of maps likewise 42% are in disagreement on such availability of Maps.

It was also revealed that 62% of the respondent are in agreement on the availability of history books in the library while 38% are in disagreement that history books are not available in the school library.

However, the analysis therefore revealed that, Library printed materials such as; Textbooks, dictionaries, magazines maps and history books are fully available and accessible in the school library.

Table 8 : Electronic resources

		Strongly agree	Agree	Disagree	Strongly disagree
Are they computers to use in the school library	Frequency	4	31	30	35
	Percent	4.0%	31.0%	30.0%	35.0%
If yes, do you use it	Frequency	6	15	39	40
	Percent	6.0%	15.0%	39.0%	40.0%
Do you think the library encourages the use of electronic resources such as E books etc...	Frequency	5	40	37	18
	Percent	5.0%	40.0%	37.0%	18.0%
E magazines and E Journals used by students,	Frequency	6	35	47	12
	Percent	6.0%	35.0%	47.0%	12.0%

Table 8 above shows that 35% of the respondent are in agreement that the library has enough computers while 65% are in disagreement. This low rate could be due to the cost to provide for such electronic resources. It was also revealed that 21% of the respondent agree that they use computers while 79% disagree that they do not use computers.

In addition, 45% of the respondents agree that the library encourages the use of Ebooks whereas 55% are in disagreement that the school library does not encourage the use of Ebooks. It was also revealed that 41% of respondent are in disagreement that the library provides Ebooks and E magazines while 59% of the respondents are in disagreement.

Question 4: How has the use of the library space affected the reading process of students?

Table 9: Library Space

		Strongly agree	Agree	Disagree	Strongly disagree
Do you think the school library is a welcoming and comfortable space	Frequency	6	59	23	12
	Percent	6.0%	59.0%	23.0%	12.0%
The school library situated in a calm environment	Frequency	4	54	26	16
	Percent	4.0%	54.0%	26.0%	16.0%
The library provides adequate study space	Frequency	11	63	16	10
	Percent	11.0%	63.0%	16.0%	10.0%
Collaborative space an energetic area student use in reading	Frequency	16	52	21	11
	Percent	16.0%	52.0%	21.0%	11.0%
Do you make use of the private or individual spaces in the library	Frequency	16	59	16	9
	Percent	16.0%	59.0%	16.0%	9.0%

does the library space equipped with more tables and chairs	Frequency	15	42	31	12
	Percent	15.0%	42.0%	31.0%	12.0%

The table above shows that 65% respondent agree that the school library has a welcoming and comfortable space for students while 35% of the respondent disagree that the school library does not have a welcoming and comfortable space. In addition, 58% of the respondent are in agreement that the school library is situated in a calm environment because this will bring students close to read and away from distraction while 42% disagree that there is noise around the library which hinders reading.

It was also revealed that 74% of respondent are in agreement that the school library provides adequate study space while only 26% of the respondent are in disagreement that there are not enough study space. Such a high rate could be because of vast nature of the schools. More so, 68% of the respondent agree and strongly agree that the library has collaborative space for students to study while 32% are in disagreement that there are no collaborative space in the library. 75% of the respondent agree that there are individual spaces in the library while 25% of respondent are in disagreement that the library does not have private spaces. Such a high rate is because the school provides that for students especially those in examination classes to use that to read.

57% of the respondent also agree that the school library space is equipped with more tables and chairs while 43% of the respondent are in disagreement. Such a high rate (57%) is because it was brought out in the school library project for such library spaces to be equipped with tables and chairs for students to use.

Table 10 : The Reading Process

		Strongly agree	Agree	Disagree	Strongly disagree
Apart from school assignment, do you like the reading process	Frequency	31	48	19	2
	Percent	31.0%	48.0%	19.0%	2.0%
Can you identify specific informations in a text	Frequency	27	56	15	2
	Percent	27.0%	56.0%	15.0%	2.0%
Do you look up new (percent informations in a texts % to improve your reading skills and process	Frequency	32	57	11	0
	Percent	32.0%	57.0%	11.0%	0.0%
You believe extensive reading is the best to applying reading	Frequency	23	66	10	1
	Percent	23.0%	66.0%	10.0%	1.0%
With post reading, you can write what you read from a text	Frequency	21	55	20	4
	Percent	21.0%	55.0%	20.0%	4.0%
When you do not understand a word from a text in the reading process, do you use the dictionary	Frequency	49	39	8	4
	Percent	49.0%	39.0%	8.0%	4.0%

Table 10 shows that 79% of the students are in agreement that they love the reading process while only 21% are in disagreement, Likewise, 83% of the respondent agree that they can equally find usefull informations in the library while 17% disagree they do not find useful informations in the library. Such high rate is because the informations given by the the students in class are equally find in textbooks.

