

**AVAILABILITY OF PRINT AND INTERNET RESOURCES AS FACTORS
INFLUENCING READING CULTURE OF SECONDARY SCHOOL STUDENTS IN
EDO STATE, NIGERIA**

BY

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ABSTRACT

Poor reading culture being exhibited by the secondary school students in Edo State is responsible for their inability to engage in critical thinking, sound analysis of events and situations, and poor academic achievement. Many studies have examined cognitive factors affecting reading culture with little attention on print and Internet resources. This study, therefore, investigated availability of print and Internet resources as factors influencing reading culture of secondary school students in Edo State, Nigeria.

Skinner's Behavioural theory provided the framework, while descriptive survey design of correlational-type was adopted. The population comprised Senior Secondary School students in both public and private secondary schools in Edo State. Multi-stage sampling procedure was adopted. Nine (three from each senatorial district) Local Government Areas (LGAs) out of 18 LGAs were randomly selected. Using purposive sampling technique, a total of 65 schools (50 public and 15 private secondary schools) were selected from the nine LGAs. A total of 819 students were randomly selected (49.0% males and 51.0% females). Instruments used were: Availability of print resources ($r=0.87$), Availability of Internet resources ($r=0.82$) and Reading culture ($r=0.75$) questionnaires. These were complimented with Key informant interview with five school principals each from public and private secondary schools. Descriptive statistics, Pearson product moment correlation and Multiple regression were used for analysis at 0.05 level of significance, while the qualitative data was content analysed.

The age of the students was 16.4 ± 1.91 years. The mean score for public secondary schools' reading culture was 51.00, and for private secondary schools was 62.50. There was significant correlation between reading culture and print resources ($r=0.16$). There was significant correlation between reading culture and Internet resources ($r=0.10$). There was a significant joint contribution of availability of print and Internet resources on students' reading culture ($F_{(2,816)} = 12.55$; $R^2 = 0.03$) translating to 3.0% of its variance. Availability of print resources ($\beta = 0.141$) and Internet resources ($\beta = 0.075$) relatively contributed to reading culture. There was low reading culture among the students which was traced to poor mentoring, students' inability to procure relevant texts and negative peer influence.

Availability of print and Internet resources influenced reading culture of Senior Secondary School students in Edo State. Education policy makers and librarians should encourage revitalisations of readers' club in the secondary schools in order to sustain reading culture.

Keywords: Print and Internet resources, Reading culture, Senior Secondary School Students, Edo State Nigeria.

Word Count: 392

CERTIFICATION

I certify that this work was carried out by Christopher Osaretin Ukpebor in the Department of Library, Archival and Information Studies, Faculty of Education, University of Ibadan, Nigeria.

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DEDICATION

This thesis is dedicated to God almighty and the family of Ukpebor.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The secondary school is a level of education that precedes tertiary education. This level of education in Nigeria is aimed at building upon existing knowledge in children who have learnt under the primary system, because primary education is insufficient for children to complete the prerequisite for literacy, numeracy, vocational and communication skills (Yusuf, 2009 and Ige, 2011). Secondary education in Nigeria is mostly for children from age 10 to 18 and it is divided into two: the Junior and Senior Secondary School. The Junior Secondary School is pre-vocational and academic in scope. Most subjects are compulsory, except religious studies and Nigerian languages (electives). For students to proceed to the Senior Secondary School, they must make the required grade in the Junior Secondary School Certificate Examinations (JSSCE). In Senior Secondary School, students can select the areas of courses they would like to study when they finally get into higher institutions. This is broadly categorised into science, social science, arts, or technical studies. All students must sit for a Senior Secondary Certificate Examination (SSCE), and must pass this before they are admitted to any tertiary institution in Nigeria.

Secondary school students are group of learners who attend a secondary school and can also be considered as a group of young people enrolled into an educational system (school) that is intermediate (secondary) between elementary (primary) school and higher institutions. Farlex (2015) defined secondary school students as a group of persons engaged in a study, which are devoted to seeking knowledge at a secondary level of education. Studies have shown that the quality of education and reading in public schools as compared to the private secondary schools in Edo State was regrettably on the decline and that the inadequate use of reading materials accounted for this disparity (Ibileke, 2011 and Idiegbeyan-Ose, 2012). In addition, the state has been considered to have a government with poor attitude towards the provision of print resources for schools and this may be connected to their value placed on reading (Ishola, 2014). Findings by Ishola (2014) revealed lack of relevant reading materials as well as poor funding as hindrances to information services to lawmakers who are partly responsible in developing policies that affect education in the state.

Reading by secondary school students in Nigeria has been of major concern to stakeholders especially as it reflects on the poor results from national examinations. This is because, reading is perceived to be a borrowed culture from the western world, which implies that reading is part of a specific culture and a habit that is shared and valued highly by that society; but not the African societies that are predominately oral.

African society has been described as ‘an oral society’ or one that ‘lacks a reading culture’ (Mulindwa, 2001). Such a society, according to Nalusiba (2010), is characterised by poor habit in reading once formal education has been completed. This is because the members of such a society derive more pleasure from the oral and performing arts like talking, singing, dancing, socialising than from the rather private and individual reading of a book. Since the majority is illiterate, it affects the minority who can read, with the result that the oral mode remains prevalent (Töttemeyer, 1994). Reading culture was unknown in Nigeria till the dawn of the colonial era in Africa; hence the culture was built on oral negotiations and traditions which Nigerians in general still have strong affinity with till date. The traditional practices of literacy like storytelling, reading of poems, reading of proverbs and riddles, were learnt by the young generation through close observation of what the elders did and said (Ruterana, 2012). The oral traditions were a granary of ancestral wisdom that served as a cultural guide and therefore, the people’s school. In this school, educational, social, and cultural norms and values were passed on from generation to generation, through oral traditions and practices by the word of mouth (Kagame, 1978). The oral expressive communication setting in which secondary school students find themselves is inhibitive to the culture of reading (Unoh, 1982). This is why reading culture has become a major concern amongst stakeholders in education.

The average Nigerian student 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 examinations at the expense of learning. For several decades, there have been concerns that students have poor reading habits characterised by reading exercised when there is a need for quick-knowledge and perhaps reading to pass an examination. This is despite 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 danger to the country’s future (Sandars, 2007 and Chika, 2009). It could be assumed that the increase in the activities of print publishing in Nigeria would bring about a leap in reading culture among the

students, but the unfortunate fact remains that this is far from being so. While many secondary school students in the urban areas have access to print and Internet resources, they are yet to possess those positive attributes of effective reading (Yilben and Kigkka, 2008).

A reading culture, according to McEwan (2002), can be defined as ‘the collective attitudes, norms, beliefs, and behaviour of all the stakeholders in a school regarding 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 attitudes, values, goals, and social practices that characterises effective reading in an education system. Behrman (2004) defined a culture of reading 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). While 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.’ It is the fact that books are an ever-present companion in their conversation and in their lives.

Habitual reading is the foundation of a reading culture (Joubert, 2013); this implies that children who do not read well during elementary school are more likely to have poor reading abilities throughout their lifetime (Blank, 2006). Akinbola (2007), referring to the submission of the National Universities Commission, defined reading culture as a sustained regime of reading textual and non-textual materials for broadening the horizon of knowledge within and outside one’s disciplinary interest. A careful and critical analysis of the foregoing definitions would reveal that reading culture captures a collective and sustainable attitudes, values, beliefs, norms, philosophy and behaviour which enable students to cultivate the habitual reading of print and electronic text for self and national development. Considering all the definitions, it is apparent that a reading culture will use various sources (such as motivation, information sources, school systems and literacy skills) to ensure success in reinforcing reading amongst students. Developing any form of ‘culture’ takes time and effort, but first establishing whole-school initiatives such as ‘Drop Everything and Read’ or regular library sessions for all students is an excellent foundation on which to build a school reading culture.

A good reading culture requires the students to engage in effective reading of print or Internet resources or both for their academic achievement, personal and national development.

Thus, one criterion for schools attempting to cultivate a good reading culture is to know that their students have developed a desire to read, and see reading as part of their identity (Loh, 2015). In classrooms and schools with strong reading cultures, children and adolescents should 'author rich literate selves' and 'want the life of a reader and envision that life for themselves' (Calkins 2016). A reader's abilities, experiences, affiliation with a reading culture and frame of reference will inevitably form his or her reactions to a text and ultimately determine whether he or she is able, or willing, to make sense of it or not (Lisgaugen, 2014).

The benefits of reading and its consequence reaction after a period of time is a prerequisite to a good reading culture. The focus that secondary school common readers put on the usefulness of any reading matter reflected partly a reading culture that stressed the direct link between reading and everyday practical experience, and partly the readers' inexperience (Lovell, 2000). Reading culture indirectly implies that the young generations are able to value reading from a different perspective instead of just committing themselves to the activity for the purpose of academic achievement.

The cultivation of students' reading culture in schools requires in part student identification as readers who are able and willing to engage in reading beyond school-enforced readings. Therefore, anything short of these expectations as well as value placement on reading can be denoted as poor reading culture. Reading culture can either be good or poor. Some of the disadvantages of poor reading culture according to Ifedili (2009) are high failure rate, increase in students' dropout rate, continuous high rate of unskilled manpower, poverty, frustration, loss of self-esteem, illiteracy, and so on. Morni and Sahari (2013) opined that a great awareness of why reading is important is that it does not contribute only to an individual well-being, self-development and progress but also to the whole nation and the world. Reading culture involves intense spiritual work, which is essentially the production of meanings. Thus, Kamalova and Koletvinova (2016) state that the construction and expression of personal meanings inherent in the very nature of the semantic reading is an important symptom of a culture of reading. They state further that reading culture is not formed by itself; it develops in the process of formation of the person. An important condition for the development of a reading culture is the inclusion of a personal component (needs, motives, values, meanings) in the structure of educational activity.

Availability of print resources to secondary school students could encourage reading. Other terms for print resources are print information, print-based resources, print sources and

print materials. Print is a time-tested format that continues to fulfill promises that technology cannot yet deliver (Wu, 2005). According to International Federation of Reproduction Rights Organisations (2005), print resources are print source of information which includes fiction and non-fiction, books, journals, pamphlets, periodicals, magazines, newspapers, works of visual arts as well as photography and sheet of music. Print resources can also be considered as information resources that have been written on a tangible format such as textbooks, magazines, newspapers, and brochures. Print resources according to Department of Rehabilitation and Correction, Ohio (2013) means any publication, document, or record including, but not limited to, the following: newspapers, magazines, pamphlets, books, photographs, drawings. The term 'print resources', does not include reading materials in electronic format. A print source is a source that is not viewed via a computer or other electronic devices.

Print resources can be defined as different source of printed or written literary work (Farlex, 2015). Reitz (2015) also considered print resources as any physical thing that can be read, from the back of a cereal box to a philosophical treatise. Choice of print reading resource reflects a person's interests, tastes, education, and experience. Print resources include and not limited to the use of curriculum-based print information resources like textbooks, reference books, storybooks, and other forms of print resources like fiction and non-fiction. Availability and use of attractive age-appropriate print resources will have beneficial effects such as better literacy skills, the promotion of confidence and improvement in learning (Nassimbeni and Desmond, 2011).

In the words of McDonald (2013), when people think of reading, what immediately come to their minds are stories, especially books. But there are many other types of print resources that students can use to practise and develop their reading skills. These include magazines, comics, manuals, newspapers, poetry, travel brochures, encyclopaedia, sports programmes, catalogues, recipes, dictionaries, play scripts, atlases, road signs and handwritten books. Nassimbeni and Desmond (2011) argue that in situations where students are required to bring a book from home, reading declines. Research has identified the importance of exposing children to a variety of print resources and allowing them to choose; this leads to improved performance and greater motivation and satisfaction (Clark and Phythian-Sence, 2008). It, therefore, implies that developing a print-rich environment is important from the child's early years and should not be neglected as children move through the higher grades.

Educators use various kinds of print resources to teach the curriculum-based subjects, but textbooks occupy an important position in many classrooms. However, Wade and Moje (2000) reported on the lack of engagement of secondary school students in print resources. They advocate change and describe schools that integrate all forms of reading materials like government documents, magazines, journals, student-generated texts, novels, and hypermedia will be developing the student towards good reading culture. Findings from the rigorous studies suggest that providing children with print resources helps them read better (Lindsay, 2010). In addition, providing children with reading materials allows them to develop basic reading skills such as letter and word identification, phonemic awareness, and completion of sentences.

It has been pointed out by Busayo (2011) that most people in sub-Saharan Africa have less access to print materials or other learning resources; without proper access, reading culture cannot be established. Thus, according to Makotsi (2005), students need access to a wide range of print and Internet resources to help them acquire and maintain fluent reading skills, broaden horizons, and think independently and critically. Marinak and Gambrell (2008) reported that children are motivated to read and remain engaged in reading when rewarded with the opportunity to choose their own books and this leads to improved reading culture.

Mankind, who got knowledge from oral and print sources of knowledge for a long time, met a new source of knowledge in the late 20th century described as virtual. Being different from the one stored in mind, tablet, signboard and paper, this knowledge travels on the Internet, which is called the virtual environment (Akmence *et al.*, 2013). The Internet is the means by which individual terminals, computers, mobile devices, and local area networks are connected to the global network using international standard to share data. The Internet (Web) is basically a strong communication system linking a computer anywhere in the world to another (Davenport and Erarslan, 2001). This source of knowledge on the Internet line has led to a radical change in habits like accessing, reading, saving and sharing knowledge to the extent that it has given the 21st century its name – the information age. The knowledge in this virtual environment is called Internet resources. In most countries in the developed world, access to the Internet resources is easy. This is unlike developing countries like Nigeria and others where Internet access is relatively concentrated in some capital cities of the federation.

Internet resources, according to Reitz (2015), can be defined as a digital document (E-references, blogs, FTP file, PDF file, e-mail message, etc.) that can be viewed or downloaded

from a remote server over the Internet. Internet resource is a time-and-space-free technology that offers the whole world to schools, teachers and students. Furthermore, the Internet frees students from chalkboard, teacher, and book trilogy and provides them opportunity-rich environment full of visual materials, resources, and experts; and thus, learning becomes more meaningful, more enjoyable and longer lasting (Sen, 1999). The use of the Internet in the educational environment has enabled easy access to many resources, and information sharing has, therefore, significantly increased. Thus, the prevalence of this sharing has brought additional benefits in that these resources can be used in any location and any time (Sahin, Balta and Ercan, 2010).

According to Lucchi (2011), the right to Internet availability and accessibility, is the view that all people must be able to access Internet contents in order to exercise and enjoy their rights to freedom of information, opinion and other fundamental human rights. Therefore, the government and schools have the responsibility of ensuring that Internet resources are readily available and accessible to all citizens including secondary school students. Internet access is recognised as a right by the laws of several countries including Nigeria. It is against this backdrop that the Universal Service Provision Fund has been set up in Nigeria with the vision of ensuring equitable ICT Access for all; with strategic goals between 2013 and 2017 (www.uspf.gov.org). Though the chalkboard, print materials, radio/television and film have been used for educational purposes over the years, none has impacted on the educational process including reading in recent times like the computer and Internet (Aduwa-Ogiegbaen and Iyamu, 2005).

Literature has revealed that reading culture in Nigeria is poor and this is partly due to several factors including socio-economic and language problem. Developing enthusiasm for reading in the words of Camp (2007) is often as difficult as mastering the vocabulary or comprehension of the text. Thus, 'both skill and will must be considered in the conceptualisation of the ideal reader, the one with broad interests who samples widely and deeply from available sources of text and is motivated to read on a regular basis' (Applegate and Applegate, 2004). One of the most important factors in education is the ability to read, understand and critically apprehend the text (Hetting and Knapp, 2001). To be capable of doing these, students must develop their effective reading habits daily. Capability of understanding text and good reading culture should be developed from early childhood through the whole life (Beck and Mckeown, 2001). Reading habit is also a vital part of lifelong learning concept (Raeyaekers, 2002). It is,

therefore, not surprising that every nation prides itself in the reading culture of its literate population (Onovughe, 2012).

Studies (Ogwu, 2010 and Okeke, 2013) have reported that some education stakeholders have attributed the drop in reading culture in Nigeria to the lack of adequate awareness of its importance, inadequate library facilities, poor reading habits and unavailability of reading materials, among other factors. This was corroborated by Tella and Akande (2007) when they pointed out that most people in sub-Saharan Africa have less access to reading materials, and without proper access and shared ideas of the school stakeholders, it is hard to establish a reading culture. Culture is created by people through a human process of living in a geographical place over time and space while habits are acquired and used. Reading culture is the established norm in most boarding schools. It involves the stakeholders approach towards reading activities; most boarding schools have a dedicated time for reading and other school activities. A student with little or no interest in reading finally gets accustomed to the reading culture of his school.

While supporting the influence of availability of print and Internet resources on reading culture, Bankole (1999) believes that if children have the kind of childhood exposure they were exposed to in other areas with support from parents and teachers, to books and reading, developing a sound reading culture will be impressed on their minds. The art of reading starts from the day-care school and sharing of books among children within the classroom and singing rhyming in the day-care (Anonymous, 2013). Children and youth need to be exposed to books and effective reading to improve reading habits and to inspire interest in literature. On the contrary, Churchill and Johnson (1997) express the opinion that new media are still no match for the print; and new technology has not yet made any impact on people's positive reading habits. This was supported by Hindu (2004) claiming that access to the Internet resources can inhibit reading culture by saying that 'in our society today, while technology is slowly taking a steady control over individual lives, the reading culture is fast vanishing'.

The emergence of the Internet has many effects on the availability of information. It expands the reach of reading materials, information and discussion forums to the public and forces traditional print media to reorient themselves in competitive situations (Vyas, Singh and Bhabhra, 2007). Studies by Loan (2012) reveal that the emergence of the Internet has created an extraordinary change in the reading culture. Presently, reading is no longer confined to print resources because the Internet has given a new outlook to reading materials. He went further to

state that the scope of reading materials has changed drastically in the Internet revolution to include web sites, web pages, e-books, e-journals, e-papers, e-mail, discussion boards, chat rooms, instant messaging, blogs, wikis, and other multimedia documents. In Nigeria, students have found more interest in using the Internet for social activities like Facebook, Twitter and Blogs. Students who barely read their books can spend a lot of time on the Internet with either mobile digital technology or their computers reading social contents.

The proliferation of the Internet resources through Internet access has already influenced and changed the way students and scholars use print resources (Liu, 2005). It has also sparked a new wave of literature on the perceptions and preferences of print and electronic resources. Dilevko and Gottlieb (2002) conducted a web-based survey of undergraduate library users at the University of Toronto and found that while undergraduate students typically begin assignments and essays using the Internet resources, traditional print resources (e.g., textbooks and print journals) remain crucial components in their research because of their reliability and permanent accessibility. Prints and Internet resources serve a similar purpose towards teaching, learning, recreation, entertainment, and characters building; even though, Strouse (2004) shows that users (especially younger users) have developed a clear preference for receiving information in electronic formats.

In Nigeria, there are many factors that influence the ability of students to cultivate effective and efficient reading culture. Ozmert (2005) emphasised the importance of environmental (school) influence as a major factor in the development of students reading culture. These school influences stem from the availability of reading materials (print and online) in the students' classrooms and libraries, to the school teachers imparting knowledge and skills to young students. It is within this context that reading culture can be achieved, because reading culture exists only in a community where reading norms and values are established. The reason is that reading culture may not thrive in a society where access to information resources is low with poor reading habits. Neelamegham (1981) had identified availability as one of the prerequisites of reading while Kuhlthau (1991) argued that the action of information seeking depends on the needs, the perceived accessibility, sources and information seeking habits. Although, it is on the availability of print and Internet resources that Aguolu and Aguolu (2002) revealed that efforts are being made worldwide to promote access to information in all formats to stimulate reading. The availability of Internet resources and print reading materials may

stimulate reading but the manner of putting these resources to use can either engender or inhibit reading culture.

Musampula (2006) stated that literacy is a skill, and like any other skill, improves with practice and exposure to a variety of reading materials, yet many children fail to develop this skill. This is because most children growing up today, particularly those in the rural areas have limited exposure to print and Internet resources (Ogbonna and Obiozor, 2009). Ruterana's (2012) study showed that majority of the students said that lack of appropriate reading materials and lack of adequate libraries throughout the country is generally the greatest obstacle to the culture of reading in Rwanda. One way of encouraging the school reading culture, suggested by many studies, is by increasing the 'volume of children's playful, stimulating experiences with good books' while developing a good reading culture (Neuman, 1999); this was supported by Taylor, Muller and Vinjevoid (2003), when they pointed to the important relationship between the availability of reading materials in the classroom and quality of reading.

Availability of print and Internet resources could possibly influence reading culture with sustainable interest in reading on the part of the students (Obafemi, 2006). Availability of reading materials in different formats to secondary school students as well as teaching good reading skills and programmes could be expected to improve reading culture in Nigerian secondary schools. Johnson (1999) posited that the level of readership is, to a large extent, an index to a country's level of development while defining readership as the number of citizens who do effective reading in relation to the population of a country. It was on this note that Fabunmi and Folorunsho (2010) claimed that Nigerians have a poor reading culture because the number of those who are not reading far exceeds the number of those who are actively reading. Aina, Ogungbemi and Adigun (2012) and Pitan (2013), quoting Henry (2004), revealed that 40% of adult Nigerians do not read a non-fiction book from cover to cover after leaving school and that an average Nigerian reads less than one book per year.

The general observation that many Nigerian students do not like reading is because many teachers often complain about the poor reading habits of their students which could have implications on their personal and intellectual development (Ifedili, 2009). The problem of reading among students and young people is one of the urgent problems of our time (Sadykova, Yashina and Sharafieva, 2014). Harold (2001) opined that lack of vibrant reading culture among Nigerians has been publisher's nightmare for a long time in the country. This was confirmed by

Obafemi (2006) who claimed that the poor reading culture among Nigerians was due to the economy that was prostrate; reading was expensive and had become a leisure most people could ill afford. Ifedili's (2009) study reported that 87% of respondents claimed that Nigerians have a poor reading culture, while 97% complained that reading materials were few and expensive. However, Okwilagwe (2001) opined that 'Nigeria has a good reading culture and Nigerians buy books.' He further buttresses that Nigerians are mostly utilitarian users of book.

It is no longer news that the Nigerian reading culture is generally poor and this has been confirmed by several experts, and as part of efforts to stem the tide, the Federal Government launched the 'Bring Back the Book', BBB project on December 20, 2010 (Ayansina, 2011). This was also followed by Nigeria Economy Summit on March 2014 whose primary theme was on reading culture of young students (Channels, 2014). In a similar programme in the United Kingdom, in promoting and sustaining reading culture, primary and secondary students as well as their parents were asked to participate in various reading-related activities, such as "Reading Marathon - Love is in the Book, "Parent-child Reading - Celebrating Efforts in Developing Reading Habits at Home" and "Young Writers Training Programme (World Book Day Fest, 2016), and this was complimented by an Intensive Reading Session" with the purpose of promoting reading across the curriculum. The problem of reading culture in Nigeria, according to Tella and Akande (2007), has been traced to the reading culture of Africans generally and other notable factors like unavailability of print reading materials and Internet resources. They also pointed out that most people in sub-Saharan Africa have less access to books or other learning resources, and without proper access, it is challenging to establish a good reading culture.

Consequently, Tella and Akande (2007) echoed that the achievement of quality basic education in all countries in Africa calls for the development of good reading culture of both the children and the adult; this will change the stigma already associated with Africa as a continent with a 'poor reading culture'. They went further to state that in the African continent, the reading habit of children is waning. The cause of this has been traced to poor reading cultures of Africans generally and other notable factors like non-availability of reading materials and value placement. Panagrahi and Panda (1996) previously submitted that 'children missing the opportunity of getting in touch with books at this stage find it difficult to acquire reading culture

in their later years.’ Therefore, the availability of print and Internet resources as well as how their formats influence reading culture becomes a major source of worry in our secondary schools.

1.2 Statement of the problem

Good reading culture of secondary school students has continued to be on the decline in Edo State because students barely read except when there is a need for quick knowledge or to pass an examination. The situation is worse when the schools concerned cannot provide the tools and the enabling environment in building the students’ positive values, attitude, beliefs and behaviour towards improving the culture of reading. These tools include print and Internet resources for secondary school students. A good reading culture expected from the students requires that they read beyond the school curriculum-based materials, and read more frequently to improve themselves and the society. Creating a reading culture is essential if school managements want to encourage students to become engaged and motivated readers. However, developing a reading culture takes time and requires the commitment of the principals and staff of the schools towards their students. This implies that reading culture can be improved upon when school staff understand the importance of reading for students’ development, have a shared vision of reading culture, know the qualities of an engaged reader, and fully support the services of the library and its programmes.

There is plethora of scientific discourse on reading culture with little consideration for research on the influence of availability of print and Internet resources on reading culture. It has been observed that most secondary schools in Edo State (especially the public schools) lack libraries, suffer from scarcity of reading materials and lack or have dysfunctional Internet connections. Preliminary observation has also shown that students do not have sufficient books to select from for reading and this hinders them from engaging in intensive and extensive reading. In some situations, print resources are kept in the head teachers’ offices. This kind of prevention of an open access to print resources for the students in the schools may not promote a reading culture. Ironically, it has been observed that some schools with print and Internet resources do not make appropriate use of the existing information resources. The improvement of reading culture in Nigeria must, therefore, go hand in hand with the promotion of reading as a

pleasurable activity, which means that the students must start to read as a way of life. It is against this backdrop that the study aimed at finding out if the availability of the print and Internet resources could influence the reading culture of secondary school students in Edo State of Nigeria.

1.3 Objectives of the study

The broad objective of this study was to find out the influence of availability of the print and Internet resources on the reading culture of secondary school students in Edo State. The specific objectives of the study were to:

- i. determine the level of availability of print resources to secondary school students in Edo State;
- ii. ascertain the students' access points to the Internet;
- iii. determine the level of availability of Internet resources to secondary school students in Edo State;
- iv. find out the types of information resources the students were reading in Edo State;
- v. find out the level of reading culture of the secondary school students in Edo State;
- vi. ascertain the relationship between availability of print resources and reading culture of secondary school students in Edo State;
- vii. ascertain the relationship between availability of Internet resources and reading culture of secondary school students in Edo State;
- viii. determine the effect of availability of print resources on reading culture of secondary school students in Edo State and
- ix. ascertain the effect of availability of Internet resources on reading culture of secondary school students in Edo State.

1.4 Research questions

The following research questions were answered in the study:

- i. What is the level of availability of print resources to secondary school students in Edo State?

- ii. What are the students' access points to the Internet?
- iii. What is the level of availability of Internet resources to secondary school students in Edo State?
- iv. What types of information resources do secondary school students in Edo State read?
- v. What is the level of secondary school students' reading culture in Edo State?

1.5 Hypotheses

The following null hypotheses were tested in the study at 0.05 level of significance:

1. There is no significant effect of availability of print resources on reading culture of secondary school students in Edo State.
2. There is no significant effect of availability of Internet resources on reading culture of secondary school students in Edo State.
3. There is no joint effect of availability of print and Internet resources on reading culture of secondary school students in Edo State.
4. There is no significant relationship among availability of print and Internet resources and reading culture in secondary schools in Edo State.

1.6 Scope of the study

The study covered the availability of print and Internet resources as it influences the reading culture of secondary school students in Edo State. Geographically, it covered public and private Senior Secondary Schools in Edo State, Nigeria. Edo State is in the South-south geopolitical zone of Nigeria and it is made up of 18 local government areas in three senatorial districts. The population was Senior Secondary School students of both private and public secondary schools (SSS1 to SSS3).

The subject scope contains reading culture, availability of print and Internet resources. Reading culture content scope includes: values, behaviours, norms, attitudes and beliefs of students towards reading. The content scope of print resources includes: textbooks, fiction/non-fiction, newspapers, magazines and reference sources, while Internet resources includes: e-reference sources, e-books, e-magazines, e-storybooks and blogs.

1.7 Significance of the study

The study has the significance of providing data and information for decision-making by government agencies, school management, teachers, parents, school librarians and other educationists who have been in the vanguard in the promotion of reading culture in Nigeria. They will find the study useful in knowing secondary school students' reading culture, while developing and guiding the students on their preferred media towards sustaining their interest and positive attitude to reading. This will be highly connected with the availability of print and Internet resources to the students. The study will help education policy makers in Nigeria in streamlining curricula that make reading a necessity by implementing a strong reading policy to guide schools on how to make their students to be more interested in reading and why it is important to have a sound reading culture. That is, the study will provide policy makers and teachers with the most effective approach that can be used to encourage students to develop effective reading culture.

Students who will be benefiting from this study will be able to make informed decision on developing their reading culture with the varieties of information resources available. While promoting reading culture awareness in schools, the research will help to understand the level of availability of print and Internet resources in Edo State public and private schools. The research work will not only contribute to the pool of knowledge; it will also give an overview of the modern trend in promoting reading culture and the benefits derived from reading materials with good reading culture. In addition, it will serve as a veritable reference source to information for effective policy making by school proprietors, ministries of education, non-governmental organisations on the need for Internet resources, quality reading materials and teaching of good reading skills to secondary school students in Nigeria.

