

ANALYSIS OF TECHNOLOGICAL, INSTITUTIONAL AND SOCIO-ECONOMIC FACTORS THAT INFLUENCES POOR READING CULTURE AMONG SECONDARY SCHOOL STUDENTS IN NIGERIA

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Abstract

Purpose: *The study was carried out to analyze librarians' perception of technological, institutional and socio-economic factors that influences poor reading culture amongst secondary school students in Nigeria. The survey research design was adopted for this study with questionnaire as instrument for data collection. The population of study comprises of core librarians working with university libraries selected from four states namely Enugu, Abia, Imo and Rivers States. The purposive sampling technique was used to select ninety-seven (97) core librarians used for the study. Proliferation and availability of smart phones, chatting culture and social media were identified as technological factors influencing poor reading culture among secondary school students in Nigeria while the institutional / political factors include poor government implementation of educational policy, lack of recreational facilities in public libraries, inefficiency of school/public libraries, inadequacy of book resources in libraries etc. Also social-economic factors such as parents' literacy level/background, poor reading foundation from home, parents' financial disposition to providing reading resources, availability of home libraries were revealed as factors influencing poor reading culture. Recommendation was made in line with the findings.*

Keywords: *Institutional factors, Nigeria, Reading Culture, Secondary School, Socio-economic factors, Students, Technological factor.*

Introduction

The importance of reading and reading culture amongst the Nigerian child is no longer in doubt. The success of children in school depends to a large extent on their ability to read and comprehend, which is in turn dependent on the support we give in promoting reading habit (Oji and Habibu, 2011). It is imperative that children acquire positive reading habit which they would find useful as they live through life (Nwosu, 2015).

Education is the cornerstone of development (Tella and Akande, 2007). However, there can be no meaningful education without the people having the ability to read. Reading is an instrument for sustainable educational development in any nation of the world. Reading is therefore the force that propels education which in turn sponsors development. Education is a worthwhile venture as it is recognized worldwide as the most important engine that propels technological and national development (Ekpiwre, 2008). It is the core of the knowledge economy and learning society (Gyang, 2008). Sayita & Ahupa (2008) asserted that: education is a veritable tool for development of human capital. It is also acknowledged as the building block of social and economic reconstruction. Obviously, education is the most effective weapon for breaking the vicious circle of under development, ignorance, poverty, disease, economic dependency and political instability.

Education is the bedrock of national development with the advancement and development of a country depending on sound educational policies and robust structures in place (Ilogho and Michael Onuoha, 2015). Education is a determinant factor for the overall development of a country (Igwe and Uzuegbu, 2013). Education has one of its fundamental objectives to produce literate citizenry (Kolawole, 2009).

However, in the educational sector, Nigerian youths as noted by Okebukola, Owolabi and Onafowokan (2013) fail examinations not just because they do not read their school books, but because they lack mastery in reading, which to them is as a result of the deficiency carried over from primary schools. Oribabor (2014) recognizing the place of reading and reading culture asserted that: reading is highly important in our educational policy. Without reading there cannot be good and positive technology. We cannot develop in science orientated culture. A society that does not have reading culture is not a developing society, such society will remain stagnant not developing in the field of technological know-how.

Technological development from the above assertion is directly tied to the degree to which the people read. In which case, experiencing a breakthrough is not possible in society that lacks regard for reading culture. As noted by Ilogho and Michael-Onuoha (2015), addressing the decline in reading among Nigerian youths is an important subject of concern to educators, parents, government and other stakeholders, hence the need to analyze librarians perception of technological, institutional and socio-economic factors influencing poor reading culture amongst secondary school students in Nigeria. Reading is inseparably linked to learning and learning leads to an overall mental professional, and human development (Akanda, Eamim, Hoq and Hassan (2013)

Udosen (2011) summarizes the importance of reading as: *reading feeds the life of the mind with insights into humanity; the world, and the new way things work*. Reading is consistent, dedicated reading lifestyle which is the underlying basis for lifelong learning, long after graduating from school (Ilogho, 2015). It is the foundation upon which other academic skills are built thereby offering productive approach to improving vocabulary, word power and language (Oji and Habibn, 2011). Reading is a process that requires the use of complex thought procedures to interpret printed

symbols as meaningful units, and comprehend them as a thought unit, in order to understand a pointed message (Aina, Okusaga, Adebowale & Ogundipe, 2011).

