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## Teachers' Attitude and Reading Culture of Pupils in Selected Staff Primary Schools in Ibadan, Oyo State, Nigeria.

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# **Teachers' Attitude and Reading Culture of Pupils in Selected Staff Primary Schools in Ibadan, Oyo State, Nigeria.**

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## **Abstract**

This study investigated teachers' attitude and reading culture of pupils in selected staff primary schools in Ibadan, Oyo State, Nigeria. The study adopted the descriptive survey research design. The study population consisted of 400 primary four and five pupils and ten staff selected from three staff schools in Ibadan, Oyo State, Nigeria adopting the total enumeration sampling technique. The questionnaire was the main instrument for data collection. It consisted of 42 questions arranged in four sections. Simple percentage, mean, standard deviation and Pearson Product Moment correlation were used to analyse the data. The findings revealed that pupils read story books and text books the most. Findings revealed that teachers were deeply concerned about the development of pupils reading; they encourage pupils to use the library; consciously stimulate pupils to read; recommend extracurricular books for them to read; create reading corners in the class room for pupils to read among others. Findings also revealed that the level of reading culture of the pupils in the selected primary schools in Ibadan, Oyo State, Nigeria is high. Findings revealed that house chores and homework/assignments are the major hindrance to reading. The findings revealed that there was significant relationship between teachers attitude and reading culture of primary school pupils ( $r=0.447^{**}$ ,  $P < 0.05$ ). Based on these findings, the following were recommended: For continuous and effective reading culture practice by the pupils, there should be teacher-pupils relationship and teachers should always monitor the pupils and guide them appropriately in reading their books.

**Key words:** Teachers attitude, reading culture, primary school pupils, Oyo State, Nigeria.

**Word Count:** 246

## **Introduction**

Reading is a process that requires the use of complex thought procedures to interpret symbols as meaningful units, and comprehend them as a thought unit, in order to a printed message. It also involves the giving of interpretation of written symbols mentally. The

Webster's New World Dictionary (1986) defines reading as the act or practice of a person who reads or studies books. According to Rubin (2002), reading is a total integrative process that starts with the reader and include the following domains: the affective, the perceptual, and the cognitive.

The average Nigerian student/pupil barely reads, except when there is a need to be met. Nigeria has been described by stakeholders in education as having an education system which focuses on examination at the expense of learning. For several decades, there have been concerns that students have poor reading habits characterised by reading exercise when there is a need for quick knowledge or perhaps to pass an examination. This is inspite of the availability of good and relevant reading materials emanating from publishing firms in Nigeria and on the internet. This development is disturbing to experts who have noted that it poses serious danger to the country's future (Sandars, 2007).

A reading culture according to McEwan (2002), can be defined as 'the collective attitude, norms, beliefs and behaviour of all the stakeholders in a school regarding any and all of the activities associated, which enables all students to read with a sustainable interest at the highest level of attainment for both their academic and personal gain. It is a set of shared values, goals and social practices that characterise effective reading in an education system. Behrman (2004) defines reading culture as an integrated pattern of reading behaviour, practices, beliefs, perceptions and knowledge. Reading culture can also be explained as a learned practice of seeking knowledge, information or entertainment through written word in an academic environment (Sandars, 2007). However, Doiron and Asselin (2010) implied that the optimum situation would be one where reading is regarded not simply as something developed for school purposes but something practised in all aspects of our lives.

Reading habitually is the foundation of a reading culture (Igwe, 2011). This implies that children who do not read well during elementary school are more likely to have poor reading abilities throughout their lifetime. Akinbola (2007), referring to the submission of the National University Commission, defined reading culture as a sustained regime of reading textual and non-textual materials for the purpose of broadening the horizon of knowledge within and outside one's disciplinary interest. A careful and critical analysis of the definitions above would reveal that reading culture captures a collective and sustainable attitude, values, beliefs, norms, philosophy and behaviour which enable pupils to cultivate habitua, reading for self and national development. From the collaborative definition, it is apparent that a reading culture entails the use of various sources (such as motivation from teachers and parents; school library; other information sources; school systems and literacy skills) to ensure success in reinforcing reading

amongst pupils. Developing any form of 'culture' takes time and effort, but first establishing a whole school initiative pioneered by teachers or regular library sessions for all pupils is an excellent foundation on which to build a school reading culture.

