



# **A Survey of Reading Culture and Library Orientation of Primary School Pupils in Public Primary Schools in Oju Lga, Benue State, Nigeria**

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## **Abstract**

*This study investigates to ascertain the reading culture and library orientation of public primary schools in Oju Local Government Area, Benue State. The objectives of the study are to determine the reading culture of primary school pupils, the materials that are available to them to read and the factors that hinder them from reading regularly and measures to improve reading culture of primary school pupils. The research design adopted was survey method. The population of the study consisted of public primary schools in Oju Local Government Area. There are thirty eight (38) public primary schools in Oju Local Government Area with a total population of twenty four thousand five hundred and fourteen pupils (24,514).*

*Purposive sampling technique was used to select ten (10) primary schools. A purposive random sampling technique was used to select primary six (6) with a population of two hundred (200) pupils to respond to the researcher's inquiries. 20 pupils from each sampled school were randomly selected as respondents. Instrument for data collection was questionnaire designed to cover items on reading culture of children, hours spent on reading, availability of reading materials and libraries, sources of reading materials, factors hindering children from reading and measures to improve reading culture of children. Two hundred (200) copies questionnaire were distributed and only one hundred and ninety (190) were returned. Data collected were analyzed using frequency tables, mean and percentages. The findings of the study reveals that there was poor reading culture among primary school pupils, reading materials and libraries were absent among others. It was recommended that government should establish functional libraries with enough reading materials. Reading programmes and activities should be integrated into their timetable among other things for the children to develop flair for reading among public primary schools in Oju Local Government Area*

**Key words:** Reading, Reading culture, Library orientation, Public primary schools, Oju Local Government Area.

## **Introduction**

In our tumultuous age, reading has ceased to be a privilege of the chosen few. It has become a mass phenomenon acquiring a social character. In the course of time, reading has become a social need and the book; the widest spread means of mass communication. Reading is an indispensable life skill and a foundation for a child's success in school. The role of reading in the education of a child cannot be over emphasized because reading plays a vital role in the education of a child. It is necessary to note that reading cannot be isolated from learning process of a child. The thirst to read and a wider dissemination of books have become a sign of progressiveness in the contemporary civilization.



Reading is a major skill in the learning and personal development of a child. Every child needs to cultivate the habit of reading regularly in order to thrive in school and to discharge tasks as citizens in a democratic society. Reading is one of the greatest essential skills for learning and for children's success in school and life. Reading strengthens the language skills of children and makes them do better in test of grammar and write better (Yusuf, 2014).

Without the organization of reading and a wide distribution of books, it would be impossible to do away with illiteracy. It is therefore, no accident that the idea of continuous reading as a culture formation has now acquired a wide recognition. The National Policy on Education (2014) recognizes the importance of reading in the education of individuals as indicated in its objectives. Reading is one of the most important skills for learning because it constitutes the basis for any meaningful activity in the context of the school. It is in the school that special efforts should be made to help pupils overcome difficulties associated with reading.

Reading according to Ogbonna (2014) refers to the ability to recognize and understand characters or speak words that may be printed or written on paper and other formats of recording human knowledge. It is an activity that permits one to gain knowledge, live and travel vicariously and become acquainted with people and events of the past that have shaped our world. Reading creates for us mental maps of events so that ideas can be transmitted from the mind of one, the sender, to the mind of another, the receiver. From this view, reading is a communication tool and like all forms of language, is also functional and purposeful. Accordingly, reading like oral language is a social activity too, always occurring in some context for someone or to someone, even if that someone is you and the reason personal or private.

Reading culture is defined as an act of engaging in reading on a regular basis (Enamen, 2015). It is also learned practice of seeking knowledge or information through the written words or symbols. It is also defined as a culture where reading is part of peoples' living and constitutes a habit that is shared by members of the society. It is a practice or an act of reading as a usual practice or pattern of behaviour (Ruterana (2012) cited in Otache, (2020).

The school library is the kind of library established in both primary and secondary school setting to support the academic programmes of the schools. It is a miniaturized institution with a collection of resources designed to support the school curriculum to meet academic and information needs of the pupils/students and the school community. They are regarded as resource centre, hence, its various descriptions as learning resource centre, media resource centre and instructional material centre among others (Ayanlola, 2014). As an educational support service, the school library adds value to classroom instruction by providing additional resources and information that expands pupils' reading horizons, upgrades the intellectual scope and development of teachers and provide conducive environment for pupils in the school. According to Umagha (2008), cited in Ruterana (2012) the school library helps children learn to enjoy reading, use library resources as a lifelong habit, and give them chance to evaluate and use information to meet their needs.