Reading to Akanda, Hoq and Hasan (2013) is inseparably linked to learning while learning leads to an overall mental, professional, and human development. It does not only gives people new ideas, information and insights, it also helps them to become more complete in every aspect. Reading is a basic life skill, the cornerstone for a child's success in school, and indeed throughout life (Akindele, 2012).

Reading opens up a whole new world from which to see themselves and others. It enables creativity to blossom in the child. It gives them the tools to explore their talents while learning about themselves and their societies (Bello, 2011:15). It facilitates and deepens the learning activity and effective learning results in high academic, moral and skills development (Ogwu, 2010). Great and positive changes will come to the nation if all parents are involved in the act of inculcating reading culture in their children early enough (Akindele, 2012). According to Okebukola, Owolabi and Onafowokan (2013), a decline to in motivation to read have deleterious effects on the acquisition of reading achievement and comprehension, not only in language in classrooms but also in content area instruction, especially the sciences.

Reading culture or habit describes a regular engagement in the act of reading on a continuous basis (Ilogho, 2015). Doiron and Asselin (2010) citing Magara (2005) describe reading culture as one where reading is highly valued and appreciated in the society and where reading is regarded not simply as something developed for school purposes but something practiced in all aspects of our lives.

The state of intellectual decay and backwardness in Nigerian society is a reflection of the reluctant reading behavior displayed by both old and young adults. The influence of technological, institutional and socio-economic factors on reading and reading culture on the educational development in Nigeria is now a great concern to both stakeholders and non stakeholders in the sector. This is the basis for which this study is being carried out to really examine the issue from practicing librarians who are stakeholders in the education sector.

Statement of the Problem

Our generation of youths as reiterated by Ogwu (2010) is risking the future educational growth and development of our dear country by their refusal to imbibe the reading culture. Reading has become endangered species in Nigeria consequent upon the preference for the new media of communication over the printed book by most people (Nwosu, 2015).

The concern of this study therefore, is to examine the technological, institutional and socio-economic factors that influence poor reading culture in the Nigerian environment. Is technology really influencing poor reading culture? If yes, in what ways is technology affecting reading culture amongst Nigerian student. What are the institutional and political factors that influence poor reading culture amongst Nigerian students? Are there socio-economic factors influencing poor reading

culture? If there are, what are these socio-economic factors? Above all, what are the strategies that can be adopted to help improve reading culture among secondary school students in Nigeria? These are fundamental questions that this study wants to seek answers to by exploring the perception of practicing librarians on the technological, institutional and socio-economic factors influencing reading culture.

Objectives of the Study

The study is aimed at analysing librarians' perception of the various technological, institutional/political and socio-economic factors that influences poor reading culture amongst secondary school students in Nigeria. The specific objectives are to:

1. ascertain librarians' perception of the technological factors that influences poor reading culture among secondary school students in Nigeria;
2. determine librarians' perception of the institutional and political factors influencing poor reading culture among secondary school students in Nigeria;
3. establish librarians' perception of the socio-economic factors that influences poor reading culture amongst secondary school students in Nigeria and
4. determine strategies to adopt to improve reading culture among secondary school students.

Literature Review

There were many literatures on reading culture that were related to the present study and they were extensively reviewed. The aim of promoting reading habit according to Oji and Habib (2011) is to get the children and adolescent to read as part of daily life and to establish the reading of books as a habit that would always be needed and enjoyed throughout one's life time. In which case, when reading habit are inculcated into the children, it would go a long way to help them not just in school but throughout their life time. Reading therefore should be a continuous process. The impact of reading in people's life according to Thanuskodi (2011) is extraordinarily widespread, a reader to him, can learn new skills, be introduced to new facts, become more knowledgeable about the whole world and can be stimulated to both thought and emotion.

