

The Study of the Influence of Poor Reading Culture as Barrier to Students' Patronage of Libraries.

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ABSTRACT

This study examined poor reading culture; a barrier to student's patronage of libraries in Abakaliki Local Government Area of Ebonyi State. A total of 240 hundred students participated in the study. The participants were secondary school student selected from both government and private. Among the participant 120 were girls and 120 boys. Their age ranged from 15-18 years with a mean age standard deviation. The selection of participants was multi stage sampling technique was used in selecting the participants for the study. In the first stage the researcher employed simple random sampling of both government and private schools in Abakaliki LGA of Ebonyi State and through the process of lucky dip 3 secondary of our 12 government was selected and 3 of 16 private schools were also selected. At the second stage the participants were selected using purposeful sampling.

KEYWORDS: Reading Culture, Students' Patronage, Libraries.

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I. INTRODUCTION

Background to the study

Reading makes way for a better understanding of one's own experiences and it can be an exciting voyage to self-discovery. "Reading habit is best formed at a young impressionable age in school, but once formed it can last one's life time (Green, 2001). Reading culture and library patronage help the learner in obtaining meaningful and desirable knowledge. Good reading habits act as a strong weapon for the students to excel in life (Bashir and Mattoo, 2012). According to Palani (2012), reading habit is an essential and important aspect for creating a literate society in this world. It shapes the personality of individuals and it helps them to develop proper thinking methods, and creates new ideas. However, the developments in the Mass Media had continued to influence interest in reading (hard copy of literatures such as...) books, magazines and journals, among others.

Palani (2012) is of the opinion that, effective reading is important avenue of effective learning and reading is interrelated with the total educational process and hence, educational success requires successful reading habit. He believes reading is the identification of the symbols and the association of appropriate meaning with them. It requires identification and comprehension. Comprehension skills help the learner to understand the meaning of words in isolation and in context. Before the advent of the television, both the young and the old found enough time to read. A few years ago, the products of the missionary and government schools were proficient, effective and properly equipped; these qualities made them essential commodities in the various fields of work under government and private establishment then. Their fluency in English language and their reading and writing dexterity were evidence of the stuff of education received then. The student's patronage of school libraries in-cooperated to secondary school system enhances highly the students reading culture. However, this has turned out to have a multiply effect as most university graduates are ill-equipped and half baked, secondary school learners cannot take minutes at meetings while primary school's leaving certificate is no more accorded recognition. The performance of students nowadays is attributed to their poor background in the

reading culture which is a carryover from their primary school through the secondary and up to the university level. To read is to get ideas from print or written materials.

Reading is a way of acquiring knowledge; Oyeyemi (2005) observed that reading is a means of tapping knowledge from superior minds. Reading is a term used to refer to an interaction by which meaning encoded in visual stimuli by an author makes meaning in the mind of the reader. It involves the recognition of printed or written symbols which serves as stimuli for the recall or meaning through the intellectual for the recall or meaning already possessed by the reader. The resulting meaning are thereafter organized into thought process according to the purpose adopted by the reader, such as organization leads to modified thought and / or behavior, or else leads to a new behaviour which takes its place either in personal or by social development. From another perspective reading is defined as the vocalization of words in a given passage and the process of giving meaning to material slow down reading pace. For reading to be effective, it should be done with a good speed. Reading speed is expressed in the number of character or words read per minutes.

Johnson (1999) observed that there are two types of reading namely, reading aloud and silent reading. Reading aloud involves audible vocalization of what is being read and is good for young learners because it exposes error for timely corrective measure. Reading aloud involves audible vocalization of what is being read and is good for younger learners because it exposes error for timely corrective measure. Reading aloud is used for speech delivery in public gatherings and is also the format for dictation and oral comprehensive tests. In silent reading, the reader reads in the inside of him. In other words, he does not vocalize what he reads, wide reading imposes reading silently and this is necessary for developing the reading habit, effective reading and for a profound understanding of literate and technical tests. The ability to read is essential to being able to learn any subject taught in school in our high-tech society, proficiency in reading is a must to complete favourably in today's job market.

