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Reading Habits Amongst Undergraduate Students: Case Study of Michael and Cecilia Ibru University, (MCIU)Agbarha-Otor

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ABSTRACT

This study investigates reading habits amongst undergraduate students. Thus, the study discovered among others, the meaning of reading and the types of reading habits usually engage in by undergraduate students. To achieve this study, four (4) research objectives and from which the research questions were derived were formulated and they are: to ascertain the time spent by undergraduate students in reading; to identify the various reading habits of undergraduate students; to determine the factors affecting the reading habits of undergraduate students; to know the effect reading habits has on undergraduate students. The study adopted a descriptive research method which gives room for the collection of data through questionnaire. The data collected were presented using frequency distribution, tables, figures and percentage. Data collected were also interpreted and analyzed to arrive at the findings of the study. The study discovered among others, that the respondents spent majorly two to four hours (2-4) in reading; also it indicated that series of assignment, personal busy schedule, poor lightings, poor library environment, parental socio-economic status and inadequate books are majorly the factors that affect the reading habits of the respondents either positively or negatively by the respondents again, it revealed that good reading habits helps to boost ones reading speed, widens ones experiences and knowledge, makes one to keep abreast of what is happening per time, it serves as a means of entertainment and above all, it brings about good performance in a given task. The study was concluded by given recommendations to the above findings so as to have good reading habits or culture.

Keywords: Reading, Reading habits, Types of reading habits, Effects of reading habits

INTRODUCTION

For anybody to be successful in any life's endeavour, reading as a habit cannot be wished away. Of all the language skills, the reading skill is very relevant in comprehension and success for student. Rubin (2002) as quoted by Aina, Ogungbemi, Adigun, Akesode and Ogundipe (2011) described reading as a total integrative process that starts with the reader and includes the affective, perceptual and cognitive domains. Through reading, therefore, an individual gets developed in the three domains of education. Reading can therefore develop the individual affectively, cognitively as well as his psychomotor traits. To succeed in school, and invariably in life, means to be competent in reading.

Reading is the meaningful interpretation of visual or graphical symbols (Nuttal, 1982).

Reading is a medium through which knowledge can be sought for and it is also a means where one can relax his or her nerves. In doing this one horizon is been broaden and the written words inscribed on a white surface area helps in entertainment. Reading is said to be a means of language acquisition, communication and sharing information and ideas (Rwanda Book Development Initiative, 2011).

As it is rightly stated, "**Readers are Leaders**" automatically when you don't engage in reading it therefore means as a person you cannot lead well because the person in question lacks the prerequisite that enables him or her to carry out the role of leading. The researchers would like to state at this junction that learning to read and reading is a life time process and the ability to read increases ones interest and the provision of the enabling environment to get it accomplished. Jesus as a child growing up, He was passionately in the act of reading that was why the Holy Book declared in Luke chapter two verse fifty-two (2:52) that He (Jesus) grew in wisdom and stature as such He finds favour with God and man. Jesus grew in wisdom because he acquired

information from deliberate and conscious reading of scrolls and parchment that were containing the word of the highest God as such, He became knowledgeable and when He engaged in addressing the scribes, they started seeing wisdom in Him. This is so because he was a widely read person, and he was able to overcome the temptation of the devil because of the information he has in him, the reading habit of Jesus made the Pharisees and Sadducees to be amazed and dumbfounded when He was addressing them in the synagogue. Similarly, from the book of Daniel chapter nine verse two (9:2), it was rightly stated that the Prophet Daniel understood by books, meaning he was seriously engaged in the art of reading despite the exalted office he was occupying as a prime minister in exile. Several years back, when there were limited information resources, schools, media houses etc the interest of the Nigerian citizen in acquiring knowledge was high and as at that time, they went through rigorous stress in getting the knowledge and when they do, they make sure it sticks to their memory for life and during this time there were no availability of electricity but they were seriously using their candles that is why the saying **“burning of the midnight candle”** is being used as a figurative expression today. Reading is the major key to making progress in learning and in life because we need ideas and most of these ideas are stored in books while inability to read well may make a person to fall progressively behind other members of the society. According to Keles (2006) a student with poor reading habits usually suffers serious handicaps not only in school but also later in the world of work. This is true when one considers the fact that education is now learner centred with the more effective techniques placing a far greater emphasis on the learner's ability to read. Reading as a concept has been defined differently by several scholars all over the world. It is the ability to be able to interpret, decipher or decode encoded symbols that are inscribed on a surface area.

