Reading Anxiety as Correlate of Students' Performance in Introduction to Library Studies in Michael Otedola College of Primary Education, Lagos State, Nigeria

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Abstract

This study investigated reading anxiety as correlate of students' performance in introduction to library studies in Michael Otedola College of Primary Education, Lagos State. This is for the purpose of ascertaining the relationship between reading anxiety and students' performance in library studies course in Michael Otedola College of Primary Education, Lagos State. The descriptive research design was adopted, while simple random sampling technique was used to select students for the study. A total of 568 students (271 males and 297 females) participated in the study. A structured questionnaire tagged "Students' Reading Anxiety and Academic Performance in introduction to library studies in Michael Otedola Colleges of Primary Education, Lagos State, Nigeria (QSRAAPILSMOCPED)" with the reliability coefficient of 0.88 was used for data collected. Three research questions were answered in the course of the study. The result showed that students reading anxiety was at average level, while students' performance in the use of library courses in Michael Otedola Colleges of Primary Education in southwest Nigeria was low. The finding also revealed a significant relationship between students' reading anxiety and students' performance in introduction to library studies in Michael Otedola College of Primary Education. Therefore reading anxiety could be considered as a significant correlate of students' performance in introduction to library studies in Michael Otedola College of Primary Education.

Key words: Reading anxiety, Students' performance and Introduction to library studies

Introduction

Reading is essential for progressive learning in an academic context, as it has been established that the basic components of learning and students choice of subject interest rest on their reading ability. Educators generally encourage students to read outside the classroom during their leisure time in order to increase reading comprehension, vocabulary, general knowledge and cultural awareness. Reading is the gateway to educational progress, students' ability to read as well as read well can make an enormous difference in their academic performance, career potential and personal success. Reading is therefore said to be the bed rock of all forms of learning activities and culminating in literacy. One of the most important factors in education is ability to read, understand and critically apprehend the text. Reading development involves complex interactive and dynamic progress among students, the inability to read well may make a student fall behind academically compared with other members of the class.

Student' performance is very important in any educational scenery, students' performance is the level of students' competence in respect to academic achievement. The term students' performance is the grades which represent the universally accepted indicator of students' academic outcome/achievement in educational contexts. Indeed, academic achievement does create competition among students, and it emphasises the focus in the academic content of a course, academic achievement is the prerequisite for attaining success on academics, and equally important competence in life after school (Ladipo and Gbotosho 2015). Students' performance or academic achievement determines whether a student is considered to be successful or not and as a result it is very important in education. Reading difficulties and problems have also assumed an alarming dimension in Nigeria education sector, due to high rates of failures recorded in national and international examinations and has become a stern concern for the nation, (Fakeye, 2002 and Achimugu, 2005).

Students who have issues with reading are sometimes described as poor, reluctant or struggling readers, studies tends to focus more on students' reading habit than their reading problems, it is important to help students improve their reading skills, and researcher should not neglect the emotional aspect of reading experience such as, reading anxiety. Reading anxiety is an apprehension or worry that learners experience while they are reading their target language. Reading anxiety is the fear students experience when performing reading task. Reading anxiety can result in students' physical and cognitive reactions, physical reactions may include the release of adrenaline and symptoms such as sweating, feeling shaky, a pounding heart, rapid breathing and stomach ache. Cognitive reactions may include an overwhelming sense of dread, low self-esteem, feelings of helplessness and expectations of public humiliation (Jalongo and Hirsh, 2010, Zhou, 2017). Students with high levels of reading anxiety tend to show symptoms or manifest certain behaviours to cope with the reading situation they are in, reading anxiety is that nervous feeling student sometimes has when they are to embark on reading task. Several studies have discovered relationship between reading anxiety and students' academic performance in schools.

The course introduction to library studies is a general studies education course which is aimed at exposing students to variety of information that enhance academic excellence. Introduction to library studies as a general course introduce students to the knowledge of the library which is an integral part of an academic institution and it deals with routines in the library, types of libraries, different stocks of the library, collection development policies in the library, operations in the library and the organisational structure of the library. This

course introduce students to study skills, information literacy skills and different sources of information. The library is primarily set up to acquire, organise, store make accessible to users within the quickest possible time, all forms of information materials which they require. The course introduction to library studies is tagged GSE 112 and it is being handled by qualified librarians in colleges of education.

