INVESTIGATING THE FACTORS AFFECTING THE DEVELOPMENT OF READING HABITS AMONG THE STUDENTS OF KWARA STATE POLYTECHNIC, ILORIN, NIGERIA

By

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CERTIFICATION

This is to certify that this project titled *"Investigating the Factors Affecting the Development of Reading Habits Among the Students of Kwara State Polytechnic, Ilorin, Nigeria"* by Adigun Marvelous Christianah meet the regulations guiding the award in National Diploma in Kwara State Polytechnic Ilorin and is approved.

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DEDICATION

This project is dedicated to God for being my ultimate source of strength and inspiration. In Him, I derived all powers needed to live, weather the storms and become an embodiment of hope to myself and the people around me.

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All praise is to God, the most beneficent, the most merciful. My sincere appreciation goes to my parents for their concern, prayers and words of encouragements towards the completion of this progamme. My utmost gratitude also goes to my supervisors Mr. Sulyman, A. S. for her moral and intellectual guidance and contribution towards the possibility of this project and all other lectures of the department.

To be given the privilege to contribute stream of knowledge make me appreciate the entire management of Kwara State Polytechnic Ilorin, and my noble department of Library and Information Science and my fellow colleagues that made my stay on the citadel more interesting and all my friends without whom this great work could not be achieved.

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ABSTRACT

This study investigates the factors affecting the development of reading habits among the students of Kwara State Polytechnic, Ilorin, Nigeria. It was conducted with five specific objectives which were also transformed to questions. This study used descriptive survey method for the 958 students of Library and Information Science in Kwara State Polytechnic, Ilorin. Taro Yamane formula with a margin error (0.04) was used to randomly select a sampling size of 153 students. A questionnaire titled "Questionnaire on Exploring the Factors Affecting the Development of Reading Habits among the students of Kwara State Polytechnic, Ilorin, Nigeria" was designed with Google Form and administered to the students through the WhatsApp groups of their classes. Out of the 153 respondents targeted, only 121, representing 78.65% return rate were adequately filled and suitable for analysis. Findings revealed that students developed reading habits commitment to reading, reading to set examples and dedicating time for reading everyday by engaging in scanning, intensive, critical and skimming readings to derive pleasures or enjoy themselves, improve their vocabulary skills. It was also discovered that reading affords students the opportunity to discover themselves, explores their talent and empowers them to take appropriate steps necessary to develop and live well. However, reading habits of students are being retarded because of browsing with phones, poor reading campaign and inadequate supply of reading materials. This study concludes that reading is an engaging activity that requires adequate interest and concentration from students if they want to harness its potential and recommends that students of Library and Information Science in Kwara State Polytechnic should see reading as a communication tool. This will increase their concentrations when reading and stimulate their interests to identify key messages encoded in the texts being read.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In the world of today, where change is inevitable, just as it is in every area, rapid change is being experienced in information, information resources, and access to information. It is a fact that a person, who keeps his knowledge up-to-date, and not a person, who is just knowledgeable, shall adapt easily to this change and be successful in every field. When it is considered that a significant proportion of acquired knowledge is acquired through reading, the importance of reading in adapting to this changing age can be better understood.

Reading, can be defined as "the process of the brain evaluating and making sense of signs and symbols perceived through the eyes" (Erdem, 2015). Haliru, Abdulkarim, Mohammed and Dangani (2015) also define reading as a process of creating meaning via vigorous communication among the reader's existing knowledge, the information proposed by the text being read, and the setting of the reading situation. Oladunjoye, Oladunjoye and Olufemi (2016) affirmed that reading is indispensable for students 'success and academic accomplishment, and the feat of any student for his or her capability to involve in personal study and learning.

According to Femi, (2011) gaining knowledge, recreation, self-education, gaining experience are some of the benefits of reading. He also highlighted some other advantages of reading to include improving concentration and focus, building self-esteem, improving memory, learning ability to aid independently, improving creativity, giving you something to talk about, reducing stress, and finally you will make more money in reading.

Similarly, Oke (as cited in Olasehinde, 2015), explains that people read for, amongst other reasons, self-development, feelings of self–importance, enjoyment, recreation and respect. While these facts hardly provide a subject for contention, many people are yet to imbibe reading. Reading has been found to be the foundation of much enjoyment in life and at the same time it is strongly linked to occupational competence since students and employees in all fields of human endeavour must read in order to stay well-informed about developments in their areas of specialization. Thus, proficiency in reading has been seen to be totally crucial to success in life.

On the other hand, Tracy (2008) as cited in Olasehinde (2015) maintains that reading is the only form of recreation which is also sine-qua- non for successful modern living. The attainment of effective reading skills has a positive influence on all academic subjects, whether in the humanities, arts or sciences. On this note, Reading is a tool of self-improvement leading to do-it-yourself techniques acquisition, equipping oneself with skills for better job, reading for pleasure and relaxation, hence imbibing it (reading) as a habit is a virtue that can never be overemphasized.

Habit is a fundamental part of living (Ibrahim, 2014). It is that activity which is done effortlessly. Habits are routine and repetitive behaviour. They are not instinctive like hunger or thirst. Having reading become a habit and sustaining it throughout life is among the basic objectives of education. Habits enter our lives at a slow pace and become established after certain period. If habits are not quitted, in time they become needs (Aksaçlıoğlu, 2005) as cited in Erdem (2015). When reading, which is the basic manner of acquiring information, is transformed into a habit, another notion called "reading habit" comes into being.

The habit of reading is the act of reading being carried out throughout life in a constant, regular and critical manner as a result of it being perceived by the individual as a need and

source of pleasure (Yılmaz, 2008) as cited in Erdem (2015). The new world translation of the Bible in Joshua.1:8, states that the book of the Law should not depart from your mouth, and you must read it in an undertone day and night, in order to observe carefully all that is written in it; for then your way will be successful and then you will act wisely. This however, stresses the immeasurable benefit of developing a good reading habit or culture.

Writing on that, Fosudo (2010) cited in Olasehinde (2015) explains that a student who does not possess good reading skills tends to grow a negative attitude towards learning and this can even lead to his having self-esteem problems in later life. Therefore, good habit towards a task may lead students in the right direction, as the saying goes "habits die hard". Similarly, Sisulu (2014) opines that reading heightens the chances of success at school throughout a lifetime and enhances a high level of literacy needed to excel in examination and provides skills needed to cope with challenges of the 21st century. That is, it lays a strong foundation that can help a student's academics throughout their lives' pursuits.