It was also revealed that 89% of the respondent look up to new informations in the library to improve their reading skills while only 11% of the respondent are in disagreement that looking up into new informations does not improve reading skills and process, this is because students do not spend much time reading. 89% of the respondent agree that extensive reading is the best reading strategy while 11% are in disagreement to extensive reading.

76% of the respondent are in agreement that the post reading is the best reading process while 24% are in disagreement that the post reading is not the best method to be used in the reading process. Lastly, 88% of the respondent also agree of making use of the library dictionary when they can not understand a word while only 12 % of the respondent disagree of not making use of the library dictionary when they read.

Table 11: Correlations

		RP	FU	PM	EM	LS
Pearson Correlation	RP	1.000	.319	.353	.303	.209
	FU	.319	1.000	.168	.037	-.053
	PM	.353	.168	1.000	.113	-.029
	EM	.303	.037	.113	1.000	.147
	LS	.209	-.053	-.029	.147	1.000
Sig. (1-tailed)	RP	.	.001	.000	.001	.018
	FU	.001	.	.048	.357	.302
	PM	.000	.048	.	.131	.386
	EM	.001	.357	.131	.	.073
	LS	.018	.302	.386	.073	.
N	RP	100	100	100	100	100
	FU	100	100	100	100	100
	PM	100	100	100	100	100
	EM	100	100	100	100	100
	LS	100	100	100	100	100

RP: Reading Process

FU: Frequency use

PM: Printed Materials

EM: Electronic Materials

LS: Library Space

From the correlation matrix above, the correlation coefficient of 0.319 between the reading process and frequency of use shows a moderate positive relationship between the two variables. Again, the correlation between the reading process and printed materials is 0.353, also implying a moderate positive relationship between the two variables. The table further shows a correlation coefficient of 0.303 between the reading process and electronic materials, this implies a moderate positive relationship between the two variables. The correlation coefficient of 0.209 quantifies the relationship between the reading process and library space.

In addition, the correlation coefficient of 0.168 between frequency of use and printed materials shows weak positive relationship between two variables. Also, there is a low positive relationship between frequency of use and electronic materials, with a value of 0.037. Furthermore, the relationship between printed materials and electronic materials is 0.113, which denotes a low positive relationship. Electronic materials and library space have a weak positive relationship, indicated by a correlation coefficient of 0.147.

On the other hand, frequency of use and library space have a negative relationship with a correlation coefficient of -0.053. Moreover, printed materials and library space have a low negative relationship with a value of 0.029.

The sig. (1-tailed) portion of the table indicates the levels of significance and predictability of the variables different variables. From the table, it can be deduced that half of the variables have a very low p -value (< 0.05), while five others have a p -value higher than 0.05. The 'N' portion of the table shows table of the sample which is 210.

Regression analysis

Table 12: Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	LS, PM, FU, EM ^b	.	Enter

a. Dependent Variable: RP
b. All requested variables entered.

Table 13 : Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.548 ^a	.300	.270	.26943

a. Predictors: (Constant), LS, PM, FU, EM
b. Dependent Variable: RP

The adjusted R² shows the degree of variation in the Reading process that can be explained by variations in Frequency of use (FU), printed materials (PM), electronic materials (EM) and library space (LS). Inferring from the adjusted R² (Coefficient of multiple determination), 27.0% of variations in the Reading process are accounted for or explained by variations in Frequency of use (FU), printed materials (PM), electronic materials (EM) and library space (LS). 73% of variations in the Reading process are accounted for by variations in other variables different from Frequency of use (FU), printed materials (PM), electronic materials (EM) and library space (LS) (influence of the extraneous variables). This is known as the coefficient of non – determination.