Aina et al (2011) defined it as a process of comprehending the representation of symbols that are written and printed by looking at them, recognizing them and sometimes verbalization of these visual signs. In similar vein, Francis and Olayinka (2010) defined it as a term used to refer to an interaction by which meaning encoded in visual stimuli by an author makes meaning in the mind of the reader. It involves the recognition of printed or written symbols which serves as stimuli for the recall or meaning through the intellectual manipulation of concepts already possessed by the reader.

However, it will sadden you to know that nowadays, particularly in Nigeria, reading culture or habits has become a thing of the past. This is so because the generality of the people in the country has placed priority on less important things. For instance the citizenry of the country don't celebrate merit on the area of academic performance any more rather they give credence to frivolous things that draws the attention of the young ones from having a focus on the area of acquisition of knowledge. More so, majority of the youth believe that reading does not bring quick money; some are of the view that school is a scam that has placed people in bondage depriving them acquiring wealth early in life. They also believe that education and reading is a long term project which does not yield instant dividend but, if at all, future money. Youths find it difficult to wait for a long term to make fortune; and because they want immediate gratification such as money through unscrupulous means they venture into politics, business, internet fraud and the latest one known as yahoo plus that brings money quickly. Furthermore, the government and the society at large has promoted and rewarded other ventures such as soccer, big brother Africa/Nigeria etc buoyantly in the area of finance more than excellent performance in education. With these, reading as a culture is hard to form and it does not mean anything to many

of them anymore. Reading involves series of systems like eye to eye movement, tracing, moving along with hands while reading.

BRIEF BACKGROUND ON THE DEARTH OF READING IN NIGERIA

An excerpt from the vanguard newspaper written by Yinka Odumakin 26th November, 2019

What appears to be an obituary of literate Nigeria was pronounced on Saturday when one of the greatest men of letters Nigeria ever produced, Prof. J.P. Clark, asked a pregnant question. It was over lunch at the country home of his elder brother, Chief E.K Clark in Kiagbodo, Delta State shortly after the end of the maiden convocation of Edwin Clark University, ECU.

It was an impressive ceremony I attended in dual-capacity. The first was as an official of Southern and Middle Belt Leaders Forum where Chief E.K Clark is our chairman while the second was standing in for former President Goodluck Jonathan to receive the first Honorary Doctorate Degree to be conferred by the University. We had retired to the elder statesman's home for lunch after the ceremony. As we were having lunch on a table shared by Prof. J. P. Clark, Prof. Anya O. Anya, Prof. Ihechukwu Madubuike, Prof. Oladapo Afolabi, Dr. Pogu Bitrus, Gen. I. B. M. Haruna (ret'd), Gen Zamani Lekwot (ret'd), Ambassador Godsknow Igali and yours dearly. As we discussed the state of the country, Prof. Anya kept making copious references to his lectures, interviews and articles in recent time. At a point Prof. Clark cut in and said "I can see that you still write regularly but who reads?"

I lost appetite immediately the respected intellectual dropped that bombshell as it brought home to me clearly that I am citizen of a dead society where reading has become an alien culture. Prof. Clark has read all his life and has taught thousands of students to read. I started hearing of him from primary school and started reading him from secondary school through university.

Somebody on the table noticed that my appetite has dropped and could not resist asking why I was eating the way I was doing. As we departed the table, two gentlemen, a driver and police escort – had to take me from Kiagbodo to Yenagoa. I did not exchange one word with them as I was lost in thought throughout the journey.

My mind went back to the days in this country when you could hardly go through any major street in our towns and cities without coming across a major bookshop. The scent of freshly printed books was so fascinating in those days as we raced through the shelves to check available publications right from our secondary school days. We got to the university and got immersed in the forest of books. The University of Ife (now Obafemi Awolowo University) had a fantastic library that was a pride for scholars.

In fact, the use of library was a compulsory course for all students that you risk non-graduation if you didn't pass it. Those of us sold to radical tradition went to look for books outside the university, especially from the home of late Comrade Ola Oni in Ibadan. We became so full of knowledge that we engaged our teachers Fanon for Fanon and Cabral for Cabral. I will always remember an incident in Ife in 1986 which was part of Prof. Segun Osoba valedictory lecture when he pulled out of Ife.

The Nigerian Institute for Policy and Strategic Studies had set up a panel under Gen. Charles Ndiomu to go round the universities to look for causes of students' unrest. They mistakenly made Ife their first port of call. I represented the students union at the hearing while Prof. Osoba, Prof. Omotoye Olorode and Dr Idowu Awopetu came in for ASUU.

I addressed the panel for about 45 minutes without holding a sheet of paper. When it was the turn of ASUU, my teachers just adopted my submissions and added only a few remarks. Ife was the first and only place the panel visited to get the views of all universities in Nigeria.