According to Eysenck, Santos, Derakshan and Calvo (2007) a student experiencing high level of reading anxiety will have academic difficulty which may interference on his or her work, as a result of this student will develop a reducing working memory which may restrain the student from using reading strategies, drawing on background knowledge, or monitoring comprehension, (Hou, 2013; Shoa, 2014; Mohammad and Ghafournia, 2015). An improved reading ability is very significant to help reader comprehend the text in the act of reading, the implementation of special reading technique enables more efficient use of students' time (Kuru- Gonen, 2015 and Sen, 2009). Consistent reading is an effective process targeted at solving reading problems encountered by students while reading academic material (Lien, 2011).

Reading is one of the most essential vital skills a student can learn. However, many children experience learning difficulties while learning to read, which are grossly undiagnosed, or detected and not remediated and resulted in reading anxiety. It is therefore, essential that reading difficulties be recognised and diagnosed as well as remediated (Guadalupe, Lopez, and Zubira, 2008). Some of the effects of failure to read are widely acknowledged as cogent argument and good evidences through copious research have revealed that children, who encounter problems in the beginning stages of learning to read fall academically behind their peers. In arguing the importance of students' ability to read, Palani (2012) stated that being able to read effectively is the most important avenue for effective and academic achievement. It is therefore necessary that students should engage in good reading to improve their reading ability. Also Scott and Saaiman (2016) stressed the necessity of introducing children to reading activities early in life in order to develop good reading habits, they will then transcend into improved academic reading skills.

Reading and emotion get connected in the same way that classical conditioning operates. According to Sari (2017) an initiall neutral stimulus like reading aloud is repeatedly paired with a noxious unconditioned stimulus such as teacher judgment, peer ridicule and, as a result of this pairing, the learner forms an association between reading and negative emotions.

Suppose a student who struggles with reading is called upon to read a passage of text aloud or when students are doing group reading. The task activates the amygdale, the part of the brain which elicits an immediate sense of dread and fear. Kemidikbud (2012) reported a data of UNESCO 2012 that the index reading in Indonesia reached 0,0001, this means from 1000 population only one resident show interest in reading. Therefore low reading interest can be explained by the fact that Indonesians prefer to receive information from spoken word to print form.

Reading anxiety is a difficulty of reading or a reading problem student may have and it has become issue of concern for the nation, studies efforts on reading anxiety or reading problems are very vital for educational growth and development. If students do not read much, they do not get better information, which may result to increase low information awareness and high level of failure, reading problems make students dislike reading. Hence, reading is an essential condition for learning, and determining factor of national development become the percentage of people who can read and write will affect gross national productivity of a nation. Yuksel and Yuksel (2012) stated that when solving reading problem in student there is need to arrange a problem solving strategies (reading strategies) as for those which help students to adjust their reading rate, re-reading difficulties and pausing to think of what they are reading.

Several studies have recognized that reading anxiety is one of the main factor that hamper learning process (Jafarigohar and Behrooznia, 2012; Mukminin and McMahon, 2013; Naghadeh, Persa, Naghadeh, and Naghadeh, 2014; Barzegar and Hadidi, 2016). Sari (2013) citing Saito et al. (1999) revealed the issue of foreign language and reading anxiety, this is the anxiety learners experience when reading foreign language. Students experiencing reading anxiety will have interfering thoughts that may reduce his or her working memory (Eysenck, Santos, Derakshan, & Calvo, 2007). Sari (2013) revealed that that level of reading anxiety among English major undergraduate student in UNI Raden Fatah Palembang was high, and this significantly affect their performance. Also Jalono and Hirsh (2010) in a study on understanding reading anxiety, on new insights from neuroscence established that reading anxiety affect learning ability in child education development. Ladipo and Gbotosho (2015) identified low level of reading anxiety among medical students in the university of Ibadan and a positive relationship between reading habit and academic achievement of medical students in University of Ibadan, therefore concluded that reading anxiety affect students' performance. Onovughe (2012) reported that there is a positive relationship between

students' academic achievement and reading ability such that for every one level decrease in reading phobia in student, there is 9% increase in academic achievement of students.