Table 14: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.955	4	.739	10.175	.000 ^b
	Residual	6.896	95	.073		
	Total	9.851	99			

a. Dependent Variable: RP
b. Predictors: (Constant), LS, PM, FU, EM

The Fisher's F test is used to determine the risk of rejecting the null hypothesis when it is true. Given the fact that the probability corresponding to the F value is 0.0001, it means that we would be taking a 0.01% risk in assuming that the null hypothesis; the frequent use, availability and accessibility of printed material resources, electronic resources and the use of the library space does not have a significant relationship on the reading process of students, is wrong.

Therefore, we can conclude with confidence that the four variables (Frequency of use (FU), printed materials (PM), electronic materials (EM) and library space (LS)) do bring a significant amount of information in predicting the Reading process of students. The alternative hypotheses of the study is therefore retained which states that: The use of the school library has an effect on the reading process of students in some selected secondary schools Yaounde.

Table 15 : Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.130	.272		.479	.633
	FU	.242	.077	.273	3.129	.002
	PM	.260	.080	.287	3.269	.002
	EM	.154	.058	.232	2.651	.009
	LS	.133	.059	.198	2.276	.025

a. Dependent Variable: RP

At a 95% confidence interval, Frequency of use has a positive and significant effect on Performance all other variables being constant. For each unit increase in the Frequency of use, the reading process increases by 24.2%. Inferring from the significance of the t statistic of 3.129 we will be taking a 0.2% risk in assuming that the frequency of use has a significant effect on the reading process which is lower than the level of significance of 5%. We therefore conclude that the frequency of use has a positive and significant effect on the reading process. The decision will be to reject the first null hypothesis.

At a 95% confidence interval, printed materials have a positive and significant effect on the reading process, all other variables being constant. For each unit increase in the printed materials, the reading process increases by 26.0%. Inferring from the significance of the t statistic of 3.269 we will be taking a 0.2% risk in assuming that the printed materials have a significant effect on the reading process, which is lower than the level of significance of 5%. We therefore conclude that the printed materials have a positive and significant effect on the reading process. The decision will be to reject the second null hypothesis.

At a 95% confidence interval, electronic materials have a positive but significant effect on the reading process all other variables being constant. For each unit increase in electronic materials, the reading process increases by 15.4%. Inferring from the significance of the t statistic of 2.651, we will be taking a 0.9% risk in assuming that the electronic materials have a significant effect on the reading process, which is less than the level of significance of 5%. We therefore conclude that the electronic materials have a positive and significant effect on the reading process. The decision will be to reject the third null hypothesis.

At a 95% confidence interval, Library space has a positive but significant effect on the reading process, all other variables held constant. For each unit increase in Library space, the reading process increases by 13.3%. Inferring from the significance of the t statistic of 2.276 we will be taking a 2.5% risk in assuming that library space has a significant effect on the reading process, which is greater than the level of significance of 5%. We therefore conclude that the library space has a positive and significant effect on the reading process. The decision will be to reject the fourth null hypothesis.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS, BUDGET PLAN FOR THE SCHOOL LIBRARY, CONCLUSION AND RECOMMENDATIONS.

This chapter deals with the discussions of the findings, the budget plan for the school library, conclusion and recommendations. The main purpose of this study was to examine the use of the school library and its effects on the reading process of students in some secondary schools in Yaounde. This chapter is derived in four sections. The first section deals with the discussion of the findings, the second concerns the difficulties encountered in the researcher, section three will be on a general conclusion and the last section will be the suggestions.

The discussions of the findings

In general, from the result of the findings, the types of printed and electronic library resources available in enhancing the reading process of students in some in two selected secondary schools in Yaounde notably: the “Lycee de Biyem AssI and the College Vogt of Yaounde were newspapers and magazines, year book, dictionaries, maps, manuals, handbooks, textbook, computers, story books, films, cassettes, radio, audio cassette, TV, almanacs, and journals. This result was in line with the study of Ternenge and Agipu, (2021) who stated that library resources such as maps, manuals, handbooks, textbook, and dictionaries were mainly seen and available in secondary schools. He also opined that these library resources if adequate and sustained, will improve literacy skills and reading abilities towards enhancing childhood education. Furthermore, the availability of newspapers and magazines, story books, and films will improve the learning culture of the children.

