

EFFECT OF ICT ON THE READING HABITS OF STUDENTS OF RUFUS GIWA POLYTECHNIC, OWO

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Abstract

Reading to learn is an essential tool for life- long learning. Promoting a reading culture among students of Rufus Giwa polytechnic, Owo (RUGIPO) is therefore one of the key tasks in the curriculum reform with the aim to strengthen students' learning capabilities? To understand the current situation of the reading culture of students, we conducted a survey in February 2011 via questionnaire method of data collection. The objective is to investigate the effect of new technologies development on the reading habits of students relating to books, newspapers and electronic information. Their interests in reading as well as reading conditions at home and school were also surveyed. The new technologies (ICT) not only influence students' learning and studying in the classroom, but also affect their reading behaviors at home. The results of this study revealed that students read online information more often than offline information. Meanwhile, the time students spent in certain respect, especially in reading emails and online information surpass reading those paper-based materials.

Keywords: *Reading habits, RUGIPO, ICT, SPSS, Chi-square, Pair-wise comparison.*

Introduction

Without a core of people who are committed to encouraging in the reading habit, whom their belief in its value, it will not be possible to get people reading. Book projects require seemingly endless boring hard work and they need continuing financial support which often necessitates arduous exhausting begging.

People start trying a new food or a new drink or any new experience because it becomes available in a familiar place and because it is enjoyable. People make the new food part of their regular diet if it continues to be available long enough for

them to decide they do not want to do without it. It is the same with books. Once people have developed the reading habit they will come looking for the books. Until that time the libraries will stock their shelves in vain and the literacy workers will have largely wasted their efforts.

It is not only the newly literate, however, who need the reading habit in order to mentally grow and fulfill their potential. Most students in RUGIPO, even after ten or more years of schooling do not often have the reading habit. This is mostly because there have never been enough suitable books around to establish the habit. Reading tends to be associated with course work and difficulty, rarely with pleasure. Whatever their discipline students cannot fulfill their potential if they do not read widely. Their general knowledge remains low and the standard of their written work remains low. To combat this problem and to enable our students to achieve better in extension studies are trying to diagnose the problems and the remedial solution in this research work.

Reading habits, for the purpose of this survey, are defined as how often, how much, and what students read. For the past few decades, many researchers have devoted efforts to examining learners' reading habits (e.g. Allen, 1986; Anderson, Higgins, & Wurster, 1985; Cheng, Shen, Chou, & Hung, 1997; Dimitrijevic, & Gunton, 1975; Gallik, 1999; Hashway, Duke, & Farmer, 1993; Lamme, 1976; Mokhtari, & Sheorey, 1994; Scales, & Biggs, 1987; Scales, & Rhee, 2001; Sikiotis, 1981; Watson, 1978; Womack, & Chandler, 1992). With their endeavors, researchers have discovered that reading habits are associated with students' gender (e.g. Stanchfield & Fraim, 1979; Scales & Biggs, 1987; Scales & Rhee, 2001; Synder, 1981), age (e.g. Fusco, 1986; Platt, 1986; Sikiotis, 1981), educational background (e.g. Allen, 1986; Bank, 1986; Gallik, 1999; Gallup, 1986; Hall, 1989; Hashway, 1993; Johnson, Peer, & Baldwin, 1984; Mellon, 1990; Palmer, 1983; Patterson, 1986; Platt, 1986; Reutzel & Mitchell, 1986; Scales & Rhee, 2001; Sheorey & Mokhtari, 1994; Sikiotis, 1981; Snyder, 1981; Summers & Lukasevich, 1983; Watson, 1978). Ogunrombi and Adio (1995) examined 600 students in 10 secondary schools in Nigeria to detect the factors that affected students' reading habits and found that home conditions did interfere with reading. Since few schools had libraries and trained librarians or teacher librarians, nor equipment and, nor new materials other than textbooks were available for students to read, they suggested public libraries to be established and stocked for students. Almost all our valuable life-enriching habits are given to us by our parents, our peers or our teachers. The people that are culturally closest to us and who are therefore most influential are our parents and our friends. Home works or assignments are likely leading student into libraries because they usually do not go there themselves. Even teachers are unlikely to get their students to become regular

library-goers. Although, teachers preach the value of reading, they usually do not read much.

If students in RUGIPO lucky enough to live within reach of the few libraries that exist, they are unlikely to appreciate their luck because the library is such an alien place. It does not seem like a place to relax because you cannot chew, you cannot smoke and in most libraries you cannot even talk or laugh or sit on the floor. It seems rather like school with library guardians on the look-out for offenders. Unless a person is convinced in advance that there is something worth coming for, he or she will most likely leave fairly quickly and avoid coming back. To most students, a visit to the library would not be worth a trek through the bush or the effort of getting to a provincial centre during limited opening times.

