



THE READING HABITS OF PUBLIC SENIOR SECONDARY SCHOOL STUDENTS IN OGUN STATE, NIGERIA

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ABSTRACT

Improving the academic achievement and achieving excellent results by secondary school students in both external and internal examinations have been the concern of all stakeholder. Without developing a good reading habit, students may not attain success in their academic endeavours. Therefore, the study sets out to examine the reading habits of public senior secondary school students in Ogun State, Nigeria. The descriptive survey design was used for the study. The target population comprised (977) students in senior secondary students 3(SS3) in 21 public senior secondary schools in Ogun State, Nigeria. Stratified sampling technique was used. The questionnaire was used for data collection. Data collected were analyzed using frequency, percentage counts and the hypothesis was tested using one-way-ANOVA. The findings revealed that majority of the respondents spent more than an hour reading every day as the total time spent on reading daily by most of the respondents was between 1-2 hours. They also preferred to read at home. Among the indicated hindrances to the students reading habit, student addiction to social media; television and radio programmes were rated higher. The result of One-way ANOVA indicated that there was no statistically significant difference reading habits among Science, Art and Commercial students in public senior secondary school in Ogun State. ($F_{(2, 295)} = .121, p > .$ Based on the findings, the study recommended that the students should be encouraged to read for pleasure because extensive reading of material of many kinds may improve public secondary school students' academic achievement in Ogun state.

Keywords: *Reading, Reading habits, Public secondary school*

Introduction

Reading is a term that is often simply referred to as communication between the mind and printed materials, which involves getting the meaning, message and thought. It enriches the readers' imagination and stimulates their intellectual growth faster (Ibrahim, 2014). Reading can best be explained as a learned practice of seeking knowledge, information or entertainment through the written word. Such practice can be acquired by reading books, journals, magazines and electronic information resources. Hence, reading habit is identified as the simple most important mediators of students' achievement in education and life-long endeavour. Reading becomes a habit when a student has developed in him/her that zeal for making reading a continuous process and a life-long activity. Akande and Oyedapo (2018) opined that developing good reading habits would improve the secondary school students' comprehension skills, vocabulary, pronunciation, speed, knowledge, and lifelong learning.

In order to improve students' academic achievement in Nigeria, the government and some Non-Governmental Organisations (NGOs) organised workshops, seminars and quiz competitions for the promotion of reading habit/culture in Nigeria. Also, the Nigerian Library Association (NLA), Ogun State Chapter, held a day interactive session with selected secondary schools. Among the activities of the day, was a quiz competition and a lecture on career talk that aim, among other goals, to arouse the reading



habit of the young ones (Nigerian Library Association, Ogun State Chapter, 2014). As well, in 2014 a keynote address at the opening ceremony of the National Conference/Annual General Meeting of Nigerian Library Association was titled “Restoring reading culture and use of library among young Nigerian adult: Implication for empowering the citizens and Nigerian society”. Iloeje (2014) stated that every child must be encouraged to read and assisted to become fully competent in reading so that he/she can succeed in school, succeed in life and become a responsible adult citizen. He further advised students on their part to strive harder to ensure better performance. It is important to note that from the foregoing discussion, Non-Governmental Organizations (NGOs) have made many efforts towards inculcating and sustaining the reading habit among secondary school students.

It has often been said that reading is a habit, an acquired habit that can be developed and sustained through the provision of the necessary infrastructure like a good functional library, school, education system and parental support. Developing reading habit involves motivating students. It is very important to recognize that, parents, teachers, and librarians have vital roles to play among secondary school students to enable them to embark on voracious reading and developing good reading habits. Habit is a fundamental part of living (Ibrahim, 2014). It is that activity which is done effortlessly. Habits are routine and repetitive behavior. They are not instinctive like hunger or thirst. Therefore, good habit towards a task may lead students in the right direction, as the saying goes “habits die hard”. Therefore, to develop good reading habits, students need to be exposed to reading strategies.

This may be achievable through the independent reading and studying in the library; availability of professional librarians to teach students “reading habit”. It is no longer news that the habit of reading has declined among the secondary school students in Nigeria. In a bid to resuscitate the culture of reading, then Nigerian President Goodluck Jonathan on December 20, 2010, launched a book campaign tagged “Bring Back the Book (BBB)” in Lagos. This programme was facilitated through the Federal Ministry of Education so that they can make inroads into schools all over the country. The project was established with a view to developing a book reading culture for educational purposes or entertainment in Nigeria, especially amongst the youths who have lost value for reading.