I recall also the Justice Akanbi panel set up after the ABU crisis of 1986. The panel was given a serious tutorial by one of our colleagues in Ife, Mr. Kola Odetola. They were spell-bound. By the time the panel arrived UNILAG and one students leader was stammering, Justice Akanbi told him: “Why can’t you borrow a leaf from this brilliant student in Ife, Kola Odetola.”

It is sad to now go to the same schools we went to and see students clutching only handouts and possibly jaded books in fading libraries. How such students can pack critical thinking remains a miracle. In the years before they finally killed education in Nigeria, every budget printed by government was usually an issue for critical analysis by students and teachers with informed opinions coming from the universities before the town would join the train.

It was a season when Student Unions were so strong on our campuses unlike today when cultism reigns and what we mostly see on campuses are xeroxing of the irresponsibilities of government officials with number plates like “NANS 1,”SUG (Students Union Government)1.” **It is all forms and no more substance.** As big as Lagos is I do not know more than four or five places where you can buy books today. I saw a building marked “Bookshop” in Ojodu area on Sunday and it would not be more than 4×4 feet in a clear testimony to our Boko Haram status as a country.

Starting from the early 90’s, the Nigerian government made a deliberate attempt, more than in the preceding years, to kill the knowledge industry with conscious effort to promote cultism in order to smash vibrant students union activities. They slashed the budget for funding of education and abandoned the welfare of university teachers to the point that many of them started driving “kabukabu” to augment their take-home pays that cannot take them home.

The society started promoting values that do not promote education and the army of unemployed graduates was not an incentive for pursuit of knowledge. Educated people were gradually pushed

to the background with the elevation of the basest in our midst which makes young people to have their heroes in drop-outs swimming in political cash while the educated struggle to survive. We have now reached a point where our Supreme Court campaigns against education by making pronouncements undermining academic qualifications and declaring that a candidate for the most senior office in the land does not need to present certificates. It was shortly after our Supreme Court declaration on education that we started seeing campaign T-Shirts with inscription “**Who did Grammar Help?**” in our recent elections.

Prof. struck a cord “**Who still reads?**” Not many and that is not a recipe for progress. Elizabeth Gunn summed up what we have become when she wrote: “A person who is unable to read may have low self-esteem or feel emotions such as shame, fear, and powerlessness. Students who struggle with literacy feel ostracized from academia, avoid situations where they may be discovered or find themselves unable to fully participate in society or government.

“Says Dwyer, “Literacy permeates all areas of life, fundamentally shaping how we learn, work, and socialize. Literacy is essential to informed decision-making, personal empowerment, and community engagement. Communication and connection are the basis of who we are and how we live together and interact with the world.”

A person who cannot read struggles to know his or her rights, to vote, to find work, to pay bills and to secure housing. All told, this complex struggle spirals outward, impacting future generations and our society. “Illiteracy impacts an individual’s opportunities to fully participate in a democratic society,” says Leigh A. Hall, professor and Excellence Endowed Chair in Literacy Education at the University of Wyoming. “It doesn’t just have a negative effect on that person’s life, but on the overall health and well-being of our country.”

THE CONCEPT READING

The term reading refers to habitual, purposeful and regular reading of books and information materials. The act of reading of most Nigerians is nothing to write home about. It is so because, every Nigerians on the area of reading is centred on a specific task that can propel them into reading without which there is no need to bother oneself into opening any book, that task could be examination oriented or when one is asked or assigned to read in a group, congregation or where crowds are. However, in the work of Hornby (2000) it was postulated that “reading is a developmental skill which can never be fully acquired and one should therefore, make a conscious effort to continue to improve one reading throughout one’s life”. It also involves looking and understanding the meaning of a writing or printed words or symbols.

Johnson (1999) posited that there are two types of reading and they are:

1. Reading aloud
2. Silent reading

Reading Aloud

This is the type of reading that involves audible vocalization of what is being read and it is good for young learners because it exposes error for timely corrective measure. Reading aloud is used for speech delivery in public gatherings, and is also the format for dictation and oral comprehensive test.

Silent reading

This is the type of reading where the reader reads in the inside of him. In other words, he does not vocalize what he reads. Wide reading imposes reading silently and this is necessary for developing the reading habit, effective reading and for a profound understanding of literate and technical tests. The ability to read is essential to being able to learn any subject taught in school.

In our high-tech society, proficiency in reading is a must to compete favourably in today's job market.