According to Chetteri and Rout (2013), the success and failure of a child's academic life depends to a large extent upon his, reading ability. Reading may be regarded as a basic skill to be acquired by every learner and hence every effort should be directed towards its development in children from early life. Studies have shown that schools and teachers do not have a high degree of influence on children as parents and friends do. The people that children spend the most time with are the ones who govern their thoughts and directions in life. To be around people who propagate learning and reading is always a good thing for a child, There are many benefits to pick up from good reading habits, especially when it comes to matters that pertain to the child's mental growth. Without good reading habit, a child can grow up with some difficulties, especially if in a line of work that requires reading at any level. Reyhene (1998) observethat when children read for pleasure, they involuntarily and unconsciously improve their language skills. Bignold (2003) indicated that the habit of reading improves children's reading skills. Hence, the issue of reading, whether it is for learning or leisure is important, since it helps broaden young people's experiences and knowledge (Green, 2002).

The culture of reading is, therefore, usually defined as a totality of reading habits and interest for reading as well as a process, and not a final achieved condition (Stricevic, 2008). This entails a continued development and progression from one level to the next as one continues to read and expand his or her knowledge. Stricevic (2008) further states that the culture of reading changes and develops during a period of time; influenced by numerous factors such as environmental ones, as well as qualities and activities of an individual. It is a dynamic process which is not static and requires 'feeding' through reading for it not to disappear. If not already followed as a habit, it should be cultivated, as it gives the best returns in contentment, satisfaction, the use of leisure time, and securing useful knowledge, even for simple daily life. It is in this regard that 'focusing our efforts on improving our reading culture will increase the appreciation and awareness about the importance of reading (Walugembe, 2008). It has been said 'knowledge is power' (Bacon, 1657). One can only acquire this power when one is literate. Accordingly, reading helps to develop the mind and enables a child to acquire greater knowledge.

The teachers are the driving force of the education system. According to Yara (2009), to achieve this, the teachers must be given the required tool that will equip them to make teaching and learning effective. It is very unfortunate that many teachers fail to realise their

importance to the education system. Some of them do not realise that the way they teach, behave and interact with students can make more permanent impression in the minds of pupils than what they teach. Teachers are seen by students as a source of authority, role model, and the only source of great knowledge and information in the formal classroom setting. Students will learn and be trained better if the teachers use good methods and have positive attitude towards teaching. Pupils draw from their teachers' disposition to form their own attitude, which may eventually affect their learning outcomes. Attitudes of teachers towards their pupil must be positives as to carry them along.

The attitudes of the teacher towards teaching can lead to effective teaching and learning of the subject. It is only the teacher with positive attitude and interest in reading that can motivate the pupils to learn. The teacher serves as the pupils' key to success. The teacher plays an important role in imparting relevant knowledge and equipping the students to be useful to themselves and the society. Therefore, in order for teachers to encourage the pupils to read and develop reading culture, it is pertinent for the teacher to exhibit good attitudes of reading, as the culture will indirectly be transferred to the students and influence their reading culture. Training children to read effectively is best at an early stage because it will enable them to develop love for reading at this stage and it will be difficult for them to part with reading in future.

### **Statement of the problem**

Extant literature revealed that the culture of reading develops and changes over time. The development of reading culture is influenced by numerous factors, such as environmental, personality factors such as qualities and activities of an individual. It is a dynamic process which is not static and requires 'feeding' through reading for it not to disappear. To many individuals and groups alike, it has indeed become an issue of increasing concern. It has been observed that unless pupils can read and write, the society should not expect them to leave school with appropriate and adequate knowledge, skills and values necessary to be active members of the Nigerian society and contribute to resolving local, national and global challenges of the 21<sup>st</sup> century. The decline in reading culture, if not properly and effectively addressed, will lead to failure of pupils and students to develop lifelong learning skills. This could be caused by inadequate and insufficient availability of information materials for the pupils in the school library. The school library is meant to provide good reading materials and atmosphere in the school. Among the factors that can lead to poor reading culture of children in schools is the attitude of teachers to reading and the development of reading skills in primary

school pupils. Teachers have great influences in what become of their pupils in the future. Their attitudes, whether positive or negative, towards reading and the development of pupils' reading skills, could influence the reading culture of the pupils. It is on the premise that this study aims to determine if relationship exists between teachers' attitude and the reading culture of pupils in three primary school in Ibadan, Oyo State, Nigeria.