1.8 Operational definition of terms

The following terms were defined as used in the study:

Availability of Internet resources: This refers to the presence of digital or electronic reading materials in Senior Secondary School which can only be accessed using a computer or mobile devices with Internet connectivity. This includes e-reference sources, e-books, e-storybooks and e-magazines in the school.

Availability of print resources: This refers to the presence and unrestricted rights of access to a gamut of good printed or written information resources which allow the students to select daily in a secondary school environment. This includes textbooks, newspapers, dictionaries, storybooks and so on.

Internet resources: This refers to the electronic resources or online reading materials such as e-encyclopaedia, e-books, e-fiction/non-fiction, e-newsletters and so on which can only be accessed using the school computers or other related school mobile devices with the help of International network technology.

Print resources: This refers to printed reading materials or written information resource on a tangible format that is intended to be read by secondary school students. It includes textbooks, reference sources (dictionaries), storybooks, magazine and so on.

Reading culture: It implies the shared collective and sustainable attitudes, values, norms, beliefs, philosophy and behaviour which enable secondary students to cultivate habitual reading of print resources and Internet resources for self and national development.

Secondary school students: A group of learners enrolled into a senior level of education system that precedes tertiary education.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter reviews relevant literature under the following sub-headings:

- 2.2 Internet resources in the educational system: teaching, learning and research
- 2.3 Perspectives on reading culture in Nigeria
- 2.4 Reading culture of secondary school students
- 2.5 Reading culture and educational achievement by students
- 2.6 Reading culture and national development
- 2.7 Development of reading culture by students
- 2.8 Print resources in the educational system
- 2.9 Use of Internet resources by secondary school students
- 2.10 Availability of print resources in the school and reading culture of secondary school students
- 2.11 Availability of Internet resources in the school and reading culture of secondary school students
- 2.12 Factors influencing reading culture of secondary school students
- 2.13 Theoretical Framework
- 2.14 Conceptual Model
- 2.15 Appraisal of the literature reviewed

2.2 Internet resources in the educational system: teaching, learning and research

Education is a fundamental human process; it is a matter of values and action. Therefore, Simond (2008) claimed that the cluster of technologies called the Internet can complement, reinforce and enhance the educational process. It will take the focus of education from the institution to the student. The Internet has come to befriend, dwell with, and live beyond both the teacher and the student.

There is emerging research on how the Internet can be an important component of a programme that significantly increases student learning. This type of programme requires students and teachers to have appropriate access to the Internet and instruction on its use. It also requires changes in curriculum content, instructional practices and assessment to take advantage of the communication and information storage and retrieval strengths of the Internet and to appropriately assess the types of learning these strengths engender. The Internet, a global network of networks connecting millions of computers and computer users, is a relatively new resource for educators. In fall 1998, 89-percent of U.S. public and private schools and 51 percent of all classrooms had Internet access (Wirt, 1999). Although, Internet access in Nigeria schools is a new phenomenon and few private secondary schools in the country can boast of such network. The Internet's rapid growth and dynamic nature has educators asking research questions that are still in the process of being studied (Moursund and Smith, 2000). Researchers are only beginning to gain insights into the strengths and weaknesses of the Internet in education. However, even at this stage, there is emerging evidence that the Internet provides a variety of valuable aids to education.

The Internet provides up-to-date information on a variety of classroom-related topics unavailable from other sources. This new medium enhances the content of textbook, library, and teacher knowledge. Computer networks, according to Moursund and Smith (2000), are increasingly serving as an aid to communication and to the storage and retrieval of information. In that sense, the Internet can be thought of as a natural extension of 5,000 years of progress that began with the development of reading and writing, and has included inventions such as the movable type printing press, telegraph, telephone, radio, television, VCR and communications satellites (Logan, 1995).

The basic 'glue' of the Internet is electronic messaging (e-mail). Through e-mail, teachers and students can explore the world from their classrooms, exchanging messages and ideas with other schools around the globe. If the scope of the Internet in education was simply that of 'key pals' drawn from around the world, it would still be a valuable addition to the school environment (Cisco, 1999). However, the Internet offers far more extensive and valuable educational resources and services. For example, several electronic libraries available through the Internet greatly extend the research capabilities of both students and teachers. These libraries provide access to information from a wide variety of sources, combining text, pictures, sound, and even video clips. The Internet also enables students and teachers to become contributors by allowing them to publish their own locally created reports or studies through Gopher and World Wide Web (WWW) servers.

According to Nagel (2007), new research released by the National School Boards Association reveals data showing that all might need to reevaluate their assumptions because it turns out children are actually using the Internet for educational purposes. In fact, according to the study, 'Creating and Connecting: Research and Guidelines on Online Social and Educational-Networking,' the percentage of children specifically discussing schoolwork online outpaces the percentage that spend time downloading music. Nagel went further to state that these students are spending almost as much time on the Internet visiting websites and social networking services (nine hours per week for teens) as they spend watching television (10 hours). A full 96 percent of students surveyed responded that they use the Internet for social networking purposes, including Facebook, MySpace, Webkins, and Nick.com chat. Seventy-one percent said they use these services at least on a weekly basis.

Nagel's (2007) study shows the clear majority of school districts have stringent rules against nearly all forms of social networking during the school day even though students and parents report little problem behaviour online. Indeed, both district leaders and parents believe that social networking could play a positive role in students' lives and they recognise opportunities for using it in education at a time when teachers now routinely assign homework that requires the Internet use to complete. He further stated that in the light of the findings, schools may want to consider reexamining their policies and practices and explore ways in which they could use social networking for educational purposes. Beyond communications and networking, students are also engaging the Internet for creative purposes, from uploading podcasts to blogging to updating personal websites to writing articles that they submit to sites at least weekly.

2.2.1 Influence of Internet on the education system

The Internet has changed the way the world goes about doing things. It is one more point in a long continuum of inventions that is set to revolutionise lifestyles (Simond, 2008). One is inclined to ask, how does the ability of computers to talk to each other improve the learning process in the classroom and influence the learning outcome of the students? The Internet has a more pervasive effect than other electronic media and is the modern engine of progress; it is the new form of thinking that will show a fresh approach to online education. Personal computers and the Information Superhighway are rapidly transforming America. Already, the Internet is making large amounts of information available at unprecedented speeds. When this revolution makes itself fully felt in schools, teachers and students would have virtually instantaneous access to vast amounts of information and a wide range of learning tools. According to Simond (2008), 'If we guide the information revolution wisely, these resources will be available to not only affluent suburban schools but also to rural school districts and inner-city schools.' Broad access can reduce differences in the quality of online education and give children in all areas new opportunities to learn. Used well, this transforming technology can play a major role in school reform.

The new technology will enable students at all levels to acquire the skills that are essential to succeed in modern society as well as self-improvement. Exposure to computer

technology in school will permit students to become familiar with the necessary tools at an early age (Kennedy, 1996). The use of this information technology in Nigerian schools is just starting from the scratch (about a decade) unlike in developed countries where the subject has formed a wider path of the school curriculum. According to Kennedy (1996), by using the technology properly, students are also expected to acquire better thinking skills to help them become informed citizens and active community members.

Internet resources are excellent tools for researches. However, Simond (2008) opined that even if policymakers, practitioners, and parents decide what their goals were and even if the research findings supported one of several configurations of hardware and software, deciding when, how, or if to use technology (or any other reform) in the classroom is not likely to be determined solely on these bases. Many other factors ranging from parental pressure to superintendents wanting to leave their fingerprints on the district to technology corporations promoting their products shape decisions to buy and allocate technologies to schools (NDIX, 1999). The Internet is an incredible information resource and a powerful communication tool. The ability to use new technologies is becoming a more important factor in career options, and the future success of today's students will be more affected by their understanding of and ability to access and use electronic information. The increased use of internet services in the home by children adds to the impetus for schools to take a more active role in family education regarding their use (Priyadarshini, 2010).

Schools have the potential to be access points and online educational centres for exploring Internet resources. Increased involvement of parents in school education programmes can help address community concerns and can improve their children's overall academic performance. If educators assume responsibility for helping students master the use of technology and educating them about potential risks, students will become more empowered to make intelligent choices.

2.2.2 Internet resource and use in the educational system

The Internet allows greater flexibility in working hours and location, especially with the spread of unmetered high-speed connections. The Internet can be accessed almost anywhere by numerous means, including through mobile Internet devices. Mobile phones, data cards, handheld game consoles and cellular routers allow users to connect to the Internet wirelessly.

Within the limitations imposed by small screens and other limited facilities of such pocket-sized devices, the services of the Internet, including email and the web, may be available. Service providers may restrict the services offered and mobile data charges may be significantly higher than other access methods. Students are increasingly turning to the Internet and electronic resources to meet their information needs while librarians are providing patrons with new services (Bauer, 2001). The Internet can be used for various purposes, highlighting its uses, Axelrod and Cooper (1997:574) assert:

Using the Internet, people can send and receive Electronic mail (email), read documents in electronic format or post them for others to read, communicate with other people who share similar interests, and stores, send, receive documents, graphic images, video, and computer applications.

Therefore, the following are the Internet resources:

Email is the most widely used resource of the Internet. It is a common resource provided by the Internet for sending and receiving messages through electronic devices. To send an email involves creating the message to be sent, connecting to the Internet Service Provider (ISP) and sending the message. It is a fast easy and inexpensive way to communicate with other Internet users around the world (Oketunji, 1997). With email, personal communication has been made faster easier and cheaper. In seconds, your message arrives at its destination. Hence, email has become the life wire for many business and personal communication as well as sharing of reading materials.

Electronic journals, also known as e-journals and electronic serials, are scholarly journals or intellectual magazines that can be accessed via electronic transmission. In practice, this means that they are usually published on the Web or in digital formats. They are a specialised form of electronic document: they have the purpose of providing material for academic research and study, and they are formatted approximately like journal articles in traditional print journals. Being in electronic form, articles sometimes contain metadata that can be entered into specialised databases, such as DOAJ or OACI, as well as the databases and search-engines for the academic discipline concerned.

An electronic book (variously: e-book, E-Book, digital book, or even e-edition) is a book-length publication in digital form, consisting of text, images, or both, readable on computers or other electronic devices (Gardiner and Ronald, 2010). Although, sometimes defined as ‘an

electronic version of a printed book' (ebook, 2010), many e-books exist without any printed equivalent. Commercially produced and sold e-books are usually intended to be read on dedicated e-book readers. However, almost any sophisticated electronic device that features a controllable viewing screen, including computers, many mobile phones and all smartphones can also be used to read e-books.

Electronic storybooks are reading software for children in illustrated storybooks that help children develop visual recognition. In addition, these interactive electronic storybooks offer more comprehension hints and a better background for stories than traditional printed texts (Reinking, 1988 and Doty, 1999). Electronic storybooks are mainly designed to integrate text, graphics, animations, music and other multimedia components to bring support to the story line (Glasgow, 1996-1997; Chen, *et al.*, 2003). Electronic storybook technology has significantly improved the potential for adding animations for readers. Children could read the stories on their own or listen to the stories read and animate parts of illustrations.

Blogs, according to Reitz (2015), is an Internet resource or a webpage that provides frequent continuing publication of Web links and/or comments on a specific topic or subject (broad or narrow in scope), often in the form of short entries arranged in reverse chronological order, the most recently added piece of information appearing first. An example in the field of library and information science is LISNews.com, which accepts postings from its readers. High School Humor blog is another blog for secondary school students which takes a humorous approach to: high school, politics, reading culture, and political high school culture and so on. For the most part, blogs operate outside of the realm of the traditional mass media and provide the public with information traditional media outlets do not (Drezner and Farrell, 2004; Gillmor, 2006).

Blogs have the power to provide citizens with new information from a plethora of sources. Unfortunately, given how rapidly blogs have come to prominence, scholars have been forced to play a proverbial game of catch up. While there is already research on the interactions between blogs and the traditional mass media, effectively showing blogs to be agenda-setters, there is no research studying the potential individual-level impact blogs may have on citizens (Drezner and Farrell 2004). There are two important aspects of blogs that require study: their perceived source credibility, which is especially important given that their content is created by 'everyday' people and the potential impact of their highly partisan nature.

Chat lines are very similar to bulletin board and mailing lists except that they operate in real time. Messages are received and responded to by people who are online in the chat room at the same time. A consideration for libraries is that chat lines can be addictive and users can tie up Library computers for lengthy periods of time. However, if the range of chat lines available is controlled, they can be useful services in the Library.

Pogue (1995) defined e-magazine as a magazine published on the Internet, through bulletin board systems and other forms of public computer networks. E-magazines distributed through the World Wide Web call themselves webzines. An ezine (also spelled e-zine) is a more specialised term appropriately used for small magazines and newsletters distributed by any electronic method, for example, by electronic mail (e-mail/email). Some social groups may use the terms 'cyberzine' and 'hyperzine' when referring to electronically distributed resources. Similarly, some online magazines may refer to themselves as 'electronic magazines' or 'e-magazines' to reflect their readership demographics or to capture alternative terms and spellings in online searches. Traditionally, an online magazine or e-magazine is an online version of a print magazine or such that may not have a print version. When the digital boom first began, print magazines realised that they could expand their core readership by having online versions of their print magazines.

2.2.3 Using the Internet in teaching, learning and research

Yusuf (2000) described the Internet, which is an integral aspect of the Information and Communication Technology (ICT), as becoming an indispensable tool for quality teaching, learning and research in academic setting. Its impact on education has been massive, thereby engendering such terms like: e-teaching, e-learning, virtual teaching/learning, e-training, and so forth, all developed around Internet application in the field of education. Bavakutty and Salih (1999) conducted a study at Calicut University, which showed that students, research scholars, and teachers used the Internet for the purpose of study, research and teaching, respectively. The Internet is a useful tool in the 'tri-personality' of a lecturer; a teacher, a lifelong learner and a researcher (Yusuf, 2000). It should be underscored that along with the word processing, the Internet may be the most valuable of the several computer technologies available for students

and teachers. In fact, teachers find the Internet, the ‘world’s largest library’, an available educational tool (Becker, 1999; Paris, 2003).

With the rapid growth of the Internet, many educational institutions began to use the Internet as a new medium to assist in teaching, research and many other activities. According to a survey conducted by market data retrieval in Shelton Conn, out of 2000 colleges, 72% offered online courses in 1999 – 2000 compared with 48% in 1998 – 1999 (Manir, 2007). Using the Internet in teaching and research makes the communication between the students and the teachers more convenient and interesting. Especially, using web in teaching and research makes the students who prefer or require learning outside the classroom to study at their convenient time and space. The Web has already been one of the most popular media for the deliverance of the course information. Furthermore, because of the attractive characteristics of the Internet, some secondary school teachers are trying to use the Web to assist in interactive teaching, research and learning in recent years. The use of the Internet for interactive teaching and learning is relatively recent. The first materials appeared in the early 1990s. The impact, according to Manir (2007), has been considerable, mainly because the technology has advantages over the previous generations of computers.

The Internet will make a huge contribution to leisure in the educational system. It will help students develop and exploit their own imaginative and intellectual capabilities. In this way, it can aid continuing self-education. It will make it easier for students and teachers and school authorities to request information from colleagues in and outside Nigeria. It will facilitate collaboration and interaction among students and teachers. These collaborative efforts promote information sharing, guide learning and help to integrate learning experiences.

There is an already recognised fact that the need for educational experiences is rapidly growing; the development of technology is rapidly changing the phase of education to which teaching, research and learning are taking new dimensions (Hossien, 1996). Therefore, the flexibility provided by the Internet technology becomes very important. A wealth of resources and techniques now exists which serves as a source both for exciting examples of new teaching practices, as well as easily accessible methods for adoption into various formats of teaching, research and learning. The Internet technology allows teachers and students to keep up with their minds. It lets them try their ideas as soon as they come up with them. Similarly, the Internet

provides learning, teaching and research, which involve interactions, either with students, teachers, the environment or the learning materials.

Scholastic (2003) posited that the Internet is a powerful and useful tool for teaching, learning, and research in an educational setting. Through the Internet, exciting resources in the forms of lesson resources, simulation, virtual field trips, tutorials, and so on, relevant to a lecture can be got. A wide range of research and teaching-learning resources (literature, instruments, validation) is accessible. The Internet by itself cannot assure good teaching, learning or research, but resourceful teachers, to ensure effective and efficient teaching, learning and research, can exploit its potentials. The ever-increasing number of people accessing the Internet coupled with recent explosion of information resources on the Internet may have considerable implications for teaching, learning and research. Teachers and students are depending more and more on the Internet for their various educational purposes.

2.3 Perspectives on reading culture in Nigeria

Reading culture which has been a major discourse among librarians and other educationists in Nigeria has been considered by several studies to never assume a significant improvement to this present time. This is against the background of information explosion in the Internet, digital and print format, which has been trending recently. In addition, reading culture has been interchanged by many researchers as reading habits as a result of the similarities between the variables.

Reading books regularly stimulates students' imagination, accelerates their emotional development, and fosters natural curiosity. Students quickly learn to visualise the scenarios mentioned in the stories by reading the text alone. According to a recent research conducted by author Jim Trelease, regular reading of books 'creates empathy toward other people, because literature values humanity and celebrates human spirit and potential, offering insight into different lifestyles while recognising universality' (ETL Learning, 2011).

Thanuskodi (2011) defined reading as ‘an active attempt on the part of the reader to understand a writer’s message’. Reading is not just for school, or to pass examination or get a promotion/appointment, it is for life. Reading, in all its variety, is vital to our becoming better informed; have a better understanding of ourselves and others; and to our development as thoughtful, constructive contributors to a democratic and cohesive society (Sisulu, 2004).

A culture is a way of life of a group of people with common philosophy, the behaviours, beliefs, values, and symbols that they accept, generally without thinking about them, and that are passed along by communication and imitation from one generation to the next (Li & Karakowsky, 2001). Culture is the characteristics of a particular group of people, defined by everything from language, geography, religion, cuisine, social habits, music and arts (Zimmermann, 2012). Culture, from the foregoing, is a phenomenon that embodies the personality of man as a representative of his specific culture. That is to say, before a man assumes a particular culture, such a person must have been enmeshed inside such culture.

Observation has shown that most researches dealing with the subject scope of reading culture emanating from Africa and Nigeria in particular, has given little or no attention to the elements of culture. These elements which include behaviours, beliefs, attitude, values, norms to mention a few are mostly absent from their discourse. Reading in itself can have a different dimension in explanation, while it still remains an art/act, but culture cannot be devoid of its elements. This inattention has made many of the researchers confuse reading culture with reading habits. Therefore, most researches while defining and explaining reading culture ends up with reading habit. Reading habit is the manner in which a reader approaches reading. The term reading culture has been interchanged by several researchers with reading habits while the latter has remained predominant in researches meant to address reading culture.

Reading culture is the process of building up positive reading attitude among students and children over a period of time. When an individual habitually and regularly read books and other information materials that are not necessarily required for him to advance in his profession or career, he is said to have a reading culture (Gbadamosi, 2007:44). Reading culture can best be explained as learned practice of seeking knowledge, information or entertainment through written word (Sandars, 2007). Another essential aspect of a reading culture is highlighted in the definition of Doiron and Asselin (2010), in which they imply that the optimum situation would be one ‘where reading is regarded not simply as something developed for school purposes but

something practiced in all aspects of our lives. Weller (2010) notes, a reading culture is at the heart of learning at higher education level and allows students to capably interpret and draw conclusions from their reading. This implies that a reading culture within tertiary education would enable students to read, write, and think more critically.

Understanding the concept of reading and culture as separate variables clearly highlights the differences between reading culture and reading habit. If reading culture and reading habit have a similar feature especially in the area of reading, then culture and habit becomes topic of discourse. Habits is a unit of culture which tends to occur subconsciously as the individual may continue to exhibit such manner without knowing it, and it mostly exist in individuals, while culture involves a group of people defined by everything around them. These include common behaviour, beliefs, ideas, philosophy, values, attitude, and morals etc.

In defining reading culture, the elements of culture should be embedded while applying it to reading and the culture of the people. Definition by McEwan (2002), states that reading culture is ‘the collective attitudes, norms, beliefs, and behaviour of all the stakeholders in a school regarding 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.’ This definition captures most of the cultural elements unlike other definitions which concentrate more on the frequency of reading or the interest in reading. Preliminary investigation showed that some research publications with ‘reading culture as part of their respective titles, ends up defining and discussing reading habit. Reading culture, though, may have a close relationship with reading habits, but research work dealing on reading habit which is just a small unit of reading culture by interchanging the terms or switching the variable completely during academic writing is misleading. Hence, many researchers outside the scope of reading and sociology finally settle for papers irrespective of the position in the use of both terms.

Therefore, understanding reading culture and reading habit can help develop a clear data collection instrument with the aim of collecting the right data to analyse reading culture in Nigeria. Reading culture scholarly work in Nigeria without the culture indicators might be misleading to their readers. The implication is that studies on reading culture in Nigeria without indicators to reading culture might not capture the expected result for the study.

On the argument of the state of reading culture in Nigeria, it was stated that emerging as one of the countries in Africa with so many intellectuals especially in literary studies, literature

still argues that Nigerians have poor reading culture. This is because their reading cultures may be fragile, for they involve a small fraction of the population and they operate in a cultural context that rewards socialising more than individual pastimes (Griswold, McDonnell and McDonnell, 2006). More importantly, the fact that the reading culture in Nigeria is declining drastically and the observation is that Nigerians have poor reading culture, should be a great concern to everyone in our society.

Several studies have claimed that Nigerians have a poor reading culture, and few others argued. For instance, Olasehinde, et.al (2015) asserted that except a solution is found to the dwindling reading culture of Nigerians, the country will remain underdeveloped. Ayanbimpe (2012) states that the reading culture in Nigeria has totally collapsed. This implies a total failure which requires so much effort and time to start rebuilding. She states further that with the introduction of information and communication technologies, children are seen carrying their phones and texting messages, listening to music, watching films, etc. This

According to Natsa (2013) report, Prof. Emeka Okoli, in his welcome address, said 'The Nigerian society is faced with lots of challenge characterised by slow reading, vocalisation, low comprehension rate, low retention rate, low recall rate, lack of interest in reading and the absence of a reading culture.' Ifedili (2009) concluded after his findings that Nigerians have a poor reading culture. This report was also confirmed by Ogwu (2010) and Okeke (2013), who reported that some education stakeholders have attributed the drop in reading culture in Nigeria to the lack of several factors which include inadequate awareness of its importance, inadequate library facilities, poor reading habits and unavailability of reading materials, among other factors. Fabunmi and Folorunsho (2010) also claimed that Nigerians have a poor reading culture because the number of those who are not reading far exceeds the number of those who are actively reading, using a benchmark of previous studies (Johnson, 1999).

Aina, Ogungbemi and Adigun (2012) and Pitan (2013), quoting Henry (2004), revealed that 40% of adult Nigerians do not read a non-fiction book from cover to cover after leaving school and that an average Nigerian reads less than one book per year. This was a confirmation of the present state of reading culture in Nigeria which was also considered to be poor. However, Obafemi (2006) gave a justification for the reasons of poor reading culture when he claimed that the poor reading culture among Nigerians was due to the economy that was prostrate; reading was expensive and had become a leisure most people could ill afford.

In explaining the state of reading culture in Nigeria, Okwilagwe (2001) opined that 'Nigeria has a good reading culture and Nigerians buy books'. He further observed that Nigerians are mostly utilitarian users of book. This position could be as a result of the book trade in Nigeria and how Nigerians go to newspaper stands to read and also visit the libraries especially during examination period. Being a utilitarian reader, according to him, means there is a good reading culture among Nigerians. People read for different purpose. Recent studies by Tongshakka (2015) revealed that there is poor reading culture in Nigeria as a result of certain factors which include change in Nigerian value system; the quest for material wealth, abject poverty and economic hardship, where most parents manage to pay their wards' school fees and forget about buying of books. However, the position of reading culture in Nigeria should be considered against the elements of reading culture.

2.4 Reading culture of secondary school students

Reading, according to Yilben and Kitgkka (2008), is a basic life skill as well as the corner stone of child's success in school and throughout life. Reading is an essential tool for lifelong learning and is important for everyone to develop the rudiments of reading and the culture of reading always, to survive in life (Igbokwe, Obidike and Ezeji, 2012). In the words of Shannon (2003) and Brozo *et al.* (2007), students read less as they move from elementary to 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 (Strommen and Mates, 2004), emphasising the importance of 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 must do with reading difficulties (Schroder, 2010). Beers (1996) identified three types of 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 readers 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 to do any more reading in the future (Beers, 1996).

Culture is a phenomenon that embodies the personality of man as a representative of his specific culture. Culture is the characteristics of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and arts (Zimmermann, 2012). That is to say, before a man assumes a particular culture, such a person must have been enmeshed inside such culture. Edward Burnett Tylor (1871) gave a classic definition of culture as ‘that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society’, (Encyclopedia Britannica, 2009). Culture is defined by Barrett (1991) as ‘the systems of agreed-upon meanings that serve as recipes, or guidelines, for behaviour in any particular society.’ Terpstra and David (1991) believe that: ‘Culture is a learned, shared, compelling, interrelated set of symbols whose meanings provide a set of orientations for members of a society. These orientations, taken together, provide solutions to problems that all societies must solve if they are to remain viable’.

Magara and Batambuze (2005) in their study on ways of creating a reading culture for Uganda referred to a reading culture to mean a culture where reading is part of the people’s living and constitutes a habit that is shared by members of the society. The term ‘culture’ is complex and difficult to define, but Vygotsky’s definition clearly sees culture as ‘the product of man’s social life and his public activity’ (Vygotsky, 1993). In this regard, culture is understood as consisting of people’s ways of being in the world, behaving and acting, based on what they have observed in the society. It refers to the attitudes, ideas and beliefs shared by a given group of people to achieve common goals. Hence, to Ruterana (2012), a reading culture refers to the response that community members accord to reading and writing in their everyday life. A reading culture development depends upon the responses of community members to their daily needs and purposes.

The school today realises that cultivating the child's ability to read easily and placement of values is not the only problem involved in the teaching of reading. Fully as important is the problem of cultivating the right values and attitude towards reading materials and of developing taste in reading. It is not wise to assume that, because he comes from a home well supplied with reading materials, the child will naturally develop the right attitude and good taste. For this child as well as for the child who comes from a home where there are no reading materials, the school must do something very definite. It is on this understanding that Hardy (1927:745) opined that:

A series of favourable attitudes towards literature and reading may have its beginning at home, in the kindergarten, or in the first grade. The parents' attitude towards reading in the home cannot help influencing the child. The procedure followed in teaching a child to read at home or in school has a great deal to do with the child's attitude towards reading, for it is the child's first impressions that influence to a great extent his future attitudes. The child who is forced to learn to read according to a method that emphasises the early acquisition of skill rather than the attaining of right attitudes and habits acquires the wrong idea of reading. He thinks that reading is something one is told to do or something one is forced to do in following directions...

This assertion by Hardy (1927) brings to the fore the importance of developing the right attitude for children towards reading. Learning to read and developing interest for good reading habits starts from early childhood but the way these norms, attitude and behaviour are imparted on the child has a significant influence on the child's desire for reading.

The Western world has a passion and regard for book reading. Reading has been ingrained and socialised into the European and American social systems (Opicho, 2013). The cultural overture of all this is redolent in the United Nations Organization calendar which has the World Book Day usually marked on April 23. On this day, the UNESCO focuses on perpetrating worldwide access to all kinds of books, especially the books whose reading is informal and also for reasons of pleasure. Consequently, access to various format of books are the key to reading culture as evident in the UNESCO programme.

Reading culture in Nigeria which has been of major concern needs the support of all the stakeholders aimed at improving students' reading behaviour. Creating a reading culture in a school is essential if the stakeholders want to encourage students to become sustained, engaged and motivated readers (National Library of New Zealand, 2014). Developing a reading culture takes time and requires the commitment of the principal and staff because influencing the behaviour of students towards reading is a longitudinal process. To create a reading culture in the words of National Library of New Zealand (2014), the principal and staff need:

- i. to understand the impact of reading on students' achievements;
- ii. a shared vision of the school's reading culture;
- iii. to know why it is important;
- iv. to know what an engaged reader looks like; and
- v. to fully support the library and its resources, services and programmes.

Reading for pleasure builds the enthusiasm and skills for lifelong learning. Reading culture in the words of International Reading Association (2000) is related to the development of sophisticated language structures, higher levels of comprehension, improved word analysis skills, and fluency. Significant amounts of voluntary reading are associated with greater interest and skill development (Irving, 1980). In one study, kindergarten children who demonstrated a voluntary interest in reading materials were rated by their teachers as displaying high performance in all areas of school achievement. They also performed well on a standardised achievement test (Morrow, 1983). In other studies, classrooms were filled with large numbers of trade books, and teachers were asked to encourage free reading. Improvement in children's reading achievement, gains in vocabulary and comprehension, and increased reading were noted, and better attitudes towards reading were reported than were exhibited by children in comparison schools who did not participate in such programmes (Ingham, 1981; Elley and Mangubhai, 1983; Fielding, Wilson, and Anderson, 1986).

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 (Shannon, 2003). 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. Adejoke (2001) observed that most people who are literate hardly read for pleasure. Students, for example, tend to read just to pass their examinations; many hardly read books outside their disciplines. Nigerian graduates at all levels are often not information literate and /or sophisticated.

