

STRATEGIES FOR REIGNITING POSITIVE READING HABITS IN UNIVERSITY STUDENTS IN SOUTH- SOUTH ZONE OF NIGERIA

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ABSTRACT

The study was conducted to investigate strategies for reigniting positive reading habits in university students in South- South zone of Nigeria. To guide the study, three specific purposes, research questions and null/hypotheses respectively were formulated. A descriptive survey design was adopted for the study. The population comprised of all university students in south-south zone of Nigeria. A sample size of 1250 students was selected using stratified random sampling techniques. The researcher developed an instrument entitled: "Strategies for Reigniting Positive Reading Habits in University Students Questionnaire (SRPRHUSQ)" to generate data for the study. The instrument was validated by the thesis supervisor and experts in test and measurement were contacted for thorough check and experts' inputs. The collected data were analyzed with the use of appropriate statistical techniques such as simple regression analysis and analysis of variance. The findings of the study revealed that there is significant influence of awareness of the importance of reading as a lifelong personal development on reigniting of positive reading habits among university students. There is significant influence of regular evaluation of the students on lifelong personal development and reigniting of positive reading habits among university students. There is significant influence of rewards (award of best library user, recommendation for automatic employment) on a lifelong personal development and reigniting of positive reading habits among university students. One of the recommendations was that students in universities should be given regular tests and assignments to make them more acquainted to their books.

KEYWORDS: Strategies, Reigniting, Positive Reading Habits.

INTRODUCTION

According to Palani (2012), reading habit is an essential and important aspect for creating a literate society in this world. It shapes the personality of individuals and it helps them to develop proper thinking methods, and creates new ideas. In an intentional learning environment, students are required to build their own knowledge bases founded on personal learning needs and interests, which is a way of enhancing their learning ability and increasing their potentials. By doing this, they must learn to take responsibility for managing exclusive learning process. This includes setting goals, creating action plans, setting deadlines, and identifying appropriate learning strategies. Even though students are required to manage their own learning, they are encouraged by teachers, friends, and society who help them in attaining various goals. Students identify knowledge deficits, set learning goals based on those deficits, and create action plans to fulfill those learning goals. During the self-study phase, students determine what resources they will use to address their action plan. These decisions are all made by the students. Although students are supported by each other and their teacher, they are responsible for managing the learning process, helping themselves achieve greater student autonomy over learning activities.

Barrows (2005) assert that to be successful, students must develop the self directed learning skills needed in their academics. With tutor coaching and scaffolding, these activities help students develop the self-monitoring skills necessary to identify learning needs by making their internal thinking processes overt. The development of self-monitoring skills is an important part of being educationally inspired and also reigniting positive reading habit among university students which also contributes to students' ability to be lifelong learners. Palani (2012) is of the opinion that, effective reading is an important avenue of effective learning and reading is interrelated with the total educational process and hence, educational success requires successful reading habits. This study examines three instructional methodologies that help students reignite positive reading habits needed for their personal development. With common theoretical roots in cognitive psychology, these methodologies are: Awareness of the importance of reading as a lifelong personal development, Regular evaluation of student and Rewards (awards for best library user, recommendation for automatic employment).

Statement of the Problem

For over some years now, the problem of enhancing and reigniting positive reading habit among students has been a case study of which researchers have proffered different solutions but reluctant students still ignore these solutions even though it is quite evident that their negative attitude towards reading is a major cause of their poor academic performance in school. Staying abreast of new innovations, research, techniques, and information is a prerequisite for successful decision-making and problem-solving on-the-job. A reading nation is an informed nation. Nigeria cannot be regarded as a reading nation because the younger generation of Nigerians do not consider reading a leisure activity. The poor reading habits of these younger Nigerians affect their performances at school and during examinations. Students with poor reading habits may engage in anti-social behaviors such as school violence, bullying, and examination malpractice. The problem these students have that contributes to their poor performance in tests and examinations is lack of proper reading habits. For an excellent performance, there is the need for the student to form good reading and study habits. This study therefore assesses strategies for reigniting positive reading habits in university students in south-south zone of Nigeria.

Objective of the Study

The main objective of the study is to assess strategies for reigniting positive reading habits in university students in south-south zone of Nigeria. The specific objectives are:

1. To determine awareness of the importance of reading as a lifelong personal development and reigniting of positive reading habits among university students.
2. To determine regular evaluation of the students as a lifelong personal development and reigniting of positive reading habits among university students.
3. To assess rewards (award of best library user, recommendation for automatic employment) as a lifelong personal development and reigniting of positive reading habits among university students.