It has been observed that there are different reasons for loss of interest in reading: if related material is not adequate, the school environment is not helpful, the school library is not conducive, students’ attraction or addiction to extra-curriculum activities (sports, movies, music, games, and friends), and lack of attention may contribute to the loss of interest in general reading. However, if students can cross the hurdles and are assisted by their teachers to cross these hurdles, reading habits can be cultivated or developed and sustained (Savanur, 2011). It is necessary to motivate students to read. In fact, parents, teachers, librarians, and friends should motivate students to read. Students may have a long-term interest in developing the reading habit. It is the librarians’ duty to introduce students to situational reading by providing a variety of reading material. In order to improve the academic achievement of students and achieve excellent results in both external and internal examinations, reading habit has to be evolved gradually as part of growing up process (Savanur, 2011). Then, once the reading habit is developed, it has to be sustained by visiting the library frequently. However, students may be inducted to reading due to the encouragement received by their teachers, librarians, parents and childhood role model and their inner curiosity to know the world around. Being motivated to read is one thing and developing and sustaining the habit is another.

Statement of the Problem

It has been contended and discussed that, achieving excellent results by students, a good reading habit has to be developed. Literature, however, reveals that many secondary school students do not read for many reasons in this 21st century. Could this be as a result of growing distractions of interne, social media, television and radio programmes are among the reasons why many students drop out of reading. It



is in the light of this that the study sets out to examine the reading habits of Public senior secondary school students in Ogun State, Nigeria.

Objectives of the Study

The study sets out to examine the reading habits of public senior secondary school students in Ogun State, Nigeria. The specific objectives are to:

1. ascertain the frequency of reading among public senior secondary school students in Ogun State;
2. identify the convenient places where the students do their reading;
3. examine the purpose for which the students in Ogun State read; and
4. assess the factors hindering reading habits among the public senior secondary school students.

Hypothesis

The null hypothesis was tested at 0.05 level of significance.

H_0 = There is no significant difference among Science, Art and Commercial students in public senior secondary schools in Ogun state in reading habits

Review of Related Literature

Reading is one of the fundamental building blocks of learning. It is seen beyond mere getting meaning or message rather, it is perceived as the sum total of skills, processes, and activities involved in getting information from print and non-print source (Ibrahim, 2014). 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 (Gbadamosi, 2007). Therefore, students must have a good reading habit which hinges on becoming a skilled and adaptable leader which enhances the chances of success at school and beyond (Jegbefume, 2010). Reading helps children in the achievement of academic success, effective citizenship, and fuller life development. It is a basic tool and cornerstone for a child's success in school and indeed throughout life (Iloeje, 2014). In the opinion of Sisule (2004), reading is not just for school, it is for life. The art of reading could be an interesting experience for children if they are properly guided. It is difficult to be knowledgeable if one is not in the habit of reading widely.

It is factual that a reading habit cultivated in life helps the child to grow into an independent adult (Okoro, 2004). Reading is a mental and intellectual exercise, which is undertaken for a diverse purpose: education: information; entertainment and much more. According to Eze (2004), reading habit is the process of building up positive reading attitude among students and children over a period of time. Therefore, to cultivate reading habits a lot of determination and perseverance is needed. A reader may involve in a well laid down reading programme that can be followed daily, weekly, monthly and other pre determined periods if the reading habit is to be instilled (Ibrahim, 2014). In the light of this, Aliyu (2013) posited that voluntary reading can help develop fast, fluent and effective readers, who can then utilize the skills in their academic work. He reiterates that those students who do voluntary reading are likely the best students in school.

The importance of reading to individuals and society cannot be over emphasized. Reading can best be explained as a learned practice of seeking knowledge, information or entertainment through the written word. Developing a reading habit has become imperative in the 21st century for everybody, especially the students in secondary schools. Simisaiye and Quadri (2010) stated that the importance of reading is quite incalculable, it is better to inculcate reading habits right from tender age so that children can imbibe it and grow in them as they grow up. One of the major ways for acquiring knowledge is through reading. Tella and Akande (2007) affirmed that the ability to read is at the heart of self-education and lifelong learning and that it is an art capable of transforming life and society. Reading habit is the primacy of reading in an individual; someone that reads always and cannot do without reading, or has cultivated the attitude and possessed the skills that make reading a pleasurable, regular and constant

activity. The effect of good reading cannot be over-stated. It improves individuals' welfare, social progress, and international understanding; provides skills knowledge and right attitude: frees one from boredom and idleness.