Mackenzie, as cited by Magara and Batambuze (2005), emphasised that, to develop the school reading culture, students require knowledge and the right behaviour to utilise existing information materials and resources. This requires the ability to recognise access, evaluate and utilise information in the available literature or information materials. The ability to read and write alone cannot lead to a reading culture. Reading must play a significant role in the student's day-to-day life and become a common philosophy to constitute a reading culture (Magara and Batambuze, 2005). Nalusiba (2010) considered reading culture as a way of life characterised by the habit of reading intensively and extensively. Agada (2008) cited Olaofe (2003) that defined reading culture as the art of inculcating reading habits and interests in learners through conducive

reading environments and copious reading activities. However, Magara and Batambuze's (2005) definition which states that reading culture is the ability to recognise, evaluate and utilise information in the available literature or information materials brings about the capacity of the individual to seek and utilise information.

Reading culture is also considered as the integrated pattern of human knowledge, belief, and behaviour that depends upon the capacity for reading for personal and societal development. There have been arguments on reading culture in Nigeria. Some say Nigeria has a good reading culture because students buy books and that most people go to newspaper stands every morning to read. But does this imply that Nigerians have a good reading culture considering the definitions? Regarding several literature on reading culture in Nigeria, it is highly imperative that the reading culture in Nigeria is either bad or very poor, especially in comparison with the developed world. Studies show that many students dislike reading, because they did not find pleasure in the practice either at their homes or in school environments during their literacy journey (Nolan-Woods and Foll, 1986; Bakka, 2000; Baleeta, 2005; Chika, 2009; Commeyras and Mazile, 2011).

According to Ogbonna and Obiozor (2009), Nigerians are not known to have a vibrant reading culture compared to the western world. Reasons adduced to 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 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 the English language and their reading and writing dexterity were evident to the stuff of education received then.

In the African continent, Tella and Akande (2007) reported that the reading habit of children is waning. The cause of this has been probably traced to poor reading culture of Africans generally and other notable factors like non-availability of reading materials. The performance of students (in Nigerian schools) nowadays is attributed to their poor background in the reading culture which is a carryover from their primary schools through the secondary and up to the University level (Fabunmi and Folorunso, 2010). Secondary school students cannot take

minutes at meetings while primary school leaving certificate is no more accorded recognition. Usman (2013) in Okeke (2013:3) asserted that:

We never had a culture of reading; our reading was primarily to put food on our tables 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 corroborate this assertion, Yaqub (2013) in Okeke (2013) frowned 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 very deep concern for.’ There has been so much discussion about the reading culture of students especially those in the Nigerian secondary schools. Most researches have always pointed out that Nigerians lack reading culture, but there are still some young individuals with some elements of reading culture. However, it is pertinent to say that some young secondary school students are not limited to the factors enumerated by Gbadamosi (2007) as factors plaguing the Nigerian students towards reading. The latter listed the following as factors inhibiting reading culture:

- i. Change in Nigeria’s value system. The quest for material wealth has eroded the interest for the search of knowledge.
- ii. Economic hardship that is prevalent in many homes. Most parents manage to pay their wards’ school fees and forget about buying books for them.
- iii. Astronomical prices of reading materials have put them out of the reach of the masses. Coupled with high cost of books is poor availability of indigenous books because local authors are not encouraged to write books.
- iv. Also, the cost of publishing reading materials is very high. Indigenous writers are not motivated as they may not be able to finance the high cost of book publishing.
- v. Advent of home videos, film houses and other electronic gadgets.

In Nigeria, Ibode and Isiugo-Abanihe (2011), in their study on redressing poor reading culture among youths in Nigeria lamented the phenomenon of poor reading culture, especially among youths in Nigeria. 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 and government's unwillingness to tackle these crises with a sense of urgency (Ujah-Peter, 2012). Egunike (2013) stressed that if books being costly translate to poor reading culture, then it must be a miracle that most publishing houses have not gone solvent. The waves might be stormy, affirmed Gbenro Adegbola of Evans Books but the 'reading culture is not dying but it is slightly poor in Nigeria.' However, he maintained that in a country of over 150 million, books will continue to have an appealing market, because 'we have the advantage of the buying power of the elite class that manages to sustain the industry.'

It is obvious that for any culture to take root or get established, a habit must precede it. No one is born reading; people acquire the taste for reading information resources over time. For many avid readers, the origin of their interest for books started at a very tender age. This included their school (pre-school or primary) or from their respective homes where their interest in reading was nurtured, developed and blossomed. Other factors responsible for inhibiting the reading culture include a school system approach towards reading which has made students conceive it as a once-and-for-all activity associated with passing examinations, getting a certificate, winning a job and attaining promotion (Dike, 1995; Bakka, 2000; Rosenberg, 2003; Sarjant, 2005; Magara and Batambuze, 2005).

2.4.1 Organisation of programmes towards the promotion of reading culture of students

Traditionally, teacher-librarians were considered the authority in schools for literature and reading needs (Braxton, 2008). Teacher-librarians provided support for school literacy programmes, encouraged the love of reading and nurtured lifelong reading habits by providing access to print collections and promoting independent reading (Rosenfeld, 2007). Over time, this focus on literacy changed, due in part to the increased use of computers and the Internet. Library foundational documents in English-speaking countries reflect this shift in emphasis, with reading promotion being replaced by information literacy and inquiry-based learning as the focal point of library programmes (American Library Association, 1990; Canadian Library Association, 2000; Braxton, 2008).

The complexities inherent in reading and its social, cultural, economic, political and technological implications require the participation of different sectors of the society: the

educational sector from basic to higher education; teacher training centres, school and classroom libraries. The cultural sector includes the National Public library system, reading rooms and cultural centres of the country. The bookseller sector equally comprises bookstores and cultural centres. Additional stakeholders in the chain of the book are the paper industry, transportation and packaging, illustration and organisations in defence of the intellectual property rights. The print and electronic media: the press, radio, television and Internet, the industrial sector and the national private enterprise are other stakeholder which should be involved. Civil society: civil associations and promoters of reading, academics and researchers, teachers and community leaders, Nigerian parents, with the support of the state government should equally participate.

In the promotion of reading culture among students, National Universities Commission (NUC) in collaboration with Maximum Impact Solutions and Systems Limited (MISS) were holding a reading instructor's certification training programme for the Nigerian universities (Natsa, 2013). This programme was aimed at promoting reading culture in the system. To ensure that books got to a wide cross section of Nigerian children, RAN (Reading Association of Nigeria) approached the Tertiary Education Trust Fund (TETFUND) for logistical assistance. TETFUND, a Federal government agency that is empowered to intervene and revive Nigeria's ailing education sector, has over the years partnered with RAN in promoting literacy in Nigeria. TETFUND provided RAN with logistical support to distribute donated books to selected schools and colleges in the country. Twenty-eight schools spread all over the country were selected to benefit from the book gifts. Each school was supplied with a minimum of five hundred (500) titles (Global Literacy Project, 2011). Although 500 titles in developed countries may seem like a drop of water in an ocean, in Nigeria where reading materials have since 1986 almost become an extinct commodity in schools, supplying a school with 500 titles was unprecedented for most recipients.

Thereafter, as democracy continues to grow in Nigeria, government especially at state level have been trying to improve the standard of their respective schools. Although, studies confirmed that the reforms in education barely affected rural schools (Osuchukwu and Edewor, 2016).

2.4.2 Reading habits of secondary school students

Reading habit is an acquired individual manner towards achieving effective reading. It is also a creation of a strong attitude to read that continues throughout the student's life (ALA/AASL Standards for Initial Programs for School Library Media Specialist Preparation). Reading habits can be defined as the process of receiving the reading material, responding to the material read by showing some comprehension, valuing the reading by relating them to one's beliefs or attitudes, organising the value of what has been read and finally, placing them in the reader's value system of the whole world (Yoke *et al.*, 2008). Kirmizi *et al.* (2014) considered reading habit as a basic skill that should be developed in early ages. Reading habit differs from reading culture because habits are repeated actions that later become automatic and are difficult to stop, unlike culture which is just reactions to impulses in the environment (Culture, 2009). Reading cultures are conscious efforts towards reading while reading habits are the subconscious manners of reading. Habits are central to all our behaviours. Each student is a unique individual with different abilities, interests, and ways of thinking and responding. Therefore, these characteristics have a significant influence on one's learning style. It is being realised that students use different learning strategies. Learning how to read involves putting away the habits and ideas which have made reading unpleasant and burdensome and talking on habits and ideas which make reading more pleasant and fruitful (Bajwa *et al.*, 2011).

Research published by the National Institute of Child Health and Human Development (2000), states, 'The importance of reading as an avenue to improved reading has been stressed by theorists, researchers, and practitioners alike, no matter what their perspectives.' It is not only to increase knowledge but also to build maturity and widen awareness of contemporary issues (Kim and Anderson, 2011). A good reading habit is important for the development of personalities and mental capacities. This habit is necessary for a healthy intellectual growth and plays a very crucial role in enabling a person to achieve language proficiency (Grabe and Stoller, 1997). Furthermore, Cleary (1972) stated that an individual's interest to read is determined by the considerable extent of the amount and intensity of pursuing the reading activity. By reading books frequently and having a good reading habit, the reader can analyse others' ideas, which makes one think more critically (Cunningham and Stanovich, 2001). Reading provides readers with great knowledge, understanding and a sense of values, which enable them gradually to develop the greatest of all virtues and the ability to understand other people's beliefs (Cook, Halleran and O'Brien, 1998).

A study by Pandian (1997) on the reading habits of students in Malaysia reported that 80.1% of university students were reluctant readers of the English language resources. The study by Mohd Yasin *et al.* (2010) also supported and justified the findings by Pandian (2000). Pandian (2000) reported the factors related to students' backgrounds, homes and schools have an impact on their reading behaviours. He mentioned that the process of developing reading habits is influenced by a range of factors like exposure to media and computers. With the advancement of the electronic media, it may be said that students now read even less as they get more involved in watching TV and playing electronic games in their spare time. In a research conducted by the National Literacy Trust (2006) in the United Kingdom on young people and reading, it was found that girls found reading more enjoyable than boys. Girls were more likely to rate themselves as good readers compared to boys. Most pupils showed positive attitudes towards reading, with the majority agreeing that reading was fun and important. Secondary school students were more likely to read websites, newspapers and magazines, while primary students enjoyed reading jokes, non-fiction books and fiction.

In Nigeria, studies by Joseph (2013) claimed that children do not effectively read, stressing that impediments to positive reading habits and culture among students in Nigeria include: lack of resources, poor preparation of teachers, teachers' lack of interest, poor libraries, or none at all, language background, lack of adult readers as models and growing distractions from electronic and social media. Henry (2004) revealed that 40 percent of adult Nigerians never read a non-fiction book from cover to cover after they finish school. He also stated that out of the 814 million illiterate people in the world, developing countries, especially in Africa, represent a huge percentage. In Nigeria, the habit of reading not just for the sake of examination or fulfilling a school requirement, but for the sake of pleasure and life-long learning is yet to be achieved. Ambigapathy (2000) claimed that when adults in today's age who can read choose not to read, they are likely to create a generation of non-readers as well as perpetuate the problem of reading reluctance.

Children and young people, even adults and teachers, are devoting less and less time to reading books. This has resulted in a decrease in reading habits, a reduced understanding of the meaning of texts and poorer ability to analyse. The situation makes one wonder about the future, as those who read and analyse have better prospects in life and their careers while others risk ending up in difficulties. This means that there is a risk of bigger gaps in society. A substantial

portion of the instructional time in reading should, of course, be directed towards the improvement of the developmental and work study skills which children need to gain independence in reading (Duffy, 1967). However, a part of each school day must be devoted to developing interests and appreciation. The provision of this time is the first step in developing the reading habit. Once the time has been provided, both the reading environment and the recreational reading activities must be structured to make reading enjoyable. As such, periods devoted to developing the reading habit should be presented as respites from the rigours of the regular school.

According to Palani (2012), there are a variety of instructional practices and strategies that have recently been adopted in efforts to improve students' reading skills and expand students' reading habits. In Malaysia, the Accelerated Reader Programme is popular among many schools. This computerised reading management system uses a reward system to motivate students to read beyond their required classroom texts. Students who participate in the Accelerated Reader Programme choose from a variety of books on the programme's list to read independently either during class or outside of school. Once the students have completed their books, they take a computerised multiple-choice reading comprehension quiz that awards points for passing scores. Students are awarded points based on the length and difficulty of the books and the percentage of correct answers on quizzes. Individual schools set up reward systems which offer a variety of prizes ranging from certificates and items from the school store to extra classroom credit. This programme was designed to provide students with an incentive to read and was created to enhance the curriculum by balancing instruction with trade books.

Other factors, according to Sharma and Singh (2005), affecting the reading habits are nature of a reader, needs of a reader, nature of information required, educational qualifications of a reader, cost of reading materials, availability of reading materials and way of interaction of users and information. It is important to encourage the reading habit so that people grow mentally and fulfill their potential at every level from village to university. Neither a subsistence farmer nor a graduate chemist can fulfill his or her potential without the cognitive growth that comes from reading widely and people will not read further than their immediate needs if they are not with a good reading habit. Such growth is every person's right and will benefit the country economically as well as benefitting the individual personally.

The taste of reading should be acquired early in life, because a good book refreshes one's mind and brings immense pleasure. To foster such a reading habit and forge the link between people with basic literacy skills and the libraries, it is necessary for the libraries to reach out to the people. Librarians will have to take the books to the people rather than waiting for the people to come to the books if they really want the people to read. It is also necessary to provide material that is easy enough and enjoyable so that people will want to read. Librarians must learn to step out of their secure domains and get closer to the grassroots. If people are given what they want, rather than what they think they should have, they will start reading. Then the literacy skills will grow and yield fruit rather than wasting away for lack of use.

2.5 Reading culture and educational achievement by students

In the educational environment, reading and academic achievement are essential for research workers and educationists to know that every student, irrespective of his academic records or whether he or she is gifted, average, normal or backward etc, should be educated in his or her own way, but if he or she possesses good study habits, he or she can perform well in academics and in every situation (Owusu-Acheaw and Larson, 2014).

Academic achievement is very important in any educational setting, as it indicates the level of students' competence in respect of the academic content. This is defined in terms of performance, and grades which represent the most obvious and universally accepted indicator of academic achievement in educational contexts (Oladipo and Gbotosho, 2015). Indeed, academic achievement does create competition among students, and it may remove the focus from the academic content of a course, but it is a prerequisite in order to obtain success at university, and equally important in life after university (Harackiewicz, Barron and Elliot, 1998).

Educational academic achievement requires students to have solid literacy skills and good reading culture; it is not enough for secondary school teachers to limit their efforts to encouraging and promoting reading. Not all students will read and learn just because they are instructed to do so if they do not find relevance in what they are learning. Reading culture determines the academic achievements of students to a great extent. Both reading and academic achievements are interrelated and dependent on each other. Students often come from different environments and localities with different levels of academic achievement.

Reading is a basic building block of learning while the reading culture is the philosophy of developing a progressive reading attitude. Reading hones the mind, making a person think logically and dispassionately. It prepares an individual for distinction in life. It is the reading culture which helps the learner in obtaining meaningful and desirable knowledge. Good reading culture acts as a strong weapon for the students to excel in life (Bashir & Mattoo, 2012). Palani (2012) is of the opinion that effective reading is important avenue of effective learning and reading is interrelated with the total educational process and hence, educational success requires successful reading culture.

Stakeholders in education including parents and teachers criticise the students of our generation who have not developed reading culture among themselves. Reports from the West African Examinations Council and teachers of English complain of the poor English written by today's generation of students (WAEC, 2008). The net result is the poor academic performance of many students in final examinations. One of the many issues confronting students recently is perhaps, not their inability to read but their lack of reading culture. Their poor or bad reading culture according to Issa et.al (2012) could partly be held responsible for general poor performance that the school systems usually record in both internal and external examinations.

In the words of Gallo (2007), 'books, yield their best to you, if you read them at the age at which each particular masterpiece can ideally be chewed and digested'. There is little knowledge about the everyday reading practices of secondary education students and how these practices affect their academic achievement. Everyday reading consists of individuals' reading activities for a variety of purposes, such as for relaxation or information (Issa. et al, 2012). They believe that from middle childhood through adulthood, reading becomes a major component of studying, and much information learned through studying is initially acquired through reading. Thus, everyday reading activities in which students engage may considerably influence their studying skills and subsequent academic performance. There is a general sense in which one appreciates the link between good culture of reading and the academic performance of students generally, (Issa et al, 2012).

Reading culture development on the part of students is not anchored on the type of resources read, that is print and Internet resources. However, studies have shown some level of decline in print resources while Internet resources are gaining more attention. However, a rejection of such traditional reading is dangerous because people gradually cease to think over

the read works, which leads to lower quality and reading level (Kamalova and Koletvinova, 2016). Reading a paper book not only develops the human imagination, but also promotes brain function by the accumulation of acquired knowledge. Taken together, research has provided evidence that first students' attitudes toward reading are affected by students' current reading level, and second that the students' attitudes toward reading play a role in their initiation and maintenance of reading activities. However, less is known about the role of parents—in particular, the specific role of parents' own attitudes toward reading and reading behaviour—for the formation of students' attitudes toward reading and reading activities as it relates to educational achievement of secondary school students (Pfost, Schiefer, and Artelt 2016).

A good reading culture is very strategic in daily life of the literate people and secondary schools students' academic progression (Egong, 2014). Therefore, schools should equip students with the skills of learning to read and reading to learn to improve their overall capacity for life-long learning and whole-person development. The importance of reading culture among secondary school students has shown that there is no way any individual can survive the academic rigours and demands if such a student cannot read effectively or imbibe a good reading culture. It was the culture in the times past for pupils in the primary and students in the secondary schools, colleges and universities to be exposed and made to read widely and cover several class reading materials (Egong, 2014). However, recent trend has shown a big gap in this regard. Secondary school students no longer boast of the number of information resources they cover within a given period unlike other social activities they fully engaged in that is not in relation to good reading culture.

Studies by Oriogu (2015) emphasised that reading is one of the essential skills needed for effective and successful educational growth. It is the major part of students' life and a smooth means of achieving academic prowess. In realisation of this axiom "Catch them young" tremendous effort is expected from all those concerned with the policy and its implementation in education to catch the interest of children in reading. This implies that, school libraries should be equipped with relevant and up-to-date information resources and Internet contents that are tailored towards building the minds of secondary school students and developing them to independent learners.

2.6 Reading culture and national development

Cultivating a reading culture is important to any individual and to the development of any nation. The declining interest in reading among youths today is a cause for alarm and a challenge to all. Reading culture is one of the valuable assets which boost human generative powers of thinking for new innovations and development of personal talents and natural endowments (Olasehinde, et.al 2015). Reading is not just for the purposes of education in academic institutions, it is a lifelong activity. Reading, whether for pleasure or academic purposes is an essential routine which ensures greatness in a man's life. Reading culture therefore, has influences on different parts of the human and the society. This was why Okebukola (2004) states that reading provides the tools for transmitting ideas to succeeding generations as well as the opportunity of partaking of the wisdom of past generations.

Roland (1992) says that national development implies control in that change, which can be induced or modified and may result to measures deliberately combined to achieve a projected goal. National development refers to the ability of a nation to improve the lives of its citizens. Measures of improvement may be material, such as an increase in the gross domestic product, or social, such as literacy rates and availability of healthcare. National, according to Longman dictionary of contemporary English, refers to a phenomenon that embraces a whole nation. National development therefore can be described as the overall development or a collective socio-economic, political as well as religious advancement of a country or nation. The utmost importance attached to reading in Nigeria was clearly underscored in the National policy on Education (FRN. 2004). The Federal Republic of Nigeria in this policy, adopted literacy as an instrument 'par excellence' for effecting national development.

The discussion of national development also means that people should be able to read and write. Illiteracy is a bane to national development. For instance, in Africa, this is a problem because most people are still illiterates, Nigeria being inclusive. It should be noted that an educated country is a productive nation. This is, because, an educated labour force is a source of productivity for national development. Therefore, Nigeria needs this kind of literacy through reading for national and sustainable development.

Good reading culture enables an individual to understand the vital national problems and form an attitude so that he can participate effectively in social and political life of the country. It must be able to create an understanding for diversity of customs and cultures on both the national

and international planes. The world conference of Education Ministers on Eradication of Illiteracy organised by UNESCO at Tehran (1965), concluded that rather an end in itself, literacy through reading should train for work, increased productivity, and a greater participation in civic life. It arouses interest in reading and develops cultural aspirations.

Developed countries in the world today pride themselves on their promotion of reading as a key factor to national development. They see a high level of literacy as a major source of their competitiveness and social maturity (Igwe, 2011). Conceptual development takes place in the individuals, by and large, due to rapid spread of education. It is rather difficult to minimise the gap between the developed and the less developed countries in conceivable future, unless the less developed countries invest large proportion of their GNP on a good reading culture (Jain, 2016).

The absence of a widespread culture of reading in the case of Nigeria acts as an effective barrier to our development and international competitiveness. The economic, social and political health of our nation today as stated by Igwe (2011), depends on building literate citizens that are able to read widely and apply it practically for development. Understanding the key indicators to national development require a high level of literacy skills which can be achieved through a good reading culture. It is therefore a necessity to making the present generation more aware of the benefits and importance of reading and ensuring that they have the literacy skills required in the modern society.

Development is necessary in all aspects of human lives. National development can be described as a change which involves movement or change from one point to another point in national life. Literacy becomes a veritable tool in this regard because it can be used to induce change which will lead to the achievement of national development. Hale (1993), asserts that national development is a democratic process and every individual in the society has to participate. Therefore, literacy with specific focus on reading culture becomes a useful tool which could be used to arouse and awaken the people in order to secure the much needed enthusiastic participation in the course of nation building.

This implies that the improvement and development of reading culture in Nigeria which is a function of national development, has to start with adequate funding of the education sector. UNESCO has given a minimum percentage of twenty-six; Nigeria should start from there and the funds should be properly utilized (Igwe, 2011). The greatest resource for development is the human resource. Hence, no nation can develop in isolation of her human resources; and

education is the producer of human resources. So, adequate funding of the sector by all the levels of government will impact positively on schools and libraries, which are the main tools for the development of reading culture.

The importance of reading in a nation's development cannot be overlooked considering its long lasting positive effects. It is necessary to sustain a reading culture otherwise literacy could revert to illiteracy (Mefor, 2010). Those reasons inform the recent readership promotion campaign embarked by the National Library of Nigeria in their effort to make Nigerians return to the culture of reading. Oyinloye (2008) stated that literacy and reading are close associates and a nation needs to intensify her efforts at making her citizens literate in order to achieve meaningful development. This call is connected to the Nigerian government campaign on reading as well as the National Library of Nigeria annual reading promotion programmes. Therefore, reading is a catalyst to national development. The issue of national development is the concern of many patriots in every nation.

Reading culture is a basic tool for national development. For this reason, the Federal Government of Nigeria has concentrated its effort on providing basic primary education for its citizens. The importance of reading is usually tied to the needs of the nation and the conditions of modern life-literacy is required for industrialisation and technological development, participation in culture and in government at different levels, facing the demands of urban life, and adapting to the rapid changes and characteristics of modern life (Iloje, 2014). This is why Ogugua et. al. (2015) concluded that the circumstances of modern life demand the development of good reading culture for the actualisation of national goals; and on the individual level for the fullest and most beneficial participation in society.

However, despite the importance of reading culture to national development, most Nigerians do not find interest in reading except there is a need. They neither study nor read and thus are getting deformed. Arua and Nwaebiem (2014) quoting Ifedili (2009) state that there is a high decline rate in the reading culture of Nigeria. He examined reading culture among students in the tertiary institutions in Nigeria, and found that 60% of students had prescribed textbooks only during examination; browsing and watching television have taken most of the students' time and very few students 21% buy novels to read for knowledge and pleasure. Looking critically at Nigeria as a whole, lack of reading culture has been described as one of the major

causes of the problems militating against the development of our society (Nigerian Tribune, 2010).

It is commonly agreed that a country cannot fully develop and achieve its rankings among her counterparts without the large-scale investment in her educational level. Education ought to be one of the foremost national priorities, but successive government at different levels have only succeeded in paying lip service to education with all kinds of slogans. But funding is, perhaps the bane of the sector in Nigeria. Since the acquisition of effective reading skills has a positive effect on all school subjects, then reading culture is essential for human capital and national development. Researches has shown that Nigerians today have a poor reading culture. It was noted from the Nigerian Tribune (2010) that lack of reading culture is one of the limiting factors to development in Nigeria, and this was affirmed by the actions of students being less attractive to reading.

Reading gives us access to full participation in various activities in our modern society. It adds quality to our lives by giving us access to various cultures and cultural heritages. Reading empowers and emancipates us as citizens as well as brings people together as a nation. Igwe (2011) quoting Sisulu (2004) stated further that 'becoming a skilled and adaptable reader enhances the chances of success at school and beyond. Reading is not just for school, it is for life.' This is so because the quality of age long or lifelong discoveries of new things through the boost of intuitive knowledge and its adaptability on various issues of life is enshrined in the reading culture.

Reading is a key factor to national development, and it is in all its variety is vital to becoming better informed. Reading helps the students to have a better understanding of themselves and the world around them. Leading world nations in Europe and America are proud of their endorsement of reading culture and see the high level of literacy in their society as being one of the major sources of their efficiency and growth. Against this background, the economic, social and political health of Nigeria nation today depends on building literate citizens who are able to read widely and apply this practically for development. The development of Nigeria depends on the quality of its human resources and this is built around a literate society with a good reading culture.

According to Osundare (2009), he maintains that a country's level of development is a function of her level of mental and cultural evolution as well as the state of her educational

development, which is dependent on the level of literacy of the population. Thus, without doubt, the level of development attained by any country is directly proportional to the level of literacy in the nation. Olasehinde et. al. (2015) stated that most of the problems experienced especially in African countries can be traced to the high level of illiteracy. He went further to say that ‘a person who is literate will not find it difficult to obtain information from various sources on how to be healthy’. This is beneficial to the nation since only the healthy can contribute to the development of the country. Except a solution is found to the dwindling reading culture of Nigerians, the country will remain underdeveloped. Nigeria needs to raise its literacy level since literacy is the harbinger of development (Olasehinde et. al. 2015).

Recently, Nigeria is fighting to achieve growth and development in economic, social and political sectors of the economy considering the effect of the recession, it is vital that students, who are the future leaders, be prepared to face the challenge of continuous national development. Economically, this will lead to the making of qualified manpower that will contribute positively towards improving the national income of the country. Politically, the nation will have vibrant electorates who will participate fully in the government of the nation. Socially, students will be able to contribute positively to the development of the culture instead of being unproductive in the society. Good reading culture will help the students to achieve more, this will boost their self-esteem and this will make tertiary institutions to turn out citizens who would be found worthy in character and learning (Olasehinde et.al, 2015).

2.7 Development of reading culture by students

Reading is a complex and individual activity and becoming a reader is a process that is in almost every case a unique combination of personal proclivities, life circumstances, and serendipity. There are almost as many paths towards becoming an enthusiastic reader as there are children and parents. What is uniform is the pleasure that habitual and enthusiastic reading provides to the reader and the utilitarian benefits in terms of life accomplishments that accrue to and are associated with enthusiastic and habitual readers. Reading as a cultural trait, recapitulates the research evidence that supports the contention that reading is a cultural attribute most easily instilled within the culture of the home, as opposed to an issue of skill to be addressed through schools (Bayless, 2010).

Reading culture is the kind of culture that imbibes reading and studying as the basis of growth and development. Reading does not develop suddenly but increases gradually, depending on exposure and background. This exposure can be through, for instance, people reading for leisure, knowledge, information or interest (Nalusiba, 2010). Mackenzie, as cited by Magara and Batambuze (2005), emphasised that in order to develop the reading culture in a society; people require knowledge in order to utilise existing information materials and resources.

There is the need for one to develop a reading culture if one desires to become a force to reckon with especially in this information age. There are a whole lot of studies that Nigerians have a very poor reading culture (Busayo, 2009) and those who seem to have a reading culture unfortunately have an unhealthy reading culture because they read more of irrelevant resources than good and vital books. Developing a reading culture fosters a love for reading and a habit of reading among students. Habit is a tendency to repeat an act again and again. Habits are regularly repeated behavior that requires little or no thought and is learned rather than innate (Encyclopedia Britannica).

The development of a reading culture among Nigerian students is influenced by the formal education system and the provision of relevant reading materials. The formal education system in Nigeria can be traced to the colonial era and few of Nigerians were interested in going to school because of the language barrier in learning in the classroom. In Nigeria, Dike (1995) stated that a high value was placed on sociability which discouraged reading that was looked upon as a solitary activity. In addition, the culture of reading and print is an alien culture that was superimposed by colonialists. Dike connected two forms (Nalusiba, 2010) of literacy cultures. She argued that since African countries in general, and Nigeria in particular, had a rich oral tradition, it was hard to build a reading culture. Parents did not read stories to their children, they told stories. She stated that because of this oral background, parents were unlikely to read to their children, even if they were able to do so. Storytelling was the predominant form of literary mediation for parents, literate and illiterate alike.