A good reading habit is a conducive and intentional habit of study which has obtained a form of consistency on the part of a student's life towards comprehending academic subjects and performing excellently at examinations. Reading is a consistent and dedicated art of sourcing and studying of information by students for the acquisition of knowledge. Both reading and academic achievements are interrelated and dependent on each other. Students that cannot read find school exasperating and learning new concepts difficult. A student that reads and studies independently enhances him/herself with enough knowledge and confidence to face their examination without falling back to examination malpractice. Thus, this research aims at exploring the factors affecting the development of reading habits among the students of Kwara State Polytechnic, Ilorin, Nigeria.

1.2 Statement of the Problem

Reading habit helps an individual to learn various skills needed to be at edge above others, develop learning skills, have self-mastery and develop the abilities to interpret issues and think critically. Hence, the importance of reading cannot be overemphasised (Olasehinde, 2015). However, it has been discovered in some studies Oladunjoye, Oladunjoye and Olufemi (2016), Haliru, Abdulkarim, Mohammed and Dangani (2015) that many factors are affecting the development of reading habit of student which has caused a great havoc on their academic performance. These factors have undermined students' learning development, learning ability to aid independently, self-esteem and have been decreasing the school's academic standard and students' learning outcome.

Writing on the above, Fosudo (2010) lamented that a student who does not possess good reading skills tends to grow a negative attitude towards learning and this can even lead to his having self-esteem problems in later life. Students who cannot read find school exasperating and learning new concepts difficult. The factors causing poor reading habit and consequences of poor reading habit make this study designed to be exploring the factors affecting the development of reading habits among the students of Kwara State Polytechnic, Ilorin, Nigeria.

1.3 Objectives of the Study

The study will be guided by both general and specific objectives. The general objective is to explore the factors affecting the development of reading habits among the students of Kwara State Polytechnic, Ilorin, Nigeria. The specific objectives are to:

1. Find out the types of reading Library and Information Science students of Kwara State Polytechnic, Ilorin engage in;

2. Find out the reasons Library and Information Science students of Kwara State Polytechnic, Ilorin read;

3. Find out the various means of how Library and Information Science students of Kwara State Polytechnic, Ilorin can develop reading habit;

4. Find out the benefits of reading on Library and Information Science students of Kwara State Polytechnic, Ilorin; and,

5. Know the challenges affecting Library and Information Science students of Kwara State Polytechnic, Ilorin from developing reading habit.

1.4 Research Questions

This study intends to answer the following questions:

1. What are the types of reading Library and Information Science students of Kwara State Polytechnic, Ilorin engage in?

2. What are the reasons Library and Information Science students of Kwara State Polytechnic, Ilorin read?

3. What are the various means of how Library and Information Science students of Kwara State Polytechnic, Ilorin can develop reading habit?

4. What are the benefits of reading to Library and Information Science students of Kwara State Polytechnic, Ilorin?

5. What are the the challenges affecting Library and Information Science students of Kwara State Polytechnic, Ilorin from developing reading habit?

1.5 Significance of the study

This research work will be of great benefit to the management and students of Kwara State Polytechnic, Ilorin and other tertiary institutions by revealing the factors the factors affecting reading habit, exposing students to various ways of developing reading habit, its benefits on

their academic performance and all aspect of their lives. Furthermore, this study will also serve as a resource base to other researchers that are interested in carrying out further research in this field subsequently to an extent to provide new insight or explanation on the topic.

1.6   Scope and Limitations of the study

The study will be limited to the department of Library and Information science students of Kwara State Polytechnic, Ilorin so as to explore the factors affecting the development of reading habit, reasons students of Kwara State Polytechnic, Ilorin read, how student of Kwara State can develop reading habit, the benefit of reading on students of Kwara State Polytechnic, Ilorin and challenges affecting students of Kwara State Polytechnic, Ilorin from developing reading habit.

1.7   Operational Definition of Terms

Factors: These are issues responsible or influencing results of reading habit of students of Kwara State Polytechnic, Ilorin**.**

Development: This is the process of continuous change in reading habit of students of Kwara State Polytechnic, Ilorin which this study intends to explore.

Reading Habit: This is the situation where students of Kwara State Polytechnic, Ilorin have developed positive attitude towards reading.

Students of Kwara State Polytechnic, Ilorin: These are individuals who enrolled in Kwara State Polytechnic, Ilorin to acquire personal, professional, and intellectual abilities by developing reading habit.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter will review relevant literature on the subject understudying by citing the positions, assertions, submissions, observations and arguments of various authorities, researchers and scholars. For the sake of easy comprehension, this chapter is therefore arranged in the following order:

2.2 Concept of Reading Habit

2.3 Types of Reading

2.4 Reasons Students Read

2.5 Various Ways Students can Develop Reading Habit

2.6 Benefits of Reading on Students

2.7 Challenges Affecting Students from Developing Reading Habit

2.8Appraisal of Literature review

2.2 Concept of Reading Habit

The activity of reading is considered a habit when it is frequently carried out. Habit is formed unconsciously when an individual does something many times, and becomes part and parcel of such a person's life. This simply means reading is the basic manner of acquiring information and transformed into a habit, another notion called "reading habit" comes into being (Erdem, 2015). The term "reading habit" has been defined differently by many experts.

Ngo-Pham (2021) prefers that reading habit more likely includes the readers' likeness in choosing types of reading and the varieties of books. On the contrary, Shen (2012) emphasizes that reading habit involves reading materials and other aspects such as frequency of reading, numbers of the book being read, and time spent for it.

Another definition was delivered by Zwiers (2008) cited in Ngo Pham (2021), He believes that both automatic and unconscious mechanisms relate to the term reading habits when assembling meaning from language. Therefore, reading habit refers to the process of immediately understanding when the readers read a sentence, paragraph, or text and then unconsciously obtain the meaning of it or summarize the textual material. Zwiers (2008) also adds that at some time, if people had to read a lot of books for any reason like reaching personal development and social progress, they would set a "starting" point for reading. From that point, they would be used to reading, and they seek for alternative sources to read, and finally, reading could be one of their habits.

Greene (2010) as cited in Ngo-Pham (2021) show another side of reading habit by noting that reading habits can and should be attained at someone's younger age. If reading habits can be achieved at a young age, it would be long-lasting for the rest of their life. Whenever students have pleasurable experiences and find enjoyment in reading, they can form good reading habits, including making reading behaviors becomes their regular and intensive part of daily life (Iftanti, 2015). Having the same mind-set, Sakinah (2018) posited that when readers read different genres of books, lengthen their time for reading over five times a week, and have a positive attitude to reading, it is considered as a good reading habit. Because of pleasure and their willingness, readers will read more and continue to read.