Good reading habit would make the students achieve more and thereby boost their self-esteem. Reading sharpens the mind, makes one reason rationally and objectively as well as projects one for greatness in life because readers are leaders (Jegbefume, 2010). From the foregoing, it becomes empirical to assert that the absence of good reading habits among students hinder their academic achievement at school. While, reading habits of students play a vital role in learning and is fundamental to school success, more importantly reading stimulates the brain and develops creative thinking in a student. It is also a superior strategy an individual can employ to broaden his/her horizon and vocabulary. The need to identify some importance of reading among students is partly due to the fact that majority of them do not know that reading a good book is more enjoyable than watching a movie.

Several studies have been carried out in the area of reading habits. Research revealed that students rarely read and the majority of the students spend between 1 to 2 hours daily on reading (Alawiye, Owolabi & Olagesin, 2012; Onuoha, Unegbu, & Umahi, 2013; Kavi, Tackie, & Bugyei, 2015). Inculcating reading habit, students must develop the habit of reading on a daily basis Haliru, Abdulkarim Mohammed & Dangani (2015). Ameyaw and Anto (2018) carried out a study on read or perish: reading habit among students and its effect on academic performance: a case study of Eastbank Senior High School- Accra. found out that when the respondents were asked about time spent on reading,(47.12%) indicated 2-3 hours while 24 representing (23.07%) of the respondents said 1-2 hours and another (17.31%)indicated 4 hours and above. The finding here do not corroborate with the findings of Haliru, Marjanatu, Mohammed, and Dangani (2015) examined an assessment of reading habit among secondary school students in Kaduna Metropolis. The study revealed that out of the 480 respondents 250(52%) spent between 1-2 hours in reading, followed by 150(31%) students who said they spent between 2-3 hours reading their books, while another 50(11%) stated that they spent 3-4 hours, and 20(4%) spending 4-5 hours and 10(2%) indicated 5 hours and above. Without teaching students reading and how to do it, it will be difficult for them to make it a habit.

Hassen (2016) examined reading habits of secondary school teachers: a study of selected secondary schools in Addis Ababa and Dessie and found that many prefer to read at home; as the library is not preferred by many high school teachers. The most preferred time to read is bed time and weekends. High school teachers read for many reasons. They read primarily to help them teach. Furthermore, they read for knowledge, education, update information, and to some extent for leisure. Few teachers read when they don't have anything to do. Reading for enjoyment: Very significant of the high school teachers who participated in the study enjoy reading. Reading for academic and purposes: A great deal of the high school teachers considers reading as a job. They do it because it is a requirement to get the teaching job done. Only few of the teachers read for pleasure, to pass an exam, or to write lesson notes. The majority read to be current with developments. Apparently, secondary school teachers' attitude towards reading may affect the reading habits of secondary school students. They are light bearer to the students; they need to be checked by ensuring that secondary school teachers develop a good reading habit.

Observation from past research shows that many secondary school students do not read very well as required. This is largely due to some difficulties students are faced with in Nigeria and these may include: lack of materials (Books, computer, e-book, Internet), poor preparation of teachers, teachers' lack of interest, poor libraries, or none at all, language background, lack of adult readers as models and growing distractions from electronic and social media (Abe, 1983). To worsen the situation, public schools in Nigeria house few or no library at all to meet the reading needs of the students. Where there are public libraries, we have scanty stock of up-to-date books, major cities have public libraries but cannot contain enough students because they are not large enough to meet the human consumption. Students are faced with several challenges which serve as a barrier towards cultivating good reading habits and thereby



achieving greater academic achievement. In a study by Ameyaw and Anto (2018) out of 104 respondents, (58.65%) expressed that the main factors that hinder their study is a lack of conducive home environment, followed by (16.35%) who revealed that inadequate novels/fiction in the school library while (13.46%) indicated a lack of reading materials at home.