Bello (2011) observed that the reading culture among Nigerian children is tragically different in comparison to other developed nations. He further asserted that the past generation of Nigerians - our fathers and grandfathers had a remarkable thirst for knowledge through education despite the scarce resources that they contended with. Kolawole (2009) in his study noted that the school environment did not in any way encourage the development of positive attitude to reading because most school heads - principals and their assistants do not have any policy that will promote reading. He is of the view that having a well-defined policy would help in promoting reading culture. In other words, when the heads of schools lacks a clearly defined policy, developing the right attitude to reading then becomes problematic. Ruterana (2012) identified lack of suitable reading materials for every

reading type, need, and interest for all age groups of Rwanda readership, together with shortage of libraries as the most important impediment to foster a reading culture in Rwanda. He further argues that for a reading culture to emerge and be visible in Rwanda, reading should be more emphasized and instructional methods must be more interesting at all educational levels.

The findings of the study carried out by Ruterana (2012) also indicates that the lack of a reading culture was as a result of the colonial and post-colonial educational system, reliance on verbal communications, limited access to reading materials, and ultimately the mother tongue status of the Kinyawanda within the sociolinguistic configuration of Rwanda. Oji and Habibu (2011) noted that the decline in patronizing books began in Nigeria in the early 1980s, they cited Ibrahim (2010), pointing out that, with proliferation of television and video players, it was uncommon to see young men and women carrying books in their pocket and purse, sitting under trees perusing.

Igwe and Uzuegbu (2013) noted that the issue of poor reading culture in Nigeria is attributed to many factors such as unavailability of libraries in primary and secondary schools, lack of qualified librarians in schools, absence of public libraries in rural areas, poor attitude of government in the issue. Similarly, Fabunmi and Folorunsho (2010) in their study identifies computer and other media, harsh economic reality, societal demand for materialism, inadequate library materials among others as causes of poor reading culture of students in secondary schools.

Ogwu (2010) noted that the poor reading culture among Nigerian youths is due to factors such as the distraction by the fallouts from technological innovation in the world i.e. easy availability of the entertainment media, games and gambling, inadequate funding of educational institutions including funding of libraries, laboratories, workshops and computer units. Pitan (2013) contend that poor study habit can also be caused by poverty, which is an economic factor, that limits the interest to purchase books.

Ilogho and Micheal-Onuoha (2015) in their study identified several factors as being responsible for the ever increasing non-reading population, factors like sports activities, music art, party events and diverse kinds of ICT device such as internet, emails, computer games, ipods, DVD films, satellite TV programmes etc. These and many more to them, compete favourably for the attention of the majority of people especially young adults.

Anyanwu, Obichere & Ossai-Onah (2012), noted with dismay that children who are the future leaders of tomorrow has already shift attention from the library as repository of knowledge and are swimming along side with the wave of technological innovations. This situation apparently is healthy for the future of the children. However, the decline in reading culture according to Aliyu and Billkisu (2012) is an offshoot of technological advancement that has brought about overall changes in family, social, and economic condition. Kolawole (2009) pointed out that reading is not given adequate attention in the schools the way it ought to, and all the subjects teachers do not handle the teaching of reading while the reading activities

in the school are left to the discretion of students. This has the capacity to affect the development of reading culture.

Tunde - Awe (2014), based on her findings, recommended among others, that teachers should always strive to be efficient facilitators of reading, ensuring that learners maintain enhanced positive attitudes to extensive reading so that stakeholders will be motivated into supporting the school system fully. Also, Adekola (2012) suggested that greater attention should be paid to reading comprehension in the curriculum and that reading comprehension should be taught as a separate and compulsory course beginning from the primary to the tertiary institution. Oribarbo (2014), argues for the need to have careerists to guide student to develop interest in reading habit and how to speak English language fluently in the school through the constant use of literary and debating society, which involve arguments, speech making and quiz competitions.