Palani (2012) as quoted by Olubunmi (2018) is of the opinion that reading shapes personality and helps in developing proper thinking methods. It is against this background that this study is conceived, to specifically; investigate the reading habits amongst undergraduates. If graduates of past years have retained poor reading skills, what is the situation today? Though a lot has been done in reading/reading habits, there is need to investigate if, and why, there is a decrease in the reading culture of undergraduates; what these undergraduates do with their time; their perception about reading; what factor affects reading habits among the undergraduate students etc. The study also will seek to establish methods that can be used to ensure good reading habit amongst undergraduate students.

Objectives of the Study

1. To ascertain the time spent by undergraduate students in reading.
2. To identify the various reading habits of undergraduate students.
3. To determine the factors affecting the reading habits of undergraduate students.
4. To know the effect reading habits has on undergraduate students.

Research Questions

The following research questions were formulated to guide this study:

1. How much of the time do undergraduate students spend in reading?
2. What kind of reading habits do the undergraduate students have?
3. What factors affect the reading habits of undergraduate students?
4. What effect does reading habits has on the undergraduate students?

REVIEW OF RELATED LITERATURE

THE TIME SPENT BY UNDERGRADUATE STUDENTS IN READING.

According to Haliru, Marjanatu, Mohammed and Dangani (2015) it was reported in their study that out of the 480 respondents 250(52%) spent between 1-2 hours in reading, followed by 150 (31%) respondents who said they spent between 2-3 hours reading their books, another 50(11%) stated that they spent 3-4 hours, while 20(4%) spent 4-5 hours and 10(2%) indicated 5 hours and above. A similar study by Kavi, Tackie and Buggyei (2015) highlighted that the period of time spent in reading each day by respondents has extended from less than 1 hour to more than 5 hours. This was shown by 29 (33.3%) of the respondents followed by 4(4.6%) of the respondents who reported that they read more than 5 hours. Another 49 (56.3%) indicated that they spent 1-2 hours each engaging in reading activities. Kaur and Thiyagarajah (1999) carried out a study on the English reading habits of ELLS Students in the University Science, Malaysia and reported that the majority of the students liked spending 3-5 hours every week engaging themselves in reading activities.

KINDS OF READING HABITS POSSESS BY UNDERGRADUATE STUDENTS

The term reading can be said to be a habit when it is repeatedly and constantly carried out. In measurable terms reading habits is often considered in terms of the amount of materials being read, the frequency of reading as well as the average time spent on reading (Wagner, 2002), and this habit can be cultivated (Wijesuriya, 1995). Reading, which is a long-term habit starting with the very early ages, is the prominent gateway to the knowledge room. It can be assumed as a practice that assists individuals to gain creativeness and develops their critical thinking capacities. In this sense, reading habit is an important tool for the development of personalities and mental capacities of individuals. In addition to personal and mental developments, reading is

an access to social, economic and civic life (Clark and Rumbold, 2006). Moreover, all reading patterns in terms of emotional response enhance emotional satisfaction of individuals. Currently, the innovation in information technology and the media have made students to read books less and get more involved in watching television, chatting online and getting more deeply engrossed in the activities in the social media. As a result of this, researchers have given much of their time to investigating students' reading habits. Bullent (2002) groups the levels of reading of 108 children between ages 11 and 12 into four groups: the heavy readers (that is reading 24 or more books per year or 2 books per month); the moderate readers (reading 1– 23 books per year or 1 book per month) rare readers (reading 1 – 6 books per month) (1 book every 2 months) and the non-readers. Yilmaz (2000) discovered that the majority of the students (77.8%) do not possess any reading habits, wherein (8.5%), which is the smallest percentage are heavy readers. Hastings and Henry (2006) in Loan (2012) observed that more than half of the students that is (56%) spend less than half an hour a day on reading and (13%) are non-readers. Also, the downward trend of reading habits of College students was witnessed in United States of America by a research carried out by National Endowment for the Arts (NEA) in 2008, it was (51.7%) compared to 1982 with (59.8%).

Reading interests often refer to the selection of subject matter or preference for a genre of literature being read (Rudman, 1957). It is therefore often equated that an individual has developed a reading habit and interests when such activity is repeatedly carried out voluntarily for leisure. Krashen (1996) believed that this habit and interests could be nurtured at an early age. Given below is some of the reading habits possess by students:

1. Heavy readers
2. Moderate readers

3. Dormant readers
4. Unmotivated non readers

Heavy Readers

This is a form of reading habit possess by students whereby he or she is involved in reading various texts and novels as much as possible and as many times as possible in a month This habit makes the reader to be abreast and knowledgeable in the given field, these type of reading habit is usually common with researchers who are so inquisitive to the fault up to the level they want secure an answer to a particular question or problem that could be bothering their mind.