On the other hand, Kavi, Tackie, and Bugyei (2015) carried out a study on reading for pleasure among junior high school students: a case study of the Saint Andrew's Anglican Complex Junior High School, Sekondi. The studies revealed that students read mostly to pass examination. The finding corroborated the findings of Abidin; Pour-Mohammadi and Lean (2011) and Onuoha, Unegbu, and Umahi (2013). This is in contrast with the findings of Oke (1996) in Aina et al (2011), which assert that people read for self-improvement, pleasure and relaxation and a feeling of pride and prestige. Hence, the statement of Sisule (2004) that reading is not just for school, it is for life. This trend could have negative implications for studies if it is not addressed properly. However, when reading becomes a habit for the students, they do not read only to pass their examination, they also read for enjoyment in wide range topics or fields (Tollefson, 2008).

In this case, Babarinde, Babarinde, and Dike (2017) survey on reading habit and use of electronic media by junior secondary school students in Nsuka Local Government of Nigeria. The study revealed that students have positive attitudes to reading their purposes of reading were primarily academic and informational. The study provided evidence that the use of electronic media for entertainment has reduced the time available for voluntary reading while factors such as inadequate access to pleasurable reading materials and lack of parental support also hinder reading for pleasure.

A report by National Endowment for the Arts (2007) in United State revealed that mass media largely influences the reading habit of students nowadays and the environment is polluted by the constant bombardment of media contents which are not directed to encourage young people towards cultivating a good and more effective reading habit. It is no more a news that changes in technology today do influence reading habits of students. A study conducted by Majid (2007) in Singapore on understanding the reading habits of children revealed that technological change affects students' reading habits. Also, the digital device like a computer, laptop, palm top, ipad and the likes are other media that influence the reading habit of students these days. According to Ambigapathy (2000), reading habits of students are being largely influenced by other factors such as media and computer.

It is pertinent to know that reading habit is fast declining. Reading as a subject is no longer found on the school timetable, and book corners have long disappeared from the schools (Okoro, 2004). In this case, if an individual cannot imbibe the habit of reading, it becomes a problem, especially at the primary and secondary school levels. Ogunrombi and Adio (1995) highlight the following inhibiting factors: the family background of students where few homes are conducive to reading owing to noise and lack of reading materials; the lack of functional libraries in most of the schools surveyed and a similar lack of trained librarians or teacher librarians; the failure to provide library periods in schools; language teachers and shortage of equipment and resources for teaching reading skills; and a heavy reliance on school texts, although students show willingness to read more broadly.

According to Aliyu (2013), there are challenges facing reading promotion in schools. The role of government in the provision of knowledge or education to its citizens has placed on it the task of development of school libraries and this is an inevitable task. It is obvious, as is evident in our schools, that there are no well-planned and coherent activities set to achieve the goal of establishing life-long reading habits among the pupils/students (Ibrahim, 2014). Kaur and Jawald (2018) examined a comparative study of Urban and Rural Reading Habits: problems of the rural reader. This study revealed that less number of quality academic reading materials, outdated collects, unwelcoming behavior of staff, less community involvement, poor library access, lack of photocopy printing services, less customers focused, lack of ICT services, flexibility in operating hours, requirements of staff training and the internet access were the main problems affecting their reading habits. Similarly, Alawiye, Owolabi, and Olagesin,

(2012) revealed that among the factors indicated as a hindrance to the students' reading habits, lack of comprehension and television, social network and radio programmes were rated higher by the students. There are many factors attributed to the decline in readership and literary activities, not only in Nigeria but the world over. Ndakotsu (2000) noted that in most developing countries, the action does not back up the stated inventions at the official level. Many authors have cited funding as the most serious problem impeding reading culture not only in developing countries but even in the developed countries.

Most importantly, the absence of well-designed reader development activities, reading programmes, trained staff and effective monitoring and evaluation system constitute major impediments to the promotion of reading habit/culture in developing countries. Ibrahim (2004), lamented that today; reading culture is, throughout the world, in double jeopardy. The jeopardy caused by the decline in the readership as a result of reasons stated above, and now, the jeopardy caused by the almost total takeover of reading by what is now referred to as the "viewing culture". Ibrahim (2014) also reported that the Nigerian children and youths, and unfortunately the adults all over the world are today glued more to television than books. The films, T/V, video games, facebook, twitter, among others have completely taken the place of the book.