### **Objectives of the study**

The objectives of the study are to:

- i. find out the information materials pupils read most times in the selected staff schools in Ibadan, Oyo State, Nigeria;
- ii. determine the attitude of teachers to reading culture of pupils in the selected primary school in Ibadan, Oyo State, Nigeria;
- iii. determine the reading culture of the pupils in the selected primary schools in Ibadan, Oyo State, Nigeria; and
- iv. determine the hindrances to reading culture of pupils in the selected primary school in Ibadan, Oyo State, Nigeria;

### **Research questions**

The following research questions were posed to guide the study:

1. What are the information materials pupils read most times in the selected staff schools in Ibadan, Oyo State, Nigeria?
2. What is the attitude of teachers to reading culture of pupils in the selected primary school in Ibadan, Oyo State, Nigeria?
3. What is the reading culture of the pupils in the selected primary schools in Ibadan, Oyo State, Nigeria?
4. What are the hindrances to reading culture of pupils in the selected primary school in Ibadan, Oyo State, Nigeria?

### **Hypothesis**

The study tested the null hypothesis at 0.05 level of significance:

H<sub>0</sub>1: There is no significant relationship between teachers' attitude and reading culture of primary school pupils in Ibadan, Oyo State, Nigeria.

### **Significance of the study**

The essence of this study is to know the extent teachers' attitude could be of importance to pupils reading culture in Ibadan, Oyo State, Nigeria. The study is significant as it emphasised

that school libraries must be equipped with relevant storybooks and textbooks for pupils to develop better reading culture. The school management therefore, will see this study so useful to develop the pupils by acquiring books to the library. Teachers will see the study useful as they will discover that their attitudes towards the pupils by encouraging them to read will have impact on them as will develop a good reading culture.

### **Literature review**

Reading is an essential tool for lifelong learning and is important for everyone to develop the rudiments of reading and the attitude of reading always, so as to survive in life (Igbokwe, Obidike and Ezeji, 2012). In the words of Shannon (2003), students read less as they move from elementary middle school, a trend that is seen in countries around the world. Many older elementary students and teens, although including readers, spend very little time reading for pleasure. This was noted by Strommen and Mates (2004) emphasizing the importance for creating a culture of reading at school. Studies have shown that there are many different reasons that teens do not choose to read voluntarily, not all of which have to do with reading difficulties (Schroder, 2010). Beers (1996) identifies three types for non-readers during adolescence: dormant, uncommitted and unmotivated. Dormant readers consider themselves readers, and like to read, but are too busy with other activities like sports, drama, friends and/or a heavy academic schedule to find time to read. Uncommitted readers see reading as a skill and do not like to read, but are open to the possibility of being a reader in the future. Unmotivated readers do not like to read and do not expect to change. They see reading as boring and difficult, and do not plan on doing any more reading in the future (Beers, 1996).

Secondary school students who do read for pleasure have responded to surveys indicating that, along with books, they read magazines, newspapers, and comic books in their free time (Hughes-Hassell and Rodge, 2007). To create a culture of reading, these different formats will need to be available, in areas of interest, along with a variety of reading materials that meet the needs of teens. Adegoke (2004) observed that the majority of people who are literate hardly read for pleasure. Students, for example, tend to read just to pass their examination, and many hardly read books outside their disciplines. Nigerian graduates at all levels are often not really information literate and/or sophisticated. According to Ogbonna and Obiozor (2009), Nigerians are not known to have a vibrant reading culture compare to the western world. Reason adduced for this, according to Anunobi (2005), is the inability to develop the attitude of reading at the early stages of life. Historically, according to Fabunmi and Folorunso (2010), the products of the early missionary and government schools in Nigeria

were better compared to the secondary school learners today. The skills of reading and writing demonstrated then by secondary school leavers made them essential commodities in the various fields of work under government and private establishments. They went further to buttress that their fluency in English language and their reading and writing dexterity were evident in the type of education received then. Usman (2013) in Okeke (2013, p.3) asserts that: “We never had a culture of reading; our reading was primarily to put food on our table and not what will develop the minds. Even the western countries like Britain and America that introduced the modern means of communication still read because they have the culture. Culture should be a way of life, not something that we easily give up...” To corroborating this assertion, Yaqub (2013) in Okeke (2013) frowns that ‘The poor culture of reading and learning is a very serious problem which I think the ministry of Education and all those concerned with the educational sector in this country should show a deep concern for’.

In Nigeria, Ibode and Isiugo-Abanihe (2011), in their study on redressing poor reading culture among youth in Nigeria, laments the phenomenon of poor reading culture, especially among the youth. Prominent Nigerians, the media, educationists, parents and other well-meaning Nigerians had at several occasions decried the weak reading culture in Nigeria, the disappearance of reading materials in public libraries, the dearth of reading materials in public libraries, as well as the poor state of school libraries, the dearth of reading materials in public libraries, as well as the poor state of school libraries and government’s unwillingness to tackle these crises with a sense of urgency (Ujah-Peter, 2012). Egunike (2013) stressed that if books being costly translates to poor reading culture, then it must be a miracle that most publishing houses have not gone solvent. Okwilagwe (2001) opined that Nigeria has a good reading culture and Nigerians buy books and are mostly utilitarian users of books.