Research Question

1. To what extent is the awareness of the importance of reading as a lifelong personal development and reigniting of positive reading habits created for university students.
2. To what extent does regular evaluation of the students promote lifelong personal development and reigniting of positive reading habits among university students?
3. To what extent does rewards (award of best library user, recommendation for automatic employment) promote lifelong personal development and reigniting of positive reading habits among university students?

Hypothesis

1. There is no significant influence of awareness of the importance of reading as a lifelong personal development on reigniting of positive reading habits among university students.
2. There is no significant influence of regular evaluation of the students on lifelong personal development and reigniting of positive reading habits among university students.
3. There is no significant influence of rewards (award of best library user, recommendation for automatic employment) on a lifelong personal development and reigniting of positive reading habits among university students.

Literature Review

Awareness of the Importance of Reading as a Lifelong Personal Development

Condry and Chambers (2008) assert that for students to be oriented towards lifelong learning, they must be willing to continue to learn. This willingness to learn is a product of intrinsic and continuing motivation. Intrinsic motivation is the desire to pursue a goal in which the primary reward is the pursuit itself. When students are intrinsically motivated, they are more likely to be more self-determined towards achieving a goal, and in this case the goal is making reading a life-long personal development. They may attempt more problems, focusing on the way to solve the problem instead of on finding the correct solution. The self-determination and desire to return to a learning activity is part of lifelong learning. In the process of creating awareness, instructors are to motivate students by educating them on the criteria and time management in reading. The instructional methodologies described in this paper employ intrinsic motivation strategies to get students excited about learning. Academic achievement means how much knowledge the individual has acquired from the school (Bashir and Mattoo, 2012).

In the process of creating awareness, instructors are to give the student tips on an area of concentration for example, giving them scheme of work and orienting them of the importance

throughout the semester. In a climate of rapid change, increasing innovation, and proliferating knowledge, lifelong learning is an important educational objective. For students to be oriented toward lifelong learning, they must be willing to continue to learn. This willingness to learn is a product of intrinsic and continuing motivation (Kinzie 1990). Lifelong learning skills need to be developed if educators intend for their students to stay current in their fields. Staying abreast of new innovations, research, techniques, and information is a prerequisite for successful decision-making and problem-solving on the job. It is an overview of instructional methodologies- problem-based learning, intentional learning, reciprocal teaching, and cognitive apprenticeship that prepare students for lifelong learning. Walton and Matthews (2009) opine that the importance of reading as a lifelong personal development should have to be a personal decision taken by the student because reading habit cannot be taught neither can it be forced into a person. Using collaboration, reflection, student autonomy, and intrinsically-motivating activities, these instructional methodologies help students develop the Meta cognitive and self-directed learning skills needed to remain competitive in an ever changing professional climate. Students should be asked to consciously identify what they "know" as opposed to "what they don't know". Good reading habits act as a strong weapon for the students to excel in life (Bashir & Mattoo 2012). The teacher and group of students take turns leading discussions regarding the content of the text they are jointly attempting to understand, which are ways of creating awareness of importance in the comprehension, text and at the same time creating interest in the practice.

According to Day-Norcini, Webster, Viner, & Chirico (2008), the objective of an intentional learning environment is to create a supportive structure in which students can engage in cooperative knowledge building as they move towards greater autonomy. Addressing students' need for higher-order abilities in thinking and learning helps students develop the general Meta cognitive and self-directed learning skills that facilitate autonomous lifelong learning in Nigeria. On this ground, lifelong learning skills, specifically and self-directed learning skills, need to be developed if educators intend for their students to stay current in their fields. However, the developments in the Mass Media, has continued to influence interest in reading (hard copy of literatures such as) books, magazines and journals among others. Students who do not enjoy typical school texts often fail to engage in reading, and may develop a lifelong aversion to reading. Reading as an experience increases speed; facilitates comprehension, good pronunciation; develops reading and critical thinking skills, which would make the student, want to go back to reading on their own and by doing this get more insight on the topic.