As good as ICT is, many observers say it has also cast some measure of negative effects on Nigerians, especially on their reading habits. Similarly, it is asserted that internet obsession has caused many kids to waste valuable time surfing diverse anti-moral and socially inclined websites. Also, the introduction of the Global System of Mobile Communication (GSM) in Nigeria has been viewed as one progress that has come with certain negative tendencies that are detrimental to the culture of reading in the country. However, Ndakotsu (2000), Vakkai (2004), and Ibrahim (2004) have argued that for any country to have a sustained reading culture, vigorous reading activities need to be designed and sustained beyond the schooling system.

Methodology

The descriptive survey design was used for the study. The target population comprised of 977 students in senior secondary students 3 (SS3) in 21 public senior secondary schools in Ogun State, Nigeria. Stratified sampling technique was used. The questionnaire was used for data collection. 977 copies of questionnaire were administered to public secondary school students in each selected school in Ogun state. A total of 968 copies of the questionnaire were retrieved and used. Data collected were analyzed using frequency, percentage counts and the hypothesis was tested using one-way-ANOVA. Seven local governments were used as a sample for this study. Simple random sampling by balloting was adopted to select three (3) secondary schools in each of the local government areas selected for the study. Therefore, this gave a total of 21 public secondary schools in seven (7) LGAs which were Abeokuta North, Ifo, Ijebu East, Ijebu Ode, Ikenne, Ado-Odo Ota and Imeko. All the senatorial districts in the study were represented and three (3) secondary schools were selected randomly.

Findings of the Study

Table I: Response Rate of Distributed Questionnaire

Names of the School	No. Administered	No. Returned	Percentage %
African Church Grammar, Ita-Eko, Abeokuta	105	105	10.85
Unity High School, Ago Ika, Abeokuta	32	32	3.31
Gateway Secondary School, Ita-Iyalode, Abeoluta	54	54	5.58
Ifo High School, Ifo	46	46	4.75
Anglican Grammar School, Oke Nla-Ifo	25	22	2.27



Adenrele High School, Ifo	93	93	9.61
St. Anthony’s Grammer School, Esure	13	13	1.34
Comprehensive High School, Ikala, Ijebu Imusin	17	17	1.76
Itele High School, Itele-Ijebu	22	22	2.27
Moslem Comprehensive High School, Ijebu Ode	20	20	2.07
Adeola Odutola College, Ijebu-Ode	130	126	13.02
Ijebu Muslem College, Ijebu Ode	94	94	9.71
Ikenne Community High School, Ikenne	66	66	6.82
Akesan Community Grammer School, Iperu	24	24	2.48
Ilisan High School Ilsan	19	19	1.96
Ado-Odo High School, Ado-Odo	15	15	1.55
Alamuwa Gram. School, Ado-Odo	37	37	3.82
AUD Comprehensive College, Ota	80	78	8.06
Muslim Grammar School, Imeko	19	19	1.96
Nazareth High school, Imeko	36	36	3.72
Alaketu High School Imeko	30	30	3.10
Total	977	968	100.00

This table presents total of 977 copies of the questionnaire administered and returned to public secondary school students in each school selected within the Ogun State in Nigeria. Nine hundred and sixty-eight were retrieved and used.

Table 2: Distribution of the Respondents’ Demographic Information

Demographic Information		Population of Respondents	
Characteristics	Information	Frequency	%
Area of specialization	Science class	468	48.3
	Art class	254	26.3
	Commercial class	246	25.4
	Total	968	100.0

Table 2 reveals that 48.3% of the participants were in Science class while 26.2% were in Art class and 25.4% were in Commercial class. This implies that more Science students participated in this study than either the Art or and Commercial students, an indication that more students in science class.