In the school environment, a classroom teacher or a school librarian who was determined to impact positively on the reading culture of her students selected her favourite books that were full of fun and easily to be finished quickly. She introduced the books to them after narrating the stories in the books. The result according to Ogugua (2015) was that tremendous-students started to beg for quiet reading time. He went further to state that the students asked to bring the class

library books home. They shared their class library books with friends in other classrooms. They made waitlists for the most popular titles. They solicited additional suggestions of books by their new favourite authors. They talked about books with their friends. They started visiting book stores and libraries. They donated new books to the class shelves. Reading in that class acquired an urgency that it never had (Redford, 2011). This therefore means that the most effective strategy to develop reading culture is to introduce books to the children at their early stage in life. When a strong foundation is laid both in the school and at home by the parents, the nation will surely metamorphose to a reading society.

Creating a reading culture can be achieved objectively and through a series of specific behaviours and activities undertaken by parents. It is not resource intensive but does require time, persistence and consistency. Effective and enthusiastic reading is a well-recognised precursor to better skills acquisition, superior grades, and desirable life outcomes including income, profession, employment and other attributes. Attitudes towards reading are established early in a child's life and substantially through the child's family environment rather than through school. These attitudes remain stable over time and are significant predictors of future reading habits. Reading for pleasure builds the enthusiasm and skills for lifelong learning. Schools with a reading culture value, model and talk about reading for pleasure. They are places where staff and students read and are encouraged to read at school and at home.

It was also indicated that for pupils to develop good reading culture, they should be allowed to choose the pictures in them, to read for contests, to have a classroom library and to have an author read to them at school. Once pupils were exposed to different practices of reading, they were likely to broaden their imagination and engage in the practice of regular reading. In other words, the provision of classroom libraries to the pupils expose them to a wide range of books, magazines and other print materials in a variety of genres and at various levels of difficulty. Through such activities students were likely to become more exposed and encouraged to develop a reading culture.

According to Vorontsov, reading people differ from non-reading to the fact that: they are able to think in terms of problems, to grasp the whole and to identify conflicting relations of phenomena; more adequately assess the situation and quickly find the correct decision to solve a particular phenomenon. In addition, to have a large amount of memory and active imagination; speak better, their speech is more expressive and stricter on the thoughts and richer in

vocabulary; formulate more precisely and write better; more sociable and have a greater need for independence and inner freedom, more critical, independent in judgments and behavior (Vorontsov, 2012). Reading culture is the achievement of the individual, the level of reading development, quantitative and qualitative indicators of consciousness, activity and communication are both a product and a factor of personality development (Kamalova and Koletvinova, 2016). Here we are not talking about extensive reading and education, not about intelligence, not about knowledge but about the patterns of thought that has particular relevance today (Valeeva & Valeeva, 2013). It is established that the smaller the cultural experience of the person is, the poorer not only the language but also the conceptual sphere (Kozyrev & Chernyak, 2007).

2.8 Print resources in the educational system

The role of print resources in the development of any society can hardly be over-stressed. Since the time when man started writing, print reading materials have come to be accepted as an indispensable foundation upon which any sound educational development is built (Ker, 1999). If history alone, and their mere survival, is not justification enough for the immense importance of prints to our world, the timelessness of their nature contributes greatly. To go into further detail and explanation, according to Whether (2007), it is useful to take a step back and appreciate what a print resource is really made up of. There is so much relevance in making reading materials available for students in the educational system. Therefore, Stockar (2006:1) suggested that:

Production of adolescent's books has always been amazingly diverse; its multiple titles address young readers in very different ways: there are books that furnish information and transfer knowledge on the world around us; others present an image of children's everyday life, or an image of their feelings and their conflicts, proposing how to solve them. There are books which talk about the other cultures, other customs, or there are books about diverse cultural patrimonies...

Print resources give children the opportunity to flex their critical thinking skills in such areas as problem solving, the concepts of cause and effect, conflict resolution, and acceptance of responsibility for one's actions. Through print reading materials, children can also learn about people and places from other parts of the world, improving their understanding of and concern

for all of humanity. This, in turn, contributes towards their sense that they truly live in a ‘global village’ and may help to bring about a more peaceful future for everyone. This can happen through non-fiction but, perhaps even more importantly, reading novels that are set in other places and time periods can give children a deeper understanding of others through identification with individual characters and their plights. Learning is a significant process in human being life. It is self-evident that human development requires a sound learning. To reach that target, people always search the appropriate ways. Besides, the main important elements that help people to learn are print reading materials and experience because of their unlimited benefits.

Print resource reading with young children has been the focus of much research. Most such research has focused on the development of early literacy concepts mainly related to the decoding aspect of print and the development of oral language skills (Scarborough and Dorbich, 1994; Bus, Van Ijzendoorn and Pellegrini, 1995; Blok, 1999). The book is a valuable source of knowledge that consists of infinite benefits. It transports us into different worlds and cultures; it also informs us about ancient civilisations and lore. In addition, it helps us to learn about new technologies and literature. It allows speaking languages fluently and communicating spontaneously. Therefore, a print resource can be a faithful friend and the nearest to us which can guide us on how to behave in our practical lives.

Historically, as narrated by Global Literacy Project (2011), in 1966, the Nigerian military took over the governance of the country. This eventually led to the collapse of the Nigerian economy. In the late seventies and eighties, based on the crass mismanagement of the economy and its consequent downturn, the international monopoly publishers withdrew substantially from publishing in Nigeria, the book market thinned out, publishing industry shrank, and the reading culture became more famished. By late 1980s, the Nigerian school system was in serious decline, and by 1991 it was a mere shadow of what it used to be. The acute and endemic culture of scarcity of basic goods and services that came to characterise the Nigerian economy reverberated extensively in the book industry. Indigenous publishing houses collapsed. Many foreign publishing houses in Nigeria folded up and left. Soon, print reading materials became one of the most expensive commodities to own. School and community libraries collapsed, becoming simple rooms with empty book shelves. Mobile libraries funded by state governments ceased to exist. Of course, the idea of classroom libraries died with this collapse. The devaluation of the Nigerian currency was the last straw which led to the total absence of books in Nigerian schools

and colleges. It was also impossible to import print resources from outside Nigeria. Learning in Nigerian schools became a sham and mimicry for there was no way formal education could be meaningful without print resources. It is in this light that Ike (2004:1) narrated that:

The Federal Government established paper and pulp making industries, and an elaborate plan was drawn up for achieving self-sufficiency in the production of books for the nursery/primary, secondary, and tertiary tiers of education. Unfortunately, all that, or most of it, collapsed following the nation's economic downturn of the 1980s. Book famine descended on Nigeria.

Global Literacy Project (2011) recounted that in 2001, the Reading Association of Nigeria (RAN) hosted the Second Pan African Reading for All conference in Abuja. Conferees who visited Nigeria primary schools in Abuja were stunned and shocked to see teachers and children striving to operate in schools without reading materials. To make reading materials available to the Nigerian schools, one of the conferees, Fiona Lovatt from New Zealand, suggested the need to set up a 'Books Without Borders' campaign website that would share information on the dearth of reading materials in Nigerian schools and colleges with sympathetic individuals and groups from all over the world and would solicit for reading materials for Nigerian school children.

There have, however, been numerous task forces, study groups, committees, workshops and conferences on book publishing set up by government. According to Professor Chukwuemeka Ike in Obafemi (2011), between 1981 and 1994, there were ten task forces on the book, its publications and its distribution, to recommend how the book sector can fulfill the dire needs of the educational system. It is against this setback that some secondary schools in the country have enjoyed some significant donation of print resources to their students. For instance, the Ondo State Government in Akure donated 32,000 books to 27 public secondary schools in the 18 local government areas (All Africa, 2013). Recently, the Federal Executive Council also approved contracts of over 8.6 billion naira for the supply of textbooks to public primary and junior secondary schools in the country (Channels Television, 2013).

Despite the importance of print resources in the advancement of knowledge and educational career, the plain fact is that, except for a small percentage of people, print reading materials are not necessities. They are luxuries and table decorations. Publishers know this well and must accept it. It may be said to comfort ourselves that the most intelligent among our people, the leaders, are readers of books. Unfortunately, this too is not true. Some leaders do read

if they have been taught to read sufficiently well so that reading is no effort and they can pass easily from the world of sound into the world of silent perception. Most often, Nigerian schools are controlled by local boards composed of men who seldom take up a book and who do not see the need for more and better print reading materials. Books are not only all the facts which the human mind has yet brought together and comprehended, but in books alone are to be found the creative thinking of the finest human minds.

Centuries ago, according to Buck (1949), China's greatest dictator, Chin Shih Huang, determined to burn all print resources in order to stifle people's minds so that he could better control the nation. Books, he declared, taught people to think dangerous thoughts and then to rebel against authority. So they do, and that is the glory of books. Hitler in Germany announced his dictatorship by banning books and then by burning them. The banning of books always comes first. There are steps to this process of banning. The first step is to make out a list of books which organisations or governments recommend, not for authenticity or amusement or any of the proper uses of books. No, they recommend books because these books express the rules of the organisation.

A critical focus in early literacy has been to get print reading materials in children's hands. However, as an accumulation of studies (Wilson, 1987; Lareau, 1989; Mullis, Campbell and Farstrup, 1993; Entwisle, Alexander and Olson, 1997) poignantly show great disparities exist among middle- and low-income communities in resources available in homes or child-care sites. Feitelson and Goldstein (1986), for example, found that 60% of the kindergartners in neighbourhoods where children did poorly in school did not own a single book. Given the estimate that a typical middle-class child enters first grade with approximately 1,000 hours of being read to, while the corresponding child from a low-income family averages just 25 hours (Adams, 1990), such differences in the availability of print resources may have unintended and pernicious consequences for low-income children's long-term success in schooling (Nueman, 1999).

Lifescience (2010) reported that students who grow up in households where print resources are plentiful go further in school than those without print resources. This printed book benefit was seen across countries and held regardless of the parent's educational background, the country's Gross Domestic Product, father's occupation or the political system of the country, the researchers say. In addition, the results, based on data from 73,249 people living in 27 countries,

including the United States, show that having a 500-book library boosted a child's education by 3.2 years on average. For instance, a child born into a family that had only 1 book but was otherwise average in parents' education, father's occupation, GDP, and similar variables, would expect to get 9.4 years of education themselves. Another person from an otherwise identical family with 500 books would expect to get 12.6 years of education (a senior in high school has 12 years of education), the results showed.

For years, educators have thought the strongest predictor of attaining high levels of education was having parents who were highly educated. But according to the findings, a good-sized book library is just as good as university-educated parents in terms of increasing education level. In terms of the number of reading materials in a home, having as few as 20 books in the home still has a significant impact on propelling a child to a higher level of education, and the more print resources added, the greater the benefit. Therefore, Hurd, Mangan and Adnette (2004) asserted that there is no presumption that prints are more valuable than other resources in total; instead, we consider whether schools can improve their overall performance by shifting, at the margin, more of their limited budget towards print resources.

In an influential global study by Elley (1992) of comparative reading scores, it was found that countries with high reading scores are those where learners have greater access to print resource at home, in the community, in libraries and at school. This clearly indicates that Nigeria is excluded because the bulk of the researches conducted have always identified poor or absence of libraries in schools and less or no reading materials in the classrooms as well as interest in the acquisition of reading materials by students. Research has identified the importance of exposing children to a variety of sources and allowing them to choose which leads to improved performance and greater motivation and satisfaction (Clark and Phythian-Sence 2008).

School libraries are essential instruments for promoting reading culture as they serve as recreational centres and provide creative development to the children and local young adults by providing recreational reading books for their personality development and spiritual growth in their leisure time (*Daily Independent, 2013*). However, most of the public and private schools in the country do not have structures designated as school libraries since library development has taken a back stage or not even visible on their priority lists. In his view, the principal of Kings' College, Lagos, Dele Olateju, said dwindling in the reading culture has been a challenge. According to him, that is why stakeholders have been crying that the level of functional literacy

is reducing and they are making attempt to bring back the culture of reading. School librarians and principals can help instill a reading culture in a school by ensuring that:

- i. the library is well-resourced, well-staffed and well-used: a vital catalyst for the reading culture of any school;
- ii. teachers collaborate with the librarian/s and use the library as an essential resource for their literacy programmes and initiatives;
- iii. evidence is displayed of the library staff encouraging students' development as readers, through the library's environment, resources and services;
- iv. the library is included in visitors' tours of the school;
- v. the library is used for events; and
- vi. the library is included in the teachers' lunchtime duty rosters.

There is need for libraries/schools to devise an effective means of promoting reading culture since school libraries are the custodians of school information resources. Librarians must make effort to take the book back to the people through book talks, story hours and exhibition (Anyanwu, Obichere and Ossai-Onah, 2011). The library which has always been considered as the store house of knowledge is mainly responsible for the provision of information resources in building reading culture and supporting teaching and learning in schools. The school libraries are expected to help in promoting reading culture among Nigerian children. The school library and school administrators can use various strategies to promote reading culture. As pointed out by Gbadamosi (2007), reading requires books. It goes to mean that good reading habit promotes effective use of library resources and has the inherent advantage of promoting good reading habit. Since Nigeria, according to Aina, Ogungbeni, Adigun, Akesode and Ogundipe (2011), cannot be regarded as a reading nation because the younger generation of Nigerians does not consider reading a leisure activity, it becomes imperative for libraries to explore book talks, story hours and exhibitions as means of promoting reading culture.

Despite the foregoing discourse, public libraries are supposed to be in the vanguard of promoting reading culture in every society. Leyva (2011) suggested that children from kindergarten through secondary school should attend once a month to support the teachers in activities such as:

- i. story hour, for all children who like fun stories, whether it involves reading to them, listening to them, or representing them;
- ii. reading groups, which propose the enjoyment of shared reading of short stories, novels and poems in a pleasant atmosphere to children, young people and adults;

- iii. Investigative games, which seek to answer the questions that children have about different topics, through readings and games, the elaboration of morals, crosswords or puzzles;
- iv. Reader's theatre, which invites young people and adults to learn more about theatre through the enjoyable reading of a play. The participants read the lines of the characters in the play and stage directions indicated by the author so that the entire group can imagine the actions taking place on stage; and
- v. *tertulias* (Mexican word), which are informal gatherings, in which entertaining readings of short stories, novels and poems are shared.

Public libraries have benefited from these programmes (in most South American countries) in the increase of users and greater outreach to their community, as they are concerned with having more participation in the activities. The public library has become part of its community where parents are supporting some of the activities. However, the situation is different in Nigeria; public libraries are becoming irrelevant because of poor infrastructure, inadequate and outdated reading materials, lack of ICTs to mention a few.

Quest (2000) raised hypotheses on the need to promote reading culture among children in secondary schools. Among the hypothesis are that, providing an informal, interactive forum to children will lead them to improve their reading and writing skills; that making available literature that are suitable to children will create interest in reading, writing and speaking out and lead to children's enjoyment of the learning process; and that conditioned input focused on desired values will lead to children's acquisition of life skills. As evident in Crowe's finding (2005), a good reading culture in children has several benefits. One, it gives the child an opportunity to test him/herself; two, it gives children the confidence to compete against one another and finally, it reinforces children's interest to be creative.

2.8.1 Availability and provision of print resources to secondary school students

Availability of print resources refers to creating access to quality literature in classroom, school, community, or home libraries. Children with adequate access to print resources have many books to select from daily, both in and out of school (International Reading Association, 2000). Tangible reading materials can change children's lives. They can spark the imagination, encourage the exploration of new ideas, and expand a child's ability to pose and answer

questions. Access to stories from different cultures can offer children opportunities to better understand the world around them and to define their place in the global community. Unfortunately, in Africa, as well as in many other parts of the world, children's access to print resources and libraries is severely limited (Weeks, 2004). Very few of the secondary schools can boast of school libraries especially the public schools. When the library is available, the print collections are few or students are barely permitted to use the library to its fullest potentials. Nigeria is a clear example of such challenges towards the availability of print resources. It is in very few cases that print resources are donated to libraries or marginally shared to children in schools.

One of the main services the library provides is the provision of physical media - mainly books and journals, but also DVDs, slides, music and so on to support the teaching, study and research carried out in the schools. The physical reading materials provided play an essential part in enabling students and teaching staff to successfully complete the courses of study, research and teaching that takes place within the elementary and secondary school system. Students should be allowed to access print resources by visiting school libraries in person. The inadequacies in the provision of print resources to secondary school students have also discouraged the few with minimal interest in reading. While it is often difficult to exonerate governments from this criminal dearth of books or publishing aridity foraging our land in a world which situates development around knowledge growth, it is possible to trace the history of governments' perennially uncompleted series of efforts to bring self-sufficiency in book production to fulfill the yearnings, aspirations and needs of the educational sector (Obafemi, 2011). International Reading Association (2000) stated that school libraries should have a minimum of 20 books per child to enable children to take multiple print resources home at each visit. This figure also takes into consideration the needs of teachers to have access to quality trade reading materials for literature-based instruction.

According to Weeks (2004), ongoing longitudinal research with children in four countries (Germany, Honduras, New Zealand, and the United States) is exploring if (or how) the use of a Digital library can influence children's attitudes towards reading and libraries; if access to reading materials from all over the world can influence children's understanding of the global community; and if (and what) are the similarities and differences between the ways that children use digital and physical libraries. Against considerable data demonstrating that education and

literacy are key drivers of economic growth and that there is correlation between low literacy and high poverty levels in the developing world (2005 World Bank Development Indicators database) and that availability of print resources can boost reading ability. Nigerian Ministry of Education in collaboration with Universal Basic Education (UBE) is looking at the prospect of introducing print resources to boost reading. Given that there are approximately 180 days in the school year, a child should be able to select within the classroom a new book to read each day.

Children who can self-select to read and who have access to varied sources of reading materials in their classrooms, school 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 Calkins (1996), children who do a substantial amount of voluntary reading demonstrate positive attitudes 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 print 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 quality, affordable and relevant reading materials. These problems notwithstanding, the Nigerian teachers, school librarians and government have been making determined effort to help children improve their reading habit (Ogbonna and Obiozor, 2009).

The condition of public school libraries is weak, while the private schools have never improved significantly over the last decade; there are fewer books per child, and the condition of the print resources and the staffing of the libraries have seriously deteriorated. This is not encouraging because children who have access to print resources are more likely to read for enjoyment, and thus increase their reading skills and their desire to read to learn. School libraries must purchase enough new books per student and they must make a concentrated effort to replace older print resources for each classroom and school library on an annual basis. Genres should include picture storybooks, novels, biography, fiction and non-fiction material, magazines, poetry, and a multitude of other types to suit the interests and range of reading abilities of all children.

According to Krashen (1996), access means not only availability of print resources, but also time for reading them. Regular periods need to be set aside in schools for independent

reading. Provision of print resources also includes supplying a quiet, comfortable place to read. Another important part of access is school librarians and teachers who know both books and children and who can make good recommendations that match the interests of children with the contents of books. Provision of print resources in the secondary school system involves a lot of stakeholders which include the government, the school administrators, parents, teachers and the school librarians. Effective collaboration of these stakeholders in the school system can bring about quality and quantitative access to reading materials as well as guiding the young students in their reading behaviours.

Outside the school community, students barely have print reading materials which are related to the subjects being taught in schools regardless of the ones that they can get some aesthetic enjoyment. Parents consider print resources for their wards as a heavy financial burden which they would have loved to evade if given the opportunity. Whereas, children whose parents organise home libraries with lots of books mostly have a different attitude towards reading and doing home assignments. A study of investigations by Nassimbeni and Desmond (2011) in similar situations has shown that the significance of the concept ‘access’ or ‘availability’ for reading is considerable. Krashen (2004) has noted the relationship between ready supplies of books in the classroom, time given for reading, and the amount and breadth of reading. In situations where learners are required to bring a book from home, reading declines. All studies have shown positive links between the amount and frequency of reading, and comprehension, writing and language skills.

2.8.2 Book provision and access as factors influencing reading habits

The twenty-first Century is a knowledge globe. Reading, writing and book access are the footholds of the book cultural industry, which can guarantee the growth of literacy in a knowledge-driven civilisation (Obafemi, 2011). Unfortunately, as we celebrate the fifty-fourth anniversary of our political (many still cynically but justifiably refer to it as flag) independence, the fortunes of the book, its writing, publishing/production, distribution are in dismal decline, prompting the university Administrator, leading writer and an important intervener in the publishing enterprise in Nigeria, Professor Chukwuemeka Ike, to describe the book situation in Nigeria as amounting to ‘book famine’ (Obafemi, 2011). British Broadcasting Corporation News (2005) reported that availability of books in Africa is often difficult and expensive and only a

few countries like Kenya, South Africa and Nigeria have a significant book trade. Thus, if many people rarely read, either because they lack the skill, not motivated, high cost of books or simply because it is not yet examination period, it will surely pose serious problems in the future because reading adds quality to life and provides access to culture and cultural heritage (Holte, 1998).

Book access in Nigeria will bring about the development of the child especially in the cognitive domain. The love for reading in many cases is developed during childhood. Children become fluent readers when they have opportunities to practise reading. Without appropriate access to books, young school students will be taught to read, but will not develop the habit of reading. Reading habit which has been a major discourse in Nigeria will remain in the shadow if schools fail to provide children with an opportunity to practise skills in the meaningful context of literature. Substantial number of children will choose not to read for pleasure or for information on their own (Holdaway, 1979). Additionally, research has found a relation between the amount of time that children read for fun on their own and reading achievement (Greany, 1980; Taylor, Frye, and Maruyama, 1990; National Assessment of Educational Progress, 1996). Teenagers in classrooms without literature collections read 50% less than children in classrooms with such collections (Morrow, 1998).

Studies by Kevane and Sissao (2008) stated that there is growing recognition of the importance of book availability for improving the reading abilities of secondary school students in Africa, yet little is known about how much reading habits are affected by access to reading material. In developed countries, such as the United States and England, a handful of studies have estimated increased reading and improved reading performance resulting from access to reading material, for a variety of grade levels (Zweizig, Robbins and Johnson, 1988; Neuman 1996, 1999; Lance, Rodney and Hamilton- Pennell 2000; Fisher, Flood and Lapp 2001; Williams, Coles and Wavell 2002). A complicating circumstance is that as children grow older, the factors change. Categorized by Purves and Beach (1972), the factors are personal (age, sex, intelligence, reading ability, attitudes and psychological needs) and institutional (availability of books, socioeconomic level, ethnic background, and influences of peers, parents and teachers).

There is so much to do in the provision of books especially in the elementary and secondary education. Such should include requesting appropriate number of books for classrooms, school libraries, and public libraries in various states. In addition, parents and policy

makers should be informed of the importance of books; while reminding the states and local policy makers of the need to allot funding for primary and secondary school books. Studies by International Reading Association (2000) claimed that the American Library Association School has recommended that school libraries plan acquisition programmes that are integrated with the instructional programme of their school. Such a school programme should decide what types of books are needed to help the school and the library achieve instructional goals. In Nigeria, there has been less attention in the provision of books for school children, lest the introduction of programmes towards book acquisition for schools. Librarians and teachers also need financial support from school budgets for book purchases and for school librarians to help with the use of the books (Guice, 1994). That students primarily use libraries as places to study, rather than to read, reflects the often poor and outdated selections of books available. When relevant books are available, they may be read and have more impact (Kevane and Sissao, 2008).

The opportunities for playful interaction with books are opportunities for mastery of technical reading skills that are afforded by: meaning-making, communication and creative expression (Bloch 2006). Bloch (2007) points to the barrier to the development of reading literacy in primary schools in Africa as being because of the tyranny of the textbook which relegates storybooks to supplementary and, therefore, non-essential and unimportant material. The first characteristic of an early reading environment is the availability of books and the regular modelling of reading. Farrant (1997) emphasised that the best way of promoting reading is the use of informal methods of reading rather than formal methods. He further noted that informal methods stimulate a desire in the child to read before trying to teach him to read. He noted that this was done through storytelling and reading by the teacher and by consulting books to find out things so that children could associate books with pleasure and usefulness.

2.9 Use of Internet resources by secondary school students

The rapid growth of school technology infrastructure has led to the increased availability and use of computers in secondary schools. In the United States, most students now have access to computers and the Internet in their classrooms; nearly all students have access somewhere in their schools, and most teachers report using computers or the Internet for instructional purposes (Educational Week, 2003). According to the U.S. Department of Education (2002), school Internet connectivity has grown from 35% in 1994 to 99% in 2001, while classroom connectivity

– what counts most for instructional purposes – has increased from 3% in 1994 to 87% in 2001. There is widespread belief according to Noeth and Volkov (2004) that thoughtful and pervasive applications of technology can help eliminate many educational inequities between inner city and suburban schools, between urban and rural districts, and those affecting minorities and people with physical and learning disabilities. In Africa, the inequitable access to the Internet is attributable to the poor state of ICT infrastructure and lack of adequate investment on workers to support the new communication technology.

Access to Internet resources in Nigerian secondary schools has only improved in the few private and not the public schools despite the rapidly changing world, which demands basic essential education for individuals and their needs to access Internet services (Adomi and Kpangba, 2010). Okebukola (1997), cited by Aduwa-Ogiegbaen and Iyamu (2005), concluded that the computer is not part of classroom technology in more than 90 percent of Nigerian public schools. The introduction of computers and networking technology can appear daunting in the elementary and secondary school settings (Ukpebor and Emwanta, 2012) because this is not an environment that traditionally has been technology rich. In Nigeria, there is a disparity in the level of accessibility to Internet resources between private and public sectors of the economy. In most public institutions, such as universities, polytechnics, primary and secondary schools, and government ministries, access to the Internet, if not completely lacking, is inadequate (Ani, Uchendu and Atseye (2007). For example, Nigerian telecommunication systems are poorly developed, thus apart from Internet access by very few private schools, and commercial telecentres (or cyber cafés); public schools' interconnectivity is either unavailable or unaffordable.

Access to technology is further divided within schools according to socio-economic status. One area of significant focus is the school computer and Internet access. In the 1990s, economically viable private schools were much more likely to provide their students with regular computer access; and at the end of the decade, the schools were also much more likely to have Internet access. With the non-equitable availability of the Internet technology within the school environment, there will continue to be a divide among student groups. This, however, is a prevailing circumstance in the Nigerian school system. Only a handful of public schools, which are being managed by the government, can boast of computer and Internet access unlike the private schools that are the pioneers in the provision of computer and Internet access in Nigerian

secondary schools. However, the socio-economic levels of these private schools also differ as some are wealthier than some. In the provision of Information Communication Technology facilities, these schools operate at different levels because of their socio-economic status; thus, the concept of digital divide becomes imminent.

Notwithstanding, technology and equity are not inevitable partners (Johnson, 2002; Resnick, 2002; Whitehead, Jensen and Boschee, 2003). Simply providing Internet access does not ensure that it will effectively enhance teaching and learning and result in improved achievement. Nor does providing access imply that all teachers and students will make optimal use of the resources (Noeth and Volkov, 2004). Technology may mean little without appropriate objectives and goals for its use, structures for its application, trained and skillful deliverers, and clearly envisioned plans for evaluating its effectiveness.

Using mobile technology such as tablets and mobile phones to access the Internet has become a recent development most welcomed by teens that are mostly in secondary or high schools. Mobile phones use has no doubt penetrated almost every facet of human life: driving, sleeping, classrooms etc. Its ubiquity and popularity among college/university students is on the rise in recent times (Olufadi, 2015) and hardly could we find a student without this ‘popular’ device.

Aided by the convenience and constant access provided by mobile devices, especially smartphones, 92% of teens report going online daily — including 24% who say they go online “almost constantly,” according to a new study from Pew Research Center (Lenhart, 2015). According to Ezemenaka (2013), as handsets become more loaded with capabilities ranging from video recording and sharing, to music playing and Internet access, teens and young adults have an ever-increasing repertoire of use. Indeed, we are moving into an era when mobile devices are not just for talking and texting, but can also access the Internet and all it must offer (Pew Research Centre, 2010).

The cell phone is one of the most rapidly growing new technologies in the world (Rebello, 2010). In 2001, cell phone users were less than a billion worldwide with most the users from the developed countries. By the end of 2010, however, cell phone subscriptions had reached five billion worldwide with subscriptions from developing countries outnumbering that of the developed countries (Kelly, 2009; Rebello, 2010). Obviously, this increase includes a sharp increase in the number of cell phones used by the younger generations.

Pew Research Centre (2010) found out that majority of Americans use their mobile phones to access Internet resources, and a growing number use their handsets as their primary online devices, a survey showed. The report further stated that the proportion of cell owners who use their phone to go online has doubled since 2009. The survey also found that 34 percent of these mobile Internet users use their phones as their primary Internet devices, instead of desktops, laptops or tablet computers.

In Nigeria, new report released by Ericsson ConsumerLab has revealed that out of the 82 percent of people in Nigeria that are currently using mobile phones to access the Internet, 93 percent browse the Internet using their mobile phones. (Ericsson Consumer Insight Summary Report April 2015). The report, according to Adepoju (2015) titled *Internet Goes Mobile*, showed mobile phones are the most popular devices to access the Internet and use content services in Nigeria. This is supported by figures released by the Nigerian Communications Commission (NCC). According to the NCC, out of the country's 142 million active telephone subscriptions, 83 million are being used to access the Internet as at the end of February 2015. Secondary school students who are part of this statistics perform online activities on their mobile phones especially when it comes to solving school assignments. Ericsson Consumer Insight Summary Report (2015) also showed Nigerians are interested in a greatly connected future and some of the technologies and services that Nigerians are interested in include connected homes and cars, social discovery, multi screening and P2P sharing (Peer-to-Peer sharing).