The primary concern of library orientation is to make known the general techniques of the usage of the resources and its services. Library orientation refers to a programme that is offered to first year entrants as an instruction to the library's resources as well as information on study skills and academic integrity to help pupils make their first year experience successful (Thomas, 2013). It gives the pupils an overview of the library and its resources, timing, sections and physical location of resources.



Making pupils to know the general technique of the usage of the library and its services is the primary concern of library orientation. To Onwuchekwa (2019), library orientation offers opportunity for pupils to be taken round the various departments of the library, with handouts and leaflets underlining some important materials and key parts of the introductory lecture on the use of the library as well as providing brief but detail demonstration on how to find and access important information materials.

Namugera (2017) posited that library orientation otherwise known as user orientation is a way of instructing the new library user to be conversant with the library and provides users with a sense of awareness of the library and the services it provides. Library orientation is all forms of instruction in library use from the most elementary to the most advanced. It involves all types of instructions that could be given to a library user to enable the user to locate, retrieve and utilize all the resources of the library for their information need and satisfaction. .Adjei, Fimpong & Dogbe (2021) referred to library orientation as helping library users gain the full benefits of the resources, materials and services of the library to their maximum fulfillment. They feel aware of and comfortable with the building and services available with the location of collections and with the people who service those collections. The elementary things such as adequate and effective signs in the library must be considered. These guides serve as lead in signs to different areas and sections in the library for pupils to easily help themselves get information they need at will which will greatly save time and energy.

Orientation should involve everything a reader needs to know about the library, the resources, the building, the services and those who service the collection in the library. Readers will then form a better perception of the library and the huge knowledge stored therein for them to appreciate and use.

A review of existing literature has acknowledged the prevalence of poor reading culture in Nigeria. The poor reading culture among primary school pupils in Nigeria has reached an alarming state. It is quite disheartening to see the extension of this poor reading culture to secondary school students who cannot read simple sentences. Of more worrisome is the fact that there are some students in the Universities, Polytechnics and colleges of Education who cannot read fluently. If one cannot read fluently, it becomes difficult to understand what one reads. To prove further the prevalence of poor reading culture in Nigeria, a review of extant literature shows that about 30 million people have graduated from secondary schools with poor reading culture. Also, available statistics show that about 40% of Nigerian adults never finish reading a play or a novel from cover to cover after leaving school (Kayuni, 2017). Poor reading culture impedes personal development, success in life and performance in examinations. Inability of pupils to read properly is the reason why many pupils do not perform well academically in schools and which also is responsible for many dropouts (Akong, 2014). This is why the researcher decided to survey the reading culture and library orientation of primary school pupils in Oju Local Government, Benue.

### **Statement of the Problem**

Reading enhances personal growth and national development. Most African countries have social and economic challenges due to poor reading culture (Mulindwa, 2001) cited in Enamen, 2015). Reading helps people to discover, broaden their knowledge, widen their horizon and become more creative.

It has been noted by Openhein (1992) cited in Akong (2014) that pupils of primary school level have low reading ability. The controversial issues concerning the causes of poor reading performance in our primary schools pose a great challenge among scholars. Many researchers



like Okoye (2013), Maduako (2013), Soleymani (2014) and Rinto & Cogbill (2015) have also indicated a serious reading problem among Nigerian students at all levels. Solarin (1987) cited in Kayuni (2017) stated that the low standard of education in Nigeria was rooted in poor foundation laid at the primary schools where many children are unable to read fluently which the basis of good academic performance in schools is. Reading is said to be basic to all other learning. Primary schools in Oju Local Government today may not be exempted from observations already made.

The current trend in the National Policy of Education (2014) calls for immediate reappraisal as its educational standard falls short of expectation. The extent to which primary school pupils will be creative, informed and knowledgeable will be shaped by the usage of the library resources available within the school. Lack of a standard school library with relevant information resources which the pupils could use for their studies could be one of the major causes of mass failure in schools. The researcher's observation and preliminary investigation in some of the schools under study revealed that most schools do not have libraries at all, while the few that have libraries do not have adequate facilities and qualified librarians to handle them. Reading helps pupils to improve on their writing, reasoning and communication skills. It enhances pupils' performance in school and success in life. It helps the pupils to acquire more knowledge, perform well in examinations, makes them contribute significantly to the society. What then is the position of reading culture and library orientation of primary school pupils in Oju local Government Area? It is against this backdrop that this research work is being undertaken to survey the reading culture and library orientation of public primary school pupils in Oju Local Government Area to determine if young people cultivate the habit of reading continuously.