Table 3: Reading Habits of the Respondents

Reading Habits	SA	A	D	SD
I read one book per month	181 (8.7%)	283 (29.2%)	131 (13.5%)	373 (38.5%)
I read my note book(s) everyday	369 (38.1%)	462 (47.8%)	96 (9.9%)	41 (4.2%)
I read two books or more per month	346 (35.7%)	354 (36.6%)	113 (11.7%)	155 (16%)
I enjoy reading	478 (49.4%)	403 (41.7%)	62 (6.4%)	25 (2.6%)
Reading is something I cannot do without	404 (41.7%)	392 (40.50)	89 (9.2%)	83 (8.6%)
I read because I am asked to read	214 (22.1%)	343 (35.3%)	128 (13.2)	283 (29.2%)
I do not have the habit of reading	123 (12.7%)	185 (19.1%)	96 (9.9%)	564 (58.3%)

Reading books are unnecessary for me	116 (12%)	196 (19.9%)	75 (7.7%)	580 (59.9%)
Reading while on holidays	458 (47.3%)	376 (39%)	76 (7.9%)	56 (5.8%)
I create time to read	461 (47.6%)	360 (36.6%)	75 (7.7%)	71 (7.3%)
I certainly read before going to bed	360 (37.2%)	455 (47%)	90 (9.3%)	63 (6.5%)
I love to read, when I have some spare time.	491 (50.7%)	293 (30.3%)	77 (8%)	107 (11.1%)

It is clear from the Table 3 that most of the students declared they enjoy reading. It indicates that 834(96.3%) of the respondents read while on holiday, 881(91.1%) enjoy reading, 862(86.2) create time to read, 815(84.2%) read before going to bed. Also, 797(82.2%) of the respondents cannot do without reading, 784(81%) love to read when they have some spare time. It as well affirmed as a little above average of the respondents by level of disagreement to the statements “I do not have the habit of reading and reading books are unnecessary for me” 660(68.2%) and 656(68.1%) respectively. This further confirmed that the students enjoy reading.

Table 4: Frequency of Reading by the Respondents

Items/Statement	SA	A	D	SD
Daily	345 (35.6%)	548 (56.6%)	44 (4.5%)	31 (3.2%)
If I want to read, I spend up to one (1) hour	415(42.9%)	409 (42.2%)	77 (8%)	67 (6.9%)
I can read for 2 hours at a time	292 (30.2%)	471 (48.7%)	111 (11.5%)	94 (9.7%)
I can read for 3 hours at a time	218 (22.5%)	431 (44.5%)	170 (17.6%)	149 (15.4%)
I can read for 4-5 hours at a time	146 (15.1%)	347 (35.3%)	222 (22.9%)	258 (26.7%)
I read twice a week	154 (15.9%)	327 (33.7%)	158 (16.3%)	329 (34%)
I read once a week	147 (15.2%)	317 (32.7%)	134 (13.8%)	370 (38.2%)

Findings from Table 4 indicates that majority of the respondents read daily and spend more than an hour reading every day as affirmed by the level of agreement. 893 (92.2%); 893(85.1%) and 763(78.9%) to the statement “I read daily; spend up to one hour reading and read for 2 hours at a time” respectively. It also showed that 649 (67%) of the respondents read for 3 hours and 493(50.4%) of the respondents read for 4 to 5 hours. The result is an indication that majority of the respondents actually enjoy reading and spend more than an hour reading daily. This implies that average of the respondents read on daily basis. Whereas, When asked about their reading habit on weekly basis, 481(49.6%) and 464(47.9%) read twice a week and one a week, respectively.

Table 5: Place of Reading by the Respondents

Items/Statement	SA	A	D	SD
I like reading at home	393 (40.6%)	399 (41.3%)	85 (8.8%)	91 (9.4%)
I like reading in the school library	376 (38.8%)	343 (35.5%)	113 (11.7%)	136 (14%)
I read while lying on the bed	314 (32.4%)	420 (43.4%)	115 (11.9%)	119 (12.3%)
I like reading in the classroom	282 (29.1%)	424 (43.8%)	134 (13.8%)	128 (13.2%)
I like reading in the sitting room	284 (29.3%)	417 (43.2%)	119 (12.3%)	148 (15.3%)
Reading when travelling	175(18.1%)	389 (40.20%)	104 (10.7%)	300 (31%)
I like reading on the playing ground	115 (11.9%)	247 (25.5%)	111 (11.5%)	495 (51.1%)



The result of the findings as shows in Table 5 above affirms that the majority of the respondents 792(81.9%) read at home, while 717 (74.3%) students admitted that they read in the school library, 734 (75.8%) also expressed that they read while lying on the bed. Another 706(72.9%) agreed that they read in the classroom, even as 701(72.5%) of them confirmed that they read in the sitting room. More than half of them, 564 (58.3%) declared that they love to read when travelling. Majority of them disagreed with the statement 362 (37.4%) “I like reading on the playing ground” implying that they acknowledged a conclusive place suitable for reading.