2.9.1 Inhibitors to Internet access in secondary schools

Access to Internet resources in Nigeria and Africa secondary schools in general is low. Not that the Internet is not available across Africa but limited access because of costs and unavailability in remote and awkward areas makes it non-existent for a clear majority of Africans (Kamara, 2010). A major factor that facilitates Internet access in schools is the need to ensure that the Internet supports the educational goals for students. In other words, the learning goals should drive the technology use. Access to the Internet is facilitated by so many factors, which include the presence of Internet connections in schools and at homes, adequate number of computers, the level of information literacy on the part of the students, speed of access, cost, and stability of the network and power supply and satisfaction of information accessed. Students in schools are only interested in having access to the Internet when there is an enabling

environment. With these factors, students and teachers are encouraged to make use of the Internet even at their most inconvenient time.

The push to provide Internet resources in schools has been successful in recent years. According to Goldman, Cole and Syer (1999), most schools have computer laboratories and many computers in the classrooms. Although, Internet services are the latest technology in the educational system, there are still many factors that still inhibit Internet access within and outside the school environment. Hardware and software pose problems as the technical support may not be there. Teachers may lack the time and the motivation to learn technology skills and this may hamper the interest in teaching related skills to students like information literacy and retrieval skills. Placement of computers in schools for equitable access, technical support, effective goals for technology use, and new roles for teachers and sustained funding for technology are some of the factors impeding Internet access in schools.

One factor that determines computer and Internet use is where those computers are located. If computers are connected to the Internet but are not conveniently located, the availability to students and teachers will be limited. The standard computer laboratory is commonly used in schools. If its use is carefully scheduled, it will provide high technology utilisation. Infrastructure repair or upgrade must be responsive and well timed. Frequent occurrences of a server being down, printers jammed or slow computer memories will not disrupt Internet access but other instructional use of the technology, which may undermine the entire technology programme. U.S. Department of Education report by Singh and Means (1994), 'If technical problems arise frequently and students and teachers have to wait for hours, days, or weeks to get them resolved, they will abandon their efforts to use the technology.'

Given the diversity of the resources carried on the Internet, students' access to inappropriate material is a major concern of many parents and teachers. Moreover, under the Children's Internet Protection Act (CIPA) in America, no school may receive E-rate discounts unless it certifies that it is enforcing a policy of Internet safety that includes the use of filtering or blocking technology. Beginning in 2001, the FRSS surveys on Internet access asked whether public schools used any technologies or procedures to prevent students' access to inappropriate material on the Internet, the types of technologies or procedures used, and whether such technologies were used on all computers with Internet access used by students.

Students utilising school-provided Internet access must first have the permission of, and must be supervised by, the school's professional staff. Students utilising school-provided Internet access are responsible for good behaviour online just as they are in a classroom or other areas of the school. The same general rules for behaviour and communications apply. Students that fail to comply with the standards of Internet access in schools will be denied access afterwards. The purpose of school-provided Internet access is to facilitate communications in support of research, learning and education. To remain eligible as users, students' use must be in support of and consistent with the educational objectives of the school. Access is a privilege, not a right. Access entails responsibility. The following uses of school-provided Internet access are not permitted to:

- i. access, upload, download or distribute pornographic, obscene or sexually explicit material;
- ii. transmit obscene, abusive, or sexually explicit language;
- iii. violate any local, state or federal statute or regulation;
- iv. vandalise, damage or disable the property of another individual or organisation;
- v. access another individual's materials, information or files without permission;
- vi. violate copyright laws or otherwise use the intellectual property of another individual or organisation without permission; and
- vii. access, upload, download, or distribute music or games.

2.10 Availability of print resources in the school and reading culture of secondary school students

Many reasons, according to Anyansina (2011), have been advanced by analysts for the poor reading culture among Nigerian students. The harsh economic environment is a major constraint militating against reading culture. Similarly, Igwe (2011) citing Gbadamosi (2007) attributed the low level of reading culture by multi-varied factors and these factors include: change in Nigerian value system, economic hardship that is prevalent in many homes, astronomical prices of books and other information resources as well as cost of publishing print reading materials which is very high. When the cost of print materials is high, preventing schools or individual student to purchase copies, there is bound to be less interest in reading. Improving access to relevant information and promoting a reading culture are prerequisites for strengthening literacy skills, widening education and learning opportunities, and helping people to address the causes of poverty.

Krashen (2004) has noted the relationship between a ready supply of print resources in the classroom, time given for reading, and the amount and breadth of reading. All studies have

shown positive links between the amount and frequency of reading, and comprehension, writing and language skills. The reading habit is acquired at an early age; many researchers have tried to identify conditions associated with children's predisposition to read, finding that one of the most significant indicators of future reading is the 'shared book experience' between children and caregivers; consequently, a 'critical focus has been to get print resources in children's hands' (Neuman, 1999).

Students who live in deprived areas or homes, attend poorly resourced schools, or live in remote areas are thus presented with a serious barrier to reaching their potential and achieving success at school. One way of encouraging the reading culture, suggested by many studies, is by increasing the 'volume of children's playful, stimulating experiences with good print resources, developing right attitude and value place for books' (Neuman, 1999), pointing to the important relationship between the productive use of print resources in the classroom and quality of learning (Taylor, Muller and Vinjevold, 2003). Chandilanga (2006) stated that the skyrocketing prices of print resources have affected the reading culture in Africa to some extent.

The school library is expected to have stock of print resources in all formats and be managed by a school librarian. One of the key roles of the librarian is to fill school libraries with great print resources and to put these great books into the hands of students, encouraging reading for pleasure (Fenn, 2005; Krashen, 2009) and in turn promoting student achievement (Fenn, 2005; Rosenfeld, 2007; Brozo *et al.*, 2007; Coatney, 2009). Krashen's (2004) review of the research on students' access to libraries shows that students obtain a lot of their print resources from libraries; and those students in schools with larger libraries were more successful academically than those with smaller libraries. Studies have shown that more access to reading materials leads to more reading, in turn leading to better readers (Krashen, 2009).

Several scholars have addressed the problem facing students in using school libraries for reading. For example, the study by Adeyemi (2009) in Nigeria found that poor quality of school library reading materials, scarcity of current reading and research materials were the challenges facing secondary school students in using school libraries. In the same vein Arua (2011), observed that poor library accommodation; poor library orientation and restricted library hours were problems militating against the use of school libraries among students in Nigeria. However, Clabo (2002) on his view claimed that reading rooms restrictions, restrictions on numbers of

books, reference materials, lack of computers and Internet connectivity are the challenges that hinders students in use of school libraries.

In addition, work by Jongman (1993) stated some researchers have noted the diminished role of the library in promoting a culture of reading in African countries. Many people, even those who can read (Sisulu, 2004), do not use the library reading materials (Ntlamelang, 1982). A recent situational analysis of secondary-level education in Botswana supports this finding (Arua et al., 2005), which may be because the libraries are inaccessible (Kamberelis and Albert, 2007). They contain very few books and no Internet resources, lack trained librarians and modern equipment, and have few aesthetic features to make them attractive to readers (Arua et al., 2005).

Therefore, it is highly imperative that the provision of adequate and qualitative books access is a major determinant of reading culture. Lance (2002) found that the higher the ratio of professionals and other library staff to students, the higher the per-student spending on the school library and the larger and varied the collection, the higher the students' scores were on state reading tests. To develop the reading habit which is a prerequisite to reading culture, students need access to reading materials that they like, on topics in which they are interested and books that reflect their lives and themselves (Strommen and Mates, 2004; Fenn, 2005; Cart, 2007; Pitcher *et al.*, 2007; Friese, 2008). Availability of print resources in school libraries improves students' reading achievement, but for the greatest improvement, students need access to professionally staffed school libraries with large, diverse collections (Schroder, 2011).

In view of the situation relating to reading culture in Nigeria, there is need for libraries/school librarians to devise an effective means of promoting reading culture since school librarians are the custodians of school information resources (Anyanwu, Obichere and Ossai-Onah, 2011). This will be in line with creating the right atmosphere, attitude, values, beliefs and common philosophy of reading for personal and national development. As rightly captured by Kumar, Ansari and Shukla (2010), one of the major goals of the school library is to inspire a love for reading to promote a reading culture among students. Bankole (1999) believed that if children have the kind of childhood exposure they were exposed to in other areas, to books and reading, the conviction that reading is a habit will be impressed on their minds. According to him, this impression, once established, does not die easily. A reading culture is learnt, nurtured

and cemented in the school environment. A good school should form the habit of providing the pupils with things to read whether they are books, inscription or toys.

In Nigeria, educational and socio-cultural effect of availability of print resources on reading culture is quite evident because creating a culture of reading will not be easy. First, most schools have no classrooms that can be designated as the libraries. There is generally no safe room in each of them where print resources can be stocked. There are no reading and writing desks for use by pupils/students. Donated print resources are often stacked in boxes in the head teachers' offices. As such, accessibility to the reading materials is not easy to come by. Since the materials are never displayed, many students never get to know about them. In some circumstances, if book distributions are not sustained over time, current efforts will fizzle out. As students read through the current titles which are present, they will need other titles to sustain their interests and to keep them reading.

In addition, most of the fewer schools with libraries have no trained librarians who can oversee the reading materials provided. Experiences have shown that many teachers who receive print resources from donours or school management and take custody of them do not know what to do with the varieties of the reading materials provided. In some schools, teachers are not even eager to receive the print resources because they do not see the need for them. They have never used reading materials in their schools and do not see why they should be bothered with books. Therefore, the attitude of teachers and schools also serve as factors which can hinder the processes of book provision to students.

There are inadequate supplies of print resources to secondary schools in rural areas; most of them do not have libraries or reading rooms where pupils can engage in private reading. All these factors hinder the development of reading culture by the students and are considered as stumbling blocks to the achievement of quality basic education (Tella and Akande, 2007).

Ogugua et al. (2015) in their works indicated that for secondary school students to be encouraged to read, they should be allowed to choose the pictures in them, to read for contests, to have a classroom library and to have an author read to them at school. Once students were exposed to different practices of reading and reading materials especially print resources, they were likely to broaden their imagination and engage in the practice of regular reading. In other words, the provision of classroom libraries to the pupils expose them to a wide range of books, magazines and other print resources in a variety of genres and at various levels of difficulty.

Through such activities students were likely to become more exposed and encouraged to develop a culture. In an influential global study of comparative reading scores, it was found that countries with high reading scores are those where learners have greater access to reading material at home, in the community, in libraries and at school (Elley, 1992).

Therefore, the paucity of print resources and the attitude of secondary school students towards reading was the reason Arua and Nwaebiem (2014) quoting Ifedili (2009) stated that there is a high decline rate in the reading culture of Nigeria. He examined reading culture among students in Nigeria, and found that 60% of students had prescribed textbooks only during examination; browsing and watching television have taken most of the students' time and very few students 21% buy novels to read for knowledge and pleasure.

2.11 Availability of Internet resources in the school and reading culture of secondary school students

Reading is one of the oldest habits of human civilisation. It has been the passion of the greatest personalities of all times. One of the first documentary sources for reading was manuscript. However, it was accessible only to the elite class of society (Loan, 2012). Later, the arrival of the Gutenberg printing press ended such discrimination by making the print word available to all. The Gutenberg printing press brought drastic changes to the fundamentally oral society of the day. It was certainly a great jump in the humanity's onward march to the reading society. Such development after centuries brought about the Internet technology. Study by Loan (2012) stated that the emergence of the Internet has created an extraordinary change in the reading culture. It has made its existence, fully or partially, in the reading behaviour of the people. Research on the future of reading in the wired world has been inconsistent. Some studies have suggested that the reading cultures in America and Europe are remarkably resilient,

contrary to the fears in the 1990s about the dearth of the book (Birkerts, 1994). One must separate the overall trajectory of reading with the interaction between reading and going online. A recent article reviewing the survey data from highly developed countries concludes that, so far, the relationship between the two activities is one of 'more/more' (heavy Internet users are heavy readers, even controlling for education) rather than 'zero-sum' (Griswold and Wright, 2004).

Ramirez (2003) and Liu (2005) revealed that with the growing amount of Internet resources available, people, particularly young adults, are found spending more time reading electronic materials. Bjork and Turk (2001) conducted a study to identify how Internet resources are overtaking the print media and concluded that the average respondents use prints and Internet resources equally (50:50). However, heavy use of the Internet resources drops with age and the population from 35-45 use Internet resources slightly more than younger and older colleagues. The China Research Institute of Publishing Science survey found that the number of Chinese reading traditional books has fallen while the number reading Internet resources publications has increased sharply. The results discovered that book reading rate was 60.4% in 1999, 51.7% in 2003 and 48.7% in 2005, falling 11% in six years. Although, the popularity of book reading continues to fall, online reading has grown rapidly, from 3.7% in 1999 to 18.3% in 2003 to 27.8% in 2005 (People's Daily Online, 2007).

According to Anyanwu, Obichere and Ossai-Onah (2011), the issue at stake is that libraries are faced with challenges since the trend of seeing reading as noble act is non-existent in our contemporary society, with the advent of information technology, where students are always online either to chat or watch film, reading is no longer seen as part of our culture. Therefore, Gbadamosi (2007) sharply pointed out that the culture of reading and reading habit formation has been bedevilled by the complex interwoven effects of human attitude, electronic media and telecommunication development. Akinbola (2007) concluded that the importance of reading cannot be denied even in the face of Internet access.

Griswold's (2000) study of Nigerian readers revealed that, as she was completing a printed book on the Nigerian literary complex, Internet resources became widely available in urban West Africa. The same people that constituted the Nigerian readers: the young, the educated, the well-off, the urban, were also the early adopters of such practices such as sending e-mails, playing online video games and surfing the Net for entertainment and information. So, the substantive question arose: what impact would this development have on the reading culture

that she had just finished mapping? Through this case, one may consider more general questions about how electronic culture engages print culture.

Younger people tend to be heavy Internet and cell phone users in most part of the world. The example of Canadian youth provides an interesting case study. In 2008, 98% of Canadian high school students aged 15 to 19 were using computers one hour a day or more (Bibby, *et al.*, 2009). About one half of those teenagers were using their computers at least two hours a day, while another 20% were on their computers for three to four hours, and 20% used their computers five hours or more each day (Bibby, *et al.*, 2009). More recently, it has been reported by Ipsos (2010) that 18-34-year-old Canadians are spending an average of 20 hours a week online. When it comes to phones, 71 percent of Canadian households have reported having a cellular phone for personal use (Industry Canada, 2008). For 95% of those households, 13-17-year-olds are the main household phone users.

Despite the foregoing prevailing statistics, all this time spent online does not mean that students have given up the practice of sustained reading. In fact, people who are online also tend to be readers. The amount of time students spend on the Internet has not been found to interfere with the time they report spending on reading for their studies or for leisure (Industry Canada, 2008). Griswold and Wright (2004:215) found such a positive co-relation between Internet use and reading and commented on the double advantage enjoyed by readers who use the Internet:

People, who exhibit the more-more pattern, reading a lot and using the Internet a lot, are doubly advantaged. They possess information, social connections, and cultural capital, and they know how to get more when they need them The Internet is not going to displace reading but it is going to give readers yet one more advantage.

However, spending time online does not automatically lead to the development of online research or advanced reading skills (Cull, 2011). Sociological research of the digital divide has suggested online research skills are often not well developed among people who are online (Hargittai, 2002). When it comes to university students, especially beginning undergraduates, they are typically content to make do with simplistic 'good enough' information search strategies; ease of access to information often continues to be more important than the accuracy of that information (Weiler, 2005; De Rosa *et al.*, 2006; Nicholas *et al.*, 2009; Currie *et al.*, 2010). There is a relationship between this low level of information literacy skill and academic

performance; low-performing students typically have low information literacy skills (Gross and Latham, 2007).

The Internet has so much affected the reading processes in some cases, though, also limited to some few individuals. During web surfing on the Internet, reading for entertainment or perusing blogs, irrespective of the attention given to the content, reading has always been the same. But as the Internet is increasingly the source for all our contents, the news we read, the research we do for work and school, the entertainment we enjoy, we must ask the question: how is the Internet changing the way we read and the depth with which we take in information? In his article, Carr (2008) raised many of these same questions. In it, he explored the idea that web surfing is restructuring the way individuals process information, conditioning them to take in a lot of information at once, but not in much depth. Carr (2008:1) expressing how he believed the Internet has reprogrammed his attention span stated:

I'm not thinking the way I used to think, he says. I can feel it most strongly when I'm reading. Immersing myself in a book or lengthy article used to be easy. My mind would get caught up in the narrative or the turns of the argument, and I'd spend hours strolling through long stretches of prose. That's rarely the case anymore. Now, my concentration often starts to drift after two or three pages. I get fidgety, lose the thread, and begin looking for something else to do. I feel as if I'm always dragging my wayward brain back to the text. The deep reading that used to come naturally has become a struggle.

Birkerts (2006) presciently addressed the Internet's potential impact on users' intellectual ethic and would likely be worried for the fate of secondary school student scholarship in the age of online reading. Birkerts echoed Carr's observations about reading behaviour and then reflected more philosophically on the implication that this type of reading style has for the virtues of depth and wisdom, believing that reading online leads not only to a lack of depth in what we read, but also to a lack of depth in what we cultivate as human beings.

Shen (2006) conducted a study with the purpose of determining the impact of computer technology on college students' reading culture and concluded that college students reading culture change from paper-based to Internet-based reading. The findings revealed that 83.9% of students read online information everyday whereas only 31.4% of them read newspapers and 33.1% read magazines daily. Perryman (1997) reports that American book reading culture is

decreasing as the results of a study show that those who do not read a single book in a year doubled from 1975 to 1990 (8% to 16%).

In Nigeria secondary schools, even when there are minimal research works indicating the effect of the Internet on reading culture, it can be observed that young adults have embraced the Internet technology with keen interest irrespective of the disadvantages or challenges of connectivity. If it is perceived that Nigerians lack sound reading culture, then, the emergence of the Internet and its access may either lead to a worse state of reading culture or build up a positive attitude towards reading Internet resources.

Internet resource in Nigerian secondary schools is highly limited, and in few cases when this is available, students are not given the chance to read these materials. However, most students have different ways of accessing the Internet outside their schools and this can be through their mobile devices (phones, tablets and pads), laptops or personal computers at different locations. Nevertheless, improving a reading culture demands that schools should create right of access to Internet resources and should not unreasonably restrict the students from developing reading culture by reading the Internet resources.

2.12 Factors influencing reading culture of secondary school students

Access to Internet resources is not encouraging in Nigeria and unfortunately, books are being sold in shops with expensive prices and that is why the number of book buyers is decreasing day by day as compared to the past when shops and bazaars remained full and busy with book lovers (*The Nation, 2013*). The decline in reading culture is a bad omen for the development of a society as a civilised, educated, tolerant and plural society, which needs prompt response by the concerned authorities to attend this crucial issue by setting trend on the availability of Internet resources and print resources on reasonable prices. There are a lot of factors that affect the effective development of reading culture of children in Nigeria. Among the factors which hinder children's reading in Nigeria according to Dike (1993) are: the lack of good reading habit, the almost exclusive association of books with schooling, the second language

problem, the obstacles to literacy in the mother tongue, the lack of adequate and suitable reading materials, and the lack of reading skills.

There are no concrete numbers on Nigerian reading culture and the increasing availability of Internet but many people are arguing that it is not the absence of what to read that created this poor reading culture, but the culture (Kizito, 2011). A lot of information is available in the print media, either free of charge to access, but not all is read. However, despite various arguments on whether print and/or Internet resources influences reading culture, there is so much to bring to the fore when there is a level of access to these information resources against the backdrop of the fact that most publishers now publish books in print and electronic format so as to reach a wider audience.

Factors attributed to poor reading culture according to Ogwu (2010) include the distraction by the fallouts from technological innovation in the world today, such as the easy availability of the entertainment media, games and gambling, the inadequate funding of educational institutions including funding of school libraries, laboratories, workshops and computer units. The list also includes poor economy and low standard of running the school, the quest for money by school management, the acceptance of examination malpractices, poor reading habits and the increasing cost of publishing making it difficult for students to have access to books, magazines, journals and newspapers. On the other hand, due to technological development, reading habits are changing. In our society, today, while technology is slowly taking a steady control over individual lives, the reading habit is fast vanishing into thin air (Hindu, 2004). Students now lack the skill of reading. Instead, they spend more hours on the Internet for entertainment purposes. The frustration is that their activities on the Internet seem not to promote reading culture because in most cases, they are engaged in other social activities which are not aimed at promoting reading culture.

Idowu (2002) lamented that Nigerians' reading culture is, indeed, one worrying aspect that needs serious attention if the nation is to avoid sliding further into an illiteracy vertex. He further reported that Nigeria sadly stands as one of the nations where the reading culture has unfortunately become poor. But interestingly, Mabawonku (2004) reported that one way that could help in correcting this is re-establishing library facilities and restocking them with books and making them affordable and readily available to users. Darko-Ampem (2005) asserted: 'The great divide between home and school, the facilities of education system to recognise the oral

culture of communities – especially, folklore and storytelling traditions, and the lack of culturally relevant resources in indigenous languages in schools, are all factors which contribute towards the lack of a reading culture in many African schools.’ Therefore, in some instances when there is availability of Internet resources and print resources; patronage of school libraries incorporated to secondary school system still becomes highly affected because students of today have poor reading culture.

Availability of Internet resources and print resources can be harnessed with good reading habit which is inculcated at home and in schools to build a sound reading culture for Nigerian students. The components of reading culture which include the right attitude, beliefs, values, ideas and so on can contribute to schools and their students' reading outcomes. As part of the needs to be done in having a reading culture, all the educational stakeholders must articulate high expectations of all the students while participating in all the activities of developing a good reading habit and the provision of reading materials to the students.

There are many potential barriers to establishing and sustaining a strong reading culture in a school. In creating the conditions upon which to build a school-wide reading initiative such as reading culture, a school teacher must first get past the issue of reading philosophies (the false dichotomy of phonics vs. whole language, for example) and subsequently focus on the materials and instructional strategies that will be implemented by all staff, such as common goals and practices (Sustaining Reading First, 2007). Arguments in these ‘reading wars’ have diverted stakeholders from reading outcomes for far too many years. These and many other issues can stall or derail progress in producing improved student outcomes.

Looking critically at Nigeria schools’ poor reading culture has been described as one of the major causes of the problems militating against the development of our society (*Nigerian Tribune, 2010*). The situation is even getting worse, because ‘our leaders of tomorrow’, our children, are growing up with even less attraction to books and serious reading. They appear to be more interested in television, especially the highly-addictive cartoon channels (*Vanguard, 2009*). Children should be discouraged from watching television all the time. Kelechi (2010) stated that a poor reading culture eventually stunts a country’s national growth. He notes that the cultivation of a reading culture especially among the adolescents’ schools will boost their academic excellence and ultimately their countries’ growth prospects. This concern about the lack of a reading culture in Rwanda is felt by many other scholars in many African countries,

viz. eastern, southern and western Africa (Nigeria) (Rosenberg, 2003; Magara and Batambuze, 2005; Commeyras and Mazile, 2011).

Some arguments on how oral tradition have influenced reading culture negatively in Nigeria made Atinmo (1998) attribute the poor reading habits of Nigerians to the entrenched oral forms of social communication and note that even if such people wanted to read, it would be difficult for publishers to meet the reading materials needs of small populations whose local languages might not exist in written forms. In the same line of reasoning about ways to develop a reading culture among the rural masses in Malawi, Kachala (2007) claimed that the development of a reading culture should start in early childhood and be nurtured through schools to adulthood, and in the process, it can build a literate nation that can transform itself into an informed and knowledgeable society capable of playing a rightful role in the global village. The same position is held in studies on ways of promoting a reading culture built on oral traditions and practices in other parts of Africa (Dike, 1995; Kwikiriza, 2000; Rosenberg, 2003; Magara and Batambuze, 2005). However, Magara and Batambuze (2005) in their study on a reading culture for Uganda cautioned that for a reading culture to be possible, reading must be a part of all aspects of life, and not only certain parts, such as school or work.

Reading culture in Nigeria can be found among a handful of schools. Several schools, teachers and parents have not been able to build that behaviour in their wards. For instance, Nigerian secondary schools, which are supposed to be the kilns for baking intellectual bricks, are slowly turning into grade mines. Students read only when assigned as a task. They read only to pass examinations but not to imbibe knowledge for intellectual nourishment. School libraries are lonely places except during examination time. Imagine reading a whole term's work within a few hours to examination time.

According to Poopola in Iyilade (2013), 'Book reading is becoming obsolete and the more popular options, i.e. Internet, is the order of the day. Reading books in libraries, except novels, is old-fashioned, slow and boring among the younger generation.' The habit of book reading seems to have lost a significant importance with the emergence of globalisation, especially with the flourishing of the Internet. There is growing recognition of the importance of availability of Internet resources and print resources at improving the reading habit of secondary school students in Africa with the purpose of achieving a reading culture society, yet little is known about the extent reading culture is being affected by access to reading materials in both

print and online formats. In developed countries, such as the United States and England, a handful of studies have estimated increased reading and improved reading performance resulting from availability of reading materials, for a variety of grade levels (Zweizig, Robbins and Johnson 1988; Neuman 1996, 1999; Lance, Rodney and Hamilton-Pennell 2000; Fisher, Flood and Lapp 2001; Williams, Coles and Wavell 2002).

Notwithstanding, print resources and Internet resources are expected to improve the reading culture of students because of the gamut of information found on both media, but the situation becomes the reverse in most cases as the presence of Internet resources and print resources has done little or nothing at improving reading culture which is also a factor of poor attitude of school management. This is against the assertion that new media like the Internet have the capability to change profoundly the way in which content is consumed and perceived (McLuhan, 1994). The mass failure in promotional and entry examinations to universities as well as the general decline in reading culture show that people are not relying much on reading materials for academic information as it was in the past. They would rather surf the Internet for whatever questions they might have. Students would rather do their research online than spend weeks in a library only when there is need to do so. In some cases, most students do not fancy their textbooks or reading intellectual work from the Internet.

Shen (2006) conducted a study with the purpose of determining the impact of computer technology on college students' reading habits and concluded that college students' reading habits change from paper-based to Internet-based reading. The findings depict that 83.9% of students read online information every day whereas only 31.4% of them read newspapers and 33.1% read magazines daily. Williamson (2008) reported that out of 18.0 million college students, 17.1 million (95.0%) go online at least once in a month during 2007 and out of 18.2 million, 17.4 million (95.7%) use the Internet once in a month during 2008 in United States of America (USA). Bowman (2002) reported that students turn to the Internet first, when faced with a question or an assignment for class. Ramirez (2003) believes the young generation who have more experience with computers and grow up with this technology will reveal different attitude towards reading in digital environment. This union of the Internet and students compels researchers to take a new look on their reading habits which is a function of reading culture.

Perryman (1997) reported that Americans' book reading habit is decreasing as the results of his study shows that those who do not read a single book in a year doubled from 1975 to 1990

(8% to 16%). Broddason (2006) argued that there is not only decrease in book reading but also in the overall print reading due to the introduction of the Internet. He reported that the percentages of youths reading newspapers daily were 89% in 1968 and in 2003.

2.12.1 Students' preferences between reading prints and reading Internet resources

In simple terms, there exist two schools of thought about print electronic texts. The first holds that paper is far superior and will never be replaced by screens. The argument is frequently supported by reference either to the type of reading scenarios that would currently prove difficult if not impossible to support acceptably with electronic text, for example, reading a newspaper on the beach or a magazine in bed, or the unique tactile qualities of paper (Dillion, 1992). The latter aspect is summed up neatly in Garland's (1982) comment that electronic text may have potential uses: 'but a book is a book. A reassuring, feel-the-weight, take-your-own-time kind of thing...' (cited in Whaller 1987, p. 261).

The second school favours the use of electronic text, citing ease of storage and retrieval, flexibility of structure and saving of natural resources as major incentives. According to this perspective, electronic text will soon replace paper and in a short time (usually ten years hence), we shall all be reading from screens as a matter of habit. In the words of its greatest proponent, Ted Nelson (1987): 'The question is not can we do everything on screens, but when will we, how will we and how can we make it great? This is an article of faith - its simple obviousness defies argument.'

The movement toward reading supported by computer-based technology according to Jones and Brown (2011) is all taking place in the midst of a major shift in the publishing industry where many book sellers are beginning to actively promote electronic books (e-books) and e-book readers as a less expensive and more efficient method to read. Electronic books (e-books) are gaining popularity for personal reading. Options for access to a large selection of book titles and "anytime/anywhere" reading choices have added to the increased use of e-books (Jones and Brown, 2011). Following the old Gestalt principle 'nothing has a meaning without its context,' reading print is defined by what's there. In the case of books, it can be just the words; diagrams, pictures, even fancy visual layouts are put to the service of the words.

Reading online, the context is defined by what's reachable: hyperlinks, the Web/Internet itself. Text-only web pages are rare and boring; visuals often start on equal footing with words; and the learning experience is far less likely to reside at just the words one is looking at. In an investigation by Bellaver (2007), 20 fourth graders used eBooks in a classroom setting, and the majority reported that the books were more fun to use than traditional books and that, given the opportunity, they would read more frequently using the new medium. When given comparable paper and electronic opportunities, kindergarten and first-grade students preferred to wait for a chance to use the electronic version, even if a print version was available immediately (Mitchell and Fox, 2001).