It is obvious that for any culture to take root, it must be preceded by a habit. No one is born a reader, people acquire the taste for reading materials over time. For many avid readers, the origin for their romance with books started at a very tender age. It was either at school (pre-school, primary) or in the home that the interest in reading materials was nurtured, developed and blossomed. Other factors inhibiting the development of reading culture include a school system approach towards reading has made students conceive it as a once and for all activity associated with passing examination, getting a certificate, winning a job and attaining promotion (Dike, 2001, Bakka, 2000; Rosenberg, 2003; Sarjant, 2005; Magara and Batambuze, 2005)

Children who are allowed to self-select what to read, who have access to varied source of reading materials in their classrooms, schools libraries, town libraries and at home read more

and read more widely, both for pleasure and for information (International Reading Association, 2000). In the words of Greaney (1980), Krashen (1994) and Calking (1996), children who do a substantial amount of voluntary reading demonstrate positive attitude towards reading, and these students tend to also be the best readers. The International Reading Association (2000) calls for an immediate increase in funding for printed resources in classroom, school and town libraries across the entire continent, especially countries where there is less provision of educational resources for young students. According to the *Zambian Human Development Report (2007)*, one of the problems associated with poor reading culture is the lack of access to teachers, school librarians, and government have been making determined effort to help children improve their reading habits (Ogbonna and Obiozor, 2009).

Abeyrathna (2004) argues that a teacher's attitude is a very significant feature in improving a student's love for reading. Wherever possible, opportunities should be given to read for enjoyment. This would provide each pupil an excellent opportunity to exploit his or her need to improve his or her skills. Teachers are key factors in the development of a reading culture in pupils, as they are considered role models. However, teachers who are entrusted with the noble task of imparting knowledge to the children may also not have a reading culture background and in turn may not inspire or encourage the students to read. Often, what the teacher says is 'gospel truth' and with this high influence they have on pupil, they are better placed to build an interest in them. Pupils' lack of appreciation may thus be partially 'explained by the teacher-centred curriculum existing in schools, where pupils regard teacher as the only source of information' (ZLA, 2006).

Edeghere (2001) also opined that to maintain quantity and quality on what children are taught and what they learn in the UBE programme, school libraries must feature prominently in teaching - learning skills to pupils and teachers must be stimulated to ensure resources based on teaching and learning, rather than the traditional rote learning. According to Daniel (2001) proprietors of schools are required to provide functional libraries in all their educational institutions. The school library is an essential ingredient in learning at any level of education. Dike (1998) sees the school library as the intellectual centre of the school, containing records not only of the intellectual but also cultural and social products. The school library assists teaching by storing instructional materials such as textbook, audiovisual materials, magazines, newspapers, journals and reference materials. It is the function of the library to supply information to keep staff and students abreast of new developments. However, Nancy (1998) affirmed that most school libraries did not meet the required set standard. Hence, majority of the students used the library as a quiet place to study their own textbooks and notebooks.

Okpala (2006) stated that “one of the important median of realising the educational objectives is the appropriate teaching method”. According to him, the method adopted by the teacher either promotes or hinders learning, it may increase mental activities which are the basis of social power. According to Popoola (2003) when competent and qualified teachers are given the right training, then there will be quality of status; and when one is self-motivated and responsible as teacher, most disciplinary problems are solved as he stimulates learning through cognitive and affective methods. Behind every successful lesson is a good teacher. Effective teaching implies productive, purposeful, result-oriented, qualitative, meaningful and realistic teaching (Kolawole and Oluwatayo, 2005).

The role of teachers in the success of any educational system cannot be overemphasised, and that is why the National Policy on Education (2004) stipulated that no educational system can rise above the quality of its teacher. This shows the importance of teachers in the school. The success of the school programme depends greatly on the teacher, since he/she is the prime mover that will put all that is contain in the curriculum into action. The teacher’s attitude in the classroom is very important in learning by pupils. According to Ololube (2009), teaching is seen as a diverse and complex activity because the goal of any teaching task is achievement. He noted that all the interrelated actions of the teacher in any given moment in the classroom must lead to students’ academic achievement. A teacher, in the most general terms, is a person working in educational institutes, who enables students to reach cognitive, sensory and behavioural aim and gains within the range determined by the educational system (Gundogdu, Silman, 2007, cited in Ulug. Ozden and Eryilmaz, 2011).