Moderate Readers

Readers that are within this category are the ones that engage in reading few texts and novels that seem convenient for them. Whenever they come across any book that is voluminous, they easily get discourage at reading. So they don't really want to have anything to do with big books except smaller and light reading materials.

Dormant Readers

Under this category of readers, they are those who like to read and they usually regard themselves as readers but do not take time to read regularly and update their knowledge. Most of the time, they give priority to other social activities such as sports, partying and school work.

Unmotivated Non-Readers

These are the class of readers that do not have any inclination to read neither are they open to suggestion of future reading nor do they have any positive attitude towards people who read. Whenever those with the said above reading hats come across anyone who is so voracious with reading they feel threatened and disturbed and yet they will not engage in in the act.

In a researcher carried out, the following were also enlisted as some of the habits exhibited by undergraduate students in a tertiary institution and they are: I read only as the need arises; the library is my favourite reading place; I am more interested in reading my class/lecture notes; I prefer reading electronic materials to print materials; I initially learn about a book I will read if my friends who has read it or it is recommended for a particular course by my lecturer(Daniel, Esoname, Chima and Udoaku 2017).

FACTORS AFFECTING THE READING HABITS OF UNDERGRADUATE STUDENTS

In a study carried out, by Ogurombi and Odio (1995) cited in Hassan, and Mathew (2012) it was discovered that six hundred (600) students in ten (10) different secondary schools in Nigeria pointed out that or it was established that home conditions are usually the major factor that normally interfere with reading habits of students. That other factors that were also pointed out circle around the absence of libraries and qualified librarians, reading materials, and encouragement from teachers. In another study conducted by Adetunji and Oladeji (2007) the following were enumerated as the factors that inhibit good and proper reading of students and they are: poor reading environment, peer influence, school curriculum, parental and teacher influence. The teacher is seen as the key that opens the door to the reading garden. The teacher is likewise the person who can impact the hesitant reader to read through persistent and dogged modeling (Loh, 2009). It was also noted that parents are the major factor that can promote good reading amongst the undergraduate students. This is so because parents usually have one on one relationship with their ward during their primary and secondary level. To support this claim, Ajila and Olutola (2000) opined that the condition of the home influences a person's reading habit since the parents are the major caretakers in a person's life. The family background and

location of a child influences his/ her response to life circumstances and his level of performance.

In spite of the fact that, the school is responsible for the experience that makes up the person's life amid school periods, yet parents and the individual's contribution at home play enviable roles in building the personality of the child and making him /her a good personality in the society.

THE EFFECTS OF READING HABITS ON UNDERGRADUATE STUDENTS.

The word effect is in both positive and negative. For the sake of this study, the researchers will be looking at the two effects. On the positive side, a study conducted by Ameyaw (2018) it was discovered that good reading habits can result to the following: it helps to broaden ones knowledge; it makes one to perform better in a given task and it makes the individual to be bold and fluent while speaking in the public.

According to Reyhenes (1998) it was pointed out that good reading habits increases students reading skills. Green (2002) on the other hand posited that good reading habits amongst undergraduate students helps to widen their experiences and their knowledge. In another study that was conducted by Cunningham and Stanovich(1998) cited in Chettri and Rout (2013) it was stated that good reading habits develop reading speed, fluency, vocabulary, general knowledge and academic achievement. On the negative effects of reading habits, Tracy and Akande(2008) pointed out in a study they conducted that reading forms part of entertainment that plays a crucial role in human development and life skills. It was also noted that students with poor reading habit get terrible scores in their examinations, get effortlessly distracted and eventually drop out from school. In similar vein, Rubin (2002) is of the view that students with poor reading habit have a

higher opportunity of taking part in hostile social practices, such as delinquency, truancy, school violence, tormenting, hacking of computers and examination malpractices.

METHODOLOGY

A descriptive research method was adopted for this study. This method was adopted because it allows gathering of data from a sample of a given population to estimate the true value of the population. The target populations of this study cut across all the undergraduate students in Michael and Cecilia Ibru University, from the four hundred (400) students two hundred (200) were taken as the sample size. For the purpose of this study, a purposive or judgmental sampling technique was used to arrive at the sample.

In collecting data for this study, a questionnaire was designed as the instrument for data collection which was circulated among the 200 hundred respondents. Out of the 200 hundred questionnaires administered by the researcher to the respondents, hundred percent 100% were returned interpreted; analyzed using frequency distribution, tables, and percentage, to arrive at the findings of the study.