There has thus been an interest in making predictions about the nature of reading online and reading from prints. A key difference between the two kinds of reading is rooted in the nature of hypertext, which challenges the presumption of the linearity observed in traditional reading (Uso-Juan and Ruiz-Madrid, 2009). In fact, the presentation of information in digital contexts is non-linear or multi-linear (Bolter, 1998) since it is organised in a semantic network in which different related passages are connected to each other by means of keyword links (i.e. nodes) that allow readers to make directional choices appropriate to their own interests (Caballero and Ruiz-Madrid, 2006). However, some researchers warn that the nature of hypertext (online resources) also has many disadvantages for readers. These disadvantages derive from the medium itself and include disorientation in poorly designed systems that lack context clues (Conklin, 1987; Toffer, 2000; Morrison, 2001), information overload and confusion (Kasper, 2003) and problems associated with reading from the screen (i.e. screen resolution, eyestrain, screen glare, among others), all of which make digital reading more difficult (Morrison, 2001).

Looking at the practices of secondary school students is essential for understanding cultural change or stability. How young, educationally advantaged, urban West Africans read and how they use the Internet matter. Quoting Griswold, McDonnell and McDonnell, (2006:45):

We held focus group discussions at three secondary schools in or near Lagos: Queen's College–Yaba (girls), Igbobi College (boys), and Federal Government Girls' College, Sagamu (girls)... The students at these schools are not representative of Nigerian youth as a whole. They are academic stars, and they are likely to come from educationally advantaged, middle-class backgrounds; both characteristics make them budding members of the reading class, and indeed they do read a great

deal. Their considerable cultural capital makes them appropriate for a study of the cultural practices of the first West African generation to grow up with the Internet... The whole students reported reading for leisure most of the time they are outside school activities. In addition, the same students affirmed to the fact they visit cyber cafés for Internet access during weekends and holidays. However, majority of these students claimed that what they do with the Internet is more of social activities than reading.

Children enjoy reading eBooks. In Bellaver's (2006) studies, a small sample of six to nine year olds were given eBooks loaded with traditional stories in children's centres and asked to rate them on several dimensions of use. The majority of children found them easy to use and adapted to them without difficulty, but they did not use the dictionary software that came with the machines (Desmond, 2011). One major goal of the research was to determine whether eBooks could help to alleviate the 'backpack syndrome' where children have endured back injuries from carrying print reading materials and readers. Belmore (1985) also asked young students to read short passages from screen and paper and measured reading time and comprehension. An initial examination of the results appeared to show a considerable disadvantage, in terms of both comprehension and speed, for screen presented text. However, further analysis showed that the effect was only found when subjects experienced the screen condition first. Belmore (1985) suggested that the performance decrement was due to the subjects' lack of familiarity with computers and reading from screens. Very few of the studies reported here attempted to use a sample of regular computer users.

Korat and Shamir (2008) found that children ages five to six reading eBooks (as compared to adults reading equivalent books aloud) significantly improved phonological awareness and word recognition regardless of the students' low socio-economic status. Parents and preschool children reading eBooks together have been observed to have productive conversations, with high levels of abstraction, of the type seen in print co-reading, particularly when the child determined which story path to take when the digital book offered a choice (Fish, Shulman, Ackerman and Levin, 2002). It is against this backdrop that studies show that since 2005, the amount of time young people (8–18yrs) spend reading magazines or newspapers in print in a typical day has declined by seven minutes, from 19 to 12 minutes per day (Rideout *et al.*, 2010). Some adolescents now spend time reading magazines and newspapers online.

Studies by Dillion (1992) suggested that part of the folklore of human factors research is that naive users tend to dislike using computers, and much research aims at encouraging user acceptance of systems through more usable interface design. Given that much of the evidence cited is based on studies of relatively novice users, it is possible that his results may have been contaminated by subjects' negative predispositions towards reading from screens. Based on a study of 800 VDU operators' comparisons of the relative qualities of paper and screen based text, Cakir *et al.* (1980) reported that high quality typewritten hardcopy is generally judged to be superior. Preference ratings were also recorded in Muter *et al.*'s (1982) study and despite the rather artificial screen reading situation tested, users only expressed a mild preference for reading from a book. They expressed the main advantage of book reading to be the ability to turn back pages and re-read previously read resource, mistakenly assuming that the screen condition prevented this.

Some people would rather read online while some others can only read a printed book. With gadgets of different kinds to make life easier, improve health and even cognitive understanding, how relevant will the printed books be in the advent of e-books or other Internet resources? One basic advantage of the Internet is that it now affords a lot of people more information in quick time than ever before. Elizabeth (2003) observes that the Internet content has blinking graphics, vivid color, and lots of eye-catching phrases that can guide or distract from the reading. These same features can only be found in few books.

Liu (2005) advocates that the screen based reading behavior is characterized by more time on browsing and scanning, keyword spotting, one-time reading and nonlinear reading; while less time is spent on in-depth reading and concentrated reading. Whereas, the printed books encourages more time concentrated reading and it is easily accessible when the reader intends to continue from where he stops. Contrarily, Liu (2005) advocates that the age factor contributes to the reading behavior on the Internet as the younger people can tolerate more time reading the screen-based materials whereas Broddason (2006) argues that even the younger computer users do not enjoy reading from the screen.

Clearly, reading in print and on the Internet is different. On paper, text has a predetermined beginning, middle and end. On the Internet, readers skate through cyberspace and in effect, compose their own beginning, middle and end. For example, in a qualitative interview study by Martin and Platt (2001), students reported that they found reading online tiresome, slow

and impractical. Moreover, reading texts displayed online hindered the simultaneous use of several documents. In another survey of 500 students taking an online business course, Spencer (2006) found that 67% of all respondents (N = 254) read less than 30% of the available online course texts on their computer screens. Students choose to print an online text:

- i. when they needed to work concurrently on other documents (92%);
- ii. if the article was long and/or complex (82%);
- iii. if they needed to study the article in preparation for an examination or assignment (80%);
or
- iv. if they needed to take notes on the article.

Primates tend to treat new tools as they would be a new part of their body (Balter, 2008). Scientists agree that the way we receive information shapes our brain (Naughton, 2010). It is one of the advantages we have, as many other species do too. Some could argue that even the Internet is nowadays becoming just an extension of our brain – an extension that most people have a hard time to live without. The human brain is being remoulded to a new direction. Reading written texts has historically taught the human brain to concentrate on a task or subject, leading to a more profound way of reflecting on a subject. But the Web works in a way that encourages jumping from subject to subject in a fast pace, from email to a news article to another website and so on (Hanski, Haukkasalo, Kauko and Ralahti, 2011).

Neurological studies have shown that web browsing changes the way the brain works (The Indistinct Judgment, 2011). While many daily tasks we perform need our undivided attention, the Web works in a completely different way. The Web works in a way that splits our attention to multiple different things and this causes our brain to adapt to fast-paced action, while losing the capability to focus on more intensive and longer tasks. Hanski, Haukkasalo, Kauko and Ralahti (2011) asserted that book reading statistics have dropped, while web-browsing statistics have sky rocketed, you could say that humanity is slowly losing the power to in-depth thinking and the possibilities it discovers. Reading information from a screen or an e-book device might seem like a similar process as reading from book or a piece of paper, but in the end, it does differ a lot. You will not find a search bar from a printed book but your standard web-browser article might distract you with its hyperlinks, popups etc. When you're reading a book, you are working on it in a linear way: from the beginning to the end. Reading books from cover

to cover makes your brain focus on one single task rather than spreading your attention to other things. Nicholas Carr compared reading online texts to reading a book and simultaneously trying to solve a puzzle quiz (Carr, 2010).

Carr (2008) reported that researchers have studied which parts of the brain are activated while reading texts. These studies have shown that while a person is reading printed texts, only a small part of the brain is active, which can be seen as a sign of deep concentration. One might think that reading on the Web would activate the same parts of the brain, but studies have shown that it's not always the case. The Web shatters our attention into dozens of different areas and when looking at the human brain, you can clearly see a vastly larger area that lights up when reading text on the Web.

Defenders of print culture have worried about competition from electronic media since the early days of television. Dana Gioia, chairman of the NEA, argued that 'reading a book requires a degree of active attention and engagement.' By contrast, most electronic media such as television and the Internet make fewer demands on their audiences and indeed often require no more than passive participation. Griswold, McDonnell and McDonnell, (2006) claimed that even interactive electronic media, such as video games and the Internet, foster shorter attention spans and accelerated gratification. They went further to say that West African educators, editors, authors and middle-class parents fear the Internet could have a catastrophic effect on the fragile reading culture.

Organised group discussion by Griswold, McDonnell and McDonnell (2006) revealed that few students said going online might affect their reading; the reasons they gave were not that the two activities competed for their free time. Several said that, because they didn't like to read anyway, they welcomed anything that filled their leisure hours. These youths probably would not have read any more even if they didn't have the Internet; one girl who didn't like reading said she didn't patronise cybercafés much either, for she preferred to socialise with friends. Another girl said the Internet reduced her reading because, if she were assigned a book for her literature class, she could just go online, learn about the book and then write a paper on it without having actually read it. But when asked about her reading for pleasure, she said, 'Oh, the Internet doesn't affect that.'

Brown (2001) also observed that poor screen resolution has made sustained reading tiresome and difficult, but now the current technological improvements and reader software

enhancements as well as the promising developments of very bright, lightweight and power efficient screens bring us one step closer to paper-like reading experience. Burk (2001) reported that corporate giants Microsoft and Adobe Systems have developed sophisticated e-book reader software that enhances the electronic reading experience. Hardware manufacturers such as Gemstar and Franklin continue to produce new reading devices. Yet, despite the numerous advantages offered by various e-book readers and the widespread popularity of personal digital assistants (PDAs) and pocket PCs capable of reading electronic books, the e-book market has thus far failed to materialise. Despite all new technological developments in screens, text formats and reading devices like LCD screen, PDF and Adobe Reader have been designed to make e-reading easy; however, screens are yet not optimal for the continuous, in-depth and concentrated reading.

Desmond (2011) had a different view about reading from books and reading from the Internet. He claimed that no matter how much time children and adolescents spend with computers, they are doing reading. Whether they use (or misuse) a search engine to locate information for a term paper, modify their profiles on Facebook or other social media, or text message friends, they are decoding texts and encoding sentences. According to the 2010 Kaiser Foundation report, they spend, on average, nearly two hours using computers every day (Rideout *et al.*, 2010). A study of 700 children in 6th through 10th grade in Detroit found a large amount of Internet reading among a variety of other reading media within the sample (Rich, 2008). Leu (2007), director of the New Literacies Research Team at the University of Connecticut, argued that Internet reading is a fundamentally different, not inferior, form of information processing than reading from print texts. Because Internet reading is not what is tested in NCLB standardised reading assessments, skillful web readers do not necessarily perform well on those tests.

Finally, the most common reasons why students prefer print reading over online reading include: ergonomic or eyestrain problems, the need to annotate and highlight, and the wish to spread out materials.

2.13 Theoretical Framework

Availability of print and Internet resources are major factors that could possibly influence the reading culture of secondary school students. There was no single theory that could adequately

capture the relationship between the variables under study especially a theory of reading culture. The closest theories underlining the study were the Behavioural Theory proposed by B.F. Skinner, Information Utility Theory and Dynamic Social Influence Theory.

Skinner influenced education as well as psychology in both his ideology and literature. In Skinner's view, education has two major purposes: (1) to teach repertoires of both verbal and non-verbal behaviour; and (2) to encourage students to display an interest in instruction. He endeavoured to bring students' behaviour under the control of the environment by reinforcing it only when particular stimuli were present. Because he believed that human behaviour could be affected by small consequences, something as simple as 'the opportunity to move forward after completing one stage of an activity' could prove reinforcing (Skinner, 1961). Skinner favoured active learning in the sense that students were not merely passive recipients of information doled out by teachers. He was convinced that a student had to take action; 'to acquire behaviour, the student must engage in behaviour' (Skinner, 1961).

This theory explains how students' behaviour which is the key element of reading culture can be influenced through reinforcement which is the availability of print resources and Internet resources. Students' behaviour towards reading can be observed in such environment like schools, libraries, homes and other recreational centres. When students do not read, there are consequences according to Skinner and these consequences can be averted through reading and this can also be achieved by reinforcements. Skinner in his theory was convinced that students were not passive recipients of information doled out by their teachers but believed that they could also take action in getting information on their own while acquiring such behaviour at the same time. Therefore, when there is reinforcement according to Skinner through significant access to all forms of reading materials especially in a more attractive form, the students will be motivated to acquire such values, beliefs and habitual positive behaviour towards reading and later, reading culture can be achieved. This is highlighted in the definition of reading culture which is the collective and sustainable attitudes, values, beliefs, philosophy and behaviour which enable students to cultivate the habitual reading of printed and electronic text for self and national development.

Another theory is the Information Utility Theory which has its bases in information consumer behaviour. This was postulated by Stigler (1976), Curras (1986) and supported by Popoola (2003). The idea is that consumers of information will continue to consume a piece of information if that information is available and satisfying his/her needs (frequency of use).

Information utility theory is the bedrock of collection development in libraries. This theory implies that a student who is a consumer of information will only do so when there is availability and access to information irrespective of the format. In addition, the theory also states that the frequency of use when there is Internet resources and availability of print resources is a fundamental indicator for determining the extent of satisfaction guided by a good reading habit and eventually leading to reading culture. The frequency of use of both print resources and Internet resources while cultivating reading habit can bring about reading culture. When a student has achieved such status, there is tendency that perpetuity through frequency of use with the right values and behaviour can engender reading culture.

The Dynamic Social Impact Theory was developed by Latané and his colleagues in 1996. This theory is considered as an extension of the Social Impact Theory as it uses its basic principles, mainly that the strength, immediacy, and number of sources present determine social influence, to describe how majority and minority group members influence one another. As its name suggests, the Dynamic Social Impact Theory proposes that groups are complex systems that they are constantly changing and are never static. This theory posits that when people living in spatially distributed groups (groups where people do not have equal access to everyone else for geographic or other reasons) communicate with each other over time, four phenomena or markers of culture will evolve. These are clustering (regional differences in attitudes and behaviours); correlation (associations between once unrelated attitudes and behaviours); consolidation (a reduction in diversity of attitude and behaviours); and continuing diversity (whereby despite this reduction in diversity, unanimity does not result).

Consolidation – as individuals interact with each other, over time, their actions, attitudes and opinions become uniform. In this manner, opinions held by the majority of the group spread to the minority, which then decreases in size.

Clustering – individuals tend to interact with clusters of group members with similar opinions. Clusters are common when group members communicate more frequently with members in close proximity and less frequently with members who are more distant. Minority group members are often shielded from majority influence due to clustering. Therefore, as people influence those closest to them, they will come to be more like them than those further away, resulting in spatial distributions of cultural elements.

Correlation – correlation refers to the emergent associations between elements over time. As clustering develops on several attributes, these attributes come to be correlated with one another (Abelson, 1979; Latané, 1996b). These correlations are due at least in part to a loss of independence due to clustering. That is, when clusters emerge, individuals essentially begin to form groups and these ‘group’ attitudes tend to overlap with group attitudes on other issues. It is these correlations, Dynamic Social Impact Theory proposes, that result in what is considered a ‘culture’.

Continuing Diversity – a degree of diversity can exist within a group if minority group members cluster together or minority members who communicate with majority members resist majority influence. However, if the majority is large or minority members are physically isolated from one another, this diversity drops.

Dynamic social impact theory (Latane 1996) uses the ideas about social impact to describe and predict the diffusion of beliefs through social systems. In this view, social structure is the result of individuals influencing each other in a dynamic and interactive way. The likelihood of being influenced by someone nearby, rather than far away, (the immediacy factor) produces localised cultures of beliefs within communication networks. This process can lead initially randomly distributed attitudes and beliefs to become clustered or correlated; less popular beliefs become consolidated into minority subcultures. Dynamic social impact theory views society as a self-organising complex system in which individuals interact and impact each other’s beliefs.

In his theory, Latane suggested that simple social scientific principles, as expressed in dynamic social impact theory (Latane, 1981; Latane, 1996), may help explain how school reading culture comes about. Dynamic social impact theory is based on a view of society which could be a school as a self-organising complex system composed of interacting individuals (which includes staff and students of secondary schools) each obeying simple principles of social impact. It can be described with five propositions. According to Latane (1996), individual differences which are one of his propositions can be affected by social influence such as taste for reading, preferences, values, beliefs, attitudes and habits towards reading. Stated more simply (Harton and Bullock, 2007), Dynamic Social Influence Theory proposes that reading culture is created from the bottom-up through everyday reading by students. ‘Reading culture’ refers to any of the countless ways students exercise their beliefs, attitudes, preferences, and behaviours towards reading. Another significant factor in this theory is the degree of observability (Rogers, 2003). Social influence does not have to occur through verbal communication from the staff and management of schools; students are also

influenced by what they see others do. For instance, reading activities are influenced by what students see others read. This moderating effect of observability has been demonstrated in several field studies. For example, behaviours that are more observable (e.g. frequency of reading and library visitation) show greater increases in clustering than those that are less observable (Cullum and Harton, 2006; Harton, 2005).

Research on dynamic social impact theory has shown that reading culture can emerge merely through every day social reading influence from staff and students who are mostly in a school environment. This local social influence results in four markers of culture: spatial clustering of cultural elements, correlations between elements because of clustering, consolidation or a reduction in diversity over time, and continuing diversity. The cultural attributes that are most likely to spread and define a reading culture are those that are more involving, observable, and demonstrable and less heritable. This includes the activities of all the stakeholders in the school and the provision of print and online reading materials for the students. This theory and area of research provides insights into how reading culture forms and changes and which elements are most likely to proliferate and delineate cultures.

The reinforcement in Skinner theory is reflected in the self-developed model in this study through the availability of Internet resources and print resources, while change in behaviour is represented in the model as reading culture which is behavioural. The direction of the independent variables (reinforcement in the form of availability of reading materials) in the model pictures the explanation by Skinner on how a change in behaviour (reading culture) can be achieved. However, the Dynamic Social Impact Theory reflects in the conceptual model as the school environment where reading culture is considered with the help of social influence through strength, immediacy and several sources present which include different types of print and Internet resources.

2.14 Conceptual Model

Independent Variables

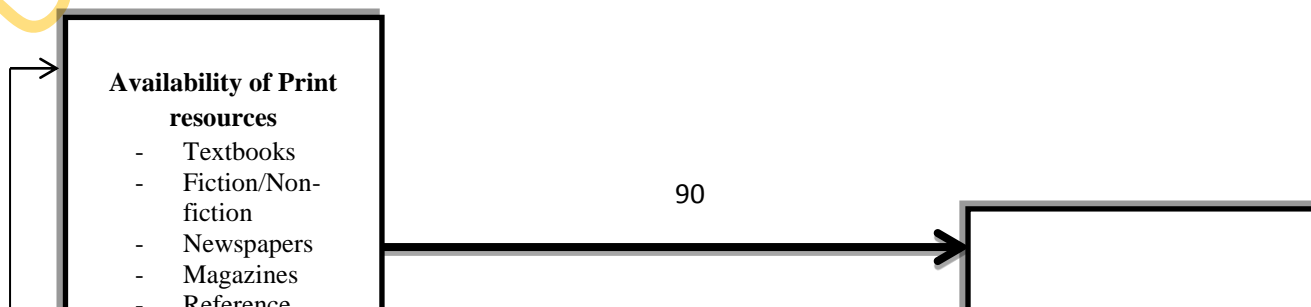


Figure 1: A Self-Developed Conceptual Model of Availability of print and Internet resources as factors influencing reading culture

The model as shown in figure 3 proposes linkages and interactions between the independent and the dependent variables in the study. These are Availability of print and Internet resources as the independent variables and reading culture as the dependent variable. Availability of print resources (includes textbooks, fiction/non-fiction, newspapers, magazines and reference sources) and Internet resources (including but not limited to e-reference sources, e-textbooks, e-storybooks, e-magazines and blogs) to students could possibly influence students' reading culture which is the collective attitude, norms, values and behaviour that enable them to cultivate sustained reading at the highest level for self and national development through the support from the teachers, principals and other staff in the school. There is a connection between the independent variables which are Availability of print and Internet resources. Both are information resources which can be read by secondary school students to develop their reading culture. However, there is a possibility that availability of Internet resources can solely engender or inhibit the reading culture of secondary school students.

2.15 Appraisal of the literature reviewed

Literature reviewed has shown that Nigerians have poor reading culture which could be a result of several factors including unavailability of print and Internet resources, African oral tradition and students' attitude to reading. However, research studies in Nigeria argued that Nigerians lack reading culture undermining the fact that Nigerians read and they buy books; although, when compared with the developed societies, one could conclude that it is poor. There have also been arguments on a clear definition and the state of reading culture in Nigeria, but from the various definitions, the holistic significance of reading culture has made it difficult for some of them to be disregarded.

Studies concentrated on cognitive factors affecting reading culture, and that inadequate library materials, socio-economic status, poor government intervention and access to books influenced the reading culture of secondary school students. In addition, researches on reading culture indicated that elementary school pupils and the Nigeria citizens were the population studied and there was no adequate attention given to the reading culture of secondary school students from public and private schools. The state of reading culture among secondary school students in Edo State and the differences between public and private schools were also not given adequate consideration.

There was no single theory on reading culture as literature has shown, hence the researcher adapted the Behavioural Theory by B.F. Skinner which emphasised the change in behaviour of students when a particular stimuli was present. Several researches used reading culture and reading habits interchangeably. It was shown that Internet connectivity was limited or unavailable in most secondary schools in Nigeria, especially the public schools. Studies also show that there is poor access to reading materials in the school system and this has contributed to the poor motivation to reading and low-level literacy. Therefore, investigating the availability of print and Internet resources as factors influencing the reading culture of secondary school students in Edo State will extend research in this regard and fill the gap in knowledge bothering on secondary schools students' reading culture in Edo State.

CHAPTER THREE

METHODOLOGY

3.1 Introduction:

This chapter is a description of method for achieving the objectives of this study. It has seven sub-divisions which are research design, population of the study, sampling technique and sample size, data collection instrument, validity and reliability of the instrument, data collection procedure, and data analysis.

3.2 Research design

The descriptive survey design of correlational-type was adopted for the study. This described the current state of affairs at the time of the study and the relationships that existed among the identified variables in the study. It is a highly convenient method for gathering information about population too large for every member to be studied, as it allows for the asking of questions about beliefs, attitudes and behaviours of respondents in relation to an issue or topic for the purpose of describing or explaining both the characteristics of those respondents and the population they represent (Burns and Grove, 2001). The population of this study is large which is why the research design was chosen for the study. The correlational method was adopted because it aims at discovering the relationship between the variables under study. These include reading culture (dependent variable), availability of print resources and Internet resources (independent variable). The design also helps to find the influence of the independent variable on the dependent variables.

3.3 Population of the study

The population of the study comprised the entire 135,989 Senior Secondary School students of both public and private secondary schools in Edo State of Nigeria. There are 18 local government areas in the state and these are in the three senatorial districts. Secondary schools in the state especially in the cities, are mostly owned by private owners. The data on population of the secondary schools and their respective students were collected through the internal records of the Edo State Ministry of Education and Post Primary Education Board. The number of each school (public and private) students' population was not given by the Ministry. Hence, the researcher used the total number of students in each local government with their number of schools to find the average number of students' population for each school in various local government area. The population of the school principals were 902 from the public and private secondary schools. Table 3.1 shows the distribution of Senior Secondary Schools across the local governments in the state and their respective students' population.

Table 3.1: Population of the study

Local Governments in Edo State	No. of Public Sec. Schools	No. of Private Sec. Schools	Average No. of Students Per Public School	Average No. of Students Per Private School	Public Snr. Sec. Sch. Student Population	Private Snr. Sec. Sch. Student's Population	Total Students Population (L.G.A)
Oredo	13	147	971	17	12,628	2,526	15,154
Egor	11	184	647	10	7,117	1,939	9,056
Ikpoba-Okha	20	82	794	57	15,889	4,633	20,522
Esan North-East	12	20	300	159	3,603	3,187	6,790
Esan South-East	18	13	202	226	3,641	2,933	6,574
Esan West	15	19	236	168	3,537	3,189	6,726
Esan Central	13	8	231	96	3,008	766	3,774
Ovia South-West	14	9	286	123	4,000	1,109	5,109
Ovia North-East	28	9	178	157	4,994	1,411	6,405
Akoko-Edo	27	12	311	224	8,398	2,684	11,082
Etsako West	26	22	237	76	6,163	1,663	7,826
Etsako East	14	13	312	190	4,369	2,476	6,845
Etsako Central	7	9	245	60	1,717	540	2,257
Uhunmwode	21	16	271	147	5,691	2,348	8,039
Igueben	10	10	273	10	2,734	98	2,832
Orhionmwon	28	12	190	187	5,323	2,246	7,569
Owan East	15	10	309	150	4,635	1,500	6,135
Owan West	10	5	283	91	2,839	455	3,294
Grand Total	302	600	6,276	2,148	100,286	35,703	135,989

Sources: Edo State Ministry of Education and Post Primary Education Board, 2014

3.4 Sampling technique and sample size

The stratified multi-stage sampling technique was adopted in selecting participants for this study. This technique is used to achieve a good representation of the population that is heterogeneous and with a very large number of population. There were three stages involved in the sampling. First, there are 18 local government areas in the three senatorial districts of Edo State. Using senatorial design, nine local governments were randomly selected to represent an even distribution of the local governments across the three senatorial (3 local government areas each making a total of 9) districts giving a sampling fraction of 50%. In the second stage, a sampling fraction of ten percent (10%) was used to purposively select public and private secondary schools from the already selected 9 (646 schools) local governments in the state making a total of 65 (15 public and 50 private) schools. Next, from each of the 65 schools, simple random sampling technique was used to select 11.0%, and this resulted in a total of 895 (675 public and 220 private schools) participants for the study. This sample size at the three

levels was justified by Krejcie and Morgan (1970) who recommended a sample size of 384 for a population of 200,000 (0.192%) and Thomas (2003) who recommended a sample size of 500 for a population of 9,000 (5.56%). A purposive sampling was used to select 5 principals (public and private) from the schools selected for the study. Table 3.2 is a presentation of the sampling distribution, while Table 3.3 is an equal distribution of the Senior Secondary School students per their classes.

Table 3.2: Distribution of the respondents according to schools

9 Selected Local Governments in Edo State	No. of Selected Public Schools	No. of Selected Private Schools	Estimated Public Students for each L.G.A	Estimated Private Students for each L.G.A	No. of Selected Public School Students	No. of Selected Private School Students	Total Students from L.G.A
Oredo	1	15	971	255	107	28	135
Egor	1	18	647	180	71	20	91
Ikpoba-Okha	2	8	1,588	456	174	50	224
Esan North-East	1	2	300	318	33	35	68
Esan West	2	2	472	336	52	37	89
Akoko-Edo	3	1	933	224	103	25	128
Etsako West	3	2	711	152	78	17	95
Etsako Central	1	1	245	60	27	7	34
Igueben	1	1	273	10	30	1	31
Grand Total	15	50	6,140	1,991	675	220	895

Sources: Edo State Ministry of Education and Post Primary Education Board, 2014

Table 3.3: Distribution of the respondents according to the classes

9 Selected Local Governments in Edo State	No. of Selected Public Schools	No. of Selected Private Schools	Senior Secondary School 1	Senior Secondary School 2	Senior Secondary School 3	Total Students from L.G.A
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Oredo	1	15	45	45	45	135
Egor	1	18	30	30	31	91
Ikpoba-Okha	2	8	75	75	74	224
Esan North-East	1	2	23	22	23	68
Esan West	2	2	29	30	30	89
Akoko-Edo	3	1	43	43	42	128
Etsako West	3	2	31	32	32	95
Etsako Central	1	1	11	11	12	34
Igueben	1	1	11	10	10	31
Grand Total	15	50	298	298	299	895

3.5 Data collection instruments

The data collection instruments that were used in this study are the questionnaire and complimented with Key informant interview. The questionnaire was developed for students while the interview guide was used for the school principals. The questionnaire method is used to elicit factual information from the respondents. The questionnaire was the instrument used for the students because it helps in facilitating contact with the respondents that are widely dispersed and it is the most flexible tool for collecting information. Public and private secondary schools were used as case study. The questionnaire was divided into four sections as follows:

Section A: Background Information

Section B: Availability of Print Resources

Section C: Availability of Internet Resources

Section D: Reading Culture

Section E: Types of Information Resources Read by Students

Section F: Access Points to Internet by Students

The questionnaire which was self-constructed was based on information derived from literature as presented in chapter two.

Section A: Elicitation of demographic information of the respondents with questions such as name of schools (public or private), gender, class, age grade and Local Government.

Section B: Availability of Print and Internet Resources (APIR) Scale was drawn with the intention of eliciting information from respondents on the Availability of Print resources such as textbooks, fiction/non-fiction (storybooks), newspapers, magazines and reference sources (dictionary). The section had 5 items.

Section C: Availability of Internet resources contained such variables as: e-books, e-dictionary, e-magazines, e-storybooks and blogs. It was prepared for scoring on a 4-point scale of Very readily available (4) Readily available (3) Occasionally available (2) and Never available (1). The section had 5 items.