#### **The objectives of the study are to:**

- Determine the reading culture of primary school pupils
- Determine the hours spent on reading daily
- Ascertain the availability of reading materials
- Identify sources of reading materials
- Identify factors hindering children from reading
- Determine measures needed for improvement of children reading culture

#### **Research Questions**

- What is the reading culture of primary school children?
- What are the hours spent on reading daily?
- What are the available reading materials?
- What are the sources of reading materials?
- What are the factors hindering children from reading?
- What are the measures to improve children's reading culture?

#### **Literature Review**

Reading as the oldest and most beneficial form of transmitting knowledge, experience and emotions has history which forms an integral part of the history of the book. Therefore, it plays an important role in the development of society, though the role of reading is not always stressed in the society and schools.

Haliru, Abdulkarim, Mohammed & Dangami (2015) noted that reading is an essential component of any learning condition. They considered reading as a process creating meaning via vigorous communication among the readers' existing knowledge, the information proposed by the text being read, and the setting up of the reading situation. The importance of reading





was emphasized by Stanley (1993 ) cited in Otache (2020) who suggested that we shall lack measures of success and failure in library work until we can measure the influence of reading in people's life and work. The role of libraries is importance on the educational scope of social activities. Libraries are one of the most important educational services and should not meet only the reading needs of users but be the institution with educational purpose raising cultural and educational level of its users and shaping their tastes and interest in valuable materials for reading continuously.

Olatunjoye, Olatunjoye & Olufemi (2016) affirmed that reading is indispensable for pupils' success and academic accomplishment and the feat of any pupil for their capability to involve in personal study and learning. Akinbola (2007) cited in Ogugua (2015) observed that reading culture is a sustained regime of reading textual and non-textual materials for the purpose of broadening the horizon of knowledge within and outside one's disciplinary interest. Reading is essential to literacy and it is an emancipatory tool that liberates one from ignorance, disease and poverty as well as providing one with the liberty for all round development. For effective and efficient living and learning Onuhaogu (2000) cited in Fabunmi & Olayinka (2010) maintained that one should be able to read. Reading according to him is the foundation of literacy. It is therefore evident that for literacy to be functional, durable and development-oriented, reading skill is essential. Bankole (1999) cited in Fabunmi & Olayinka (2010) believed that if children have the kind of childhood exposure they were exposed to in other areas to books and reading, the conviction that reading is a habit would have been impressed on their mind. This impression once established does not die easily. Reading habit is learnt, formed, nurtured and cemented in the school environment. A good school should be able to provide for the pupils sufficient and relevant materials to read whether books, inscriptions or toys.

According to Oyewole (2017), reading is believed to be a process of thinking, evaluating, judging, imagining, reasoning and problem solving. It is an essential tool for knowledge transfer and the habit of reading is an academic activity that increases the skills in reading strategies. Once a child has been taught to read and has developed the love for books, he can explore for himself/herself the wealth of human experience and knowledge through reading. Children, who missed the opportunity of getting in touch with books in their early stages of life, find it difficult to acquire good reading habit in their later years. Johnson (1999) cited in Enamen (2015) opined that the level of readership is to a large extent, an index to a country's level of development. He defined readership as the number of citizens who do effective reading in relation to the population of a particular country. He reiterated that inability to read by a large proportion of the population of a country points to under development since reading, writing and arithmetic constitute the foundation of elementary education. Iheanacho (2007) cited in Oyewole (2017) opined that a healthy reading culture has a pivotal role to play in the social, economic and technological development of any country. Reading is a very essential commodity in the task of nation building and the main political weapon in the development of any nation. Developed countries of the world have attained the height they have reached today because they cherished reading and research that had led them to the technological breakthrough. Reading is the ability to interpret and decode on array of words through a cognitive process (Ayoti,(2015) cited in Otache 2020). It is the complex act of dealing with communication in written and visual form (Ogwu, 2010). It is an act of interpreting meaning from written words (Akande & Adenyinka, 2007). Reading is a learning skill which aids all other learning activities (Nalisuba, 2010). Reading is an activity of someone who reads.