RESULTS AND DISCUSSION

TABLE 1: GENDER DISTRIBUTION OF THE RESPONDENTS

Sex	Frequency	Percentage%
Female	108	54
Male	92	46
Total	200	100

Source: Research Field Survey, 2019

Table 1 shows that 108 (54%) respondents are females, while 92 (46%) are males.

TABLE 2: AGE DISTRIBUTION OF RESPONDENTS

Age	Frequency	Percentage%
15-25	120	60
26-36	60	30
37-47	20	10
48-58	-	-
69 and above	-	-

Total	200	100
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Source: Research Field Survey, 2019

Table 2 shows that 120 (60%) age distributions of the respondents are 15-25 years, 60 (30%) are 26-36 years, while the remaining 20 (10%) are within the age range of 37-47 years.

TABLE 3: LEVEL DISTRIBUTION OF RESPONDENTS

Levels of respondents	Frequency	Percentage%
100	50	25
200	64	32
300	62	31
400	24	12
Total	200	100

Source: Research Field Survey, 2019

Table 3 indicated that 50 (25%) of the respondents are in one hundred level, 64 (32%) of the respondents are in two hundred level, 62 (31%) of the respondents are in three hundred level while 24(12%) of the remaining respondents are in four hundred level.

TABLE 4: FACULTY DISTRIBUTION OF RESPONDENTS

Faculty	Frequency	Percentage%
Natural and Applied Sciences	60	30
Management and Social Sciences	140	70
Total	200	100

Source: Research Field Survey, 2019

Table 4 shows that 60 (30%) of the respondents are in the faculty of Natural and Applied Sciences while 140 (70%) of the remaining respondents are in the faculty of Management and Social Sciences.

TABLE 5: DEPARTMENTAL DISTRIBUTION OF RESPONDENTS

Departments	Frequency	Percentage%
Economics	30	15
Accounting	20	10
Business Administration	75	37.5
Computer Science	10	5

Biochemistry	20	10
Industrial Chemistry	17	8.5
Biotechnology	13	6.5
Banking and Finance	15	7.5
Total	200	100

Source: Research Field Survey, 2019

Table 5 reveals that 30 (15%) of the respondents are in the department of Economics, 20(10%) are in Accounting, 75(37.5%) are in Business Administration, 10 (5%) are in Computer Science, 20 (10%) are in Biochemistry, 17 (8.5%) are in Industrial Chemistry while 13(6.5%) are in Biotechnology and 15(7.5%) are in Banking and Finance.

TABLE 6: DISTRIBUTION OF RESPONDENTS READING TIME

Reading time	Frequency	Percentage%
Less than an hour	50	25
2-4 hours	110	55
4-6 hours	40	20
6 hours and above	-	-
Total	200	100

Source: Research Field Survey, 2019

Table 6 reveals that 50(25%) of the respondents reading time is less than an hour, 110(55%) is within two to four hours while the remaining 20(20%) of the respondents falls within four to six hours.

TABLE 7: READING HABITS OF RESPONDENTS

Variable	Strongly agree		Agree		Undecided		Strongly disagree		Disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
I read up to 8-12 books in a month (heavy readers)	15	7.5	10	5	40	20	90	45	45	22.5
I read up to 4 books in a month (moderate reader)	70	35	60	30	25	12.5	35	17.5	10	5
I read only as the need arises	80	40	90	45	-	-	10	5	20	10
The library is my favorite reading place	45	22.5	60	30	10	5	50	25	35	17.5
I read only books that are not voluminous	80	40	40	20	20	10	35	17.5	25	12.5

I don't have interest in reading (non-reader)	10	5	2	1	13	6.5	90	45	85	42.5
I prefer reading electronic materials to print materials	60	30	20	10	20	10	40	20	60	30
I only read books that are related to my course	65	32.5	35	17.5	20	10	70	35	10	5

Source: Research Field Survey, 2019

Table 7 centred on reading habits. 15(7.5%) of the respondents strongly agreed that they read up to 8-12 books in a month (heavy readers), 10(5%) agreed, 40(20%) were indecisive, 90(45%) strongly disagreed and 45 (22.5%) disagreed. 70(35%) of the respondents strongly agreed that they read up to four books in a month (moderate readers), 60(30%) agreed, 25(12.5%) were indecisive, 35(17.5%) strongly disagreed and 10(5%) disagreed.

80(40%) of the respondents strongly agreed that they only read as the need arises, 90(45%) agreed, while 10(5%) strongly disagreed, 20(10%) disagreed. 45(22.5%) respondents strongly agreed that the library is their favourite reading place, 60(30%) agreed, 10 (5%) undecided, while 50(25%) strongly disagreed and 35(17.5%) disagreed. 80(40%) indicated strongly that they read only books that are not voluminous, 40(20%) agreed, 20(10%) were indecisive while 35(17.5%) strongly disagreed and 25(12.5%) disagreed.