The study also revealed that the purpose for student frequent use of library resources and making use of the library space are for educational purpose, research purpose, information purpose, reading purpose, recreational purpose, publishing purpose, reference purpose, and to access online database. This result was in line with the study of Mkumbo, (2016) who stated that the major aim of the use of library resources by children in childhood education are for reading, educational and research purpose. He further opined that information and recreational needs are part of the purposes why students use these library resources. He further advocated for enhanced provision of library resources for use by these children towards improving their academic performance and reading skills.

The findings further revealed that the avenues through which the students use the school library to enhance their reading ability were through attendance to teaching on literacy and reading

skills, membership of reading clubs within the library set up, education on lifelong learning, involvement in literacy education, involvement in story-talk hour, attendance in drama presentation, participation in book exhibition and book talk, participation in creative activities/creative writing, borrowing books from the library, and attending library week. This result tallied with the study of Oluwadre (2014) who stated that the ways by which students use school library resources to enhance their learning ability are through their membership of reading clubs within the library set up, involvement in story-talk hour and attendance to teaching on literacy and reading skills. He further stated that programmes such as literacy education, book exhibition and book talk, creative activities/creative writing and library week will serve as a goods avenue for pupils to continue to use school library resources towards their skill improvement and learning ability.

Discussion from the various hypothesis

The frequent use of the school library

The frequently use of the school library is simply the extent of usage of library resources by the students in some selected school. It also stimulates how long will the students move in the school library a week. The frequently use of the library is tested when looking at the two hypothesis;

Ho1: There is no frequent use of the school library on the reading process of students

Ha1: The frequent use of the school library has a significant effect on the reading process of students.

The use of the library Printed material resources

The library printed materials are all the materials that represent traditional information resources, such as print books and print journals. In this case:

Ho2: There is no significant effects on the use of library printed materials on the reading process of students

Ha2: There is a significant effects of the library printed material resources on the reading process of students.

The use of library electronic resources

Electronic resources are resources which requires computer access or any electronic product that delivers a collection of data refer to full text bases, electronic journals, and images

collection. The use of the school library electronic resources is tested on the following hypothesis:

Ho3: There is no relationship of the use of library electronic resources on the reading process of students

Ho3: There is a significant effects of the use of electronic resources on the reading process of students.

The use of the school library space

The use school library space is making use of the suitable spaces in the library available for the students to read and interact.

Ho4: There is no link on the use of the school library space on the reading process of students

Ho4: There is a significant effects of the use of school library space on the reading process of students in some selected secondary schools.

In that table 14, the Fisher's F test is used to determine the risk of rejecting the null hypothesis when it is true. Given the fact that the probability corresponding to the F value is 0.0001, it means that we would be taking a 0.01% risk in assuming that the hypothesis; the frequent use, availability and accessibility of printed material resources, electronic resources and the use of the library space does not have a significant relationship on the reading process of students, this is the null hypothesis (HO) and which is wrong.

However, table 15 makes us to understand that, at a 95% confidence interval, Frequency of use has a positive and significant effect on Performance all other variables being constant. For each unit increase in the Frequency of use, the reading process increases by 24.2%. Inferring from the significance of the t statistic of 3.129 we will be taking a 0.2% risk in assuming that the frequency of use has a significant effect on the reading process which is lower than the level of significance of 5%. We therefore conclude that the frequency of use has a positive and significant effect on the reading process. The decision will be to reject the first null hypothesis.

This first alternative hypothesis was also seen in a study brought out by Fayose (1983) in her study on the “student use of school library resources in Ibadan and Benin” found out that secondary school students make use of their respective school libraries during their free period, when there is an assignment and school libraries available in those schools studied do not follow any set of standards, no suitable accommodation, and adequate personnel to man such libraries. “Free period” in Fayose analysis correspond with the analysis of this study that revealed that

majority of the students make use of school library resources sometimes 1289(50.5%), and on daily basis 603(23.6%) basis with textbooks has the highest use of 253(98.8%), followed by story books 232(90.7%), dictionaries 220(86%), and then magazines 202(78.9%).

Likewise, this study and from the data collected, we can see a big link of the frequent use of the school library on the reading performance of the students in those two selected secondary schools. This is justified on that table 4 of the previous chapter where we see a great percentage of senior students (examination classes), who visit the library everyday (63%) and those who frequently visit the library when there is an assignment (54%), there by bringing about a positive impact on their reading process.