Studies have also established poor reading habit among school students in Nigeria, which has resulted in poor performance of students in both internal and external examinations. Ameyaw and Anto (2018) examined reading anxiety among students and its effect on academic performance of Eastbank senior high school students. Aramide (2015) investigated the effect of parental background factors on reading habits of secondary school students in Ogun state, Nigeria; Haliru, Marjanatu, Mohammed and Dangani (2015) also assessed the reading habit among secondary school students in Kaduna metropolis, Obaisi (2014) worked on the effect of remedial reading strategies on secondary school students' attitude and academic achievement in reading English comprehension in Ekiti state, Nigeria; Sheed, (2017) studied educational media utilisation, cognitive style and demographic variables as correlates of reading habit of private secondary school students in Oyo state, Nigeria. All these studies have established relationship between reading and students' performance either positively or negatively depending on the reading concept (either reading habit or anxiety).

All these studies established a downward trend in reading among student, although Aramide (2015) and Obaisi (2014) blamed the downward trends on students' reading non-exposure of these students to using the library resources at an early stage of their educational endeavours. They stressed that many students have not identify the need to use library resources to tackle their academic difficulties, in same vain the National Commission for Colleges of Education (NCCE) has compelled the teaching of the use of library as a course in Nigeria's colleges of education. Therefore, this study sought to investigate reading anxiety as correlate of students' performance in the Use of Library Course in Michael Otedola Colleges of Education in Lagos State, Nigeria.

Objectives of the study

The main objective of this study is to investigate the relationship between reading anxiety, and students' performance in introduction to library studies among students in Michael Otedola Colleges of Primary Education Lagos State, Nigeria. The specific objectives are: To

1. examine the level of reading anxiety among students in Michael Otedola Colleges of Primary Education, Lagos State, Nigeria;

2.	examine students performance in the introduction to library studies in Michael Otedola Colleges of Primary Education, Lagos State, Nigeria;

3.	find out the relationship between reading anxiety and students performance in the introduction to library studies in Michael Otedola Colleges of Primary Education, Lagos State, Nigeria;

Research Questions

This study will provide answer to the following research questions:

1.	What is the level of reading anxiety among students in Michael Otedola Colleges of Primary Education, Lagos State, Nigeria?

2.	What is the performance of students in the introduction to library studies in Michael Otedola Colleges of Primary Education, Lagos State, Nigeria?

3.	What the relationship between reading anxiety and students performance in the introduction to library studies in Michael Otedola Colleges of Primary Education, Lagos State, Nigeria?

Methodology

Research Design

The study adopted a descriptive survey design of correlation type. This design was adopted for the study because it was considered the appropriate method in obtaining reliable information about the variables investigated in the study, there was no manipulation of any variable.

Population and Sampling Techniques

The total population for this study comprises of all students in Michael Otedola Colleges of Primary Education in Lagos State Nigeria (from 100-300 level). Simple random sampling method was used to select students for the study. This method was employed for equal representation of respondents for the study. Meanwhile sample of 600 students were randomly selected for the study using simple random sampling technique.

Instrumentation

The main instrument for data collection is the structured questionnaire tagged Questionnaire on Students' Reading Anxiety and Academic Performance in introduction to library studies in Michael Otedola Colleges of Primary Education, Lagos State, Nigeria (QSRAPILSMOCPED). The questionnaire was administered to students in Michael Otedola

Colleges of Primary Education. The items were designed to elicit information on Reading Anxiety and Academic Performance in Introduction to Library Studies (GSE112) in Michael Otedola Colleges of Primary Education, students' performance was based on three years academic performance of students in introduction to library studies. The questionnaire was validated and trial-tested on 20 students apart from those used for the study. The reliability coefficient is 0.88 which was found reliable and adequate for the study.

Data Analysis

The data collected were analysed using frequency, percentage, mean, standard deviation and person product moment correlation.