Ogugua, Emerole, Egwim, Anyawu and Haco-Obasi (2015) identified strategies for developing reading culture to include introducing children to reading very early in lives, reading for contest, and to establish libraries in their classrooms as well as training of the teachers who will teach the children how to read. Fabummi and Folorunso (2010) suggest that libraries should be incorporated in all secondary schools in Nigeria with books and non-book materials especially audio-visual materials with professional librarians employed. According to Otike (2011), to develop a reading habit and forge the link between people with basic literacy skills and books, it is necessary for libraries and other stakeholders to reach out to the people.

The study carried out by Nwokocha (2014) affirms that secondary school boarding students spend more time especially after school hours to read and they perform better in academics. The implication of this shows that, institutional and environmental factor have a strong influence on the reading culture of the Nigerian child.

Tella an Akande (2007) revealed that inadequate book availability coupled with the lack of interesting children's literature and the fact that children used most of their time watching TV are factors affecting reading culture. The import of this is that if adequate book resources are provided for the children with reduction in hours spent watching movies, then, reading culture will improve significantly.

Similarly, Geske and Ozola (2008:71) concludes that the socio-economic position of a family considerably influences students reading literacy achievements. They observed that usually children from families with one or two children have better achievements in reading literacy, because they have comparatively more books and their parents have good education. Denessen (2007) citing Brooks-Gunn and Markman (2005), Goldenbrg (2001) observed that children from lower socio-economic status and ethnic minority families seem to have less text-based literacy experiences at home than their peers from higher socio-economic status families. The socio-political contexts of multicultural western countries according to Denessen (2007), have strong implications for early literacy development practices.

Tuned-Awe (2014) observed that most Nigerian adolescent learners face a lot of distractions that compete with the zeal to read, and this to her, is influenced by the advancement in digital literacy. She went further noting that the television, computer home video games, and the GSM communication contest with the love for reading books. A critical examination of the reviewed literatures showed that the various technological, institutional and socio-economic factors that affects reading culture has not been empirically studied from the perspectives of practicing librarians in the south-east geo-political zones of Nigeria.

Research method

The descriptive design was adopted for this study. The study covers university libraries in four states namely: Enugu, Abia, Imo states in South-east Nigeria and Rivers state in south-south geopolitical zones. The purposive sampling technique was used to select ninety-seven core librarians (97) used for the study. The instrument used in collecting data for the study was divided into four (4) sections with a total of forty-two items. The sections were based on the objectives of the study. The instrument was designed using 4 point rating scale of SA = Strongly Agree (4); A = Agree (3); D = Disagree (2) and SD = Strongly Disagree. The generated data was analysed using descriptive technique such as frequency, percentage.

Data Presentations and Findings

Research Question 1: What is the perception of librarians on the technological factors that influences poor reading culture among secondary school students?

Table 1: Technological Factors Influencing Poor Reading Culture

The technological factor that affects poor reading culture are:	SA(4)	A (3)	SD (2)	D(1)	MEAN	DECISION
Proliferation / availability of smartphones	56 57.7%	35 36.1%	3 3.1%	3 3.1%	3.48	A
The prevailing "chatting culture" amongst youths	56 55.7%	20 20.6%	16 16.5%	5 5.2%	3.31	A
Domineering influence of Facebook / other social media	48 49.6%	34 35.1%	1 1.1%	14 14.4%	3.20	A
Proliferation of social media that divert children's attention	54 216	16 48	17 34	10 10.3%	3.18	A
Too much time spent on telephone	31 31.9%	41 42.3%	14 14.4%	11 11.3%	2.95	R