Statement of Problem

Reading is the corner stone of learning, reading habit is the use of reading as a regular activity. It is the cultivation of an attitude and possession of skills that make reading a pleasurable, regular and constant activity. Reading is identified as the single most important determinant of a student's success in the process of building up positive reading attitude among students and children over a period of time. When an individual habitually and regularly read book and other information materials that are not necessary required for him to advanced in his profession or careers, he is said to have a reading culture. (Gbadamosi, 2007). Reading culture in essence therefore is the kind of culture that imbibes reading and studying as the basis of growth and development. It is the type that sees continuous and dedicated reading of information resources by pupils, children, students and adult for knowledge, acquisition, which will be applied practically for development,

Reading sharpens the mind, makes one reason rationally and objectively as well as projects one for greatness in life. That is why scholastic in describes readers as leaders.

Libraries have a historic mission of fostering literacy and learning. The relegation of that vital institution in recent decades is indeed a matter of great sadness. Libraries, learning and reading can do change lives and they have a role to play in determining the future of our society. Libraries are vital to education research has shown that current lower levels of proficiency in reading are due to underfunding of libraries and their services. (Eyo, 2007) stresses that inadequate provision of libraries to support teaching, learning and the curriculum. There is no dear act policy on finding school libraries and so those libraries are generally ill equipped, lacking proper accommodation, qualified staff, relevant information resources such as books and other educational materials. Nssien (2008) states that reading skill which has been identified as the problem of Nigerian students was as a result of the following, slow comprehension rate, slow reading rate, difficulty in distinguishing main ideas from irrelevant details, inadequate vocabulary or word power, inadequate reading interests and habits, distractions from television and film viewing and lack of interest and relevant reading materials.

Purpose of Study

The general aims of this study will be to determine the extent of students reading culture on their patronage of libraries.

Scope of Study

This research is aimed at finding out the extent of students reading culture and the student's inability and their patronage of libraries. The researcher will carry this out among the secondary schools in Abakaliki Local Government Area namely: for Government schools, Girls High School Abakaliki, Government Technical College Abakaliki and Abakaliki High School. For the private schools, Annunciation Secondary School Kpirikpiri, Abakaliki, St. Theresa Secondary School Okpaugwu, Abakaliki and Bethel Comprehensive College Abakaliki.

Research Questions

1. Are there reading culture in Nigeria students?
2. How does library enhance reading culture in students?
3. Do schools, teachers make appropriate use of library when teaching students?
4. What are the factors militating against student's patronage of libraries?
5. Do you think that government has done enough in equipping of school libraries?

Hypotheses

Three hypotheses were put forward and tested

1. There is no significant relationship between students reading culture and patronage of libraries.
2. There is no significant relationship between students reading schedule and patronage of libraries.
3. There is no significant relationship between students reading concentration ability and patronage of libraries.

II. METHOD

The design

The research was conducted among the students to examine the influence of poor reading culture as barrier to student's patronage of libraries. In order to meet the objectives of the study, quasi experimental survey method was employed for this study.

Population of the Study

The population of the study comprises of 240 students selected from 6 secondary schools 3 Government schools and 3 private secondary schools in Abakaliki Local Government Area of Ebonyi State.

Instrument for data collection

The main research instrument was self- administered questionnaire which consisted of structured questions. The instruments employed for this study include: Self-Report Habit Index for reading (SRHI-R) developed by Verplanken and Orbell, 2003. It is a 10- item measure of reading habit. The scale was introduced by the question how you feel about reading in your leisure time and the prefix "reading in my spare time is something..." Students rated their agreement in a five-point likert-type scale anchored at 1 ("totally disagree") and ("totally agree"). SRH-R validated by Verplanken and Orbell (2003) using the scores obtained by working with thematic study-profile as relevant sub-population. Thematic study as profiles, namely esthetics, language, science, social science, or sports represent the main field of study in upper secondary in some federal/slate of Germany. SHRHI-R has Cronbach's alpha=0.96; alpha reliability of >0.72. A two weeks test-retest indicates that SHRHI-R has alpha reliability of 0.79. In this current study, SHRHI-R has a Cronbach's Alpha .89 while the mean is 2.96 and the standard deviation of .98736