10(5%) pointed out strongly that they don't have interest in reading (non-readers), 2(1%) agreed, 13(6.5%) undecided, while 90(45%) strongly disagreed and 85(42.5%) disagreed. 60(30%) strongly agreed that they prefer reading electronic materials to print materials, 20(10%) agreed, 20(10%) were indecisive while 40(20%) strongly disagreed and 60(30%) disagreed.

65(32.5%) strongly indicated that they only read books that are related to their courses, 35(17.5%) agreed, 20(10%) were indecisive while 70(35%) strongly disagreed and 10(5%) disagreed.

TABLE 8: FACTORS AFFECTING READING HABITS OF RESPONDENTS

Variable	Strongly agree		Agree		Undecided		Strongly disagree		Disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Series of assignment affects my reading habits	60	30	90	45	8	4	15	7.5	27	13.5
My parent socio-economic status affects my reading habits	40	20	50	25	20	10	60	30	30	15
My busy schedule affects my reading habits	40	20	66	33	14	7	56	28	24	12
Inadequate books affects my reading habits	40	20	90	45	20	10	40	20	10	5
Poor lightings affects my reading habits	60	30	90	45	15	7.5	18	9	17	8.5
Peer influence motivate my reading habits	20	10	50	25	10	5	80	40	40	20
My lecturer's influence affects my reading habits	40	20	70	35	10	5	70	35	10	5
Poor library environment affects my reading habits	40	20	60	30	13	6.5	67	33.5	20	10
The hostile nature of librarians affects my reading habits	40	20	40	20	20	10	40	20	60	30

Source: Research Field Survey, 2019

Table 8 unveils factors affecting reading habits of respondents. 60(30%) of the respondents pointed out strongly that series of assignment affects their reading habits, 90(45%) respondent agreed, 8(4%) undecided while 15(7.5%) respondents strongly disagreed and 27(13.5%) disagreed. Also, 40(20%) of the respondents assented strongly that their parent socio-economic status affects their reading habits, 50(25%) agreed, 20(10%) were indecisive while 60(30%) strongly disagreed and 30(15%) respondents disagreed.

40(20%) of the respondents indicated strongly that their busy schedule affects their reading habits, 66(33%) agreed 14 (7%) were indecisive, while 56(28%) strongly disagreed and 24(12%) disagreed. 40(20%) of the respondents stated strongly that inadequate books affects their reading

habits, 90(45%) agreed, 20(10%) were undecided while 40(20%) strongly disagreed and 10(5%) disagreed. 60(30%) of the respondents pointed out also that poor lightings affects their reading habits, 90(45%) agreed, 15(7.5%) were undecided while 18(9%) strongly disagreed and 17(8.5%) disagreed.

20(10%) of the respondents pointed out strongly that peer influence motivate their reading habits, 50(25%) agreed, 10(5%) were undecided while 80(40%) strongly disagreed and 40(20%) disagreed. 40(20%) of the respondents stated strongly that their lecturer’s influence affects their reading habits, 70(35%) agreed, 10(5%) were undecided while 70(35%) strongly disagreed and 10(5%) disagreed. 40(20%) of the respondents indicated strongly that poor library environment affects their reading habits, 60(30%) agreed, 13(6.5%) were undecided while 67(33.5%) strongly disagreed and 20(10%) disagreed. 40(20%) of the respondents strongly agreed that hostile of librarians affects their reading habits, 40(20%) agreed, 20(10%) were indecisive while 40(20%) strongly disagreed to that and 60(30%) disagreed.

TABLE 9: EFFECTS OF READING HABITS ON RESPONDENTS

Variable	Strongly agree		Agree		Undecided		Strongly disagree		Disagree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
It increases my reading speed	70	35	90	45	20	10	10	5	10	5
It widen my experience and knowledge	85	42.5	100	50	15	7.5	--	--	--	--
It develops my vocabulary	100	50	85	42.5	10	5	5	2.5	--	--
It keeps me abreast of what is happening	60	30	120	60	15	7.5	5	2.5	--	--
It serves as a means of entertainment to me	50	25	90	45	40	20	10	5	20	10
It leads to poor performance in examination	10	5	20	10	20	10	90	45	60	30
It leads to examination malpractices	10	5	15	7.5	30	15	90	45	55	27.5
It leads to drop out in	5	2.5	15	7.5	30	15	95	47.5	55	27.5

school													
It brings about good performance in a given task	120	60	60	30	10	5	5	2.5	10	5			
It leads to hostile behaviour	30	15	45	22.5	35	17.5	55	27.5	35	17.5			