Over dependence on technologies	30 30.9%	52 53.6%	5 5.6%	10 10.3%	3.05	R
Inadequacy of home reading technological resources	24 24.7%	57 58.8%	11 11.3%	5 5.2%	3.04	R
Over dependence on audio-visual resources	19 19.6%	58 59.8%	16 16.5%	4 4.1%	2.96	R
Too much time spent watching television with no educational value	32 32.9%	42 43.3%	9 9.3%	14 14.3%	2.96	R
Too much time spent on telephone	31 31.9%	41 42.3%	14 14.4%	11 11.3%	2.95	R
Over dependence on laptop / desktop etc	30 30.9%	46 47.7%	7 7.2%	14 14.4%	2.95	R

Significant mean = 3.10

Table 1 shows the technological factors influencing poor reading culture among secondary school students in Nigeria. At a significant mean of 3.10, it was discovered that proliferation and availability of smart phones is the major technological factor influencing poor reading culture (x = 3.48), this is followed by the prevailing “chatting culture” among student (x = 3.31). The domineering influence of facebook and other social media (x = 3.20) and proliferation of social media tools (x = 3.18) respectively were also seen to be having an influence on the poor reading culture among students.

Other technological factors were at insignificant level because their mean values were less than the significant mean value of 3.10. The technological factors were over dependence on technologies (x = 3.05), inadequacy of home reading technological resources (x = 3.03), over dependence on audio-visual resources (x = 2.95), too much time spent watching television (x = 2.95), too much time spent on telephone (x = 2.95), radio (x = 3.07), over dependence on laptop and desktop (x = 2.95).

Research Question 2: What is the perception of librarians on the institutional/political factors that influences poor reading culture among secondary school students?

Table 2: Institutional/political factors that influences poor reading culture

The institutional/political factors that affects poor reading culture are:	SA (4)	A (3)	SD (2)	D (1)	MEAN	DECISION
Poor government implementation of educational policy	45 46.4%	31 31.9%	17 17.5%	4 4.1%	3.21	A
Lack of recreational facilities in public libraries	24 24.7%	59 60.8%	9 9.3%	5 5.2%	3.05	A
Inefficiency of school libraries/public libraries	40 41.2%	33 34.0%	11 11.3%	13 13.4%	3.03	A
Inadequate funding of school libraries	29 29.9%	45 46.4%	19 19.6%	4 4.1%	3.02	A
Poor government attention to the needs of school children	33 34.0%	45 36.4%	4 4.1%	16 16.5%	3.00	A
Inadequacy of book resources in libraries Unavailability of audio	41 42.3%	34 35.1%	3 3.1%	19 19.6%	3.01	A
visual resources in libraries	19 19.6%	54 55.7%	18 18.6%	6 6.2%	2.89	A
Location of public libraries	6 6.2%	54 55.7%	18 18.6%	19 19.6%	2.49	R
Non awareness of the existence of public libraries	8 8.2	49 50.5	22 22.7	18 18.6	2.49	R
Elitist location of public libraries in cities to the detriment of rural areas	3 3.1%	41 42.3%	13 13.4%	40 41.2%	2.07	R

Significant Mean = 2.82

Table 2 shows the institutional and political factors that influences poor reading culture. At a significant mean value of 2.82, different institutional and political factors were identified. These factors include: poor government implementation of educational policy (x = 3.21), lack of recreational facilities in public libraries (x = 3.05), inefficiency of school libraries/public libraries (x = 3.03). Inadequate funding of school libraries (x = 3.02), inadequacy of book resources in libraries (x = 3.00) and poor government attention to the needs of school children (x = 3.00) respectively and unavailability of audio-visual resources in libraries (x = 2.89). Other

institutional / political factors influencing poor reading culture were at insignificant level because their significant mean value below the significant mean value of 2.82. These factors are elitist location of public libraries in cities to the detriment of rural areas ($x = 2.07$), location of public libraries ($x = 2.48$) and non-awareness of the existence of public libraries ($x = 2.48$).

Research Question 3: What is the perception of librarians on the technological factors that influences poor reading culture among secondary school students?