In other word, reading habit is the act of reading being carried out throughout life in a constant, regular and critical manner as a result of it being perceived by the individual as a

need and source of pleasure (Yılmaz, 2008) cited in Erdem (2015). On the other hand, reading is measured in terms of materials read and the period spent on reading (Balan, Katenga & Simon, 2019). Similarly, according to Chettri and Rout (2013), reading habits are the number of materials being read, the frequency of reading as well and the average time spent on reading. Balan, Katenga and Simon (2019) further described reading habits as the volume and the extent to which materials learned, and the maximum number of hours spent reviewing and reflecting on the concepts.

Furthermore, reading habit refers to the behaviour which expresses the likeness of reading of individual types of reading and tastes of reading (Chettri & Rout, 2013). It is a pattern with which an individual organizes his or her reading. Reading habits are measured in two ways. The first is that how much time one spends on reading. The second is the measure of the number of reading materials the individual reads. The higher the two measures, the higher are the individual's reading habits. Reading habit must be introduced in child's development process during the early stages because reading habits are essential for personality and cognitive development (Chettri & Rout, 2013).

2.3   Types of Reading

Since reading is a process and activities that can be engaged in for different purposes; it is therefore important to state that the purpose for which reading is done determines the type of reading an individual engages in. Erdem (2015), Balan, Katenga and Simon (2019), Harappa (2020) explained the following types of reading:

1. **Extensive Reading:**

    Extensive reading is one of the types of reading that people use for relaxation and pleasure. It is use mostly when your purpose of reading is to enjoy the reading

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experience. It places no burden upon the reader and due to its indulgent nature, it is seldom used if the text isn't enjoyable. Extensive reading is one of the methods of reading that occurs naturally. It's how you've read as a child and while growing up. This type of reading help you to understand words in context and enrich your vocabulary (Chettri & Rout, 2013).

2. Intensive Reading:

Among the different types of reading skills, Intensive reading is used when you want to read carefully by paying complete attention to understand every word of the text. It is where you would examine and decipher each unfamiliar word or expression. As the term states, Intensive means in-depth. This reading method is especially used when reading academic texts, where the goal is to prepare for an exam or to publish a report. This method helps to retain information for much longer period.

3. Scanning:

Imagine if you went to the Louvre museum only to see the Mona Lisa. You will quickly walk through all the corridors and rooms merely glancing at the walls until you found it. Scanning is quite similar to that. It is one of those kinds of reading where you read to search for a particular piece of information. Your eyes quickly skim over the sentences until you find it. This method can be used when you don't need to go deep into the text and read every word carefully. Scanning involves rapid reading and is often used by researchers and for writing reviews (Erdem, 2015).

4. Skimming:

Through this method, you try to understand the text in short. Though one saves a lot of time through this type, one will gain only a shallow understanding of the text. Skimming

is a great way to get a broad idea of the topic being discussed. This method is generally used to judge whether the information is useful or not. A good example of this is picking up a magazine and Flip through the pages. You take in only the headings or the pictures to get a broad idea of what the magazine covers (Balan, Katenga and Simon (2019).

5. Critical Reading:

Among the different types of reading strategies, critical reading has a special place. Here, the facts and information are tested for accuracy. In critical reading, you take a look at the ideas mentioned and analyze them until you reach a conclusion. You would have to apply your critical faculties when using this method of reading. Critical reading is often used when reading the news on social media, watching controversial advertisements, or reading periodicals.

6. Study Reading:

This a type of reading students engage in in order to assimilate facts and fully comprehend the contents of information materials being read. Students majorly engaged in this type of reading for examination purposes (Harappa, 2020; Singh, 2020).

2.4   Reasons Students Read

Reading is an activity with reasons. A person may read in order to gain information or verify existing knowledge (Erdem, 2015). A person may also read for enjoyment, or to enhance knowledge of the language being read (Harappa, 2020).

According to Grabe and Fedrika (2012), the category of purpose for reading includes are: reading to search for simple information, reading to skim quickly, reading to learn from text,

reading to integrate information, reading to write, reading to critique texts and reading for general comprehension.

1. **Reading to search for simple information:** Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that is probably best seen as type of reading ability.

2. **Reading to skim quickly:** Reading to skim quickly is a common part of many reading task and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

3. **Reading to learn from text:** Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text, it requires abilities to remember main ideas, recognize and build rhetorical frames and link the text to the reader base.

4. **Reading to integrate information:** Reading to integrate information requires additional decision about the relative importance of complementary, mutually supporting or conflicting information and likely restructuring of a rhetorical frame to accommodate information from multiple sources.

5. **Reading to write and reading to critique texts:** Reading to write and reading to critique texts may be task variants of reading to integrate information. Both require abilities to compose, select, and critique information from a text.

6. **Reading for general comprehension:** Reading for general comprehension when accomplished by a skilled fluent reader, require very rapid and automatic processing of words, strong skills in forming a general meaning representation of main idea, and

efficient coordination of many processes under very limited time constraint.

Purposes of reading are not only for students, but also the people in general. They must read extensively to get information and knowledge of social living. It can help a person keeps informed on the social, political, and economical problems of his country.

2.5   Various Ways Students can Develop Reading Habit

Reading is one of the most basic skills students require to learn to be successful. It is not just an essential professional skill, but it is also a way to enjoy creative, informative, and inspiring works of literature that enrich our life experiences Singh (2020). He further explained that, reading is the backbone of education, but sadly most of today's students prefer to play a video game or watch TV instead of reading a book.

The main reason is modern parents do not concentrate much on how to develop reading habits in students. Like any other skill, a reading habit also needs time and dedication to develop. Reading skills not only benefit students academically, but they are also a skill needed for lifelong success. When it comes to changing your habits and developing healthy ones, the willingness to learn and discover new things is one of the major pillars (Steve, 2013).

Singh (2020) explained some various means by which students can develop reading habit, which are:

1. **Create a Reading Space:** To develop a reading habit in students, it is essential to create a reading space. Well organized and well-maintained reading space helps the students to read effectively.