Different people read for different reasons. While some people read to acquire knowledge for self-improvement, others read for pleasure, relaxation, and entertainment or to pass examinations.

Reading is a skill which must be consciously developed and nurtured. One needs to read, as a matter of fact, anything one lays hands upon. Reading enhances one's writing skill. A child first learns how to read before learning how to write. Reading improves one's spoken language and enables one to learn every part of a language like vocabulary, sentence structure and grammar. The more one reads books that are written in a particular language, the more fluent one becomes in that language.

Reading is a habit that must be formed and a culture that must be developed. While habit is an acquired behavioural pattern regularly followed until it has become almost involuntary and occurs automatically (Otache, 2020), culture refers to the way of life of a particular group of people (Ogugua, 2015). Reading habit or culture therefore is an act of engaging in reading on a regular basis (Enamen, 2015). It is a learned practice of seeking knowledge or information through the written words or symbols. It is also a culture where reading is part of people's way of living and constitutes a habit that is shared by members of the society (Ruterana, cited in Otache, 2020). Reading culture is an act of reading as a usual practice or pattern of behaviour.

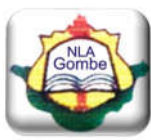
To develop reading culture, one has to make reading to be part of one's everyday life. It is not reading because one is in school and possibly wants to pass examination. Reading should be seen as a leisure activity if a strong reading culture must be developed. Developing a strong reading culture does not happen overnight, it takes quality time, dedication and consistency.

Sanders (2007) cited in Oyewole (2017) defined reading culture as a learned practice of seeking knowledge, information or entertainment through the written word. She reiterated that such practice could be acquired by reading books, journals, magazines and newspapers. Olaifo (2008), cited in Oyewole (2017) defined reading culture as the art of inculcating reading habits and interest in learners through conducive reading environment and copious activities. Reading culture is one of the valuable assets which boost human generative powers of thinking for new innovations and development and natural endowments. To Ruterana (2012) reading culture is an integrated pattern of behavior, practices, beliefs, perceptions and knowledge. It is also a culture where reading is part of the people's living and constitutes a habit that is shared by members of the society.

Related literature has acknowledged that strong reading culture is beneficial to the individual and the nation (Ogugua, 2015). At individual level, reading improves one's writing, reasoning, communication skills, performance and engagement in social activities. It improves one's expertise, self-esteem, self-actualization, self-confidence and vocabulary.

Reading, which involves acquisition of knowledge, is strongly related to national development, whether educational, social, political, economic, cultural or technological. Knowledge is widely regarded as the driver of economic growth and productivity. People acquire knowledge through reading that put them in positions to contribute meaningfully to the development of their nation. It has been argued that nations, whose citizens are well-read, develop faster than those whose citizens are not well-read. In other words, the level of literacy of a people of a country determines the pace of development of that country.

Reading is a very important activity which is not only about enjoyment but a necessity; the basic tool of education. It makes way for a better understanding of one's experiences and it can



be an exciting voyage to self-discovery. It is the art of interpreting printed and written words, the most effective process of conscious learning which influences the extent and accuracy of information as well as the attitudes, morals, beliefs judgment and action of readers ( Adenyinka & Akande, 2007).cited in Afful-Arthur & Tachie-Danker (2016).

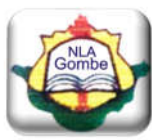
In the African continent, the reading culture of children has gone. The cause of this has been traced to poor reading cultures of Africans generally and other notable factors like non-availability of reading materials and absence of school libraries. Children's reading culture can best be formed at a young impressionable age in school, but once formed, it can last for one's life time.

Numerous studies have given evidence of link between the availability of libraries with reading materials and educational attainment of students. Elley cited in Adenyinka & Akande, (2007), in a study reported that there are many potential benefits in a good book, provided it grasps and holds students' interest. Not only do students expand their language by reading widely, they also learn much about other times and places, stimulate their imagination, gain insight into human nature, are able to follow specific interests and hobbies, enjoy and escape from unpleasant realities. He concluded that once children learn to appreciate books, they will read more often and improve their skills. Montagnes (2001) cited in Igwe (2011) gave the report of a study indicating that children in classes with classroom libraries outperformed control school counterparts by as much as 189 per cent, and were ahead by 187 months in reading scores and two years in writing scores. Children who read and who have access to varied sources of print materials in the classrooms, school libraries and at home read more and more widely both for pleasure and for information. Children who do substantial amount of voluntary reading demonstrate positive attitudes towards reading and they tend to be best achievers in life.