Table 6: Purpose of Reading by the Respondents

Items/Statement	SA	A	D	SD
Reading for examination	640 (66.1%)	223 (23%)	68 (7%)	27 (3.8%)
Reading for information	413 (42.7%)	430 (44.4%)	97 (10%)	28 (2.9%)
Reading for pleasure	400 (41.3%)	412 (42.6%)	108 (11.2%)	48 (5%)
Reading for personal growth	406 (41.9%)	392 (40.5%)	79 (8.2%)	91 (9.4%)
I read because I want to read	427 (44.1%)	340 (35.1%)	85 (8.8%)	116 (12%)
Whenever I feel bad, I read	216 (22.3%)	348 (36%)	149 (15.4%)	255 (26.3%)

Findings from Table 6 show the purpose of reading of the respondents. 863 (89.1%) of the respondents attested that they read for examination, read for information of interest 843(87.1%). It is also confirmed that 812(83.18%) of the respondents read for pleasure, 798(82.4%) read for personal growth, 767(79.2%) read because they want to read. While 564(58.2%) read whenever they feel bad. The result showed that majority of the respondents read to pass examination.

Table 7: Factors Hindering Reading Habits by the Respondents

Factors Hindering Reading Habits	SA	A	D	SD
Student addiction to social media (Facebook, YouTube, Twitter, Flickr, LinkedIn, Wikis, Blogs, Ning, and MySpace among others)	316 (32.6)	269 (27.8)	209 (21.6)	174 (18)
Student addiction to television and radio programme	307 (31.7)	267 (27.6)	218 (22.5)	176 (18.2)
Growing distractions of internet	289 (29.9)	278 (28.7)	236 (24.4)	165 (17)
Total absence of trained professional librarians/teachers to deliver lecture on reading.	278 (28.7)	266 (27.5)	220 (22.7)	204 (21.1)
Inadequate current reading materials	259 (26.8)	287 (29.6)	252 (26%)	170 (17.6)
Lack of seminar and workshop on reading skills	275 (28.4)	264 (27.3)	224 (23.1)	205 (21.2)
Lack of reading materials in the schools	291 (30.1)	275 (28.4)	209 (21.6)	193 (19.9)
School library is not conducive for reading (always dirty and not well illuminated).	211 (21.8)	212 (21.9)	267 (27.6)	278 (28.7)

The result of the findings as indicated in Table 7 above reported that out of 968 respondents, 585(60.4%) of the respondents agreed that addition to social media mostly affect their reading. Followed by television and radio programme 574(59.3%), growing distractions of internet 567(58.6%). Also, 544(56.2%) indicated that the total absence of trained profession librarians/teachers to deliver lecture on reading. Lack of seminar and workshop on reading skills 539(55.7%), Lack of reading materials in the schools 566 (58.5%). While 423 (43.7%) of the respondents agreed that school library is not conducive for reading. Majority of the respondents confirmed that the above factors affecting reading habits.

Table 8: Summary Table of One-way ANOVA Result of the Students

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.066	2	0.033	0.121	0.886
Within Groups	263.021	965	0.273		
Total	263.087	967			

Summary Table of Tukey Posthoc Tests Showing the Mean Differences.

Specialization	N	Mean	Std. Deviation	Mean Difference		
				Science class	Art class	Commercial class
Science class	468	3.3757	0.49729		-0.01635	0.00515
Art class	254	3.392	0.54999			0.0215
Commercial class	246	3.3705	0.53834			
Total	968	3.3787	0.5216			

Table 8 reveals the difference between Science, Art and Commercial students in public senior secondary school in Ogun State in reading habits. The result indicates that there was no statistically significant difference among Science, Art and Commercial students in public senior secondary school in Ogun State in reading habits($F_{(2, 295)} = .121, p > .$ Hypothesis six was therefore accepted. This implies that



Science, Art and Commercial students in public senior secondary school in Ogun State have low means score which shows that they have bad/poor reading habits.