Table 15 gives us the impression that at 95% confidence interval, printed materials have a positive and significant effect on the reading process, all other variables being constant. For each unit increase in the printed materials, the reading process increases by 26.0%. Inferring from the significance of the t statistic of 3.269 we will be taking a 0.2% risk in assuming that the printed materials have a significant effect on the reading process, which is lower than the level of significance of 5%. We therefore conclude that the printed materials have a positive and significant effect on the reading process. The decision will also to reject the second null hypothesis.

Going back to the Emily Saurman's (2016) Modified theory of Penchansky and Thomas's Theory of Access. According to Penchansky and Thomas' theory, there are five (5) dimensions of access. The five aspects include accessibility, availability, acceptance, affordability, and adequacy in the design process, execution, and assessment. Saurman (2016) modified the theory by including awareness as a dimension. She proposed that awareness be an essential component of access. According to Saurman (2016) "admission is a metric for determining how successfully a user and a service fit together; the more significant it suits, the easier it is to gain access". This theory suggests that the evidence of entry into the Library is the resource usage by people who require and benefit from it and one of such resources is the availability and accessibility of the library printed materials. As the idea suggests, accessible service is available within a decent length of time and proximity of the user.

It has also been observed from the study that from the availability and accessibility of school library printed resources, more students in examination classes use text books, dictionaries, magazines and history books that will equally enhance their reading process and a great performances as seen in table 5 of chapter 4 .In addition in a study brought by Oniovosa (2014)

, in a survey around the world on the reading ability of the children that, one of the factors that positively influence children's reading attainment is the availability and accessibility of books and other non-books resources in their immediate surroundings, at home, in the classroom and in the library. In a similar study, Abdullahi (2021) adds that usefulness of a library depends upon its proper organization which includes the availability and accessibility of information resources, their arrangement, the situation of the library, etc. If they are enough printed materials in the library which is made available to the students, it will then bring about an effect on the reading process of students as students will then have access to such, textbooks and magazines with their school card.

Looking at the third hypothesis, a 95% confidence interval, electronic materials have a positive but significant effect on the reading process all other variables being constant. For each unit increase in electronic materials, the reading process increases by 15.4%. Inferring from the significance of the *t* statistic of 2.651, we will be taking a 0.9% risk in assuming that the electronic materials have a significant effect on the reading process, which is less than the level of significance of 5%. We therefore conclude that the electronic materials have a positive and significant effect on the reading process. The decision will be to reject the third null hypothesis.

From the Expectation – Confirmation Theory for Usage of Library and Information Resources (ECTULIR), developed by Salubi et al. (2018), which states that if library resources and services satisfy users, their expectations and post-usage satisfaction with the library's information resources and services will improve, resulting in positive confirmation. When the output of the resources and services does not meet the user's expectations, it becomes negative, reducing their use and satisfaction and their perception of the quality and value of library resources and services. Therefore, this theory proposes that library service's high quality and worth have a relation to patrons' views and pleasure with the available resources.

Mindful of the fact that we are in the era of digitalization and what has been observed from the field, the output from using the school library computers by senior students has impacted the reading process of students as the students in private school like College Vogt, will not only have access to computers to be taught on how to operate it but also learn how to carry out research when they are alone to study.

From the last alternative hypothesis (Ha4), at a 95% confidence interval, Library space has a positive but significant effect on the reading process, all other variables held constant. For each unit increase in Library space, the reading process increases by 13.3%. Inferring from the

significance of the t statistic of 2.276 we will be taking a 2.5% risk in assuming that library space has a significant effect on the reading process, which is greater than the level of significance of 5%. We conclude that the library space has also positive and significant effect on the reading process. The decision will be to reject the fourth null hypothesis.

The design of the school library plays a central role in how well the library serves the school. The aesthetic appearance contributes to the feeling of welcome as well as the desire for the students to spend time in the library.

Minimum space for the users in doing various activities make the users does not prefer come to library in using the service available inside the building. Seung & Tae (2015), indicate that the student sometimes not capable to find appropriate space that can suit their individual or group activities. They also stated that the academic library does not fully utilized and structured the space which it leads to the wrong structure or arrangement of space. The wrong arrangement of space sometimes makes the library become crowded and it affect the users to find the space in doing their activities. In fact, if the users be able to get the place or space to make their individual or group activities but they would not have done their work more productive because of the minimum space DeClercq and Cranz (2014).