METHODS

To understand the current situation of the reading culture of RUGIPO students, we conducted a survey in February 2011 via questionnaire method of data collection. After gathering the questionnaire, data were analyzed through totaling the frequency and percentages of responses for each of the 10 items with SPSS version 16.0 for Windows. Crosstabs and Chi-square test were conducted to analyze the data. The pair-wise comparison using the Holm's Sequential Bonferroni Method was employed to detect the relationship between reading habits and students' demographic variables. The output result of the SPSS was obtained and depicted in appendix A of this research work.

RESULTS

Though, the percentage of Boy (61.9%) examined are more than Girls (38.1%) in the respect of gender, boys and girls do read differently. Boys' reading interest increased for Automobiles, occupations, music, and travel, but decreased for outer space. Girls read significantly more books than boys did; Girls select topics of an affective nature more than boys, while boys choose topics related to physical activity more than girls. The result from the table (1) shows that the percentage of students that patronages the school library was more than those who did not attended;

Having examined the patronages pattern, we also examine the relevancy of the books in the school library to their respective discipline. The result also deduced that the percentage is very high compared with those that are not relevant.

Conclusion

These data imply that RUGIPO students do spend more time reading information online than reading offline every day. Over 70% of all students favored reading

magazines and newspapers most and novels least, and half of the students read the sports, entertainment, and front-page sections of the newspaper regularly. In addition, students spent more time reading entertainment news from the online than their pursued academic materials books. Researchers' findings of reading habits varied on academic performance. The new technologies (ICT) not only influence students' learning and studying in the classroom, but also affect their reading behaviors at home. The results of this study revealed that students read online information more often than offline information. Meanwhile, the time students spent in certain respect, especially in reading emails and online information surpass reading those paper-based for their academic materials.

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APPENDIX A

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	40	38.1	38.1	38.1
	Male	65	61.9	61.9	100.0
	Total	105	100.0	100.0	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.561 ^a	1	.059	.084	.056
Continuity Correction ^b	2.559	1	.110		
Likelihood Ratio	3.452	1	.063		
Fisher's Exact Test					
Linear-by-Linear Association	3.527	1	.060		
N of Valid Cases ^b	105				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.71.

Chi-Square Tests

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Linear-by-Linear Association	3.527	1	.060		
N of Valid Cases ^b	105				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.71.

b. Computed only for a 2x2 table

Pair-wise comparison

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Gender - Do you visit school library	-.238	.546	.053	-.344	-.132	-4.465	104	.000

Do you visit school library

*** what is your total numbers of hours spent in the library**

Crosstab

		What is your total numbers of hours spent in the library					Total
		Less than hour	One hour	Two hours	More than two hours	None	
Do you visit school library	No	0	0	0	0	15	15
	Yes	14	23	18	31	4	90
Total		14	23	18	31	19	105

*** If no, how do you get materials that you use for your reading?****Crosstab**

		If no, how do you get materials that you use for your reading?				Total
		No comment	Other school	Internet	Friends	
Do you visit school library	No	0	0	0	15	15
	Yes	33	5	36	16	90
Total		33	5	36	31	105

*** What is your total numbers of hours spent in the library?****Crosstab**

		What is your total numbers of hours spent in the library					Total
		Less than hour	One hour	Two hours	More than two hours	None	
Do you make use of library materials?	No	7	2	6	1	19	35
	Yes	7	21	12	30	0	70
Total		14	23	18	31	19	105

*** If no, how do you get materials that you use for your reading?****Crosstab**

		If no, how do you get materials that you use for your reading?				Total
		No comment	Other school	Internet	Friends	
Do you make use of library materials?	No	7	0	4	24	35
	Yes	26	5	32	7	70
Total		33	5	36	31	105

Are they relevant to your course of study?*** What is your total numbers of hours spent in the library?****Crosstab**

		What is your total numbers of hours spent in the library					Total
		Less than hour	One hour	Two hours	More than two hours	None	
Are they relevant to your course of study	No	7	2	6	1	19	35
	Yes	7	21	12	30	0	70
Total		14	23	18	31	19	105

*** If no, how do you get materials that you use for your reading?**

Crosstab

		If no, how do you get materials that you use for your reading?				Total
		No comment	Other school	Internet	Friends	
Are they relevant to your course of study	No	7	0	4	24	35
	Yes	26	5	32	7	70
Total		33	5	36	31	105