2. **Take Trips to Library:** The library is a home of a variety of books and an excellent place to explore new books and authors. The trips to the library offer the students an opportunity to develop good reading habits. Some students make use of the library when assignment is being given to them. It is good to do that but taking a trip to the library without having any assignments is the best thing. The reason for it might be to read story books, magazine, newspaper, journals etc. Developing reading habits in students, libraries are the best place. The school authorities should make sure that at least once in a week take trips to the library (Erdem, 2015).

3. **Find Reading Moments in Everyday Life:** Reading is a part of daily life; it is not only about sitting down with a good book. Teach the students that reading is more than just for books. Let them know that reading is everywhere. Finding reading moments in everyday life is also the best way to develop reading habits in students. As you undergo your day, assist them in keeping an eye out for reading moments.

4. **Surround Students with Books:** It is one of the best ways to develop reading habits in students. Leave books lying across the house in every room so they will become an essential part of your child's lives. Also in the school environment, library should not be far to where the students are. Reading space can also be in their hostel. The students who grow with reading material all across them learn to love reading previous than those students who grow up in the absence of important resources. So it is crucial to filling every surroundings with a variety of books (Arua & Nwaebiem, 2014).

5. **Set An Example:** Students learn and emulate what they observe. So act as a role model in front of your students and also read in front of them. Whether you love books, graphics, or magazine, let your students see you reading. If you are excited

about reading, your student is likely to catch your eagerness. Motivate your student to join you with their own book when you are reading (Steve, 2013).

2.6   Benefits of Reading on Students

Reading is an invaluable tool that is capable of empowering humans to take appropriate steps that are necessary to develop and live well. Reading is relevant to human existence, without reading man will never be able to harness information necessary for wellbeing; it is indeed the first button of academic garment. Reading is an indispensable part of a student's life that should not be overlooked. Chika (2009) cited in Dominic (2018), outlines the virtues of reading to include, the provision of individual's welfare, social progress, international understanding, the provision of knowledge and the right attitude that frees one from idleness or boredom. Pointing out that, reading is not only for educational achievements but also helps the chances of success at school and throughout life time.

Academic achievement as observed is tied to good reading habit. A poor reader makes no provision for academic achievement which leads eventually to frustration and later to failure at school. Furthermore, Sandars (2010) stresses that reading is essential to full participation in modern society because, it adds quality to life and provides, access to culture and cultural heritage. Good reading habits broadens a student's understanding of life, and affords the students the opportunity to explore the talent while learning about himself and his society.

According to Sandars (2010), reading enables creativity to blossom in the student. Also the English Philosopher Francis Bacon cited in Steve (2013) who posits that while speaking makes a ready man and writing an exact man, reading makes a full man. Therefore, there is satisfaction in engaging in a good reading habit.

 Other benefits according to Brad (2011) includes:

1. Mental stimulation.

2. It keeps the brain active and engaged.

3. Builds self-esteem and determination.

4. It spreads wisdom and knowledge.

5. Provides mental and physical relaxation.

6. It acts as a communication tool.

7. Reading keeps you up-to-date.

   When one slips himself into reading, he transports himself to another realm thereby suspending your anxiety.

8. Reading provides us with the possibility of opening yourself up to a magical world, which helps us to become perfect.

9. A student that reads and studies independently enhances him/herself with enough knowledge and confidence to face their examination without falling back to examination malpractice (Dominic, 2018).

2.7   Challenges Affecting Students from Developing Reading Habit

There are a lot of challenges affecting students from developing reading habit. Among these challenges are: the home challenges, school environment, poor learning environment & lack of functional library, inadequate supply of reading material, poor reading campaign, problems of inadequate lecturers, problem of students' unreadiness to learn (Edeole & Adejoke,2016).

Arua and Nwaebiem (2014) state that, there is a high decline rate in the reading habit of Nigeria students. He examined reading habit among students in the tertiary institutions in Nigeria, are 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.

Ayanbimpe (2012) states that the reading habit in student has totally collapsed. One has to learn to read in order to read to learn. She states further that with the introduction of information and communication technologies, students are seen carrying their phones and texting messages, listening to music, yahoo yahoo, etc. They neither study nor read and thus are getting deformed. Their command of English language is poor, so also is their vocabulary and diction. All these are because they do not read anymore, there is no sign of development in their reading. Hence, all hands must be on deck both parents, lecturers, government and non- governmental organizations to imbibe, inculcate and harness reading habits among the students.

According to Dike (2010) as cited in Edeole and Adejoke (2016) also listed the following factors which includes: the illiteracy of most parents, poverty, 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. He further listed other challenges affecting the students from developing reading habit, which include:

1. Lower levels of proficiency in reading are due to underfunding of libraries and their services (Eyo, (2007) as cited in Edeole & Adejoke, 2016).

2. Poor reading skills which has been identified as the problem of Nigerian student was as a result of the following: slow comprehension rate, slow reading rate, difficulty in distinguishing main ideas from irrelevant details, inadequate vocabulary or word power, inadequate reading interests and habits, distractions from television and film viewing and lack of interest and relevant reading materials.

3. Quest for material things: The quest for material wealth has eroded the interest for the search of knowledge.

4. Economic hardship that is prevalent in many homes: Most parents manage to pay their wards school fees and forget about buying book for them.

5. Astronomical prices of books and other information materials have put them out of the reach of the masses.

6. Poor availability of indigenous books owing to the fact that local authors are not encouraged to write books.

7. Cost of publishing books is very high. Indigenous writers are not motivated as they may not be able to finance the high cost of book publishing (Edeole & Adejoke, 2016; Dominic, 2018).

Advent of home videos, film houses and other electronic gadgets. Other individual problems that can affect students from developing reading habit as cited by Nwachukwu & Chimah (2012) include the following:

- Dyslexia: This is a cognitive impairment that affects a child's ability to read by causing a disruption in the brain's ability to interpret images and sound. Students with dyslexia often exhibit difficulty in concentrating for extended periods of time, coping with written symbols, reverse letters when reading or spelling a word, have confusion between left and right and also may have poor handwriting. A student with dyslexia has normal intelligence, but his or her attainment of reading skills lags far behind others. Such students may even be unable to read words that they can spell correctly (Nwachukwu & Chimah, 2012).

- Speech Apraxia: It is a reading disorder that affects the reading fluency of students. Apraxia is a neurological condition that temporarily paralyzes a child's ability to speak even though he attempts to do so. Researchers believe that students with apraxia are inhibited from fully utilizing phonic sounds as part of their speech

recognition. Students with apraxia may be seriously disadvantaged in developing literacy skills (Ayanbimpe, 2012; Edeole & Adejoke, 2016).

- Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficient Disorder (ADD): Students with ADHD/ADD usually have poor concentration in reading. They exhibit abnormal reading pattern as they are normally restless, unable to sit at a place for more than few moments, inattentive and impulsive. Reading requires a sustained period of concentration. The use of ICTR and audio-visual resources will greatly help in capturing the attention of students with these deficiencies and consequently develop the habit of reading for lifelong learning (Dominic, 2018).

2.8   Appraisal of Literature Reviewed

Reading is vital in the life of students. It emancipates man from the shackles of ignorance. It is an effective means of assimilate and comprehend knowledge for personal growth and advancement. Imbibing reading habit will prepare students to a more responsible and independent life. Therefore to be highly focused, versatile and knowledgeable in the course of, students need to cultivate the habit of reading through the various means reviewed in this chapter, as reading has been highly acknowledge by different authors as an influencing factor to academic growth and all aspect of human's life.

CHAPTER THREE

METHODOLOGY

3.1   Introduction

This chapter discusses the research methodology, which includes: research design, population of the study, sampling technique and sample size, instrument for data collection, and method of data analysis.

3.2   Research Design

Research design is concerned with the decision that has to be put into consideration which will help the researcher to collect and analyze data. According to Kothari (2004) in Kenpro (2012) noted that research design is a plan, a roadmap, and blue print strategy of investigation conceived so as to obtain answers to research question, which is the heart of any study.

A descriptive survey research design is adopted for this study; this method is desirable because it covers large populations and it rely on the opinion of expert in the field relating to issues raised in the research questions.

3.3   Population of the Study

Population of the study sets the limit which the researcher findings would be applicable. According to Issa (2012) noted that Population of the study simply refers to the totality of the research subject in a given research situation to state the population of a study very clearly, there is the need to have factual figures on the number constituting of the study population as it will have a direct implication for the sample and sampling process. In order to carryout in-depth and comprehensive research work, the population of the research work (958)which is

the department of Library and Information Science students of Kwara State Polytechnic, Ilorin.

3.4 Sample and Sampling Techniques

For the purpose of this research, the Taro Yamane v method for sampling size, calculation was formulated by the statistician, Taro Yamane in 1967 to determine sampling size from a given population.

Below is the mathematical illustration for the Taro Yamane Method.

$N= n/ (1+N (e^{\wedge 2})$

n= signifies the sample size

N=signifies the population of the study

e = signifies the margin error (it could be 0.10, 0.05, 0.01)

Therefore: $n= N/(1+n(e)^{\wedge})$

$$n=958/(1+n(e)^{\wedge})$$

$$n=958/(1+n(e)^{\wedge})$$

$$n=958/1+958(e)^{\wedge})$$

$$n=958/959(0.04)^{\wedge})$$

$$n=958/959(0.16)$$

$$n=153$$

Therefore, n=153 students will be used as our sample size for this study.

For the purpose of this research, simple random sampling will be used to study the population in order to allow accuracy and allow the study carried out on the specified time to have a meaningful feedback. The sample size is will be (153) which will represents one hundred percent (100%) response rates.

3.5   Instrument for Data Collection

Questionnaire was used to obtain data from the respondents. The reason for using questionnaire is because it allows the researcher to provide a set of options to the respondents which they will select those that align with their opinions on the subject understudying. The questionnaire titled *"Questionnaire on Investigating the Factors Affecting the Development of Reading Habits of Students of Library and Information Science, Kwara State Polytechnic, Ilorin"* was designed with Google Form application and arranged into six sections below:

Section 1: Demographic Information of Respondents

Section 2: Types of Readings Students Engaged in

Section 3: Reasons Students Read

Section 4: Means of Developing Reading Habits by Students

Section 5: Benefits of Reading on Students

Section 6: Factors Affecting the Reading Habit of Students

3.6 Administration of Instrument

The questionnaire was distributed to the students through their WhatsApp groups. The link to the questionnaire was left active for two weeks in order to allow much students filled it.

3.7 Method of Data Analysis

The data analysis explain how the researcher intends to present analysis and interpret the data that would occur from the administration of the instrument on the will be based on statistical method of analysis such as simple percentage.

CHAPTER FOUR

PRESENTATION OF RESULTS, ANALYSIS, DISCUSSION AND INTERPRETATIONS

4.1   Introduction

This chapter presents data analysis, presentation of result and discussion of findings. The chapter is presented under the following headings:

4.2 Questionnaire Distribution and Response Rate

4.3 Demographic Information of Respondents

4.4 Presentation, Analysis, Discussion and Interpretations of Results

4.2   Questionnaire Distribution and Response Rate

From the sample of 153 students of Library and Information Science in Kwara State Polytechnic, Ilorin, only 129 filled the questionnaire that was sent to the groups of their respective level from 200 – 400. Out the filled questionnaires, only 121 were adequately filled and suitable for analysis. The filled questionnaire represents 78.65% return rate. The return is adequate for analysis and discussion of findings going by the assertion of Chung (2022) who remarks that the criteria for an online survey's response rate is excellent if it exceeds 50%.

4.3   Demographic Information of Respondents

Table 1: Demographic Distribution of Respondents

Attributes		F	Per %
Gender	Male	52	43.0%
	Female	69	57.0%
	Total	**121**	**100%**
Age range	15-19 years	58	48.3%
	20-24 years	35	29.2%
	25-29 years	12	10.0%
	30-34 years	11	9.2%
	35 and above years	4	3.3%
	Total	**121**	**100%**
Marital status	Single	114	95.0%
	Married	7	5.0%
	Divorced	0	0.0%
	Widow	0	0.0%
	Total	**121**	**100%**

From Table 1 above, it can deduced that majority (57.0%) of students of Library and Information Science of Kwara State Polytechnic, Ilorin are females, while their male counterparts have 43.0%. The student's highest age range is 15 – 19 years with 48.3%, followed by 29.2% for 20 -24 years old.

The implications of the results of the table is that the female students are higher than the males and going by the rate at which parents invest in their female children, it is not surprising to discover that majority of the students are within the age-range of 14 – 19 years. This also resulted in having a significant number of the students single.