Response rate

The sample for the study consisted of 600 students, out of which 568 (94.6%) copies were found usable and valid for analysis

Findings

Table 1: Demographic information of respondents

Item	frequency	Percentage
Gender		
Female	297	52.3
Male	271	47.7
Total	**568**	**100.0**
Level		
100	180	31.7
200	235	41.3
300	153	27.0
Total	**568**	**100.0**

Table 1 presented the demographic information of respondents in the study, the table revealed that higher percentage of the respondents were female, this indicates that there are high numbers of female students in Michael Otedola Colleges of Primary Education in Lagos State Nigeria. Also, on respondents' educational level, the table revealed that there were more respondents representation in 200 level, followed by 100 level, while 300level had the least representation.

Table 2: Students' reading anxiety in MOCPED

Items	SA	A	D	SD	Mean	SD
I get tired and bored when I'm trying to reading books in the library	82 14.4%	110 19.4%	232 40.8%	144 25.4%	2.79	.95
I am not smart enough to read well.	73 12.9%	131 23.1%	211 37.1%	153 26.9%	2.70	1.14
Mostly when reading book water falls from my eyes and I get tired of the reading	53 9.3%	110 19.4%	177 31.2%	228 40.1%	2.65	1.08
My inability to learning new words is the most difficult part of reading.	62 10.9%	139 24.5%	203 35.7%	164 28.9%	2.46	1.30
Other students read better than me, and i accept they are better than mine.	75 13.2%	101 17.8%	245 43.1%	147 25.9%	2.46	1.22
I read majorly to pass exams	134 23.6%	244 43.0%	138 24.3%	52 9.2%	2.37	1.27
My course mate may laugh at me if I do not pronounce words correctly	62 10.9%	133 23.4%	259 45.6%	114 20.1%	2.29	1.05
I do not like how my heart beats each time I have to read.	48 8.5%	134 23.6%	255 44.9%	131 23.1%	2.15	1.25
Reading is sometimes a form of punishment for me	55 9.7%	147 25.9%	257 45.2%	109 19.2%	2.14	1.26
I have phobia for read alone, and reading in the library is a problem for me too.	46 8.1%	135 23.8%	260 45.8%	127 22.4%	2.09	1.04
I cannot read well without the help of others.	27 4.8%	110 19.4%	238 41.9%	193 34.0%	2.07	1.22
When I am unable to read a word quickly, I seek the assistance of fellow students	32 5.6%	105 18.5%	261 46.0%	170 29.9%	2.02	1.17
I constantly forget what I have read even if I have just read it.	12 2.1%	78 13.7%	217 38.2%	261 46.0%	2.00	.95
My fear is that my lecturers may disgrace me when called to read during lectures	3 .5%	27 4.8%	244 43.0%	294 51.8%	1.98	1.14
Wrong pronunciation of words may ridicule me while reading aloud	188 33.1%	166 29.2%	156 27.5%	58 10.2%	1.91	1.28
N= 568			**Weighted mean = 2.27**			

Table 2 above showed students' reading anxiety in MOCPED, the finding revealed that higher percentage of students don't get tired and bored when they are trying to reading books in the library ($\bar{x}$=2.79), while majority of them were smart enough to read well ($\bar{x}$=2.70). Also most of the students don't have problem of water falling from their eyes while reading ($\bar{x}$=2.65), on the other hand students have less fear of lecturers disgracing students when called to read during lectures ($\bar{x}$=1.98), and they had less problem of wrong pronunciation of words which may ridicule them while reading ($\bar{x}$=1.91).

Table 3:   Test of norm table for student reading anxiety in MOCPED

Interval	Total mean score	Remark
1-20		Low level of SRA
21-40	**34.05**	Average level of SRA
41-60		High Level of SRA

Table 3 shows that the occurrence of students reading anxiety in MOCPED was on the average. Thus, the overall mean score of students reading anxiety scale of 34.05 falls within the interval distribution of 21 and 40 which is average frequency of reading anxiety. This implies that students in MOCPED averagely have reading anxiety or reading problems.