Teachers are very important in educational effectiveness; they are charged with the responsibility of implementing the school curricular and pedagogical techniques. The attitude of teacher in the teaching can lead to effective teaching and learning of the subject. One cannot give what he or she doesn’t have. For this reason, for teaching to be effective, the teacher must have a positive attitude towards the teaching of the subject. It is only the teacher with positive attitude and interest in reading that can motivate the pupils to learn. The teacher is the pupils’ key to success. They play important roles imparting knowledge and equipping the students to be useful to themselves and the society.

According to Agnes (2013), teachers with good professional competence and interpersonal skills are more effective in their classrooms in terms of students’ behaviour, better understanding of concepts by students and disposition of positive and mental alertness by learners. Therefore, teachers’ negative disposition or attitude towards teaching profession, even if they are knowledgeable with sound professional training, may affect students’ performance

negatively (Sprinthal, 2007). Teaching and learning can only be effective when the correspondent teachers are happy and professionally fulfilled (Sprinthal, 2007), and teachers with good attitude create a good learning environment for students (Vermunt and Verschaffel, 2000). By implication, the attitude possessed by teachers affects pupils' reading culture. Positive attitude could bring about healthy reading culture and likewise negative attitude could bring about unhealthy reading culture.

## **Methodology**

The study adopted descriptive survey research method. The targeted population of this study consists of 400 primary four and five pupils and ten staff who were selected from three staff schools in Ibadan, Oyo State, Nigeria. The selected staff schools were University of Ibadan Staff School, University College Hospital Staff School, and Nursery and Primary School of the Polytechnic Ibadan. Primary four and five pupils were selected because they can read and write and are assumed to imbibe reading culture. Total enumeration sampling technique was used for the study. Questionnaire was the instrument for data collection, it consisted questions on teachers' attitude and reading culture of pupils in selected primary schools in Ibadan Scale (TARCP), consisting items of two variables to which the participants were asked to tick the options of their choice in two-point Likert rating scale of Agreed (A) and Disagreed (D), respectively. This was intended to rate the information materials pupils read most times, the attitude of teachers to reading culture of pupils, the reading culture of the pupils and reading hindrances of the pupils. The questionnaire was pre-tested using 30 pupils at Kings College Nursery and Primary School, Ibadan who were not part of the study. The reliability of the questionnaire was assessed using the Cronbach Coefficient Alpha method. The reliability for the questionnaire was 0.74 alpha levels. A total of 410 copies of the questionnaire were administered, and were all returned which is (100.0%) response rate of the pupils returned and coded for analysis. Data collected were subjected to various statistical analyses using SPSS version 21. Descriptive and inferential statistics were adopted for data analysis. Simple percentages, tables and correlation were used in analysing the data.

## **Data Analysis**

Data were analysed as they related to the specific areas of the study using descriptive and inferential statistics such as simple percentages, mean, frequency distribution and correlational method of analysis.

## **Demographic Information of the Respondents**

**Table 1: Distribution of Pupils base on Demographic Information**

S/N	Variable		Number	Percentage (%)
1.	Name of School	University of Ibadan Staff School, U.I	309	77.3
		UCH Staff School, Agodi.	72	18.0
		Polytechnic of Ibadan Staff School, Sango	19	4.8
		<b>Total</b>	<b>400</b>	<b>100.0</b>
2.	Class	Primary 4	207	51.8
		Primary 5	193	48.3
		<b>Total</b>	<b>400</b>	<b>100.0</b>
3.	Gender	Male	213	53.3
		Female	187	46.8
		<b>Total</b>	<b>400</b>	<b>100.0</b>
4.	Age	7 - 9 years	340	85.0
		10 - 15 years	57	14.3
		Above 12 years	3	0.8
		<b>Total</b>	<b>400</b>	<b>100.0</b>
5.	Religion	Christianity	302	75.5
		Islam	96	24.0
		Others	2	0.5
		<b>Total</b>	<b>400</b>	<b>100.0</b>

Table 1 provided information on the demographic characteristics of the pupils and findings showed that majority of them that were part of the study 309 (77.3%) were from University of Ibadan Staff School, U.I while, 72 (18.0%) were from UCH staff School, Agodi, and 19 (4.8%) were from The Polytechnic of Ibadan staff School Sango. This gives credibility to the study as most of the pupils are those who must have notice the influence of school library on reading culture in their schools. The results showed that primary 4 pupils had higher percentage of 207 (51.8%) than primary 5 pupils with 193(48.3%). The respondents consisted of more males 213 (53.3%) than females 187 (46.8%). Results also showed that age range of majority of the pupils 340 (85.0%) were between 7 to 9 while 57 (14.3%) expressed that were 10 to 12 years of age and just 3 (0.8%) were above 12 years. Results also showed that religious of majority of the pupils 302 (75.5%) were Christians while 96 (24.0%) expressed that they practiced Islamic religion and other religions was 2(0.5%).