Related literature has acknowledged that a strong reading culture is beneficial to primary school pupils to enhance their knowledge and success in school. Similarly, it has been noted already that there is poor reading culture among primary school pupils in Nigeria. The state of reading culture and library orientation of primary school pupils in Oju is uncertain. The researcher has not come across any empirical evidence in any literature written on the topic thus, creating a gap in our knowledge of the subject. It is therefore, necessary to fill the gap by undertaking a research on "A survey of reading culture and library orientation of primary school pupils in Oju Local Government Area".

### **Methodology**

The research design that was used for this study was survey method. The population of the study consisted of all the public primary schools in Oju local Government area, Benue state. There are 38 public primary schools in Oju local Government area with total population of twenty four thousand, five hundred and fourteen pupils (24,514), (Area Education Office, 2020). The purposive sampling technique was used to select ten (10) public primary schools. To determine the class and the number of pupils to use in each sampled school, a purposive random sampling technique was used to select primary six (6) with a total population of 200 pupils selected to respond to the researcher's enquiries. 20 pupils from each selected school were randomly selected as respondents. The instrument for data collection was questionnaire. The researcher designed a questionnaire containing items on reading culture of children, hours spent on reading, availability of libraries and reading materials, sources of reading materials, factors hindering children from reading and measures to improve reading culture of children. It was a structured questionnaire that asked questions that were relevant to the study corresponding with the research objectives. Two hundred copies of the questionnaire were



distributed to the sampled schools, one hundred and ninety copies (190) were returned. Data collected were analyzed using frequency tables, mean and percentages.

**Findings and discussion of result**

Table 1: Reading culture of primary school pupils

| S/N | Items                                       | Yes | %    | No  | %    |
|-----|---|-----|------|-----|------|
| 1   | Do you usually read on daily basis          | 60  | 31.6 | 130 | 68.4 |
| 2   | Do you read newspapers daily                | 52  | 27.4 | 138 | 72.6 |
| 3   | Do you prefer playing to reading            | 110 | 57.8 | 80  | 42.2 |
| 4   | Do you prefer doing other things to reading | 115 | 60.5 | 75  | 39.5 |
| 5   | Do you read textbooks daily                 | 70  | 36.8 | 120 | 63.2 |
| 6   | Do you read magazines regularly             | 75  | 39.4 | 115 | 60.6 |
| 7   | Do you read story books daily               | 80  | 42.2 | 110 | 57.8 |
| 8   | Do you read novels daily                    | 85  | 44.7 | 105 | 55.3 |

Table 1 above provides information on the reading culture of pupils in public primary schools in Oju Local Government Area. The table shows that primary school pupils in Oju do not consider reading as a daily routine. This is evident in the responses of 130 participants (68.4%) who indicated that they do not read on daily basis; while 60 participants (31.6%) read on daily basis. On reading newspapers, 138 (72.6%) said they do not read newspapers daily; while 52 (27.4%) indicated they do. It was indicated that 110 (57.8) preferred playing to reading while 80 (42.2%) indicated interest in reading. 115 (60.5%) preferred doing other things to reading while 75 (39.5%) developed interest in reading; 120 participants (63.2%) indicated their dislike for reading textbooks daily while 70 (36.8%) registered their interest in reading textbooks. On reading magazines, 115 (60.5%) indicated they do not read magazines regularly while 75 (39.8%) do read magazines. 80 respondents (42.2%) indicated they read storybooks while 110 (57.8%) showed no interest in reading storybooks. 85 respondents (44.7%) agreed to have been reading novels while 105 (55.3%) have no interest in reading novels.

Table 2: Hours spent on reading

| S/N | Hours spent per day | Frequency | %    |
|-----|---------------------|-----------|------|
| 1   | Less than one hour  | 40        | 21.1 |
| 2   | 1 hour              | 90        | 47.4 |
| 3   | 1-2 hours           | 35        | 18.4 |
| 4   | 3-4 hours           | 15        | 7.9  |
| 5   | 4-5 hours           | 7         | 3.7  |
| 6   | Above 5 hours       | 3         | 1.5  |
| 7   | Total               | 190       | 100  |

The result in table 2 reveals that 40 participants (21.1%) spent less than an hour on reading per day. The majority of the participants, 90 (47.4%) spent one hour daily to read any material of interest, while 35 participants (18.4%) spent 1-2 hours daily on reading materials of interest. 15 participants (7.9 %) used 3-4 hours per day on reading, 7 participants (3.7 %) spent 4-5 a day to read while 3 participants (1.5 %) spent above 5 hours reading on daily basis.