4.4 Presentation, Analysis, Discussion and Interpretations of Results

4.4.1 Research Question One: What are the Types of Reading Students Engage in?

Table 2: Types of Reading Students Engage in

Options	Yes		No		Mean	Std. Dev.
	F	Per %	F	Per %		
Extensive reading	77	63.6%	44	36.4%	1.36	0.48
Intensive reading	97	80.2%	24	19.8%	1.20	0.40
Scanning	104	86.0%	17	14.0%	1.14	0.40
Skimming	91	75.2%	30	24.8%	1.25	0.43
Critical reading	96	79.3%	25	20.7%	1.21	0.40
Study reading	78	64.5%	43	35.5%	1.36	0.48

Table 2 above reveals that 86.0% of the students engage in scanning reading, 80.2% engage in intensive reading, 79.3% engage in critical reading, 75.2% engage in skimming, while only 64.5% and 63.6% respectively engage in study and extensive readings.

Finding out that majority of the students engage in scanning reading is not a surprised going by the fact that most Nigerian students are lazy readers (Taiwo, 2014). This reason may make opted for scanning reading as the type of reading they highly engage in. Scanning reading can be beneficial to students when they don't have much time to read and have the clarity of the piece of information they are searching for in a text (Erdem, 2015).

Intensive reading is also a type of reading that is being engaged in by the students. This is interesting to learn about. Chettri and Rout (2013) corroborated this by stressing that students engage in intensive reading when they are reading carefully by paying complete attention to understand every word of the text being read because it enables the students examine and decipher each unfamiliar word or expression encountered in the text. Students usually adopt this type of reading when reading academic texts, where the goal is to prepare for an exam, to publish a report and helps students to retain information for much longer period.

Students' engagement in intensive reading is expected to lead them critical reading. Since intensive reading requires in-depth engagement in order to understand what is being read, it is therefore possible for the students to end-up critiquing what they have read. The critical reading, which allows students to question what has been read justified how students are developing critical thinking skills that are needed to distinguish themselves in their career and life generally.

Above all, it is disturbing to discover that a questionable number of the students engage in study reading. The hallmarks of academic is to acquire skills, competences and aptitude that can empower one to be a rationale thinker and problem solver in the society. Therefore, how can students develop to attain the status expected of them as students of a tertiary institution? This similar trend makes Dominic (2018) and Diyorshak and Soko (2018) cautioned that academic performance of Nigerian students would never improve if they don't engage in study reading.

4.4.2 Research Question Two: What are the Reasons Students Read?

Table 3: Reasons Students Read

Options	Yes		No		Mean	Std. Dev.
	F	Per %	F	Per %		
To gain information	99	81.8%	22	18.2%	1.18	0.39
To verify existing knowledge	67	55.4%	54	44.6%	1.45	0.50
For pleasure or enjoyment	100	82.6%	21	17.4%	1.17	0.38
To increase your vocabulary skills	93	76.9%	28	23.1%	1.23	0.42
To skim quickly	87	71.9%	34	28.1%	1.28	0.45
To learn from texts	82	67.8%	39	32.2%	1.32	0.47
To critique texts	97	80.2%	24	19.8%	1.20	0.40
For general comprehension	76	62.8%	45	37.2%	1.37	0.49
To integrate information	99	81.8%	22	18.2%	1.18	0.39

From Table 3 above, it can be understood that 82.6% of the students engage in reading for pleasure or enjoyment, followed by 81.8% who engage in reading to gain and integrate

information, 80.2% engage in reading to critique texts, while 76.9% read to increase their vocabulary skills. However, only 55.4% of students engage in reading to verify existing knowledge.

It grabs the attention of this researcher to find out that the students are consistent with their choices of options, going by their responses in Table 2 where 79.3% of them claimed to be engaging in critical reading. To now find out that 80.2% of the students read to critique text is quite impressive. The essence of critical reading on students' academic performance and personal development cannot be overstated because when students read to question texts, they develop the abilities to become more inquisitive and analytical (Tomasek, 2019).

Reading for pleasure or enjoyment is also worthy to be mentioned as an important reason students engage in reading. This is consistent with the Igwe (2011) who lamented students find comfort in reading for pleasure or entertainment than reading for studying. Most especially in this technology-driven era where access to sophisticated phones makes students to be glued with their gadgets reading about entertainment, sports or gossips.

How students are managing to read to integrate and gain information without verifying existing knowledge is contestable. The need to be knowledge gives birth to search for information and the ability to integrate information reflects that students have consulted series of information sources, filtered the sources and pick the information relevant to their needs (Ali, 2016). This implies that it is challenging to read to gain and integrate information without reading to verify existing knowledge.

4.4.3 Research Question Three: What are the various Means by which Students Can Develop Reading Habit?

Table 4: Means of Developing Reading Habits by Students

Options	Yes		No		Mean	Std. Dev.
	F	Per %	F	Per %		
Dedicate time to read everyday	102	84.3%	19	15.7%	1.16	0.37
Create a reading space	92	76.0%	29	24.0%	1.24	0.43
Find reading moments in everyday life	93	76.9%	28	23.1%	1.23	0.42
Buying books for yourself	87	71.9%	34	28.1%	1.28	0.45
Read to set examples	108	89.3%	13	10.7%	1.11	0.31
Loving/Commitment to reading	109	90.1%	12	9.9%	1.10	0.30
Building positive attitude towards reading	89	73.6%	32	26.4%	1.26	0.44
Reading with desire for overall self-improvement	96	79.3%	25	20.7%	1.21	0.40
Sharing reading materials and talking about what is being read	97	80.2%	24	19.8%	1.20	0.40
Know what to read and what not to read	92	76.0%	29	24.0%	1.24	0.43

Table 4 above indicates that majority (90.1%) of students agreed that reading habit can be develop through loving/commitment to reading, followed by 89.3% who also agreed that reading habit can be develop by reading to set example, 84.3% agreed in dedicating time for reading every day, while 80.2% agreed in sharing reading materials and talking about what is being read. However, the lowest in the Table, 71.9% of students agreed in buying books for oneself.

According to Igwe (2011), Taiwo (2014) and Dominic (2018), loving/commitment to reading is one of the potent ways to develop reading habits. The authors justified their position by asserting that when students have developed the mindset to read every day, it motivates them to create time for reading, regardless of how busy they can be. And since this study is concerned with students, what else would they be doing when they cannot commit themselves to reading every day so that they can graduate in flying colours and make themselves and their parents proud?

Students also agreed that they can develop reading habit by reading as an example. Evaluating the students from this option makes this researcher conclude that most of the students agreed that they can develop reading habits when they get someone reading to motivate and inspire them. This may happen inform of reading directly to the students or where the students just see someone reading to enrich him/herself.