Another instrument used in this study is Student Self-Report Reading Culture and Library Patronage (SSRC-LP) It is self-administered questionnaire which consisted of structured questions. The instruments employed for this study include: Student Self-Report Reading Culture and Library Patronage (SSRC-LP) developed by the researcher. It is a 10- item measure of student reading culture and library patronage. The scale has five sub-heading each with a heading of what it measures. Students rated their agreement in a five-point likert-type scale anchored at 1. not at all, 2. rarely, 3. Little often, 4. Often, 5. Very often. Weeks. (SSRC-LP) has a Cronbach's Alpha .97 with the mean of 2.98 and standard deviation of 1.044 (see

Sample and sample techniques

Simple random sampling was considered. Six secondary schools (three governments and three private) were randomly selected to represent the secondary schools in Abakaliki L. G.A. of Ebonyi State.

Simple random sampling technique was employed in selecting six schools so as to maintain a geographical spread. From each of the selected schools, forty respondent, twenty boys and twenty girls were selected making the sample size a total of two hundred and forty respondents were selected for the study.

Procedure of treatment

Data were collected from 240 students, who were randomly selected from six secondary schools from Abakaliki LGA, Ebonyi. The questionnaires were administered to student at different circumstances and location. The questionnaire was administered to the students in their various school halls during their break time three hundred (300) questionnaires were administered, two hundred and forty (240) were returned.

Participants were randomly selected through simple random sampling from six secondary schools (3 Government and 3 private schools) from Abakaliki LGA, Ebonyi namely: for Government schools, Girls High School Abakaliki, Government Technical College Abakaliki and Abakaliki High School. For the private schools, Annunciation Secondary School Kpirikpiri, Abakaliki, St. Theresa Secondary School Okpaugwu,

Abakaliki and Bethel Comprehensive College Abakaliki. Among these students, 120 were boys representing 50% of the respondents and 120 were girls representing 50% of the respondents. In Abakaliki LGA, there are 12 government was selected and 3 of 16 private schools. Three school was randomly selected from Government and three from private schools. The schools selected for the study were then: for Government schools, Girls High School Abakaliki, Government Technical College Abakaliki and Abakaliki High School. For the private schools, Annunciation Secondary School Kpirikpiri, Abakaliki, St. Theresa Secondary School Okpaugwu, Abakaliki and Bethel Comprehensive College Abakaliki.

Forty participants were selected from each school. The researcher collected the class register that contains the list of students. She listed every 15th person in the register or the 16th person where the 15 person is not available. Later, she went to the Principal, introduced herself and the work she intends researching on. Having obtained the permission from the principal who signed the consent form, on the scheduled date during the break time, the researcher came and administered the questionnaire to the listed names which they filled and returned that same day.

Validity of instrument

SHRHI-R has in this current study the mean of 2.96 and the standard deviation of .99 while SSRC-LP) has with the mean of 2.98 and standard deviation of 1.04

Reliability of instrument

Cronbach's alpha=0.96; SHRHI-R has alpha reliability of >0.72. A two weeks test-retest indicates that SHRHI-R has alpha reliability of 0.79. SHRHI-R has a Cronbach's Alpha reliability of .89 and SSRC-LP) has a Cronbach's Alpha reliability of .97

Area of Study

This research was carried out in six secondary schools in Abakaliki Local Government. These comprises: Government schools, Girls High School Abakaliki, Government Technical College Abakaliki and Abakaliki High School. For the private schools, Annunciation Secondary School Kpirikpiri, Abakaliki, St. Theresa Secondary School Okpaugwu, Abakaliki and Bethel Comprehensive College Abakaliki.

Method of data collection

Data were corrected through a structured questionnaire, which the researcher shared to participant to fill after explaining to them the work she intends to embark on having obtained permission from the appropriate authorities, the questionnaire were validated to suite the present study.