Table 3: Socio-Economic factors influencing poor reading culture

The socio-economic factors that affects poor reading culture are:	SA(4)	A (3)	SD (2)	D (1)	MEAN	DECISION
Parents' literacy level/ background	37 38.1%	26 26.8%	15 15.5%	19 19.6%	3.21	A
Poor reading foundation from home	43 44.3%	35 36.1%	13 13.4%	6 6.2%	3.19	A
Parents' employment status	19 19.6%	33 34.0%	22 22.6%	23 23.7%	3.03	A
Parents' financial disposition to providing reading resources	34 35.1%	32 32.9%	10 10.3%	21 21.6%	3.02	A
Parents' attitude towards reading	25 25.8%	37 38.1%	19 19.5%	16 16.5%	3.01	A
Unavailability of home-libraries/lack of novels for home reading	30 30.9%	35 36.1%	15 15.5%	17 17.5%	3.01	A
Domineering influence of Nigerian movies	38 39.2%	29 29.8%	14 14.4%	16 16.3%	2.93	A
Unavailability of reading facilities {chairs, tables, light	32 32.9%	15 15.5%	41 42.5%	9 9.36%	2.89	R
Negligence of parental role	30 30.9%	36 27.1%	16 16.5%	15 15.5%	2.85	R
Peer group distracting influence	28 28.7%	36 37.6%	15 15.5%	18 18.6%	2.76	R
etc) Language barrier	17 17.5%	25 25.8%	19 19.6%	36 37.1%	2.24	R

Significant Mean = 2.92

Table 3 shows the socio-economic factors that influences poor reading culture. At a significant mean value of 2.92, the following socio-economic factors were identified, parents literacy level/background ($x = 3.21$), poor reading foundation

from home ($x = 3.03$), parents financial resources ($x = 3.00$), unavailability of home libraries ($x = 3.00$) and the domineering influence of Nigerian movies ($x = 2.92$). Other socio economic factors were at insignificant level because their mean values were less than the significant mean value of 2.92. These factors include negligence of parental role ($x = 2.84$), peer group distracting influence ($x = 2.76$), unavailability of reading facilities ($x = 2.88$) and language barrier ($x = 2.24$).

Research Question 4: What the strategies that can be adopted to improve reading culture among secondary school students?

Table 4: Strategies to adopt to improve reading culture

VARIABLE	SA(4)	A (3)	SD (2)	D(1)	MEAN	DECISION
Effective implementation of educational policies	39 40.2%	48 49.4%	7 7.2%	3 3.1%	3.27	A
Stocking school libraries with relevant books	40 41.2%	34 35.1%	16 16.5%	7 7.2%	3.10	A
Adequate provision of books by parents / school libraries	41 42.5%	33 34.0%	14 14.4%	9 9.6%	3.09	A
Introduction of reading competitions between schools with motivating prizes	42 43.2%	31 31.9%	13 13.4	11 11.3%	3.07	A
Creating compulsory library hour in all schools	45 46.4%	26 26.8%	8 8.2%	18 18.6%	3.01	A
Provision of enabling learning environment that encourages reading	34 (36.1%)	38 39.2%	13 13.4%	12 12.1%	2.97	R
Introduction of compulsory library tours	36 37.1%	33 34.0%	14 14.4%	14 14.4%	2.94	R
Creating of good library environment	32 32.9%	43 44.3%	5 5.2%	17 17.5%	2.93	R
Encouragement from parents	35 36.1%	29	16 16.5%	17 17%	2.85	R
Re-introduction of bedtime stories	29 29.9%	34 35.1%	22 22.7	12 12.4%	2.82	R

Significant mean = 3.01

Table 4 shows the strategies that can be adopted to improve reading culture among secondary school students. At a significant mean value of 3.01, the identified factors include effective implementation of educational policies ($x = 3.27$), stocking school libraries with relevant books ($x = 3.10$), adequate provision of books by parent/school libraries ($x = 3.09$), introduction of reading competitions between

schools with motivating prizes and creating compulsory library hour in all schools ($x = 3.01$). Other strategies were at insignificant level because their mean values were less than the significant mean value of 3.01. The strategies are encouragement from parent ($x = 2.85$), creating of good library environment ($x = 2.93$), re-introduction of bedtime stories ($x = 2.82$) and provision of enabling learning environment that encourages reading ($x = 2.97$).