Table 3: Available reading materials in schools

| S/N | Available materials                      | Available | %    | Not available | %    |
|-----|--|-----------|------|---------------|------|
| 1   | Textbooks                                | 160       | 84.2 | 30            | 15.8 |
| 2   | Notebooks                                | 180       | 94.7 | 10            | 5.3  |
| 3   | Newspapers                               | 20        | 10.5 | 170           | 89.5 |
| 4   | Magazines and pamphlets                  | 15        | 7.9  | 175           | 92.1 |
| 5   | Journals                                 | 22        | 11.6 | 168           | 88.4 |
| 6   | Story books                              | 120       | 63.2 | 70            | 36.8 |
| 7   | Pictures, charts, graphs and maps        | 50        | 26.3 | 140           | 73.7 |
| 8   | Dictionaries, Encyclopedias, and atlases | 36        | 18.9 | 154           | 81.1 |
| 9   | Novels and drama books                   | 56        | 29.5 | 134           | 70.5 |
| 10  | Comics                                   | 45        | 23.7 | 145           | 76.3 |

Table 3 reveals that textbooks (84.2 %), notebooks (94.7 %) and storybooks (63.2 %) are the only reading materials available in public primary schools to primary school pupils to use while newspapers (10.5 %), magazines and pamphlets (7.9 %), journals (11.6 %), pictures, charts, graphs and maps (26.3 %), dictionaries, encyclopedias and atlases (18.9 %), novels and drama books (29.5 %), and comics (23.7 %) are not available for use as reading materials in primary schools as indicated on the above table.

Table 4: Sources of reading materials depended upon by children

| S/N | Sources  | Frequency | %    |
|-----|----------|-----------|------|
| 1   | Library  | 10        | 5.3  |
| 2   | Teachers | 100       | 52.6 |
| 3   | Parents  | 50        | 26.3 |
| 4   | Friends  | 20        | 10.5 |
| 5   | Others   | 10        | 5.3  |

Table 4 shows that teachers (52.6%) and parents (26.3%) form the major source of reading materials for primary school pupils. This is as a result of notebooks given to pupils by their teachers to read and few textbooks bought by parents for their children to use. Friends (10.5%) are the next source of reading materials for the pupils. Other sources such as library (5.3%) and others (5.3%) do not form major sources of reading materials in primary schools. They form the least sources of reading materials for the pupils because of inadequate resources available.

Table 5: Factors hindering children from reading

| S/N | Factors                      | Frequency | %    |
|-----|------------------------------|-----------|------|
| 1   | Games                        | 30        | 15.8 |
| 2   | Absence of libraries         | 20        | 10.5 |
| 3   | Inadequate textbooks         | 35        | 18.4 |
| 4   | Lack of interest             | 16        | 8.5  |
| 5   | Absence of reading materials | 34        | 17.9 |
| 6   | Home assignment              | 18        | 9.5  |
| 7   | Domestic chores              | 17        | 8.9  |
| 8   | Watching of Television       | 20        | 10.5 |
| 9   | Total                        | 190       | 100% |

Table 5 shows that inadequate textbooks (18.4%), absence of reading materials (17.9%), games (15.8%), absence of libraries (10.5%) and watching of television (10.5%) are major factors hindering children from reading while lack of interest (8.5%), home assignment (9.5%) and domestic chores contribute less to the factors hindering children's reading in public primary schools in Oju.



Table 6: Measures to improve reading culture of children

| S/N | Measures  | Yes | %    | No | %    |
|-----|---|-----|------|----|------|
| 1   | Provision of library facilities                                   | 150 | 78.9 | 40 | 21.0 |
| 2   | Provision of relevant textbooks                                   | 160 | 84.2 | 30 | 15.8 |
| 3   | Inclusion of a period in the lesson timetable for reading         | 140 | 73.7 | 50 | 26.3 |
| 4   | Provision of stimulating materials for reading at home            | 165 | 86.8 | 25 | 13.2 |
| 5   | Use of library lesson be integrated into classroom work           | 145 | 73.3 | 45 | 23.7 |
| 6   | Employment of librarians to manage libraries in schools           | 170 | 89.5 | 20 | 10.5 |
| 7   | Variety of reading programs to stimulate pupils' reading interest | 148 | 77.9 | 42 | 22.1 |
| 8   | Reading assignments with subsequent tests on them                 | 130 | 68.4 | 60 | 31.6 |
| 9   | Establishment of functional libraries                             | 120 | 63.2 | 70 | 36.8 |
| 10  | Inclusion of interesting literature and story books               | 108 | 58.8 | 82 | 43.2 |