Method data analysis

Chi-Square Test was used to test hypothesis of the study variables. The choice of Chi-Square Test was necessitated to test the independence between two categorical variables. Specifically, to tests whether the frequencies of one categorical variable differ across levels of another categorical variable. In other words, to tests whether or not a statistically significant relationship exists between the two variables.

III. RESULT

Table 1 Summary of the frequency table Statistics

	Age	Gender	Typeofsc H	
N	Valid	240	240	0
	Missing	4	4	244
Mean		3.3542	4.1333	
Std. Deviation		.85054	.71368	
Range		4.00	3.00	

Table 2 the summary table of reading culture

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Reading	240	1.00	5.00	2.9958	.98736	.975
Library offers me opportunity of reading more books	240	1.00	5.00	3.0583	.90370	.817
Teachers assignment that requires going to library discourage me	240	1.00	5.00	3.0000	1.12037	1.255
I enjoy most of our teachers' assignment requires research which needed use of Library	240	1.00	5.00	3.1542	1.39229	1.938
The atmosphere in the library spurs me to read indenting	240	1.00	5.00	3.0833	1.45840	2.127
Observing the conduct of those in the library challenges me to read	240	1.00	5.00	2.4792	.90534	.820
Using reference material in the library makes me to read more	240	1.00	5.00	2.0167	1.18910	1.414
A well arranged library spurs me to visit library often	240	1.00	5.00	2.3583	1.04137	1.084
My poor exposure to library index discourages me from going to the library to read	240	1.00	5.00	2.7792	.87095	.759
Poor provision of standard materials by the government affects my usage of the library	240	1.00	5.00	3.1583	1.19969	1.439

Table 3 the summary table of patronage to the library

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Library	240	1.00	5.00	2.6667	.85651	.734
Library offers me opportunity of reading more books	240	1.00	5.00	2.9875	1.04494	1.092
Teachers assignment that requires going to library discourage me	240	1.00	5.00	2.1625	.99088	.982
I enjoy most of our teachers' assignment requires research	240	1.00	5.00	3.4375	.99594	.992

which needed use of						
Library						
The atmosphere in the						
library spurs me to	240	1.00	5.00	3.8042	1.46049	2.133
read indenting						
Observing the conduct						
of those in the library	240	1.00	5.00	3.2500	1.13705	1.293
challenges me to read						
Using reference material						
in the library makes me to	240	1.00	5.00	3.2667	1.09187	1.192
read more						
A well arranged library						
spurs me to visit library	240	1.00	5.00	2.6125	.88918	.791
often						
My poor exposure to						
library index discourages	240	1.00	5.00	3.4958	1.05892	1.121
me from going to the						
library to read						
Poor provision of standard						
materials by the						
government affects my	240	1.00	5.00	3.1583	1.19969	1.439
usage of the library						
Poor provision of standard						
materials by the						
government affects my	240	1.00	5.00	3.4583	1.35619	1.839
usage of the library						
My poor exposure to						
library index						
discourages me from	240	1.00	5.00	2.7792	.87095	.759
going to the library to						
read						
Valid N (listwise)						

Hypothesis 1: There is no significant relationship between students reading culture as barrier to patronage of libraries. The null hypothesis is accepted, the table 3 above the variance .73 with the mean of 2.67 and standard deviation of .85651

Hypothesis 2: There is no significant relationship between students reading schedule as barrier to patronage of libraries. The null hypothesis is accepted. The table 2 above shows that it has a variance of .982 with the mean of 2.16 and the standard deviation of .99088

Hypothesis 3: There is no significant relationship between students reading concentration ability as barrier to patronage of libraries. The null hypothesis is accepted, the table 2 above show it has the variance of 2.127 with the mean of 3.08 and standard deviation of 1.45840