That most of the students also settled for dedicating time for reading every day means the students are conscious of the ways they can develop reading habits. However, it is difficult to find out what is stopping them from reading, going by Odusina and Oloniruha (2020) who reported that most students failed later in life because they don't develop interest in reading in order to transform their lives.

4.4.4 Research Question Four: What are the Benefits of Reading on Students?

Table 5: Benefits of Reading to Students

Options	Yes		No		Mean	Std. Dev.
	F	Per %	F	Per %		
Empowers you to take appropriate steps that are necessary to develop and live well	102	84.3%	19	15.7%	1.16	0.37
Helps to harness information necessary for your wellbeing	94	77.7%	27	22.3%	1.22	0.42
Empowers your knowledge	82	67.8%	39	32.2%	1.32	0.47
Helps to cultivate the right attitude that frees you from idleness or boredom	90	74.4%	31	25.6%	1.26	0.44
Increases your chances of academic success	86	71.1%	35	28.9%	1.29	0.46
Makes you an active member of your society by knowing what is happening around you	86	71.1%	35	28.9%	1.29	0.46
Broadens your understanding of life	98	81.0%	23	19.0%	1.19	0.39
Affords you the opportunity to discover yourself and explore your talent	102	84.3%	19	15.7%	1.16	0.37
Boosts your sense of creativity	90	74.4%	31	25.6%	1.26	0.44
Improves mental stimulation	97	80.2%	24	19.8%	1.20	0.40
Acts as a communication tool	79	65.3%	42	34.7%	1.35	0.48
Keeps you up-to-date	86	71.1%	35	28.9%	1.29	0.46

It can be understood from Table 5 above that 84.3% of the students agreed that reading affords them the opportunity to discover themselves and explore their talent and empowers them to take appropriate steps that are necessary to develop and live well, 81.0% agreed that reading broadens their understanding of life, 80.2% agreed that reading improves their mental stimulation, while 77.7% agreed that reading helps them to harness information necessary for their wellbeing. However, 65.3% agreed that reading acts as a communication tool.

To discover that every tertiary institution students, especially students from Faculty of Communication and Information Science don't understand that every text is a message calls for serious interrogations. Do the students agreed that communication is limited to only when somebody is standing in front of them and start passing message across to them? No, every written text is a communication tool and students would develop adding values to texts when they accept them as communication tool (Taiwo, 2014).

If texts were not communication tools, how would it be possible for students to derive other benefits they claimed they are benefiting from reading? For instance, most of the students claimed that reading help them discover themselves and empowers them to take appropriate necessary to develop and live well. How do they know they can live well if they follow some principles of life if not that they have read and digested what is in the read texts? Every other benefits attached to reading can only be achieved if the students understood what they have read.

Realising that most of the benefits the students derived from reading are associated with personal development and living well is consistent with the assertion of Ilogho (2015) that reading encompasses the gaining of positive attitude and students who have cultivated incessant commitment to reading have developed ability that can make them learners who will be continuously and constantly developing in their lifetime.

4.4.5 Research Question Five: What are the Challenges Affecting Students from Developing Reading Habit?

Table 6: Factors Affecting the Reading Habit of Students

Options	Yes		No		Mean	Std. Dev.
	F	Per %	F	Per %		
Poor reading environment	96	79.3%	25	20.7%	1.21	0.40
Lack of functional library	92	76.0%	29	24.0%	1.24	0.43
Inadequate supply of reading materials	102	84.3%	19	15.7%	1.16	0.37
Poor reading campaign	110	90.9%	11	9.1%	1.09	0.29
Browsing with phones	114	94.2%	7	5.8%	1.06	0.23
Watching television	100	82.6%	21	17.4%	1.17	0.38
Poor attention to reading	95	78.5%	26	21.5%	1.21	0.41
Lack of money to purchase reading materials	95	78.5%	26	21.5%	1.21	0.41
Inadequate reading skills	90	74.4%	31	25.6%	1.26	0.47
Inadequate reading interests	88	72.7%	33	27.3%	1.27	0.45
Quest for material things	94	77.7%	27	22.3%	1.22	0.41
High cost of books and other information materials	89	73.6%	32	26.4%	1.26	0.44
Poor availability of indigenous books	84	69.4%	37	30.6%	1.31	0.46

Table 6 above reveals that 94.2% of the students agreed that browsing with phones is the major challenge to their reading habit, followed by 90.9% for poor reading campaign, 84.3% agreed in inadequate supply of reading materials, while 82.6% agreed that watching television is challenging their reading habit. On the other hand, only 69.4% of students agreed that poor availability of indigenous books is a challenge to their reading habit.

As a student, this researcher finds it interesting her assumption that spending too much time on phones than required is one of the challenges why students don't read is validated by results of this study. This finding is consistent with Igwe (2011), Odusina and Oloniruha (2020) where they lamented that students are wasting their precious time pressing/browsing on their phones, instead of reading their books.

To also find out that poor reading campaign affects the students in developing reading habit is interesting. The question that can be asked the students here are: Are the students associated themselves with environments where people read? Are the students themselves as budding experts and advocates of reading literacy take any steps to organise campaign?

As Kwara State is concerned, reading campaign is not an issue because the Kwara State Library Board do organise reading campaigns, the Kwara State branch of the National Library of Nigeria do organise reading campaign, late Justice Mustapha Akanbi's Library do organise reading campaign and not quite long, Dr. K.A. Eiriemiokhale, a lecturer in the Department of Library and Information Science in Kwara State Polytechnic, Ilorin organised a reading campaign program where thousands of books were gifted to schools.

Finding out that poor supply of indigenous reading material is not a challenge to students contradicts previous studies. Dominic (2018), Odusina and Oloniruha (2020) complained bitterly about this problem in their studies. They noted that the high cost of production of indigenous publication has discouraged publishers and authors to be producing books for the Nigerian market and that has led to a spiral effect of having a deficit supply of indigenous books students can be reading.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1   Introduction

This chapter will summarize the findings made in this study, draw conclusion from those findings and make appropriate recommendations. This chapter will be arranged in the following order:

5.2 Summary of findings

5.3 Conclusion

5.4 Recommendations

5.2   Summary of findings

Results of this study revealed that:

1. Most students of Library and Information Science in Kwara State Polytechnic, Ilorin are female, with most of them within the age range of 15 – 19 years; most of them are single and in 400 level.

2. Students of Library and Information Science in Kwara State Polytechnic, Ilorin engage in scanning, intensive, critical and skimming reading.