Regular Evaluation of the Student

Reading is the ability to understand words contained in a document and to make use of the knowledge for personal growth and development (Dadzie, 2008). This implies making meaning out of recorded information either printed or non-printed. People read for different reasons and purposes, some of which include for pleasure, leisure, relaxation, information and for knowledge. At present, due to the influence of the mass media, people do not show much interest in reading books; magazines and journals, among others (Palani 2012). Even the cankerworm of examination malpractices may be traceable to the prevalent poor reading interests and habits among the wide spectrum of students. Palani (2012) is of the opinion that, effective reading is an important avenue of effective learning and reading is interrelated with the total educational process and hence, educational success requires successful reading habit. Regular evaluation in this context is based on giving regular tests and assignments to student. Thereby making the students go through their books and make research on assignments given to them. These testing should be regular and frequent so as to make them acquainted to their books and at

the same time expand their rate of reading. During school hours, students should interact and work alongside peers and adults. These social perceptions and relationships are related to and predictive of school-related outcomes (Patrick, Knee, Canevello & Lonsbary 2007). In discussing and evaluating the importance of reading, the following discussions and questions should be necessary;

1. Tell me about the last activity you did (centers, guided reading, read aloud etc.).

Follow-ups to affective responses were: What did you like/didn't like? What was fun about it?

2. What are some other fun reading/writing activities that you remember from the literacy clinic? Why do you think you remember those things? What made them fun?

3. Do you read/write at home or outside of school? What kinds of things?

These questions would make the students think back at the reasons they do not read their books in the first place and at the same time motivate them to go back to reading if they used to and also begin if they haven't started yet. Even if they are not initially struggling readers, "reluctant readers tend to gradually lose some academic ground, because wide reading is related to increase in general knowledge and reading comprehension". It is a common belief among researchers that reading is a process of thinking, evaluating, judging, imagining, reasoning on how to solve problem. There is little knowledge about the everyday reading practices of tertiary 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). As far as educational institutions in Nigeria are concerned, coaching students for the examinations seems to be the be-all and end-all of our educational system, which has brought nothing but conventional reading in the country.

Bhan and Gupta (2010) on the other hand examined study habits and academic achievement among the students belonging to scheduled caste and non-scheduled caste group. The results revealed that sex has no significant impact on the study habits and academic achievement of students. Another way of reigniting positive reading habit among Nigerian students is by reading together. Reading together can take place in the classroom, library, or at home. Parents, school librarians, lecturers, and the student themselves can read to each other thereby bringing in more ideas and also expanding their understanding through different perspectives by their peers. They can also read in the class or library, getting to an exciting point in the topic before stopping. The interest generated will inspire many students to continue the book on their own. In the course of shared reading, the passage read aloud can be discussed and a new book can be introduced to the students before its shared reading commences. The experience of reading and hearing increases speed; facilitates comprehension, good pronunciation; develops reading and critical thinking skills. In addition, shared reading puts confidence in some timid student and encourages them develop a voluntary reading habit. The reason for establishment of libraries in Nigeria is to encourage Nigeria students to be lifelong readers who read widely and value Nigerian literature and languages.

Rewards (Award of Best Library User, Recommendation for Automatic Employment)

In this modern day, it has been noticed that students tend to perform better than they do usually when they are aware of the rewards. They read, make research, ask questions and even go to the extent of joining groups (social network) to get insight on the topic at hand and also to win whatsoever prize is available. In other words, scholarships only enable them make attempt on learning for a short period of time. While students' reading habits are important at all stages of the development from pre-kindergarten to college and beyond, recent discussion has focused on college students' reading habits (Gallik, 1999; Marra and Witteveen, 2005; NEA, 2007).

Further, employers hiring graduates rank reading as a necessary skill for the workplace; however, they have expressed concern because it is among the top deficiencies of new hires (Casner-Lotto and Barrington, 2006). An important thing to note is that scholarships alone do not ensure success in college, but it enhances the reading capacity of the student. In short, good values have to be grown from the inside out. Attempts to short-circuit this process by dangling rewards in front of students are at best ineffective, and at worst counterproductive. Students are likely to become enthusiastic lifelong learners as a result of being provided with an engaging curriculum; a safe, caring community in which to discover and create; and a significant degree of choice about what (and how and why) they are learning. Rewards like punishments are unnecessary when these things are present, and are ultimately destructive in any case (Alfie Kohn, 2005).