Section D: Reading Culture Instrument (SRC) scale. This instrument measures opinions of students on their reading culture. The scale is Likert 4-point SA (4) Strongly Agree, A (3) Agree, D (2) Disagree, and SD (1), Strongly Disagree. This section had 20 items.

Section E: Types of Reading Materials Read by Students Instrument (TRMRS) scale. This measures the types of reading materials read by students. It was prepared for scoring on a 4-point scale of Very Often (4), Often (3), Occasionally (2) and Never (1). This section had 10 items.

Section F: Questions on how students access the Internet were raised. Students were made to tick (Yes/No) any of mobile phones, school Internet, home Internet, cyber café and libraries. This section had 6 items.

3.5.1 Interview guide for the school principals

Key Informant Interviews was used for the school principals. This kind of interviews are conducted with key individuals within the community, schools, etc. Key informant interviews provide researcher with detailed, qualitative information about impressions, experiences and opinions. The qualitative data which were collected helped to compliment the data collected from the students of their respective schools. The guide was drawn up on issues such as Availability and access to Internet and reading materials, as well as efforts towards developing and sustaining reading culture. Five school principals were purposively selected out of the 65 schools chosen for the study. Three from private schools and two from public schools. The interviews were recorded on a note containing the questions for the interview.

3.6 Validity and reliability of the instrument

To ensure the face validity of the instruments, the questionnaire was given to a secondary school English teacher in Benin City to help moderate the level of language used, and this he did by replacing some words with their synonyms. Thereafter, a school librarian was given the questionnaire to check for the types of print and Internet resources listed in the instrument, which he also validated. The instrument was later given to two other lecturers in Library and Information Science and Publishing at the University of Ibadan to check for their input and possible corrections. Finally, the instruments were given to the researcher's supervisor who included some items in the questionnaire in order to capture the different sources of reading print and Internet resources by students. Consequently, the questionnaire was corrected and pre-tested through the administration of 30 copies to Senior Secondary School students in two randomly selected schools outside the main population for the study. Key informant interview guide was validated by the researcher's supervisor. Using SPSS, Cronbach-alpha method was used to determine the reliability coefficient of the instruments and the following values were obtained.

Section B: Availability of Print Resources had a reliability coefficient of 0.87

Section C: Availability of Internet Resources had a reliability coefficient of 0.82

Section D: Reading Culture had a reliability coefficient of 0.75

Section E: Types of Reading Materials Read by Students had a reliability coefficient of 0.88

Section F: How the Students Access the Internet had a reliability coefficient of 0.79.

The reliability coefficient values calculated for the various sections of the instrument rendered it adequate for the study.

3.7 Data collection procedure

Prior to data collection, the researcher made contacts with some of the selected school principals (using the phone directories at the Ministry of Education) for approval and convenient time for data collection. The researcher then engaged the services of six assistants (teachers) to help in administering and retrieving the questionnaire and interview record. The research assistants were given a half-day orientation on how to administer the instruments and were subsequently advised on the need to interpret some of the questions and how to encourage the students to fill the questionnaire. They were also enlightened on why the respondents should also be made to understand that inappropriate filling of the questionnaire would result in wrong data

and that would affect the result of the research. Thereafter, the researcher collected data from the three selected local government areas while the six research assistants collected data from the other six local government areas, making a total of nine local governments.

Data with the aid of questionnaire were collected mostly during school break (recess) while interviews were conducted with the school principals after the questionnaire had been administered to the students. The interview guide was used to record the responses of each school principal under each corresponding question. Physical interview lasted for 10 minutes while telephone interviews lasted approximately 10 minutes with the respondents. However, telephone interviews were only conducted when the school principals were not present at the time of administering copies of the questionnaire to their respective students.

3.8 Data analysis

Descriptive and inferential statistics were used for the analysis of the research data. Correlation and Multiple regression analyses were used because the study is a multivariate one that seeks to determine the composite and relative effects of the two independent variables on the dependent variable. Descriptive statistics such as frequency counts, percentages, mean and standard deviation were used to analyse the data pertaining to the research questions in the study. Multiple regression were used to test for effect in hypothesis 1, 2 and 3; while Pearson Correlation Coefficient was used to test for relationships in hypothesis 4. The hypotheses were all tested at 0.05 level of significance. The interview data were content analysed.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents and discusses the results of the study and their interpretation together with the socio-demographic profiles of the respondents. The study investigated how the independent variables of print and Internet resources influence the reading culture of secondary school students in Edo State of Nigeria. In all, five research questions and four null hypotheses were generated and tested in this research work. Descriptive statistics such as percentages, mean and standard deviation were used to analyse the research questions; and inferential statistics in the form of Pearson Product Moment Correlation and Multiple regression were used to test the hypothesis. The hypotheses were tested at 0.05 level of significance. The presentation is in six parts. They are as follows:

- 4.2 Questionnaire administration and response rate;
- 4.3 Demographic information of the respondents;
- 4.4 Answers to the research questions;
- 4.5 Testing of the hypotheses;
- 4.6 Findings from the interview guide; and
- 4.7 Discussion of the findings.

4.2 Questionnaire administration and response rate

In all, 895 copies of the questionnaire were administered and a total of 819, which represented 91.5% of the total number of questionnaire returned, were found usable for the analysis (Table 4.2).

Table 4.2: Questionnaire distribution and response rate

Local Govt. Area	Students	Number Distributed	Questionnaire returned	Usable Number
Oredo	135	135	124	123
Egor	91	91	86	85
Ikpoba-Okha	224	224	208	206
Esan North-East	68	68	62	62
Esan West	89	89	82	81
Akoko-Edo	128	128	117	115
Etsako West	95	95	86	86
Etsako Central	34	34	32	31
Igueben	31	31	30	30
Total	895	895	827	819

4.3 Demographic information of the respondents

This presented the demographic breakdown of the respondents used for this study based on the school, class, gender and age range.

Table 4.3: Demographic profiles of the students

Variables		Frequency	Percent
Schools	Private	50	77.0
	Public	15	23.0
Class	S.S.S.1	265	32.4
	S.S.S.2	274	33.5
	S.S.S.3	280	34.1
Gender	Male	401	49.0
	Female	418	51.0
Age Range	13-15	269	32.8
	16-18	451	55.1
	19- 21	99	12.1
	Total	819	100

A breakdown of the respondents based on schools, class, gender and age range is shown in Table 4.3. A total of 50 private schools, representing 77% against the public schools with 23% schools reveals that there are more private secondary schools than their public schools in Edo State. The huge difference is partly influenced by the ceding of missionary schools back to their respective owners (churches). The SSS (Senior Secondary School) classes have a distribution of students with SSS3 (34.1%) having the highest return rate of questionnaire and this is followed by SSS2 (33.5%) and then SSS1 with 32.4%. The table also reveals that there is no significant difference in the gender of the students with girls numbering 418 (51%) and the boys being 401 (49%). This is also followed by the age range of students where the majority of the students fall within the age range of 16-18yrs (55.1%) with 13-15yrs having a total of 269 (32.8%) students. The mean age of the students was 16.4 ± 1.91 years.

4.4 Answers to the research questions

4.4.1: Research question 1: What is the level of availability of print resources to secondary school students in Edo State?

Table 4.4 listed the varieties of print resources.

Table 4.4: Availability of print resources to the students

Print resources availability	Very Readily Available (4) N (%)	Readily Available (3) N (%)	Occasionally Available (2) N (%)	Never Available (1) N (%)	No Response (0) N (%)	Mean (\bar{x})	Std Dev	
a. Textbooks	0 (0.0)	315 (38.5)	393 (48.0)	107 (13.1)	4 (0.5)	3.24	0.69	
b. Fiction/Non-fiction (storybooks)	0 (0.0)	277 (33.8)	353 (43.1)	174 (21.2)	15 (1.8)	3.09	0.79	
c. Newspapers	0 (0.0)	234 (28.6)	302 (36.9)	267 (32.6)	16 (2.0)	2.92	0.83	
d. Magazines	0 (0.0)	213 (26.0)	313 (38.2)	278 (33.9)	15 (1.8)	2.88	0.81	
e. Reference sources (Dictionary)	0 (0.0)	285 (34.8)	378 (46.2)	143 (17.5)	13 (1.6)	3.14	0.75	
Weighted Average						=	3.05	

Table 4.4 revealed that the most available print resources to students is textbooks (Mean = 3.24; SD = 0.69) and this is followed by reference sources such as dictionary (Mean = 3.14; SD = 0.75) as well as fiction/non-fiction (Mean = 3.09; SD = 0.79). However, the weighted average (\bar{x}) of 3.05 shows that print resources are readily available to the students.

4.4.2: Research question 2: What are the students' access points to the Internet?

Table 4.5 shows the analysis for research question two which is on the method through which students access the Internet.

Table 4.5: Students points of Internet access

	Means of Internet Access	Response (%)		Mean (\bar{x})	Std Dev
		Yes	No		
1	Mobile Phones	541 (66.1)	278 (33.9)	1.66	0.47
2	School Internet	71 (8.7)	748 (91.3)	1.09	0.28
3	Home Internet	369 (45.1)	450 (54.9)	1.45	0.50
4	Cyber café	218 (26.6)	601 (73.4)	1.27	0.44
5	Libraries	37 (4.5)	782 (95.5)	1.05	0.21
6	Others	108 (13.2)	711 (86.8)	1.13	0.34
Weighted Average		=		1.28	

Table 4.5 presents how students have access to the Internet. The table shows that 541 (66.1%) which is the majority of students have access to the Internet using mobile phones (Mean = 1.66; SD = 0.47), while 45.1% (Mean = 1.45; SD = 0.50) claimed to access the Internet in their homes and this is followed by those going to cyber café with 26.6%. Therefore, students' means of accessing the Internet is through the use of mobile phones.

4.4.3: Research question 3: What is the level of availability of Internet resources to secondary school students in Edo State?

The data pertaining to the research question three is presented in table 4.6.

Table 4.6: Availability of Internet resources to the students

Availability of Internet resources	Very Readily Available (4) N (%)	Readily Available (3) N (%)	Occasionally Available (2) N (%)	Never Available (1) N (%)	No Response (0) N (%)	Mean (\bar{x})	Std. Dev.	
a. E-Reference Sources	0 (0.0)	134 (16.4)	275 (33.6)	403 (49.2)	7 (0.9)	2.65	0.76	
b. E-Textbook	0 (0.0)	58 (7.1)	170 (20.8)	572 (69.8)	19 (2.3)	2.33	0.64	
c. E- Magazines	0 (0.0)	68 (8.3)	169 (20.6)	559 (68.3)	23 (2.8)	2.34	0.67	
d. E-Storybooks	0 (0.0)	91 (11.1)	177 (21.6)	531 (64.8)	20 (2.4)	2.41	0.72	
e. Blogs	0 (0.0)	83 (10.1)	127 (15.5)	586 (71.6)	23 (2.8)	2.33	0.69	
Weighted Average	=					2.41		

Table 4.6 shows the availability of Internet resources to secondary school students. It indicates that Internet resources (Mean = 2.41) were not available to the students. This could be as a result of the poor level of technological advancement in the country as well as poor funding for school in Edo State. Internet connectivity is very expensive, thus most schools, especially the public prioritise the needs for other resources. Most of the resources scored below the Mean of 2.33 and 2.65. This analysis is supported from the result of the interview where most of the school principals claimed they have no Internet connections in their schools. However, the weighted average (\bar{x}) of 2.41 summarises the result that secondary school students do not have Internet resources available to them in Edo State.

4.4.4: Research question 4: What types of information resources do secondary school students in Edo State read?

Tables 4.7 and 4.8 present data on the types of print and Internet resources read by students.

Table 4.7: Types of print resources read by the students

	Types of print resources	Very Often (4) N (%)	Often (3) N (%)	Occasionally (2) N (%)	Never (1) N (%)	Mean (x̄)	Std Dev.
1	Textbooks	102 (12.5)	415 (50.7)	302 (36.9)	0 (0.0)	2.76	0.66
2	Fiction/nonfiction (storybook)	64 (7.8)	183 (22.3)	488 (59.6)	84 (10.3)	2.28	0.75
3	Newspapers	37 (4.5)	46 (5.6)	478 (58.4)	258 (31.5)	1.83	0.72
4	Dictionaries	37 (4.5)	206 (25.2)	547 (66.8)	29 (3.5)	2.31	0.61
5	Magazines	37 (37)	59 (7.2)	507 (61.9)	216 (26.4)	1.90	0.71
Weighted Average		=		2.22			

Table 4.7 presents the type of print resources read by the students. Result from the analysis shows that students read more of print resource such as textbooks (Mean = 2.76; SD = 0.66) unlike magazines, dictionaries, newspapers and fiction. Studies has shown that Nigerian students barely read except for examinations, which implies that they are going to read more of curriculum-based materials like textbooks to help pass their examinations.

Data relating to the research question bothering on the types of Internet resources read by students is presented in Table 4.8.

Table 4.8: Types of Internet resources read by the students

	Types of Internet resources	Very Often (4) N (%)	Often (3) N (%)	Occasionally (2) N (%)	Never (1) N (%)	Mean (\bar{x})	Std Dev.
1	E-Reference Sources	41 (5.0)	154 (18.8)	366 (44.7)	258 (31.5)	2.00	0.84
2	E-Textbooks	0 (0.0)	7 (0.9)	253 (30.9)	559 (68.3)	1.33	0.49
3	E- Magazines	0 (0.0)	90 (11.0)	319 (38.9)	410 (50.1)	1.61	0.68
4	E-Storybooks	0 (0.0)	63 (7.7)	209 (25.5)	547 (66.8)	1.41	0.62
5	Blogs	40 (4.9)	260 (31.7)	235 (28.7)	284 (34.7)	2.07	0.93
Weighted Average						=	1.68

Table 4.8 presents the type of Internet resources read by students. The table reveals that students read blogs (Mean = 2.07; SD = 0.93) and e-reference sources (Mean = 2.00; SD = 0.84), against the fact that they have poor Internet resources available to them. The weighted average of 1.68 clearly shows that students poorly read Internet resources. This result actually justifies the previous finding which states the poor availability of Internet resources to the students.

The following table presents the data on the place students access materials for reading.

Table 4.9: Place of access to reading materials by the students

	Place of Access	Response	Mean	Std
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		(%)		(x̄)	Dev
		Yes	No		
1	Friends/Relative Homes	389 (47.5)	430 (52.5)	1.48	0.50
2	School library	403 (49.2)	416 (50.8)	1.49	0.50
3	Home	546 (66.7)	273 (33.3)	1.68	0.47
4	Classroom	218 (26.6)	601 (73.4)	1.27	0.44
5	Public libraries	116 (14.2)	703 (85.8)	1.14	0.35
6	Others	81 (9.9)	738 (90.1)	1.10	0.30
Weighted Average		= 1.36			

Table 4.9 presents the place of accessing reading materials by students irrespective of being print or Internet reading materials. The result from the analysis indicates that students frequently access reading materials from their homes (66.7%). This is followed by accessing reading materials from school libraries (49.2%) and from friends'/relatives' homes with 47.5%. Accessing reading materials in the classroom has a positive response of 26.6% and public libraries with 14.2%. The weighted average of 1.36 reveals that students have access to reading materials through homes, school libraries and friends'/relatives' homes.

4.4.5: Research question 5: What is the level of secondary school students' reading culture in Edo State?

The following Table 4.10 present the reading cultural behaviour of secondary school students in Edo state.

Table 4.10: Means and Standard Deviation scores of reading cultural behaviour

Statement	SA (4) N (%)	A (3) N (%)	D (2) N (%)	SD (1) N (%)	Mean (\bar{x})	Std Dev
1. I do not read for personal gain	332 (40.5)	354 (43.2)	98 (12.0)	35 (4.3)	3.20	0.81
2. I do not read because of examinations	280 (34.2)	333 (40.7)	125 (15.3)	81 (9.9)	2.99	0.94
3. Reading is stressful	284 (34.7)	349 (42.6)	136 (16.6)	50 (6.1)	3.06	0.87
4. We are not taught how to read always in school	324 (39.6)	375 (45.8)	94 (11.5)	26 (3.2)	3.22	0.71
5. I hardly search for books to read always	214 (26.1)	368 (44.9)	182 (22.2)	55 (6.7)	2.90	0.86
6. I have a weak attitude towards reading	201 (24.5)	364 (44.4)	209 (25.5)	45 (5.5)	2.88	0.84
7. Reading is not of so much value in my school	373 (45.5)	357 (43.6)	60 (7.3)	29 (3.5)	3.31	0.76
8. Libraries location is not encouraging to read	161 (19.7)	365 (44.6)	210 (25.6)	83 (10.1)	2.74	0.89
9. Buying of books to read whenever I am interested is a difficult task	242 (29.5)	396 (48.4)	140 (17.1)	41 (5.0)	3.02	0.82
10. I have tried to love reading since my primary school days	235 (28.7)	412 (50.3)	139 (17.0)	33 (4.0)	3.04	0.79
11. I read only my school subjects	240 (29.3)	393 (48.0)	146 (17.8)	40 (4.9)	3.02	0.82
12. I don't motivate other students to read by reading always	208 (25.4)	361 (44.1)	199 (24.3)	51 (6.2)	2.89	0.86
13. We don't have a dedicated time for reading at school	251 (30.6)	341 (41.6)	168 (20.5)	59 (7.2)	2.96	0.89
14. Difficult materials discourages me from reading	386 (47.1)	352 (43.0)	65 (7.9)	16 (2.0)	3.35	0.71
15. We have a negative behaviour towards reading in school	302 (36.9)	370 (45.2)	103 (12.6)	44 (5.4)	3.14	0.83
16. We don't do group reading in school or/and at home	277 (33.8)	394 (48.1)	117 (14.3)	31 (3.8)	3.12	0.79
17. We are not rewarded to read all the time by our school teachers	275 (33.6)	383 (46.8)	130 (15.9)	31 (3.8)	3.10	0.80
18. Reading is not of high importance in our school for exams and mental development	386 (47.1)	352 (43.0)	65 (7.9)	16 (2.0)	3.35	0.71
19. Reading is not seen as a rule in my school	240 (29.3)	393 (48.0)	146 (17.8)	40 (4.9)	3.02	0.82
20. We don't share common belief in our reading pattern in school	201 (24.5)	364 (44.4)	209 (25.5)	45 (5.5)	2.88	0.84
Weighted Average	=				3.06	

Further analysis revealed the levels of the students' reading culture using the index mean (\bar{x}) of 2.50 as cut off points for classification. In Table 4.10, the mean score computed for the students' reading cultural behaviour clearly shows that difficult materials discourages them from reading, and reading is not of high importance in their schools (Mean = 3.35; SD = 0.71).

Therefore, the weighted average of 3.06 clearly reveals that the students have a poor reading culture.

Data collected on reading habit inventory were presented in Table 4.11 and analysed.

Table 4.11: Means and Standard Deviation scores of Reading Habit Inventory

Statement	Always (4) N (%)	Sometimes (3) N (%)	Rarely (2) N (%)	Never (1) N (%)	Mean (\bar{x})	Std Dev
1. I read varying rates of speed, depending upon varying reading condition	90 (11.0)	174 (21.2)	408 (49.8)	147 (17.9)	2.25	0.88
2. While reading, I find it easy to keep my mind on the material before me	71 (8.7)	172 (21.0)	346 (42.2)	230 (28.1)	2.10	0.91
3. I am alert to the role which punctuation plays in aiding me to get the meaning	83 (10.1)	177 (21.6)	318 (38.8)	241 (29.4)	2.12	0.95
4. I read group of words at one glance	112 (13.7)	177 (21.6)	336 (41.0)	194 (23.7)	2.25	0.97
5. I notice a distinctive style or flavour of the author	91 (11.1)	175 (21.4)	330 (40.3)	223 (29.2)	2.16	0.95
6. My approach towards reading is good	61 (7.4)	115 (14.0)	310 (37.9)	333 (40.7)	1.88	0.91
7. I can read for a long period of time without a feeling of eye fatigue or tiredness	107 (13.1)	154 (18.8)	390 (47.6)	168 (20.5)	2.24	0.93
8. I make practice of skimming articles frequently	143 (17.5)	170 (20.8)	354 (43.2)	152 (18.6)	2.37	0.98
9. I am conscious of grammatical structure while reading	116 (14.2)	130 (15.9)	383 (46.8)	190 (23.2)	2.21	0.96
10. I have little difficulty in remembering what I read	116 (14.2)	162 (19.8)	402 (49.1)	139 (17.0)	2.31	0.92
11. I read the prefaces of books	168 (20.5)	162 (19.8)	265 (32.4)	224 (27.4)	2.33	1.09
12. When I read, I am reading for some definite purpose, and I try to keep that purpose clearly in mind as I read	72 (8.8)	115 (14.0)	262 (32.0)	370 (45.2)	1.86	0.96
13. While reading, I am aware of questions which arise in my own thinking about the material being read	76 (9.3)	134 (16.4)	292 (35.7)	317 (38.7)	1.96	0.96
14. I am aware that with practice, a person can improve his reading skills, and I make a conscious effort generally towards that end	49 (6.0)	82 (10.0)	237 (28.9)	451 (55.1)	1.67	0.88
15. I feel comfortable and perfectly at ease while reading	111 (13.6)	156 (19.0)	249 (30.4)	303 (37.0)	2.09	1.05
Weighted Average	=				2.12	

The result on reading habit of students in Table 4.11 is a clear indication that the students have a poor reading habit. This can be observed in the weighted average mean of 2.12 which shows that students have a poor approach towards reading.

Table 4.12 present data pertaining to the attitude of students towards reading.

Table 4.12: Means and Standard Deviation scores of attitude towards reading by the students

	Attitude towards reading	SA (4) N (%)	A (3) N (%)	D (2) N (%)	SD (1) N (%)	Mean (\bar{x})	Std Dev
1	I have more interest in reading	307 (37.5)	368 (44.9)	89 (10.9)	55 (6.7)	3.13	0.86
2	My reading habit has improved significantly	243 (29.7)	423 (51.6)	115 (14.0)	38 (4.6)	3.06	0.79
3	Materials for reading have become more appealing	221 (27.0)	425 (51.9)	119 (14.5)	54 (6.6)	2.99	0.82
4	There is no longer lack of reading materials for me to read	183 (22.3)	376 (45.9)	181 (22.1)	79 (9.6)	2.81	0.90
5	Internet access has motivated me who barely read books	241 (29.4)	343 (41.9)	152 (18.6)	83 (10.1)	2.91	0.94
	Weighted Average =	2.98					

Table 4.12 presents the results on the attitude of students towards reading when reading materials are available. The result shows that they have more interest in reading (Mean = 3.13; SD = 0.86) and this is closely followed by: their reading habit improved significantly (Mean = 3.06; SD = 0.76). However, the weighted average of 2.98 reveals that the students have good attitude to reading when reading materials are available to them.

4.5: Testing of the hypotheses

4.5.1: Hypothesis 1: There is no significant effect of availability of print resources on reading culture of secondary school students in Edo State.

The table presented the data on finding the significant effect of availability of print resources on the reading culture of secondary school students in Edo.

Table 4.13: Effect of availability of print resources on reading culture of the students

Factors	Unstandardised Coefficients		Standardised Coefficients	Rank	t	Sig.
	B	Std. Error	Beta			
(Constant)	51.525	1.975			26.089	0.000
Availability of Print resources	0.356	0.089	0.141	1 st	4.004	0.000

Note: *significant at $p < 0.05$

In Table 4.13, the result is presented to ascertain the contribution of availability of print resources in predicting students' reading culture in Edo State. The independent variable investigated in this study was entered into a regression analysis. According to the table, the Beta of availability of print resources to the prediction of reading culture is $\beta = 0.141$; $p < .05$. This means that availability of print resources contributed 10 per cent to the prediction of secondary school students' reading culture. This factor made a significant contribution to the prediction of secondary school student's reading culture; hence, the hypothesis was rejected. There is significant effect of availability of print resources on secondary school students' reading culture.

4.5.2: Hypothesis 2: There is no significant effect of availability of Internet resources on reading culture of secondary school students in Edo State.

Table 4.14 presented the data on finding the significant effect of availability of Internet resources on the reading culture of secondary school students in Edo.

Table 4.14: Effect of availability of Internet resources on reading culture of the students

Factors	Unstandardised Coefficients		Standardised Coefficients	Rank	t	Sig.
	B	Std. Error	Beta			
(Constant)	51.525	1.975			26.089	0.000
Availability of Internet Resource	0.214	0.100	0.075	1 st	2.135	0.033

Note: *significant at $p < 0.05$

The result presented in Table 4.14 ascertain the contribution of availability of Internet resources in predicting students' reading culture in Edo State. The independent variable investigated in this study was entered into a regression analysis. According to the table, the Beta of availability of Internet resources to the prediction of students' reading culture was $\beta = 0.075$; $p < .05$. This implies that availability of Internet resources contributed 8 per cent to the prediction of secondary school students' reading culture. The hypothesis was rejected. There is significant effect of availability of Internet resources on secondary school students' reading culture.

4.5.3: Hypothesis 3: There is no joint effect of availability of print and Internet resources on reading culture of secondary school students in Edo State.

The data pertaining to the hypothesis on the joint effect of availability of print and Internet resources on reading culture were presented in Table 4.15.

Table 4.15: Summary of regression of reading culture of the students on availability of Internet resources and print resources

R		R Square		Adjusted R Square		Std. Error of the Estimate	
0.173 ^a		0.030		0.027		8.52398	
Model	Sum of Squares	Df	Mean of Square	F	Sig.		
Regression	1823.441	2	911.720	12.548	0.000 ^b		
Residual	59289.086	816	72.658				
Total	61112.527	818					

Note: ^asignificant at $p < 0.05$

Table 4.15 shows the result of the multiple regression analysis used to test the hypothesis 3, which is on the joint effect of the availability of print and Internet resources. The joint effect of availability of Internet resources and print resources on students' reading culture was significant with $F(2,816) = 12.548$; $R = 0.173$; $R \text{ Square} = 0.030$ while the Adjusted $R \text{ Square} = 0.027$. This implies that the two independent variables (availability of print and Internet resources) contributed only 3 per cent to the variation in secondary school students' reading culture. The remaining unexplained 97 per cent could be due to other factors that were not considered in this study. These factors includes language, socio-economic status and gender. Further verification, using Regression ANOVA, produced $F(2,816)$ ratio equals 12.548; $P < 0.05$. Since P value is less than 0.05, then the null hypothesis was, therefore, rejected. Hence, there is a joint effect of availability of print and Internet resources on secondary school students' reading culture.

4.5.4: Hypothesis 4: There is no significant relationship among availability of print and Internet resources, and reading culture in secondary schools in Edo State.

The data pertaining to the hypothesis on the relationship among reading culture, print and Internet resources were presented in Table 4.16.

Table 4.16: Summary of the correlation matrix showing the relationship among availability of Internet resources and print resources to reading culture of the students

		Reading culture	Availability of Internet resources	Availability of print resources
Reading culture	Pearson Correlation Sig. (2-tailed)	1	0.104**	0.156**
	N	819	0.003 819	0.000 819
Availability of Internet resources	Pearson Correlation Sig. (2-tailed)	0.104**	1	0.203**
	N	0.003 819	0.000 819	0.000 819
Availability of print resources	Pearson Correlation Sig. (2-tailed)	0.156**	0.203**	1
	N	0.000 819	0.000 819	0.000 819

Note: *significant at $p < 0.05$

Table 4.16 presents the correlation matrix showing the relationship among availability of print and Internet resources and reading culture in Edo State secondary schools. It shows there is significant positive correlation between reading culture and availability of Internet resources ($r = 0.104$; $p < 0.05$). Reading culture and availability of print resources also had a statistical significant positive correlation between them ($r = 0.156$; $p < 0.05$). This was followed by availability of Internet resources and print resources which also had a significant positive correlation among them. ($r = 0.203$; $p < 0.05$). Therefore, the hypothesis was rejected.

The following table presents the difference between the reading culture of public and private secondary school students in Edo State.

Table 4.17: T-test on secondary schools' students reading culture

Types of School	Mean	Std Dev	T	df	Sig (2 tail)
Reading culture Public School	51.00	8.38	-770	817	.441
Private School	62.50	9.07			

Table 4.17 shows the difference in reading culture between public and private secondary schools' students. The mean score for public secondary schools' reading culture was 51.00, and for private secondary schools was 62.50, which implies private school students had a better reading culture than of public school students.

4.6: Findings from the Key Informant Interview

Interview was conducted with five school principals and the following findings were revealed. From the schools interviewed, it was apparent that only Benin City which is made up of three local governments had few private schools with computers (desktops) and standard school libraries from which less than 10% had Internet connections. Among these private schools, students have access to the computers and Internet during their teaching periods which is about an hour a day until their next class. Students had access to reading materials such as reference books, textbooks, fiction/non-fiction, newspapers and Internet resources, and they mostly read textbooks and fiction/non-fiction resources. These private schools, based on their economic status, acquired reading materials often while others occasionally acquire materials. However, most of the schools in Edo State have no reading programme for the students.

On the contrary, public schools could hardly boast of computers and Internet except Edo College (which has a full support from their Old Boys' Association). Apart from Asoro Grammar School in Benin City with a school library (stocked with reading materials and computers), other public schools visited have no standard libraries while some had reading rooms designated as libraries with print resources either scanty, outdated, disorganised, and students barely had access to such materials. The schools were not acquiring reading materials except through gifts which were not frequent. Both the private and public schools claimed that few of their students read their individual textbooks and storybooks but do not have reading programmes.