### **Research questions**

4.1. Research question 1: What are the information materials pupils read most times in the selected staff schools in Ibadan, Oyo State, Nigeria?

**Table 2: Table showing the information materials pupils read most times in the selected staff schools in Ibadan, Oyo State, Nigeria.**

S/N	Items	Frequency	Percent	Valid percent
1.	Textbooks	87	21.8	21.8
2.	Story books	216	54.0	54.0
3.	Class notes	73	18.3	18.3
4.	Comics	20	5.0	5.0
5.	Magazines	4	1.0	1.0
	<b>Total</b>	<b>400</b>	<b>100.0</b>	<b>100.0</b>

Table 2 above shows that the majority of the respondents (54%) read story books the most, followed by 21% who read text books and 5% read magazines, only 1% of the population read magazines.

4.2. Research question 2: What is the attitude of teachers to reading culture of pupils in the selected primary school in Ibadan, Oyo State, Nigeria?

**Table 3: Table showing the attitude of teachers to reading culture of pupils in the selected primary school in Ibadan, Oyo State, Nigeria.**

S/N	Items	Agree (%)	Disagree (%)	Total	Mean	S.D
1.	I am aware about the reading culture in Nigeria	10(100)	0(0.0)	10(100)	1.60	.516
2.	The reading culture of my pupils is satisfactory	6(60.0)	4(40.0)	10(100)	2.50	.972
3.	I teach pupils to read	10(100)	0(0.0)	10(100)	1.50	.527
4.	I don't think I can help to improve the reading culture of my pupils	0(0.0)	10(100)	10(100)	3.70	.483

5.	It is not necessary for my pupils to know how to read	0(0.0)	10(100)	10(100)	3.90	.316
6.	I have developed programme(s)/strategy to promote reading amount my pupils	9(90.0)	1(10.0)	10(100)	1.90	.568
7.	I encourage my pupils to use the library	10(100)	0(0.0)	10(100)	1.30	.483
8.	I assist my pupils in the library	7(70.0)	3(30.0)	10(100)	2.10	.738
9.	I relate with parents about the reading performance/development of my pupil	10(100)	0(0.0)	10(100)	1.50	.527
10.	I consciously stimulate my pupils to read	10(100)	0(0.0)	10(100)	1.30	.483
11.	I recommend extracurricular books for them to read	10(100)	0(0.0)	10(100)	1.40	.516
12.	I am deeply concerned about the development of my pupils reading	10(100)	0(0.0)	10(100)	1.10	.316
13.	Reading should be given more priority in the primary school	10(100)	0(0.0)	10(100)	1.10	.316
14.	I create reading corners in the classroom for pupils to read	10(100)	0(0.0)	10(100)	1.50	.527
15.	I organise reading competition for my pupils	7(70.0)	3(30.0)	10(100)	2.20	.632

The information in Table 3 showed the attitude of teachers towards pupils reading culture in the selected primary schools. Findings indicated that teachers were deeply concerned about the development of pupils reading; they encourage pupils to use the library; consciously stimulate pupils to read; recommend extracurricular books for them to read; create reading corners in the class room for pupils to read; relate with parents about the reading performance of pupils; teach pupils to read; are aware about the reading culture in Nigeria; have development programme(s)/strategy to promote reading amount of pupils; and organise reading competitions for pupils with the following percentages: 10(100.0), 9(90.0), 7(70.0) and

6(60.0,) respectively. Results showed that, on an average, teachers generally had positive attitude towards the reading culture of their pupils. This could be one of the main reasons for the good reading culture of the pupils in the schools studied.

4.3. Research question 3: What is the reading culture of the pupils in the selected primary schools in Ibadan, Oyo State, Nigeria?