From this study, we observed from our study that the school library space has an impact on the reading process of students in some selected schools in Yaounde. It is revealed that students make more use of the individual space of the library to read and do their research. This is because, the individual space basically had been understood as a place for individual to do their work individually. Need for the individual space is for the people who really required the space for thinking and making a creative work which the individual use the critical thinking in producing the idea towards their interest. It is necessary to have the individual space inside the library building this is because to give each of the students to perform their task individually without been disturb with other people Massis (2012). It has also been observed that there is a high rate of students that make use of the adequate study space as well as the collaborative space.

Limitations of the study

The following limitations were encountered during the research.

Contextual Limitation

The study was conducted in Yaounde Municipality. This was the main problem of the researcher because most of his references were been carried beyond the Cameroon context. There is little study in Cameroon on the use of the school library in some secondary schools. The researcher also find it difficult bringing in a great number of Cameroonian authors as foreign authors were brought in the more. So, the problem of getting more references in Cameroon was a major constraint by the researcher.

The situation of School libraries

Another constraint faced by the researcher is the fact that libraries in the English – Sub system and the French –Sub system are not the same because there is a slight difference. As a hindrance to this study, the researcher find it difficult on how to start the process. For example, the way books are been structured, tables are been arranged is different in the English sub system. Inotherwards, the manner in which anglophones make use of the school library is not the same with the French system of education.

Availability of data

Data collected also proved to be another major constraint. The researcher in the course of collecting data faced serious difficulty as not all the groups were not willing to provide information on the topic. It was not also easy to collect data from the two selected schools since many did not believe in the academic nature of this study. Many thought it was a means put in place to destroy their institution.

Budget Plan for the School Library

School librarians need to understand the following, related to developing a budget plan for the school library:

- School budgeting process
- Timetable for the budget cycle
- Key staff associated with the budget process
- Identified needs of the library
- Budget accountability processes

The components of the budget plan include the following:

- Amount for new resources (e.g., books, periodicals, multimedia, and digital material)
- Amount for supplies and administrative materials

- Amount for promotional events and materials
- Amount for services (e.g., duplication, repairs)
- Costs of using ICT equipment, software and licensing costs, if these are not included in a general ICT budget for the school (International Federation of Library Association and Institution- UNESCO 2015)

As a general rule, the school library material budget should be at least 5% of the per student expenditure for the school system, exclusive of all salaries, special education expenses, transportation, and capital improvement funds IFLA UNESCO (2015)

Staff costs may be included in the library budget; however, at some schools, it may be more appropriate to have them included in the general staff budget. Regardless, estimating staff costs for the library is a task in which the school librarian should be involved. The amount of money available for staffing is closely related to important issues such as how many opening hours the school library can manage and what quality and range of services it can offer. Special projects and other developments such as new shelving or facility renovation may require a separate bid for funds.

Recommendations

Based on the findings and conclusion drawn from this study above, it was recommended that:

As a school project, provision of sufficient library resources should be provided by the government, proprietors/proprietress, and school management as this will enable students to have access to their various information resources. As it was discovered from the findings of the study and agreed upon by the majority of the respondents. Audio-visual equipment and materials should be made available and accessible in the library. This will help students to learning and assimilate fast, because children/students learn fast when they hear and see what they are being taught. The school management should also make provision for internet facilities as this will increase students' access to large and vary information materials.

Programmes that motivate utilization of library information resources should be mounted in secondary schools by authorities of these schools. These programmes could exist in the forms of reading competition, award for best library user of the term, library exhibition and display, etc. When this is done, the attention of the students will be drawn to materials provided in the library, which may be of benefit to them enhance their reading process.

School libraries should intensify efforts in creating time for the students' use of the library in their time-table and curriculum. As well, the students should be taught on the essence of using library information resources and how it can develop their academic performance. Preferably, "Use of Library" should be taught in secondary schools.

ICT and research skills should be included in the secondary education curriculum so as to prepare pupils for effective use of library resources in this digital age instead of the obsolete traditional means.

The school library as a project of the school, the government should put more priority on adequate provision of fund necessary for the provision of current and up to date information resources and also for the employment of qualified and trained teacher-librarian.