3. Students of Library and Information science in Kwara State Polytechnic, Ilorin read for pleasure or enjoyment, to gain information, integrate information, critique texts and read to improve their vocabularies.

4. Students of Library and Information Science in Kwara State Polytechnic, Ilorin can develop reading habit by loving/committing themselves to reading, reading to set

example, dedicating time for reading every day and sharing reading materials and talking about what is being read.

5. Students of Library and Information Science in Kwara State Polytechnic, Ilorin read to enjoy the opportunity to discover themselves and explore their talent, empowers them to take appropriate steps that are necessary to develop and live well, broadens their understanding of life, improves their mental stimulation and harness information necessary for their wellbeing.

6. Browsing with phones, poor reading campaigns, inadequate supply of reading materials and watching television are the major challenges affecting students of Library and Information Science in Kwara State Polytechnic, Ilorin from developing reading habit.

5.3   Conclusion

Reading is an engaging activity that requires adequate interest and concentration from students if they want to harness its potential. Desire and commitment to reading, reading by example and dedicate time to read every day are bedrocks to forming an admirable reading habit. But reading habit is difficult to develop because of many factors such as adopting the wrong reading types, reading for the wrong reasons, browsing with phones, watching televisions, poor reading campaigns and inadequate supply of reading materials.

5.4 Recommendations

Based on the findings of this study, the following recommendations are hereby made:

1. Students of Library and Information Science in Kwara State Polytechnic, Ilorin should engage more in study reading. This will help them academically and the more

they succeed academically, it helps them in carving a vision that befits their lives personally and professionally.

2. Students of Library and Information Science in Kwara State Polytechnic, Ilorin should be more engaged in reading to verify existing knowledge. This will help them strengthened their critical thinking skills and differentiating facts from opinions.

3. Students of Library and Information Science in Kwara State Polytechnic, Ilorin should develop positive attitudes towards reading because doing so will enable them engage in other activities that may tempt them to read.

4. Students of Library and Information Science in Kwara State Polytechnic, Ilorin should see reading as a communication tool. This will increase their concentrations when reading and stimulate their interests to identify key messages encoded in the texts being read.

5. Parents/guardians of students and management of Department of Library and Information Science in Kwara State Polytechnic, Ilorin should orientate students on benefits of reading and collectively work on developing the reading interest of students.

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APPENDIX
Kwara State Polytechnic, Ilorin
Institute of Information and Communication Technology
Department of Library and Information Science
Questionnaire on **"Investigating the Factors Affecting the Development of Reading**

Habits among Students of Kwara State Polytechnic, Ilorin"

Dear Respondent,

Request for Response to Questionnaire

I am an undergraduate of the above named institution, carrying out research on the above mentioned topic. My research is in partial fulfilment of the requirements for the award of National Diploma in Library and Information Science (ND).

Your assistance is hereby requested for prompt completion of this questionnaire. I am assuring you that all data provided will be treated with utmost confidentiality and used for academic purpose only.

Thank you for your anticipated cooperation.

Researcher

Section A: Demographic Characteristics of Respondents

Kindly select the option of your choice by ticking from the answers below

1. Gender: Male (   )   Female (   )

2. Age range: 15 – 19 years (   )   20 – 24 years (   )   25 – 29 years (   )

    30 – 34 years (   )   35 and above years (   )

3. Marital Status: Single (   ) Married (   ) Divorced (   ) Widow (   )

Section B: Types of Reading Students Engage in
What are the types of reading you engage in?
Kindly tick "yes" if you agree with the question and "no" if you disagree and tick as many statements as applicable

S/No	Types of Reading	Yes	No
1.	Extensive reading		
2.	Intensive reading		
3.	Scanning		
4.	Skimming		
5.	Critical reading		
6.	Study reading		
	Others, please specify………..		

Section C: Reasons Students Read
What are the reasons why you read?
Kindly tick "yes" if you agree with the question and "no" if you disagree and tick as many statements as applicable

S/No	Reasons Students Read	Yes	No
1.	You read to gain information		
2.	You read to verify existing knowledge		
3.	You read for pleasure or enjoyment		
4.	You read to improve your vocabulary skills		
5.	You read to skim quickly		
6.	You read to learn from text		
7.	You read to critique texts		
8.	You read for general comprehension		
9.	You to read to integrate information		
10.	Others, please specify………		

Section D: Means by which Students can Develop Reading Habit
What are the various means by which you develop reading habit?

Kindly tick "yes" if you agree with the question and "no" if you disagree and tick as many statements as applicable

S/No	Means by which Students can Develop Reading Habit	Yes	No
1.	Dedicate time to read everyday		
2.	Create a reading space		
3.	Find reading moments in everyday life		
4.	Buying books for yourself		
5.	Read to set examples		
6.	Loving/Commitment to reading		
7.	Building positive attitude towards reading		
8.	Reading with desire for overall self-improvement		
9.	Sharing reading materials and talking about what is being read		
10.	Know what to read and what not to read		
11.	Others, please specify………		

Section E: Benefits of Reading on Students
What are the benefits of reading has on you?

Kindly tick "yes" if you agree with the question and "no" if you disagree and tick as many statements as applicable

S/No	Benefits of Reading	Yes	No
1.	Empowers you to take appropriate steps that are necessary to develop and live well		
2.	Helps to harness information necessary for your wellbeing		
3.	Empowers your knowledge		
4.	Helps to cultivate the right attitude that frees you from idleness or boredom		
5.	Increases your chances of academic success		
6.	Makes you an active member of your society by knowing what is happening around you		
7.	Broadens a student's understanding of life		
8.	Affords you the opportunity to discover yourself and explore your talent		
9.	Boosts your sense of creativity		
10.	Improves mental stimulation		
11.	Acts as a communication tool		
12.	Keeps you up-to-date		
13.	Others, please specify…………		

Section F: Challenges Affecting Students from Developing Reading Habit
What are the challenges to development of reading habit by students?

Kindly tick "yes" if you agree with the question and "no" if you disagree and tick as many statements as applicable

S/No	Challenges to Students' Development of Reading Habit	Yes	No
1.	Poor reading environment		
2.	Lack of functional library		
3.	Inadequate supply of reading material		
4.	Poor reading campaign		
5.	Browsing with phones		
6.	Watching television		
7.	Poor attention to reading		
8.	Lack of money to purchase reading materials		
9.	Inadequate reading skills		
10.	Inadequate reading interests		
11.	Quest for material things		
12.	High cost of books and other information materials		
13.	Poor availability of indigenous books		
14.	Others, please specify……………..		