IV. DISCUSSION

The result of this study showed that there is no statistical relationship between students' reading culture as barrier to patronage of libraries. It implies that student's reading culture does not influence their patronage of the libraries. The result of this study agrees with the previous findings in this area, Fabunmo and Folorunso (2010) observed that students do not patronize the library for serious academic purpose. Borrowing of textbook for their academic pursuit is 80 (40%). This percentage is very low. The result further shows that the causes of poor reading culture of students in secondary schools. Computers and other media have affected reading. Similarly, Ramatu, Marjanatu, Aliyu and Babangida (2015) noted that Students rarely read and whenever they feel like reading. Majority of the students spend between an hour to 2 hours daily on reading. Majority of the students read textbooks, novel/fiction. The students read for the purpose of exams, to gain knowledge and skill. The students complain that household errand, watching television distract them from reading. Majority of the students see chatting through social network. Gunasekeraf (2010) findings that that library resources and services are not being fully utilized by undergraduate's supports the finding of this study that there is no reading culture among student. On the other hand previous studies like Ofodilea and Ifijehb (2013) observed that rather than reading culture it was unavailability and inaccessibility of current information materials, poor reference and document delivery services etc as barriers to library patronage. Owusu-Acheaw (2014) noted in his study that

62.0% of the respondents visit the library to read lecture notes, 25.0% to read textbooks and only 3.0% visit the library to read novels or fiction.

On the other hand, the result of this study that there is no significant relationship between students reading schedule as barrier to patronage of libraries, is not line with the findings of previous studies. According to Stanfield, (2013) Flexible scheduling practices may deter students from visiting the library more frequently, and the number of books they read could lessen. This decline in library visits could result in lower growth in reading. Similarly, Studies have shown that the amount of time students spend reading independently decreases with age (Cullinan, 2000). While our library scheduling practices are moving towards a more flexible approach in these older grades, the reading practices of these students are showing they are reading less (Stanfield, 2013).

Again, the findings of this study which show that there is no statically significant relationship between students reading concentration ability as barrier to patronage of libraries; is not surprise because concentration is an acquisitive mental process, changing some behavioral patterns among students could lead to improvement in their concentration level. This may include planning for enough rest, paying attention to applied presentation of materials and consequently encouraging students, and providing a convenient learning setting such as physical conditions of the classroom as well as libraries. Essential it can easily be observed that talking with friends while teaching and exercises in the classroom is likely to pose as a barrier to student concentration. And because students are distracted the urge to patronize the library for further research on what the teacher taught will be lacking. Easily distractibility by students thinking and daydreaming join to part of important factors of distraction in reading and more library usage and patronage. Too much noise and chaos in homes and streets can lead to distraction and discourage reading among students and also student-related factors militating against concentration library patronage may include, fatigue and sleepiness.

Limitation of the study

The research has shown that there is no statistical relationship between students' reading culture as barrier to patronage of libraries and there is no significant relationship between students reading schedule as barrier to patronage of libraries. However the result should be viewed within the context of the limitations posed by the method and sample size. The research was limited Secondary Schools in Abakaliki Local Government south-east Nigeria and this has affected the outcome of the research extemporizing the findings requires caution due to the sampling size.

V. RECOMMENDATIONS

After critical consideration of the discussion so far and based on the result of the findings, the following recommendations were made

- i. Culture is a way of life of people it is recommended that Nigerian children imbibe the universal culture of reading.
- ii. Reading should be compulsorily taught at all levels of education, it should be part of pupils and students evaluation at the primary, secondary and tertiary tiers of education,
- iii. Sales of books should be reintroduced in schools by the booksellers as it was in the past; the sight of books can motivate students to buy them and if they buy books, they will be motivated to read.
- iv. School pupils and students should practice to read texts outside the recommended textbooks. Devote time to read a piece of text every day, every week, every month and every year. If this practice is sustained, good reading culture will certainly evolve, and academic performance will rise to the pride and joy of the students and happiness of the adults.
- v. The need to enact a policy that encourages construction of libraries in secondary schools, provision of relevant information resources and qualified libraries to run such libraries
- vi. Radio and television media in the country should include in their schedules programmes that can promote reading culture, this can come up at least once or twice a week.

Conflict of interests

The authors declare that they have no financial or personal relationship(s) that may have inappropriately affected their report of the findings of this research.

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