Adequate information resources – both book and non-book information resources should be made available in the school libraries in order to influence the reading habit of the students. From the findings, most of the textbooks in the library are outdated and needs to be review again. If children imbibe the habit of reading papers and other pleasurable materials in their early stages in life, they will continue in future and forming a good reading habit since it is not exam-based.

Conducive environment can enhance students' patronage to the library. The library building should be spacious, enough library space and well ventilated and attractive so as to attract the students' use of the library as well as influencing their reading habit. From our findings, the spaces for instance in the library are not enough for students to go and study.

Government should encourage teachers and school librarians by giving them special incentives that will motivate them to create necessary awareness on the use of information resources to the students. This will change the students' impression as regards the use of the school libraries.

Conclusion

The emergence and use of the library has tremendously transformed information handling and management in Cameroon academic environments, and secondary schools in Yaounde in particular. Secondary school students derived a lot of benefits from frequently using the library printed materials, electronic resources as well as the library space, gaining access to a wider range of information readily available in order to improve on their reading process. Information resources predominantly magazines and journals, the Internet resources, encyclopaedias and databases were important resources deployed by secondary school students in the lycee de Biyem assi and college vogt of Yaounde. There is need for a proactive step toward enhancing the effective use of modern technologies as tools for effective teaching and learning in today's information society. This has become necessary as a result of the importance of school library especially development of e-library in the life of the modern child and its immense role towards realising the educational and millennium goals.

This study was conducted to examine the use of the school library and its effects on the reading process of students in two selected secondary schools in Yaounde municipality. It answered four research questions and concludes through its findings that for improved study habits, school libraries, resources, and space are vital. Based on the findings of this study, it can be concluded that library resources such as newspapers and magazines, Journals, dictionaries, maps, manuals, handbooks, textbook, computers, story books, films, cassettes, radio, audio cassette, TV, almanacs, and journals were available in enhancing the student reading process and as such, they should be adequately provided for the benefit of the students. The purpose for student's use of library space are to boost the students for educational, research, information, reading, recreational, and reference purposes and efforts to sustain these purposes need to be harnessed by the school and the government by ensuring adequate learning and instruction library tools in these schools.

The impact of the use of the school library on reading process of the students cannot be overemphasized, because the library is an institution that is charged with the responsibility of acquiring, processing, organizing, disseminating and preserving and conserving relevant and useful information resources for the purpose of meeting people's informational needs. Therefore, the government, proprietors/proprietress, school management and the school library staff should make available relevant and useful library resources that will help in enhancing students' performance in all areas of their academic pursuit.

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Appendix

APPENDIX A: Research authorisation

REPUBLIQUE DU CAMEROUN ***** Paix – Travail – Patrie ***** UNIVERSITE DE YAOUNDE I ***** FACULTE DES SCIENCES DE L'EDUCATION ***** DEPARTEMENT DE CURRICULA ET EVALUATION		REPUBLIC OF CAMEROON ***** Peace – Work – Fatherland ***** UNIVERSITY OF YAOUNDE I ***** FACULTY OF EDUCATION ***** DEPARTMENT OF CURRICULUM AND EVALUATION
Le Doyen The Dean N° <u>052</u> /24/UYI/FSE/CP		11 JAN 2024
<u>AUTORISATION DE RECHERCHE</u>		
Je soussigné, Professeur BELA Cyrille Bienvenu, Doyen de la Faculté des Sciences de l'Education de l'Université de Yaoundé I, certifie que l'étudiant CHERAN MPOUEN MIASSE, Matricule 22W3045 est inscrit en Master II à la Faculté des Sciences de l'Education, Département : <i>CURRICULA ET ÉVALUATION</i>, filière : <i>MANAGEMENT DE L'EDUCATION</i>, Option : <i>CONCEPTION, EVALUATION ET MONTAGE DES PROJETS EDUCATIFS</i>.		
L'intéressé doit effectuer des travaux de recherche en vue de la préparation de son diplôme de Master. Il travaille sous la direction du Dr. SAHIBOU Abdoulaï HAJI. Son sujet est intitulé: « <i>The use of school libraries and its effects in the reading process of students in some secondary schools in Yaounde</i> ».		
Je vous saurai gré de bien vouloir le recevoir et mettre à sa disposition toutes les informations susceptibles de l'aider à conduire ses travaux de recherches.		
En foi de quoi, cette autorisation de recherche lui est délivrée pour servir et valoir ce que de droit /.		
Fait à Yaoundé, le.....		
Pour le Doyen et par ordre		
  P. Louis - Dominique Biakolo Komo <i>Maître de Conférences</i>		