Patrick (2007) found students' perceptions of the dimensions of their classroom social environment, including affiliation, cohesion; fairness, mutual respect, and support from teachers and students are associated consistently with adaptive motivational beliefs and achievement behaviors. Through sharing experiences, as well as offering encouragement and opportunities to read, students will feel supported and empowered in their reading. Another way of reigniting positive reading habit among student is if these books are affordable to all and every interested student. Students tends to cherish things given to them either at cheaper rate and also absolutely free. Provision of a varied collection of enjoyable and information-rich books is a major contribution of the library towards reading promotion. Availability and accessibility of instructional and pleasurable books stimulate development of reading and attainment of permanent literacy. It has been found out that school libraries are the principal source of books for supplementary instructional resources and voluntary reading. It must, however, be pointed out that many schools do not have libraries at all, where they exist, the stock in these libraries is grossly insufficient to play the expected role. To redress this anomaly, several organizations and institutions, including the library, have taken steps to encourage and promote the reading habit among Nigerians. The library been the nerve centre of any academic institution, is charged with the responsibility of acquiring and providing access to a variety of instructional and information-rich materials in different formats. The library continues to discharge this responsibility and employ other strategies that can promote reading culture. Other stakeholders-government at different level, communities, organizations, parents and individual proprietors have their roles to play.

Chikaodiri (2004) called on stakeholders to address the issue of reward for academic excellence or risk having a bleak future. "Our future looks so bleak and dark, that's if nothing is done about this. It is time we all uphold what we pledge in our national anthem, 'the labor of our heroes past shall never be in vain.' And if we must make progress; if we must get to where other developed countries are; if must achieve our God's given talents as individuals and as a nation, hard work must be rewarded and given its due place or we will keep having graduates who went to universities to fulfill all righteousness." These people have noticed the ignorance of the academic excellence among undergraduates and graduates, so they have decided to bring in a platform of encouragement and recommendation to those that have in the process of reading have invented wide ideas that in the country are being used in our daily lives. It has been a common knowledge that Nigerians do not read. Reading generally in this modern day is the source of success. Kohn (2005) assert that instructors are to ask the following questions so as to know how the students feel about reading generally

1. What feelings does the student express about reading?

2. What does the student do when asked to participate in an independent reading task?
3. What does the student do when asked to participate in a group reading task that would win those prizes?

RESEARCH METHOD

Research Design

Descriptive survey design will be used for the study. This design fits this study, because it focuses on the strategies for reigniting positive reading habits in university students in south-south zone of Nigeria.

Area of the Study

The area of the study is south-south zone of Nigeria.

Population of the Study

The population of the study will consist of all university students in south-south zone of Nigeria.

Sampling and Sampling Technique

The respondent for the study will consist of 1250 students in the study area. These will be obtained through the stratified random sampling technique.

Instrumentation

The researcher will develop an instrument tagged: "Strategies for Reigniting Positive Reading Habits in University Students Questionnaire (SRPRHUSQ)."

Validation of the Instrument

The instrument was face and content validated by the researcher's supervisor. One expert from test, measurement and evaluation also helped in validating the instrument. They assessed the validity of the items measuring the variables in the research objectives. All the corrections and comments were incorporated into the final form of the instrument.

Reliability of the Instrument

Test retest reliability test was conducted using twenty (20) respondents. These respondents were not part of the sample used for the main study. The scores of the twenty respondents were subjected to Cronbach's Alpha technique to determine the reliability coefficient of the instrument. The overall reliability coefficient was 0.87

Method of Data analysis

The researcher subjected the data generated for this study to appropriate statistical techniques such as regression analysis and analysis of variance. The test for significance was done at 0.05 alpha levels. The result was considered significant if the calculated value was either equal to or greater than the critical value, but non-significant if less.

Data Analysis and Results

Research Question One

The research question sought to find out the extent of awareness of the importance of reading as a lifelong personal development and reigniting of positive reading habits created for university students. In order to answer the research question, descriptive analysis was performed on the data collected as shown in table 1.

Table 1

Descriptive analysis of the extent of awareness of the importance of reading as a lifelong personal development and reigniting of positive reading habits created for university students

Variable	N	Arithmetic mean	Expected mean	R	Remarks
Awareness of the importance of reading as a lifelong personal development	1250	15.22	12.5	0.98*	*Strong to perfect Relationship
Reigniting of positive reading habits created for university students		13.24	12.5		

Source: Field Survey

Table 1 presents the result of the descriptive statistics of the extent of awareness of the importance of reading as a lifelong personal development and reigniting of positive reading habits created for university students. The two variables were observed to have strong to perfect relationship at 98%. The arithmetic mean for Awareness of the importance of reading as a lifelong personal development 15.22 was observed to be slightly greater than the expected mean score of 12.5. In addition to that, the arithmetic mean as regards Reigniting of positive reading habits created for university students 13.24 was observed to be higher than the expected mean score of 12.5. The result therefore means that there is significant extent of awareness of the importance of reading as a lifelong personal development and reigniting of positive reading habits created for university students.