Discussion of findings

Technological Factors: Findings show that proliferation and availability of smart phones, chatting culture, facebook and proliferation of social media tools are the major technological factors influencing poor reading culture among students. This is in agreement with Aliyu and Billkisu (2012) that the decline in reading culture is an off shoot of technological advancement that has brought about overall changes in family, social and economic condition.

Institutional / Political Factors: findings indicates poor government implementation of educational policy, lack of recreational facilities in public libraries, inefficiency of school / public libraries, inadequacy of book resources in libraries, inadequacy of book resources in libraries as well as poor government attention to the needs of school children are the major institutional and political factors influencing poor reading culture amongst Nigerian students. This is similar to observation of Igwe and Uzuegbu (2013) when they noted that absence of public libraries in rural areas and poor attitude of government affects reading culture in Nigeria. The findings further corroborates the finding of Fabumni & Folorunsho (2010) who identified inadequate library materials among others as cause of poor reading culture of students in secondary school. It is disheartening, that government still neglects public and school libraries despite the central place they occupy in the education sector

Social-Economic Factors: findings shows that parents' literacy level / background, poor reading foundation from home, parents' financial disposition to providing reading resources, unavailability of home libraries and watching of Nigerian movies are the socio-economic factors influencing poor reading culture amongst Nigerian students. This is in agreement with the findings of Ilogho & Micheal-Onuoha (2015) who identified DVD films as one of the several factors responsible for the ever increasing non-reading population. It is surprising that peer group score below the mean rating of 2.92.

Strategies For Improving Reading Culture: strategies for improving reading culture shows that effective implementation of educational policies, stocking school libraries with relevant books, adequate provision of books by parent/school libraries, introduction of reading competition between schools and creation of compulsory library hour are strategies that can be employed to improve reading culture among secondary school students in Nigeria. This aligns with Ogugua, Emerole, Egwim, Anyanwu and Haco-Obasi (2015) who included reading for contest as part of the strategies for developing reading culture. This also is in

agreement with Fabummi & Folorunso (2010) that libraries should be incorporated in all secondary schools in Nigeria with books and non-book materials.

Conclusion

This study has revealed the technological, institutional / political and socio-economic factors influencing poor reading culture amongst secondary school students in Nigeria. The study established that technological factors such as proliferation of smart phones, social media tools and chatting culture is having an undue influence on students reading culture.

Also negligence of the education sector through poor implementation of education policy, unavailability of book resources and inefficiency of school/public libraries contributes significantly to poor reading culture. The study further provided empirical evidence on the influence of parent' literacy level / background, poor reading foundation from home combined with parents financial disposition to provide reading resources leads to decline in reading culture. No doubt is worth concluding that the factors contributing to poor reading culture in Nigeria is multi-dimension in nature.

Recommendation

In view of the findings, the study recommends that government policies relating to education and establishment of functional school library in Nigerian schools should be fully implemented. Efforts should be made to ensure that school libraries in Nigeria are fully equipped with modern facilities and current information resources that can re-direct the children's mind to the book. Also, parents should endeavour to lay good reading foundation at home at an early stage of the child in line with the scriptural truth of that says "train a child the way he/she should go and when he/she is old, they will not depart from it". Furthermore, parents should endeavour to provide home-reading resources and conducive environment that can motivate the child to read.

Compulsory reading hour can be introduced into the school programmes and practical steps should be taken to ensure that the children participate fully in the compulsory reading hour. Access to smart phones among the school children should be restricted as smart phone grants them access to online environment where they chart away their precious time that could have been devoted to reading.

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