Table 6 shows that all the measures starting from number 1, provision of library facilities (78.9%), provision of relevant textbooks (84.2%) up to number 10, inclusion of interesting literature and story books are very necessary to stimulate children's reading interest and create the culture of reading regularly.

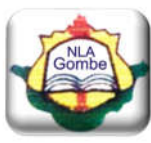
#### Discussion of findings

It is clear from the results of the first research question in the study that primary school pupils' reading culture is not encouraging. The result indicated that only 31.6% read on daily basis. The result also showed that primary school pupils only engaged in reading for examination purposes and not so much for personal development, knowledge or to be informed. The results also revealed that textbooks are the most important reading materials available to the pupils. This is not surprising since it was evident from the results that participants read mostly for examination. Their concentration on reading textbooks/lecture notes being given utmost priority attest to this fact. This result no doubt confirmed the assertion of some researchers. For instance, Busayo (2011), Ilogho (2015), Afful-Arthur & Tachie-Donkor (2016), and Igwe (2011) observed that the reading culture of Africans is poor. It should be noted that the present generation of African children, Nigeria inclusive, are the leaders of tomorrow. If their state of reading remains as it is now, the question then is what does the future holds for the development of reading in the continent of Africa and Nigeria in particular?. Should we accept that the future of Nigeria as becoming a literate society is bleak?

On the number of hours on average a child spent on reading daily, it was revealed that 18.4% read 1-2 hours on daily basis. The results showed that some children engaged in reading for less than an hour a day which indicated that children's reading culture at this part of the country is poor and needs improvement.

On the sources of reading materials, the result showed that teachers (notes), parents (textbooks) are the major sources of reading materials that the children wholly depended upon for their reading. It has been indicated already that they read only for purpose of examination; hence their dependence on teachers', notes and textbooks is not surprising. But the question is can good reading culture be developed through reading textbooks and teachers' notes alone? This remains a question to be addressed by all stakeholders in education.

On the available reading materials, textbooks (84.2%), notes (94.7%) and story books (63.2%) are the main reading resources available to the children. The existing reading resources as indicated are not enough to satisfy the reading needs of children who would want to form the habit of reading for personal development, knowledge and to be informed. All the other



materials available were not in adequate quantity. The effects of the absence of these resources are obvious. This would lead to inefficiency in achieving the aims and objectives of the school and educational system in Nigeria. To support the adequacy of resources, Kolade cited in Ode (2013) highlighted the requirements for a school library media centre to include adequate resources and efficient staff to acquire, select, organize and make teaching and learning resources available to both teachers and pupils.

On the measures to improve reading culture of children, all the items captured on table six (6) are necessary to support and hence reading culture of children. The provision of library facilities to the inclusion of interesting literature and story books are requisite measures to be put in place to stimulate reading culture of children.

### **Conclusion**

Essentially, improvement of children's reading habit and reading culture generally is a step in the direction of achieving quality education. As at present, this is a mirage. The task of encouraging positive reading interest in primary school pupils to foster and promote flair for reading that will promote reading culture is a task. All stakeholders in education, private sectors and concerned individuals should work together with a coordinated effort to achieve this goal.

### **Recommendation**

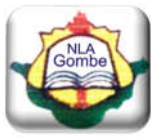
- Reading culture of primary school pupils should be improved through reading assignments with subsequent tests on them.
- Variety of reading materials should be provided to stimulate the pupils' reading habits
- Effective teaching about the use of libraries should be integrated into the classroom work, since this is discovered to be very effective
- Instructing pupils in the use of books and library should become an integral part of class work so as to shift their dependence from teachers as source of reading materials.
- There should be an inclusion of a period in the lesson time table for each class in the week for pupils to read in the library to increase their reading hours. This should be under a strict supervision and control of the teacher in charge at such a time.
- There should be libraries with adequate reading materials for the pupils.

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