Research Question Two

The research question sought to find out the extent to which regular evaluation of the students promotes lifelong personal development and reigniting of positive reading habits among university students. In order to answer the research question, descriptive analysis was performed on the data collected as shown in table 2.

Table 2

Descriptive analysis of the extent to which regular evaluation of the students promote lifelong personal development and reigniting of positive reading habits among university students

Variable	N	Arithmetic mean	Expected mean	R	Remarks
Extent to which regular evaluation of the students promote lifelong personal development	1250	13.24	12.5	0.96*	*Strong to perfect Relationship
Reigniting of positive reading habits created for university students		13.24	12.5		

Source: Field Survey

Table 2 presents the result of the descriptive statistics of the extent to which regular evaluation of the students promotes lifelong personal development and reigniting of positive reading habits

among university students. The two variables were observed to have strong to perfect relationship at 96%. The arithmetic mean for regular evaluation of the students promotes lifelong personal development 13.24 was observed to be slightly greater than the expected mean score of 12.5. In addition to that, the arithmetic mean as regards reigniting of positive reading habits created for university students 13.24 was observed to be higher than the expected mean score of 12.5. The result therefore means that there is significant extent of regular evaluation of the students promote lifelong personal development and reigniting of positive reading habits among university students.

Research Question Three

The research question sought to find out the extent to which rewards (award of best library user, recommendation for automatic employment) promote a lifelong personal development and reigniting of positive reading habits among university students. In order to answer the research question, descriptive analysis was performed on the data collected as shown in table 3.

Table 3

Descriptive analysis of the extent to which rewards (award of best library user, recommendation for automatic employment) promote a lifelong personal development and reigniting of positive reading habits among university students

Variable	N	Arithmetic mean	Expected mean	r	Remarks
Rewards (award of best library user, recommendation for automatic employment) promote a lifelong personal development	1250	12.35	12.5	0.90	*Strong to perfect Relationship
Reigniting of positive reading habits created for university students		13.24	12.5		

Source: Field Survey

Table 3 presents the result of the descriptive statistics of the extent to which rewards (award of best library user, recommendation for automatic employment) promote a lifelong personal development and reigniting of positive reading habits among university students. The two variables were observed to have strong to perfect relationship at 90%. The arithmetic mean for rewards (award of best library user, recommendation for automatic employment) promote a lifelong personal development 12.35 was observed to be slightly greater than the expected mean score of 12.5. In addition to that, the arithmetic mean as regards reigniting of positive reading habits created for university students 13.24 was observed to be higher than the expected mean score of 12.5. The result therefore means that there is significant extent to which rewards (award of best library user, recommendation for automatic employment) promote a lifelong personal development and reigniting of positive reading habits among university students.

Hypothesis Testing

Hypothesis one

The null hypothesis states that there is no significant influence of awareness of the importance of reading as a lifelong personal development on reigniting of positive reading habits among university students. In order to test the hypothesis regression analysis was performed on the data, (see table 4).

Table 4:**Regression Analysis of the influence of awareness of the importance of reading as a lifelong personal development on reigniting of positive reading habits among university students**

Model	R	R-Square	Adjusted R Square	Std. error of the Estimate	R Square Change
1	0.98a	0.96	0.96	0.40	0.96

***Significant at 0.05 level; df= 1248; N= 1250; critical R-value = 0.062**

The table shows that the calculated R-value 0.98 was greater than the critical R-value of 0.062 at 0.5 alpha levels with 1248 degree of freedom. The R-Square value of 0.96 predicts 96% of the influence of awareness of the importance of reading as a lifelong personal development on reigniting of positive reading habits among university students. It was also deemed necessary to find out the extent of the variance of each case of independent variable (awareness of the importance of reading as a lifelong personal development on reigniting of positive reading habits among university students) as responded by each respondent (see table 5).

Table 5:**Analysis of variance of the influence of awareness of the importance of reading as a lifelong personal development on reigniting of positive reading habits among university students**

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	4324.31	1	4324.31	27504.94	.000b
Residual	196.21	1248	0.16		
Total	4520.52	1249			

The above table presents the calculated F-value as (27504.94) and the P-value as (.000). Being that the P-value (000) is below the probability level of 0.05, the result therefore means that there is significant influence of awareness of the importance of reading as a lifelong personal development on reigniting of positive reading habits among university students

Hypothesis Two

The null hypothesis states that there is no significant influence of regular evaluation of the students on lifelong personal development and reigniting of positive reading habits among university students. In order to test the hypothesis regression analysis was performed on the data, (see table 6).