Discussion of the Findings

There is a clear indication that majority of the respondents have positive attitudes to reading. The study showed that the students claimed to enjoy reading. It as well affirmed as a little above average of the respondents disagreed to the statements “I do not have the habit of reading and reading books are unnecessary for me” This supports the findings of Babarinde, Babarinde and Dike (2017) that students have positive attitudes to reading. The study also found that majority of the respondents claimed to read daily and spend more than an hour reading every day as affirmed by level of agreement to the statement “I read daily; spend up to an hour reading and also read for 2 hours at a time” respectively which is an indication that majority of the respondents actually enjoy reading and spend more than an hour reading daily. This finding was in line with the finding of Unuoha, Unegbu, and Umahi (2013) and Ameyaw and Anto (2018), which indicated that the majority of the students spend between 1 to 2 hours daily on reading. It is also aligned with the assertion made by Haliru, Abdulkarim Mohammed and Dangani (2015) that to inculcate reading habit, students must develop the habit of reading on a daily basis.

Furthermore, the study established that the majority of the respondent affirmed to read at home. This study was corroborated by Hassen (2016) who reported that secondary school teachers prefer to read at home. They also admitted that they read in the school library, preferred to read while lying on the bed, read in the classroom and read in the sitting room. Above average of the respondents declared that they love to read when travelling. Majority of the respondents disagreed to the statement “I like reading on the playing ground” this implies that the respondents acknowledged a conclusive place suitable for reading. One of the major findings of this study is that the purpose of reading was found to be mainly for examination as affirmed by the majority of the respondents who also agreed that they read for information, pleasure, and personal growth. The result showed that majority of the respondents read to pass examination. There is a clear indication that respondents spent time reading for examination. It is therefore not out of place to assume that students in this study read mostly for examination purposes.

The finding, in this case, is in agreement with Abidin, Pour-Mohammadi and Lean (2011) and Kavi, Tackie, and Bugyei (2015) whose studies revealed that students read mostly to pass examination. This is in contrast with the findings of Oke (1996) in Aina et al (2011), which assert that people read for self-improvement, pleasure and relaxation and a feeling of pride and prestige. Hence, the statement of Sisule (2004) that reading is not just for school, it is for life. This trend could have negative implications for studies if it is not addressed properly. However, when reading becomes a habit for the students, they do not read only to pass their examination, they also read for enjoyment in a wide range topics or fields (Tollefson, 2008). In addition, this study revealed that there was no significant difference among Science, Art and Commercial students in public senior secondary school in Ogun State in reading habits. That is, science, arts, and commercial students are not different in habits associated with reading. This may also reflect the state of the seriousness of these public school students for their study. Obviously, one would expect science students to be better in reading habits than every other group and possibly arts and commercial students to be different with art students being better.

Conclusion and Recommendations

The findings of this study make it clear that most of the high school teachers sampled in this study developed poor reading habit.

Based on the finding, the study concludes that most of the secondary school students in Ogun State enjoy reading. They read for examination, information, pleasure, and personal growth although mostly read for



examination affirmed by the majority of the respondents. It further showed that they enjoy reading in the library, classroom, sitting room, on the bed while, the majority of the respondents enjoy to read at home. On the other hand, the result also revealed that some of the students are compelled to read. Factors hindering reading habits were established in this study. The researcher opines that with good reading habits, secondary school students will find tertiary education painless, appealing, and enjoyable and attain success in their academic if they imbibe good reading habit. It is evident that when a habit is formed it is always difficult to break. Hence, developing good reading habits, students need to be introduced to reading strategies.

In view of the above, the following recommendations are made:

1. Stakeholders (parents, teachers, school librarians and school counselors) should create an alert on the importance of good reading habits and develop new diverse ways on how to improve reading habits among the secondary school students in Ogun State.
2. Secondary school students should be educated on the importance of library use and encourage them to make regular use of the school library as this will expose them to library operations and aid to acquire knowledge which can be applied for development. The habit of reading can only be cultivated through regular reading of various reading materials which can be found in the school library.
3. School librarians should ensure the school library environment is quiet, attractive, inviting and conducive for students to read because, if school library is attractive, the student will be motivated to read in the library.
4. Workshop and seminar should be organized to address the factors hindering reading habits, most especially on secondary school students' addition to social media and internet and its effect on reading habits of secondary school students

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