APPENDIX B: Questionnaire

Université de Yaoundé I
Faculté des sciences de l'éducation
Département du Curriculum et de L'évaluation
Spécialité ; Conception de Projets

QUESTIONNAIRE

Nous menons une recherche académique intitulée « L'usage de la bibliothèque scolaire et ses effets sur le processus de lectures des élèves de certaines Lycée à Yaoundé ». Dans notre quête d'information, nous sollicitons votre collaboration pour répondre à nos questions. Tout en vous rassurant de la confidentialité de celle-ci et de l'usage scientifique aux fins de recherche, nous prions de marquer votre volonté à participer. Veuillez remplir les réponses aux questions ci –dessous par (X) sur les cases.

SECTION 1 : Informations Générales ;

1) Genre A) Male B) Female	A	B	C
2) Votre école dispose – t-elle d'une Bibliothèque ? A)Oui B) Non C) Je ne suis pas sur	A	B	C
3) AGE A 15 – 20 ans B) 21 – 25 ans C) 26-30 ans	A	B	C
4)Classe ; A) Première B) Seconde C) Terminale	A	B	C
5) Que faites-vous habituellement lorsque vous visitez la bibliothèque A) Emprunter et rendre des livres B) Lire des livres, des journaux, des magazines ... C) Utiliser les Ordinateurs de la bibliothèque			

SECTION 2 : Questions relatives à la variables indépendante

Tout à fait d'accord (1), d'accord (2), pas d'accord (3), Pas du tout d'accord (4)

6) Visitez-vous tous les temps la bibliothèque ?	1	2	3	4
7) les étudiants visitent la bibliothèque uniquement lorsqu'il ont un devoir ?				
8) Les étudiants visitent la bibliothèque quand il y a un examen à venir ?				
9) Les étudiant visitent la bibliothèque uniquement pour se détendre				
10) Passez- vous plus de temps de lire à la bibliothèque ?				
11) La bibliothèque scolaire encourage l'amour de la lecture ?				
12) La lecture de livres à la bibliothèque scolaire, vous est- elle bénéficiée ?				

13) Les étudiants passent plus de temps à lire des livres à la bibliothèque				
14) L'utilisation de références bénéfiques pour vous ?				
15) Pouvez – vous trouver des informations utiles en lisant des Journaux dans la bibliothèque				
16) Lisez- vous plus de journaux et de magazines à la bibliothèque ?				
17) Utiliser vous des manuels scolaires à la bibliothèque ?				
18) Pouvez-vous avoir accès à des livres d'histoire ?				
19) Sont – ils des ordinateurs dans la bibliothèque pour les utiliser ?				
20) Si oui, les utilisez-vous ?				
21) Pensez – vous que la bibliothèque encourage l'utilisation de ressources électriques ; E-books, E-magazines ?				
22) Les journaux électroniques, les magazines électroniques, sont – ils utilisés par les étudiants pour leur processus de lecture ?				
23) Pensez vous que la bibliothèque scolaire est un espace accueillant				
24. La bibliothèque située dans un environnement calme				
25) La bibliothèque scolaire offre un espace d'apprentissage				
26) L'espace collaboratif, un espace énergétique que les étudiants utilisent en lecture ?				
27) Utilisez-vous L'espace privé ou espace individuel de la bibliothèque				
28. Tables et chaises abordables dans l'espace bibliothèque				

SECTION 3 : Questions relatives à la variable dépendant

29) En dehors des devoirs, vous aimez le processus de lecture ?				
30) Pouvez – vous identifier des informations spécifiques dans un texte ?				
31) Recherchez-vous du nouveau vocabulaire dans les textes pour améliorer votre compréhension et votre processus de lecture				
32) Vous pensez qu'une lecture approfondie est la meilleure chose à appliquer en lecture				
33) Avec la post-lecture, vous pouvez écrire ce que vous lisez à partir d'un texte,				
34) Lorsque vous ne comprenez pas un mot d'un texte lors de la lecture, utilisez-vous le dictionnaire ?				

Merci de votre aimable collaboration.