Table 4: Students' performance in the introduction to library studies in MOCPED

Year of exam.	Excellent	V. Good	Good	V. fair	fair	Fail	Mean	S.D
2016/17	3	15	41	52	204	94	2.61	.64
2017/18	10	15	140	58	207	75	2.93	.86
2018/19	12	46	102	161	202	82	3.15	.90
Weighted mean = 2.54								

Table 4 above showed students' performance in introduction to library studies in MOCPED for the period of three years, the findings revealed that higher percentage of students were of average performance. This table showed that higher percentage of students' result were fair when few were good, only very few had excellent result in the use of library course. This implies that students performance is relatively low, since the weighted mean (2.54) is less than the criterion mean (3.00).

Table 5: Relationship between reading anxiety and students' performance in the Use of Library Course in MOCPED

Variable	Mean	Std. Dev.	N	R	P	Remark
Reading anxiety	2.27	1.15				
			568	0.496	0.000	
Students' Performance	2.54	0.60				

Table 5 revealed that there was significant relationship between reading anxiety and students' performance in introduction to library studies in MOCPED. (R=0.496* N=568, P<.05). This connotes that reading anxiety had a positive relationship with students' performance in the use of library course.

Discussion of findings

The findings revealed that students in MOCPED exhibited an average level of reading anxiety, also the finding revealed that students don't get tired and bored when they are trying to reading books in the library, while majority of them are smart enough to read well. Most of the students don't have problem of water falling from their eyes while reading, on the other hand students have less fear of lecturers disgracing them when called to reading during lectures, wrong pronunciation of words also ridicule them while reading. This finding is in variance with Eysenck, Santos, Derakshan and Calvo (2007), Hou (2013); Shoa (2014) and Mohammadpur and Ghafournia, (2015) who stipulated that students experiencing high level of reading anxiety will have academic difficulty. Also Sari (2013) reported a high level of reading anxiety among English major undergraduate students in UNI Raden Fatah Palembang. The finding is in agreement with Sari (2013) reported the issue of foreign language reading anxiety, he stayed that the anxiety a learners experience when reading foreign language is high which will have interfering thoughts that will reduce his or her working memory. Ladipo and Gbotosho (2015) identified low level of reading anxiety among medical students in the University of Ibadan

Furthermore, students' performance in introduction to library studies in Michael Otedola College of Primary Education is low. This finding is in agreement with Hou (2013); Shoa (2014) and Mohammadpur and Ghafournia, (2015) who stipulated that high level of reading anxiety will have academic difficulty which may have interference on his or her work, as a result of this students will develop a reducing working memory which may restrain them from using reading strategies, drawing on background knowledge, or monitoring comprehension. Also Ladipo and Gbotosho (2015) reported that medical students with records of reading difficulty have problem with their performance in the University of Ibadan and they concluded that reading anxiety affect students' performance.

Also the study revealed a significant relationship between reading anxiety and students' performance in introduction to library studies in Michael Otedola College of Primary Education. This finding is supported by Scott and Saaiman (2016) who stressed the necessity of introducing children to reading for pleasure in order to develop good reading habits, which will transcend into improved academic reading skills. Ladipo and Gbotosho (2015) reported a positive relationship between reading habit and academic achievement of medical students in

University of Ibadan, Onovughe (2012) also reported that there is a positive relationship between students' academic achievement and reading ability.

Conclusion and recommendations

The study investigated reading anxiety as a correlate of students' performance in introduction to library studies in Michael Otedola College of Primary Education in South-west, Nigeria. The variable has significant effect on students' performance in colleges of education and lifelong learning. it was specifically found that there was a significant relationship between reading anxiety and students' performance in Michael Otedola College of Primary Education. Based on the findings of this study, the following recommendations were made:

1. The college management should stock the library with up-to-date materials both print and electronic resources, this will encourage and attract students reading more in the library

2. Lecturers and educators should encourage their students to use the library and not to only read lecture notes but other reading materials like novels and fiction materials, also lecturers should incorporate exercise and assignment that will enhance reading habit of students and guide them in reading comprehension for effective teacher education programs.

3. Colleges of education academic board should approve reading related courses like communication skill, study skills and curriculum design that will encourage reading for effective teacher education programs and life-long reading habit among students

4. Most importantly, lecturers should engage their students in several assignments and lesson presentations and it should form a part of the assessment process of students to encourage them to improve their reading abilities.

5. Parents should also persuade and encourage their children to cultivate a good reading habit and skill at their early stage in life, so that reading becomes part of their life.

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