**Table 4: Table showing the reading culture of the pupils in the selected primary schools in Ibadan, Oyo State, Nigeria.**

S/N	Items	True (%)	False (%)	Total (%)	Mean	S.D
1.	I love to read	343(85.8)	57(14.3)	400(100)	1.14	.350
2.	I get tired easily when reading	120(30.0)	280(70.0)	400(100)	1.70	.459
3.	I read for a long time	311(77.8)	89(22.3)	400(100)	1.22	.416
4.	I read everyday	292(73.0)	108(27.0)	400(100)	1.27	.445
5.	I read only when I am told to read	136(34.0)	264(66.0)	400(100)	1.66	.474
6.	I read in my free time	342(85.5)	58(14.5)	400(100)	1.15	.353
7.	I draw picture from what I read	282(70.5)	118(29.5)	400(100)	1.30	.457
8.	I set questions from what I read	277(69.3)	123(30.8)	400(100)	1.31	.462
9.	I find it difficult to remember what I read	115(28.8)	285(71.3)	400(100)	1.71	.453
10.	I read books with many pages	320(80.0)	80(20.0)	400(100)	1.20	.401
11.	I buy books to read that are not for school	259(64.0)	141(35.3)	400(100)	1.35	.478
12.	I choose watching television over	72(18.0)	328(82.0)	400(100)	1.82	.385
13.	I choose playing games over reading	80(20.0)	320(80.0)	400(100)	1.80	.401
14.	I am a member of a reading club	206(51.5)	194(48.5)	400(100)	1.49	.500
15.	I like to read alone	304(76.0)	96(24.0)	400(100)	1.24	.428
16.	I like to read in a group	193(48.2)	207(51.8)	400(100)	1.52	.500
17.	I read only in school	82(21.0)	316(76.0)	400(100)	1.79	.408

<b>Overall Mean = 24.67</b>	<b>24.67</b>	<b>7.37</b>
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In order to determine the level of reading culture of the pupils in the selected primary schools, a test of norm was conducted. The scale between 0-11.3 shows that the level of reading culture is low, the scale between 11.4-22.7 indicates that the level of reading culture is moderate, and the scale between 22.8-34.1 shows that the level of reading culture of the respondents is high. Thus, the overall mean for level of reading culture as indicated by the responses of the pupils in the selected primary schools is 24.67 which falls between the scale “22.8-34.1.” Therefore it could be deduced that the level of reading culture of the pupils in the selected primary schools in Ibadan, Oyo State, Nigeria is high.

In particular, the level of reading culture of the pupils in the selected primary schools in terms of reading habit as indicated by most of the respondents 343(85.8%), 342(85.5%), 320(80.0%), 311(77.8%), 304(76.0%), 292(73.0%), 282(70.5%), 277(69.3%), 259(64.0%) and 206(51.5%) indicated positivity: love to read, read in free time, read books with many pages, read for a long time, like to read alone, read every day, etc as the majority agreed.

4.4. Research question 4: What are the hindrances to reading culture of pupils in the selected primary school in Ibadan, Oyo State, Nigeria?

**Table 5: Table showing the hindrances to reading culture of pupils in the selected primary school in Ibadan, Oyo State, Nigeria.**

S/N	Items	Frequency	Percent	Valid percent
1.	No interest in reading	44	11.0	11.0
2.	House chores	218	54.5	54.5
3.	Too many Homework/assignments	68	17.0	17.0
4.	Nothing good to read around	14	3.5	3.5
5.	Watching movies	56	14.0	14.0
	<b>Total</b>	<b>400</b>	<b>100.0</b>	<b>1.00.0</b>

As shown in Table 5, the majority of pupils (54.5) indicated that house chores is the major hindrance to reading. While 68 pupils (17%) indicated homework/assignments as the major hindrance to their reading, 56 pupils (14%) acknowledged that they did not read much

because they spend time watching movies. 11% of the pupils population indicated that they have no interest in reading and only 3% indicated that there was nothing good to read around.

Hypothesis: There is no significant relationship between teachers' attitude and reading culture of primary school pupils.

**Table 6: Pearson Product Moment Correlation between teachers' attitude and reading**

Variable	$\bar{X}$	Std. Dev.	N	R	P	Remark
Reading Culture	28.60	3.06	10	.447**	0.019	Significant
Teacher attitude	12.60	.84				

**Correlation Significant at \*P<0.05 level.**

Table 6 showed that there is a significant relationship between teachers attitude and reading culture of primary school pupils, as reading culture has positive correlation with teachers attitude ( $r=0.447$ ,  $P<0.05$ ), since P is lesser than 0.05 level of significance. There is therefore, a significant relationship between teachers' attitude and reading culture of primary school pupils.