Therefore, one can conclude that availability of computers and Internet access in Edo State secondary schools is poor. This implies that students do not have access to these facilities.

School libraries presence in these schools is moderately available. However, students have access to textbooks and storybooks within and outside the schools even though most of the schools occasionally acquire reading materials. The students often read textbooks and fiction/non-fiction. Unfortunately, none of the schools studied has reading programmes for the students. It was also claimed that the students reading culture was not encouraging due to poor mentoring, students' inability to procure relevant texts and negative peer influence.

4.7 Discussion of the findings

4.7.1 Research questions:

Finding number one: **The result revealed that print resources were readily available to the students**

Research question one is on the availability of print resources to secondary school students in Edo State. This result is justified by the interview where school principals claimed that there is the availability of print resources to students. Students with adequate access to print resources have many books to select from daily, both in and out of school (International Reading Association, 2000). This finding is supported with the one by British Broadcasting Corporation News (2005) that reported that the availability of print resources in Africa is often difficult and expensive and only a few countries like Kenya, South Africa and Nigeria have a significant book trade. On the contrary, the findings is at variance with that of Tella and Akande (2007) that there are inadequate supplies of print resources to secondary schools in rural areas; most of them do not have a library or reading rooms where pupils can engage in private reading. Other scholars such as Busayo (2011) argued that most people in sub-Saharan Africa have less access to print resources or other learning resources; without proper access, reading culture cannot be established.

However, despite the availability and accessibility of print resources in the advancement of knowledge and educational career, the plain fact is that, except for a small percentage of people, print resources are not necessities. They are luxuries and table decorations. Secondary school students barely read their books. Publishers know this well and must accept it. Most often, Nigerian schools are controlled by local boards composed of men who seldom take up a book and who do not see the need for more and better print resources. Books are not only all the facts

which the human mind has yet brought together and comprehended, but in books alone are to be found the creative thinking of the finest human minds. This is supported by Elley's (1992) studies of comparative reading scores; it was found that countries with high reading scores are those where learners have greater access to print resources at home, in the community, in libraries and at school.

Finding number two: **The students means of accessing the Internet was through was through mobile phones**

Research question two finds out the students' means of accessing the Internet. Results show that the students have a fair means of accessing the Internet and this is mainly through mobile phones and followed by Home Internet connections. This result is in compliance with the one by Olufadi (2015), that mobile phones use has no doubt penetrated almost every facet of human life: driving, sleeping, classrooms and so on, while also stating that its ubiquity and popularity among college/university students is on the rise in recent times, and hardly could we find a student without this 'popular' device. This finding is also supported by new studies released by Ericsson ConsumerLab which reported that out of the 82 percent of people in Nigeria that are currently using mobile phones to access the Internet, 93 per cent browse the Internet using their mobile phones (Ericsson Consumer Insight Summary Report April, 2015).

In Nigeria, the poor state of Information and Communication Technology (ICT) infrastructure and the poor socio-economic level of the Nigerian students and their respective schools in most situation make access to the Internet very difficult. School libraries and public libraries lack Internet connections; cyber café are already fading out because of mobile telecommunication data services. Hence, students are now faced with a more popular option of accessing the Internet with their mobile devices which have a different level/cost of data rates plan that is economically convenient for the users. Most students have access to mobile phones irrespective of ownership; hence, accessing the Internet is easy. Mobile phones in Nigeria is ubiquitous and this assertion is in compliance with the one by Rebello (2010) who claimed that in 2009, cell phone users were less than a billion worldwide with most the users from the developing and developed countries.

Finding number three: **Secondary school students did not have Internet resources available to them**

On research question three which sought to find the level of availability of Internet resources to secondary school students, the finding contained in the table shows that availability of Internet resources to secondary school students is very low. This is because most of the students claimed they do not have access to the Internet in their schools. This finding is also justified by the interview which shows that most of the schools in Edo State have no Internet connection. Access to Internet resources in Nigerian and African secondary schools in general is low. This finding agrees with the one by Kamara (2010) that not that the Internet is not available across Africa but limited access because of costs and unavailability in remote and awkward areas makes it non-existent for a clear majority of Africans.

However, the finding is also against the backdrop of the one by Diaz, Suarez, Belloch, Almerich, Gastaldo, Bo and Gargallo, (2005) that the school environment, as part of the social system, is not beyond the technological transformations derived from the inclusion of Internet technologies. Education in schools is a fundamental human process; it is a matter of values and actions. Hence, Simond (2008) emphasised that the cluster of technologies called the Internet can complement, reinforce and enhance the educational process. Lucchi (2011) research is at variance with this finding when he stated that the right to Internet access and its resources is the view that all people must be able to access the Internet content in order to exercise and enjoy their rights to freedom of information and opinion and other fundamental human rights. Therefore, the government and schools have the responsibility of ensuring that Internet resources are broadly available and that they may not unreasonably restrict an individual's access to the Internet.

According to the U.S. Department of Education (2002), school Internet connectivity has grown from 35% in 1994 to 99% in 2001, while classroom connectivity – what counts most for instructional purposes – has increased from 3% in 1994 to 87% in 2001. In Nigeria, only very few private schools have Internet resources available, although some claimed to have the project in the pipeline. This is supported by the one of Adomi and Kpangba (2010), that the availability of Internet resources in Nigerian secondary schools has only improved in the few private and not the public schools despite the rapidly changing world, which demands basic essential education for individuals and their needs to access Internet services. Nevertheless, findings in this study

have revealed that availability of Internet resources in Edo State secondary schools is very poor against the present level of technological advancement in the world. It should be noted that many educational institutions in the world are expanding their investment in information technology (IT), and specifically the Internet, and are actively promoting Internet resource use in education (Dringus, 1999; Owston, 2000; Al Nuamy, Zhang and Noble, 2001; Rovai, 2001; Barger, Grudin, Gupta and Sanocki, 2002; Kinshuk, 2002; Chandler, 2002; Chen and Paul, 2003; Pahl, 2003; Richardson, 2003 and Huang, Yen, Lin and Huang, 2004).

Finding number four: **Students read print textbooks and e-reference resources**

Research question four is on the type of information resources the students read. Results clearly indicate more students read print textbooks and e-references but generally poorly read other Internet resources. This result is highly influenced by the previous findings which state the availability of print resources especially textbooks to students and non-availability of Internet resources. Since Internet resources are not available, the students resort to print resources such as textbook for reading. This result is also supported by the findings from the interview conducted which states that the students frequently read textbooks. This result is in consonance with Ker (1999) who stated that since the time when man started writing, print resources like textbooks have come to be accepted as an indispensable foundation upon which any sound educational development is built. This is in agreement with the one by Bloch (2007) who pointed to the barrier to the development of reading literacy in primary schools in Africa because of the tyranny of the textbook, which relegates storybooks to supplementary and therefore non-essential and unimportant material.

Educators use various kinds of print resources to teach the curriculum-based subjects, but textbooks occupy an important position in many classrooms. The poor approach towards reading Internet resources in the findings has been frowned at by several researches. Therefore, the result is against the backdrop of the one by Wade and Moje (2000) who reported on the lack of engagement of secondary school students in the use of print resources in their academic activities. They advocated change and asserted that the schools that integrate all forms of reading materials like government documents, magazines, journals, student-generated texts, novels and hypermedia will be developing the students towards good reading culture. This is in consonance with Makotsi (2005) studies that students need access to a wide range of print resources and

Internet resources to help them acquire and maintain fluent reading skills, broaden horizons, and think independently and critically.

In validating the findings, Dilevko and Gottlieb (2002) conducted a web-based survey of undergraduate library users at the University of Toronto and found that while undergraduate students typically begin assignments and essays using Internet resources, traditional print resources (e.g., textbooks and print journals) remain crucial components in their research because of their reliability and permanent accessibility. There is much confidence in print textbook; however, its availability and use as a curriculum-base manual of instruction in secondary schools have made students read more of the information resources.

Finding number five: Secondary school students had poor reading culture

Research question five is on the level of secondary school students' reading culture in Edo State. Findings clearly show that the students had a poor reading culture. This result conforms with several studies on reading culture in Nigeria except the one by Okwilagwe (2001) who submitted that 'Nigeria has a good reading culture and Nigerians buy books. He further observed that Nigerians are mostly utilitarian users of book. For instance, studies by Ogwu (2010) and Okeke (2013) have reported that some education stakeholders have attributed the drop in school reading culture in Nigeria to the lack of adequate awareness of its importance, inadequate library facilities, poor reading habits and unavailability of reading materials, among other factors. This was corroborated by the one from Tella and Akande (2007) when they pointed out that most people in sub-Saharan Africa have less access to reading materials and without proper access and shared ideas of the school stakeholders, it is hard to establish a reading culture.

The findings also agree with one by Fabunmi and Folorunsho (2010) that Nigerians have a poor reading culture because the number of those who are not reading far exceeds the number of those who are actively reading. In addition, Ifedili's (2009) studies reported that 87% of respondents claimed that Nigeria has a poor reading culture, while 97% complained that reading materials were few and expensive. This study has revealed that Edo State secondary school students have poor reading culture despite the availability and accessibility of print resources.

Ozmert (2005) emphasised the importance of environmental (school) influence as a major factor in the development of students' reading culture. These school influences stem from the availability of print resources in the students' classrooms and libraries, to the school teachers

imparting knowledge and skills to young students. Despite emerging as one of the countries in Africa with so many intellectuals especially in literary studies, researches has shown that Nigeria has poor reading culture. This is because their reading cultures may be fragile, for they involve a small fraction of the population and they operate in a cultural context that rewards socialising more than individual pastimes (Griswold, McDonnell and McDonnell, 2006). However, reading culture in Nigeria which has been of major concern needs the support of all the stakeholders aimed at improving students' reading behaviour. Creating a reading culture in a school is essential if the stakeholders want to encourage students to become sustained, engaged and motivated readers (National Library of New Zealand, 2014).

Therefore, understanding and appreciating the level of reading culture in Nigerian secondary makes Mackenzie, as cited by Magara and Batambuze (2005), emphasise that, to develop the reading culture, students require knowledge and the right behaviour to utilise existing information resources. This requires the ability to recognise, access, evaluate and utilise information in the available literature or information resources. The ability to read and write alone cannot lead to a reading culture. The components of reading culture which include the right attitude, beliefs, values, ideas and so on can contribute to schools and their students' reading outcomes.

4.7.2 Hypotheses

Findings on hypotheses one and two: **There was a significant relative effect of availability of print and Internet resources on the reading culture of secondary school students in Edo State**

Hypotheses one and two had a significant relative effect of availability of print and Internet resources on reading culture. Availability of print resources contributed 10% to the prediction of reading culture while availability of Internet resources contributed 8% to the prediction of reading culture. This highlight the importance of the different formats of reading materials as it predicts the reading culture of secondary school students. This report conforms with the one by Loan (2012) who revealed that the emergence of the Internet has created an extraordinary change in the reading culture. Presently, reading is no longer confined to print resources because the Internet has given a new outlook to reading materials. Ramirez (2003) and

Liu (2005) revealed that with the growing amount of Internet resources available, people, particularly young adults, are found spending more time reading electronic materials.

Bjork and Turk (2001) conducted a study to identify how Internet resources are overtaking the print media and concluded that the average respondents use prints and Internet resources equally (50:50). On the other hand, print resources also have a direct prediction on reading culture. One way of encouraging the reading culture, suggested by many studies, is by increasing the 'volume of children's playful, stimulating experiences with good print resources, developing right attitude and value placement for books (Neuman, 1999), pointing to the important relationship between the productive use of print resources in the classroom and quality of learning (Taylor, Muller and Vinjevd, 2003). On the contrary, Churchill and Johnson (1997) advocated that the new media are still no match for the print and new technology has not yet made any impact on people's positive reading habits. This was supported by Hindu (2004) claiming that access to Internet resources can inhibit reading culture by stating that in our society today, while technology is slowly taking a steady control over individual lives, the reading culture is fast vanishing.

Findings on hypotheses three: **There was a significant joint effect of availability of print and Internet resources on reading culture of secondary school students in Edo State**

The result of test of hypothesis three that the joint effect of availability of Internet and print resources on students' reading culture was significant which means that the null hypothesis was rejected. The combined effect of availability of Internet resources and print resources caused the variation in reading culture. This result is supported by that of Obafemi (2006) that availability of Internet resources and print resources could possibly influence reading culture with sustainable interest in reading on the part of the students. Availability of reading materials in different formats to secondary school students as well as teaching good reading skills and programmes could be expected to improve reading culture in Nigerian secondary schools. When there are less available reading materials (Internet and print), there is always an effect on the reading culture of students.

The result is also in consonance with the one by Mabawonku (2004) who submitted that one way that could help in correcting the problem of reading culture is re-establishing library facilities and restocking them with books and making them affordable and readily available to

users. There is growing recognition of the importance of availability of Internet resources and print reading materials at improving the reading habit of secondary school students in Africa with the purpose of achieving a reading culture society. These findings have shown the extent to which reading culture is being affected by access to reading materials in both print and online formats.

The joint effect of availability of print and Internet resource was justified by a study which claimed that in developed countries, such as the United States and England, a handful of studies have estimated increased reading and improved reading culture resulting from availability of reading material, for a variety of grade levels (Zweizig, Robbins and Johnson 1988; Neuman 1996, 1999; Lance, Rodney and Hamilton-Pennell 2000; Fisher, Flood and Lapp 2001; Williams, Coles and Wavell 2002). Bankole (1999) believed that if children have the kind of childhood exposure they were exposed to in other areas with support from parents and teachers, to books and reading, developing a sound reading culture will be impressed on their minds.

Findings on hypotheses four: **There was a significant relationship among availability of print and Internet resources and reading culture of secondary school students in Edo State**

Hypothesis four shows that there is a significant relationship among availability of print and Internet resources and reading culture. The analysis reveals that there is significant positive correlation among reading culture and availability of Internet resources. Reading culture and availability of print resources also had a statistical significant positive correlation among them. This is followed by availability of Internet resources and print resources which also had a significant positive correlation among them. Reading culture stems from the fact that reading cannot be achieved without reading materials being read.

Magara and Batambuze (2005) in their study on ways of creating a reading culture for Uganda referred to a reading culture to mean a culture where reading is part of the people's living and constitutes a habit that is shared by members of the society. For reading to take place, there must be materials to be read irrespective of being print or Internet resources. This highlights the relationship between availability of Internet resources and print resources. To develop reading culture, students need access to reading materials that they like, on topics in

which they are interested, and books that reflect their lives and themselves (Strommen and Mates, 2004; Fenn, 2005; Cart, 2007; Pitcher *et al.*, 2007; Friese, 2008).

Availability of print resources in school libraries improves students' reading achievement, but for the greatest improvement, students need access to professionally staffed school libraries with large, diverse collections (Schroder, 2011). Wang et.al (2016) revealed that with the growing amount of Internet resources available and accessible, Internet information resources like periodicals are gaining popularity amongst readers for their better accessibility, convenience, and interactivity, fulfilling readers' instant gratifications, while being free from the limitations imposed by their printed counterparts. As reported by The Association of Magazine Media (2015), the percentage of the US adults who read magazines online increased from 1.4% to 6.0% from 2011 to 2014.

Igwe (2011), citing Gbadamosi (2007) on the significant relationship among availability of Internet resources and print resources on reading culture, attributed the low level of reading culture to multi-varied factors and these factors include: poor access to reading materials, change in Nigerian value system, economic hardship that is prevalent in many homes, astronomical prices of books and other information resources as well as cost of publishing print reading materials which is very high. This is corroborated by Ruterana (2012) whose studies show that majority of the participants said that lack of appropriate reading materials and lack of adequate libraries throughout the country are generally the greatest obstacles to the culture of reading in Rwanda. When the cost of print resource is high, preventing schools or individual student to purchase copies, there is bound to be less interest in reading.

Krashen (2004) noted the relationship between a ready supply of reading materials in the library, classroom, time given for reading, and the amount and breadth of reading. All studies have shown positive links between the amount and frequency of reading, and comprehension, writing and language skills. This is again in consonance with the one by Krashen (2009) whose studies have shown that more access to reading materials leads to more reading, in turn leading to better readers and good reading culture.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 This chapter presents the summary of the findings of this study, conclusion, recommendations, implications of the study, contribution to knowledge, and suggestions for further research.

5.2 Summary of the findings

Five research questions and four null hypotheses were answered and tested in the study.

The major findings of the study as revealed by the analyses are as follows:

1. Print resources were readily available to secondary school students.
2. Students' access point to the Internet was through mobile phones.
3. Internet resources were not available to the students.
4. The students were always reading textbooks and e-references, and they had access to reading materials through school libraries, homes and friends'/relatives' homes.
5. Secondary school students in Edo State had a poor reading culture.
6. There was influence of availability of print resources on secondary school students' reading culture.
7. There was influence of availability of Internet resources on secondary school students' reading culture.
8. Availability of print and Internet resources when joined together did significantly predict students' reading culture in relation to secondary school students in Edo State.
9. There was a significant relationship among availability of print resources, Internet resources and reading culture.
10. Private secondary schools' students had a better reading culture than public secondary schools' students.

5.3 Conclusion

Availability of print resources had influence on reading culture of secondary school students in Edo State. Availability of Internet resources had influence on the reading culture of secondary school students in Edo State. Results revealed that there is a relationship between availability of print and Internet resources and the reading culture of secondary school students in Edo State. This study has shown that secondary school students in Edo State have a poor reading culture and this was traced to poor mentoring, students' inability to procure relevant texts and negative peer influence.

5.4 Recommendations

Based on the findings of the study, the following recommendations were suggested to improve secondary school students' reading culture in Edo State:

1. The research which shows that secondary schools in Edo State barely have school libraries is an indication that the state government through the ministry of education should make specific annual budgetary allocation to develop and maintain the school libraries in all public secondary schools in the state.
2. The study has revealed that majority of the schools in most parts of the rural areas in Edo State had small rooms with a single shelf dedicated as libraries. Therefore, it is recommended that secondary schools especially those outside the Benin City metropolis should develop standard school libraries that are well stocked with relevant reading materials and this should be made available and accessible to their respective students.
3. Considering the paucity of funds as revealed in the study, it is advised the Federal Government should create a Trust Fund for public schools in the country just like Tertiary Education Trust Fund (TETFUND) for higher institutions in Nigeria.
4. It was found that the schools studied had no curriculum on reading, hence, it is recommended that education policy makers in Nigeria should streamline school curricula that make reading a necessity by implementing a strong reading policy to guide schools on how to make their students to be more interested in reading and why it is important to have a sound reading culture.

5. The whole schools studied did not have reading programmes or clubs for their students. Therefore, schools should organise reading programmes for all levels of classes as well as promoting reading culture awareness in schools. This should be initiated by bringing back reading clubs and other related activities on reading, and also organising competitions with other schools.
6. Considering that students were found to always show interest in curriculum-base materials such as textbooks for the purpose of passing examinations, they should be encouraged to read other types of reading materials other than textbooks which are curriculum-based while providing the tools and enabling environment in building the students' values, attitude, beliefs and behaviours towards interest for reading.

5.5 Implications of the study

The results that secondary school students do not have Internet resources available to them explain the poor state of ICT adoption in Nigerian secondary schools. This is why developed countries consider the standard of education in Nigeria to be very low because statistics have shown that over a decade ago, secondary (high) school students in developed countries have computers connected to the Internet in their classrooms with a maximum of two students to a computer.

Since availability of Internet resources is poor in secondary schools, most students resort to the use of mobile phones (especially smartphones) to access the Internet. The implication is that data rate cost should be reduced so that students can have longer access time on the Internet. However, there are studies on students' addiction to mobile phones and the psychological effects it has on students. Therefore, since some secondary school students do not have mobile phones, friends and family members whose mobile phones are mostly used by these students need to assist the students and monitor their activities on Internet resources they (students) access.

The findings show that the secondary school students' reading culture was poor. This indicates that the government effort towards revitalising the public schools is not achieving its purpose while the students are also not making efforts aimed at improving their reading interest. This has implication on the availability of reading resources in secondary schools. Therefore, in order to improve the students' reading culture, the public and private schools should continually acquire reading materials for students and making them easily accessible. School libraries should

be stock and properly organised with Internet connection so that students will continue to have interest towards reading.

Understanding the influence of availability of print and Internet resources on secondary school students' reading culture highlights the importance of information resources to sustained and engaged reading by students. Reading culture cannot be achieved in the face of unavailability of print and Internet resources. Print and Internet materials availability predicts reading culture. Therefore, all the stakeholders in education should understand the implication of these factors and how it can shape the level of reading culture in Nigeria.

5.6 Contribution to knowledge

The research has debunked the national perception about the non-existence of reading culture among secondary school students in Nigeria. There is utilitarian reading culture in Nigeria, if culture means what people do and the results of what they do. The studies has also highlight the difference between reading culture and reading habit. The academic performance of students in national examinations is directly related to the degree of reading culture by secondary school students in Edo State. The degree of development of good reading culture has direct influence on the provision of print and Internet resources.

The research has also shown that since students barely access Internet resources in their schools, many of them have resorted to the use of mobile phones in accessing the Internet and its content. The research has shown apart from availability of print and Internet resources, that there are so many other factors that have effect on reading culture of secondary school students. In conclusion, variables which include availability of print and Internet resources should be considered as influencing factors to good reading culture.

5.7 Suggestions for further research

The following have been suggested for further studies:

1. Demographic factors and study habits as predictors to students' reading culture in Nigerian schools.
2. Mentorship, economic status, and psycholinguistic factors as determinants of private and public schools' reading culture in Nigeria.

3. Awareness and perception of reading culture as factors influencing academic achievements of secondary school students in Edo State

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Appendix I

STUDENTS QUESTIONNAIRE ON AVAILABILITY OF PRINT AND INTERNET RESOURCES AND READING CULTURE (SQAPIRRC)

Dear Respondent,

This is a Doctoral research questionnaire on Availability of Print and Internet Resources, and Reading Culture of Secondary School Students. You are please requested to complete this questionnaire for the purpose of this academic exercise only. Your contribution to this study will be greatly appreciated.

Thank you.

Yours faithfully,

C.O. UKPEBOR

Please, indicate your response to the following statements by placing a tick {√} in the boxes { } representing your response to the statements, and writing out your responses in the space provided.

SECTION A- BACKGROUND INFORMATION

School..... (Public) or (Private)

Gender: Male { } Female { }

Age: 13-15 { } 16-18 { } 19-21 { }

Class: SS1 { } SS2 { } SS3 { }

Local Government Area.....

SECTION B: AVAILABILITY OF INTERNET RESOURCES AND PRINT MATERIALS

The questions on availability of Internet resources and Print material are rated on a four point scale respectively of Very Readily Available, Readily Available, Occasionally Available and Never Available.

1. How are the Internet resources available in your school?

Availability of Internet Resources	Very Readily Available (4)	Readily Available (3)	Occasionally Available (2)	Never Available (1)
f. E-Reference Sources				
g. E-Textbook				
h. E- Magazines				
i. E-Storybooks				
j. Blogs				

2. Accessibility to Internet Resources

Internet Resource Accessibility	Very Easily Accessible (4)	Easily Accessible (3)	Accessible (2)	Never Accessible (1)
b. E-Reference Sources				
c. E-Textbooks				
d. E- Magazines				
e. E-Storybooks				
f. Blogs				

SECTION C: AVAILABILITY OF PRINT RESOURCES

3. How available are Print materials in your school?

Print Materials Availability	Very Readily Available (4)	Readily Available (3)	Occasionally Available (2)	Never Available (1)
f. Textbooks				
g. Fiction/Non-fiction (storybooks)				
h. Newspapers				
i. Magazines				
j. Reference sources (Dictionary)				

4. Accessibility to Print Materials

Print Materials Accessibility	Very Easily Accessible (4)	Easily Accessible (3)	Accessible (2)	Never Accessible (1)
a. Textbooks				
b. Fiction/Non-fiction (storybooks)				
c. Newspapers				
d. Magazines				
e. Reference sources (Dictionaries)				

5. SECTION D: READING CULTURE

Reading Cultural Behaviour

Please, rate each of the following statement using the format: SA- Strongly Agree, A – Agree, D- Disagree, SD – Strongly Disagree

Statement	SA (4) N (%)	A (3) N (%)	D (2) N (%)	SD (1) N (%)	Mean (\bar{x})	Std Dev
1. I do not read for personal gain						
2. I do not read because of examinations						
3. Reading is stressful						
4. We are not taught how to read always in school						
5. I hardly search for books to read always						
6. I have a weak attitude towards reading						
7. Reading is not of so much value in my school						

8. Libraries location is not encouraging to read						
9. Buying of books to read whenever I am interested is a difficult task						
10. I have tried to love reading since my primary school days						
11. I read only my school subjects						
12. I don't motivate other students to read by reading always						
13. We don't have a dedicated time for reading at school						
14. Difficult materials discourages me from reading						
15. We have a negative behaviour towards reading in school						
16. We don't do group reading in school or/and at home						
17. We are not rewarded to read all the time by our school teachers						
18. Reading is not of high importance in our school for exams and mental development						
19. Reading is not seen as a rule in my school						
20. We don't share common belief in our reading pattern in school						

6. Reading Habits

For each of the statements, check under Never, Rarely, Sometimes, or Always. Please, be truthful to yourself and utterly realistic.

NO.	Statement	Always (4)	Sometimes (3)	Rarely (2)	Never (1)
1.	I read varying rates of speed, depending upon varying reading condition				
2.	While reading, I find it easy to keep my mind on the material before me				
3.	I am alert to the role which punctuations plays in aiding me to get the meaning				
4.	I read group of words at one glance				
5.	I notice a distinctive style, or flavor of the author				
6.	My approach towards reading is good				
7.	I can read for a long periods of time without a feeling of eye fatigue or tiredness				
8.	I make practice of skimming articles frequently				
9.	I am conscious of grammatical structure while reading				

10.	I have little difficulty in remembering what I read				
11.	I read the preface of a books				
12.	When I read, I am reading for some definite purpose, and I try to keep that purpose clearly in mind as I read				
13.	While reading, I am aware of questions which arise in my own thinking about the material being read				
14.	I am aware that with practice, a person can improve his reading skills, and I make a conscious efforts generally towards that end				
15.	I feel comfortable and perfectly at ease while reading				

7. How has availability to print materials and Internet resources influence your attitude to reading? SA- Strongly Agree, A – Agree, D- Disagree, SD – Strongly Disagree

NO.	Statement	SA (4)	A (3)	D (2)	SD (1)
a.	I have more interest in reading				
b.	My reading habit has improved significantly				
c.	Materials for reading have become more appealing				
d.	There is no longer lack of reading materials for me to read				
e.	Internet access has motivated us who barely read books				

8. Reading Preferences between Print and Internet resources. Please choose the appropriate corresponding options.

NO.	Statement	Printed Books	Internet resources	No Preference	Both equally	Don't Do this kind of reading
I	Sharing books with other people					
Ii	Reading for recreation					
iii	Reading books while traveling or					

	commuting or as companion					
Iv	Preference of format of presentation					
V	Selection of books to choose from in preparation for exams					
Vi	Being able to get a book I need quickly					
Vii	Material is most appealing for reading					

SECTION E: TYPES OF INFORMATION RESOURCES READ BY STUDENTS

9. Types of Print Materials Read by Students

Please, kindly tick any of: Very Often, Often, Occasionally and Never,

NO.	Types of print materials	Very Often (4)	Often (3)	Occasionally (2)	Never (1)
1	Textbooks				
2	Fiction/nonfiction (storybook)				
3	Newspapers				
4	Dictionaries				
5	Magazines				

10. Types of Internet resources read by students

NO.	Types of Internet resources	Very Often (4)	Often (3)	Occasionally (2)	Never (1)
1	E-Reference Sources				
2	E-Textbooks				
3	E- Magazines				
4	E-Storybooks				
5	Blogs				

SECTION F: ACCESS POINTS TO INTERNET BY STUDENTS

11. How do you access the Internet?

	Means of Internet Access	Response (Tick)	
		Yes	No
1	Mobile Phones		
2	School Internet		
3	Home Internet		
4	Cyber café		
5	Libraries		
6	Others		

12. Where do you have access to reading materials?

	Place of Access	Response (Tick)	
		Yes	No
1	Friends/Relative Homes		
2	School library		
3	Home		
4	Classroom		
5	Public libraries		

6	Others		
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Thank you.

Kindly return this copy to the research assistant.

Appendix II

Interview schedule for Principals/Assistant of Senior Secondary Schools in Edo State, Nigeria

1. Does your school have computers for students? Yes () No ()
2. What types and how many computers do you have for students? Ipad () Desktop ()
Laptop ()
1-5 computers () 6-10 () 11-15 () 16-20 () 21- above ()
3. Are the computers connected to the Internet? Yes () No ()
4. Do your students have access to the computers () and Internet ()?

How many hours a day? 1hr or less () 1-2hrs () 2-3hrs ()

5. Do you have school library? Yes () No ()

6. Do students have access to reading materials in the school? Yes () No ()

7. What type of print materials do they have access to?

8. How often do you acquire reading materials?

Very Often () Often () Occasionally () Never ()

9. What kind of materials are the students reading in the school?

10. Is there any reading programme going on in your school for students?

11. What are the perceived problems to good reading culture in your school?

Thank you Sir /Ma!