Source: Research Field Survey, 2019

Table 9 centred on the effects of reading habits. 70(35%) of the respondents strongly indicated that it increases their reading speed, 90(45%) agreed to that, 20(10%) were indecisive while 10(5%) strongly disagreed and 10(5%) disagreed. 85(42%) pointed out that reading helps to widen their experience and knowledge while 100(50%) agreed and 15 (7.5%) were indecisive. 100(50%) of the respondents stated strongly that reading develops their vocabulary, 85(42.5%) agreed on that, while 10(5%) were indecisive and 5(2.5%) strongly disagreed. 60(30%) strongly indicated that reading helps to keep them abreast of latest things happening, 120(60%) agreed, 15(7.5%) were indecisive and 5(2.5%) strongly disagreed.

From the table, 50(25%) pointed out strongly that reading serves as a means of entertainment to them, 90(45%) agreed to that, while 40(20%) were indecisive. However, 10(5%) strongly disagreed and 20(10%) disagreed. 10(5%) stated strongly that reading leads to poor performance in examination, 20(10%) agreed while 20(10%) were indecisive. On the other hand, 90(45%) strongly disagreed to that and 60(30%) just disagreed. 10(5%) strongly indicated that reading leads to examination malpractices 15(7.5) assented to that while 30(15%) respondents were indecisive. However, 90(45%) strongly disagreed to that and 55(27.5%) disagreed.

5(2.5%) respondents strongly stated that reading leads to dropout in school, 15(7.5) agreed while 30(15%) were indecisive. However, 95(47.5%) strongly disagreed and 55(27.5%) disagreed. 120(60%) indicated strongly that reading brings about good performance in a given task, 60(30%) agreed while 10(5%) were indecisive. Consequently, 5(2.5%) respondents strongly disagreed and 10(5%) disagreed. Lastly, 30(15%) respondent strongly pointed out that reading

leads to hostile behaviour, 45(22.5%) agreed, while 35(17.5%) of the respondents were indecisive. However, 55(27.5%) strongly disagreed to that and 35(17.5%) just disagreed.

DISCUSSION OF FINDINGS

From the response given, it shows that the respondents spent majorly two to four hours (2-4) in reading. This finding is in disagreement with the study conducted by Haliru, Marjanatu, Mohammed and Dangani (2015) where most of the respondents spent majorly one to two hours. By implication, one can deduce that the respondents read for a longer time.

The result of the study also reveal that majority of the respondents read only when the need arises, and when the books are not voluminous especially when they are in the electronic formats.

It was also found out that series of assignment, personal busy schedule, poor lightings, poor library environment, parental socio-economic status and inadequate books are majorly the factors that affect the reading habits of the respondents either positively or negatively.

Meanwhile, the result of the study from the responses given by the respondents also showed that good reading habits helps to boost ones reading speed, widens ones experiences and knowledge, makes one to keep abreast of what is happening per time, it serves as a means of entertainment and above all, it brings about good performance in a given task. Which is in agreement with the findings by (Tracy and Akande (2008), Chettri and Rout (2013), Reyhenes (1998) and Green 2002) in a study they conducted.

CONCLUSION AND RECOMMENDATION

Reading is a medium through which knowledge can be sought for and it is also a means where one can relax his or her nerves. In doing this one horizon is been broaden and the written words inscribed on a white surface area helps in entertainment

No meaningful impact can be made by any individual if reading is discarded. Therefore, it is expedient at this moment if anyone wants to be useful to himself/herself and the society at large there is the need for proper engagement in positive reading habits.

As it is rightly stated, readers are leaders, there is no way you can lead well if you don't have the necessary ingredient or the prerequisite for leading and to possess these ingredients, you are expected to be a book worm because that is where information are stored especially events of the past, the present and things as a prediction about the future. Also from the study, reading enables an individual to perform exceptionally well in a given task.

In order to encourage reading either as an individual or on a collective purpose, teachers/lecturers should minimize or better still ensure assignment given to students are the type that will not jeopardize the reading time of the students so that they can have time to look at their books after they must have been taught in the classroom.

Also, the students should map out their plans in a well-structured manner so that they will not be unnecessary busy thereby antagonizing themselves from not being able to read their books either for examination or recreational purposes.

The serenity of the library environment should be the type that is alluring and fascinating to encourage students to patronize them. Also, there should be availability of adequate books on all areas of discipline or programmes so as not deter students from not engaging in reading.

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