### Discussion of Findings

This study investigated teachers' attitude and reading culture of pupils in selected staff primary schools in Ibadan, Oyo State, Nigeria. From the study, it could be inferred that from the three selected primary schools, University of Ibadan Staff School, U.I 309 (77.3%) has the highest participants that took part in the study, followed by UCH staff School, Agodi, 72 (18.0%). This gives credibility to the study as most of the pupils are those who must have notice the influence of school library on reading culture in their schools. Primary 4 pupils had higher percentage of 207 (51.8%) than primary 5 pupils with 193(48.3%). The respondents consisted of more males 213(53.3%) than females 187(46.8%) and there is also strong indications that majority of the pupils 302(75.5%) were Christians. It could also be deduced that majority were within the age of 7-9 years.

The study revealed that pupils read story books and text books the most. This is in line with Dike (1998), he sees the school library as the intellectual centre of the school containing records not only of the intellectual but also cultural and social products. The school library assists teaching by storing instructional materials such as textbooks, audiovisual materials, magazines, newspapers, journals and reference materials. It is the function of the library to supply information to keep staff and students abreast of new developments. However, Nancy

(1998) affirmed that most school libraries did not meet the required set standard. Hence, majority of the students use the library as a quiet place to study their own textbooks and notebooks.

Findings revealed that teachers were deeply concerned about the development of pupils reading; they encourage pupils to use the library; consciously stimulate pupils to read; recommend extracurricular books for them to read; create reading corners in the class room for pupils to read among others. Results showed that, on an average, teachers generally had positive attitude towards the reading culture of their pupils. This could be one of the main reasons for the good reading culture of the pupils in the schools studied. This finding is in line with the findings of (Ulug, Ozden and Eryilmaz, 2011) they reported that a positive attitude from the teacher affects the student's motivation, attitude towards school and school work like reading, the student's self-confidence and personality development. Vermunt and Verschaffel (2000) support this as they pointed out that teachers with good attitude create a good learning environment for students'. Therefore, teachers' negative disposition or attitude may affect students' performance negatively (Sprinthal, 2007).

Findings also revealed that the level of reading culture of the pupils in the selected primary schools in Ibadan, Oyo State, Nigeria is high as most of the respondents indicated that they love to read, read in free time, read books with many pages, read for a long time, like to read alone, read every day, etc. This agreed with Okwilagwe (2001) who opined that Nigeria has a good reading culture and Nigerians buy books and are mostly utilitarian users of books'. Haghes-Hassell (2003) reported that secondary school students who do read for pleasure have responded to surveys indicating that, along with books, they read magazines, newspapers, and comic books in their free time.

Findings revealed that house chores and homework/assignments are the major hindrance to reading. This is in line with Okpala (2006) findings that "one of the important median of realising the educational objectives is the appropriate teaching method". According to him, the method adopted by the teacher either promotes or hinders learning. It may increase mental activities which are the basis of social power. According to Popoola (2006) when competent and qualified teachers are given the right training, then there will be quality of teacher's status; and when one is self-motivated and responsible as a teacher, most disciplinary problems are solved as he stimulates learning through cognitive and affective methods. Behind every successful lesson is a good teacher. Effective teaching implies productive, purposeful, result oriented, qualitative, meaningful and realistic teaching (Kolawole and Oluwatayo, 2005).

Findings revealed that there is a significant relationship between teachers attitude and reading culture of primary school pupils, as reading culture has positive correlation with teachers attitude. This is in line with Abeyrathna (2004) who argued that a teacher's attitude is a very significant feature in improving a student's love for reading, Teachers are key factors in the development of a reading culture in pupils as they are considered role models, A positive attitude from the teacher affects the student's motivation, attitude towards school and school work like reading, the student's self-confidence and as a result of personality development (Ulug et al, 2011).

### **Conclusion**

This study investigated teachers' attitude and reading culture of pupils in selected primary schools in Ibadan, Oyo State, Nigeria. The study revealed that teacher's attitude influence reading culture of the primary schools pupils. The attitudes of teachers is so important to motivate the interest of primary school pupils towards having a good reading culture. Therefore, there must be reading materials available for the pupils to read. This is because the unavailability of story books and relevant text books will affect pupils reading culture. The pupils love to read story books, text books and class note in free time among others. Nevertheless, the major hindrances to pupils reading were house chores and homework/ assignments.

### **Recommendations**

In view of the conclusion stated or drawn above, the following recommendations are put forward:

1. For continuous and effective reading culture practice by the pupils, there should be teacher-pupils relationship and teachers should always monitor the pupils and guide them appropriately in reading their books.
2. Parents and guardians should be of help to their wards by encouraging them to have study time at home and not to always engage them with house chores which may not give them the opportunity to have quality time for reading.
3. The school management can encourage reading culture among pupils by organising competition such as quiz with a very appreciable prize for winners. This will be a challenge for the pupils to sit up and prepare by having a quality time for reading.

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