Table6:**Regression Analysis of the influence of regular evaluation of the students on lifelong personal development and reigniting of positive reading habits among university students.**

Model	R	R-Square	Adjusted R Square	Std. error of the Estimate	R Square Change
1	0.96a	0.92	0.92	0.55	0.92

***Significant at 0.05 level; df= 1248; N= 1250; critical R-value = 0.062**

The table shows that the calculated R-value 0.96 was greater than the critical R-value of 0.062 at 0.5 alpha levels with 1248 degree of freedom. The R-Square value of 0.92 predicts 92% of the

influence of regular evaluation of the students on lifelong personal development and reigniting of positive reading habits among university students. It was also deemed necessary to find out the extent of the variance of each case of independent variable (regular evaluation of the students on lifelong personal development and reigniting of positive reading habits among university students.) as responded by each respondent (see table 7).

Table7:
Analysis of variance of the influence of regular evaluation of the students on lifelong personal development and reigniting of positive reading habits among university students.

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	4145.08	1	4145.08	13778.56	.000b
Residual	375.44	1248	0.30		
Total	4520.52	1249			

The above table presents the calculated F-value as (13778.56) and the P-value as (.000). Being that the P-value (000) is below the probability level of 0.05, the result therefore means that there is significant influence of regular evaluation of the students on lifelong personal development and reigniting of positive reading habits among university students.

Hypothesis Three:

The null hypothesis states that there is no significant influence of rewards (award of best library user, recommendation for automatic employment) on a lifelong personal development and reigniting of positive reading habits among university students. In order to test the hypothesis regression analysis was performed on the data, (see table 8).

Table 8:
Regression Analysis of the influence of rewards (award of best library user, recommendation for automatic employment) on a lifelong personal development and reigniting of positive reading habits among university students

Model	R	R-Square	Adjusted R Square	Std. error of the Estimate	R Square Change
1	0.90a	0.80	0.80	0.85	0.80

***Significant at 0.05 level; df= 1248; N= 1250; critical R-value = 0.062**

The table shows that the calculated R-value 0.90 was greater than the critical R-value of 0.062 at 0.5 alpha levels with 1248 degree of freedom. The R-Square value of 0.80 predicts 80% of the influence of rewards (award of best library user, recommendation for automatic employment) on a lifelong personal development and reigniting of positive reading habits among university students. It was also deemed necessary to find out the extent of the variance of each case of independent variable (rewards (award of best library user, recommendation for automatic employment) on a lifelong personal development and reigniting of positive reading habits among university students.) as responded by each respondent (see table 9).

Table 9:

Analysis of variance of the influence of rewards (award of best library user, recommendation for automatic employment) on a lifelong personal development and reigniting of positive reading habits among university students

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	3629.05	1	3629.05	5080.46	.000b
Residual	891.47	1248	0.71		
Total	4520.52	1249			

The above table presents the calculated F-value as (5080.46) and the P-value as (.000). Being that the P-value (000) is below the probability level of 0.05, the result therefore means that there is significant influence of rewards (award of best library user, recommendation for automatic employment) on a lifelong personal development and reigniting of positive reading habits among university students.

Discussion of Findings

The result of the data analysis in table 4 was significant due to the fact that the calculated R-value (0.98) was greater than the critical R-value (0.062) at 0.05 level with 1248 degree of freedom. The result implies that there is significant influence of awareness of the importance of reading as a lifelong personal development on reigniting of positive reading habits among university students. The result therefore was in agreement with the research findings of Condry and Chambers (2008) who asserts that for students to be oriented towards lifelong learning, they must be willing to continue to learn.

The result of the data analysis in table 6 was significant due to the fact that the calculated R-value (0.96) was greater than the critical R-value (0.062) at 0.05 level with 1248 degree of freedom. The result implies that there is significant influence of regular evaluation of the students on lifelong personal development and reigniting of positive reading habits among university students. The result therefore was in agreement with the research findings of Palani (2012) who opined that effective reading is an important avenue of effective learning and reading is interrelated with the total educational process and hence, educational success requires successful reading habit.

The result of the data analysis in table 8 was significant due to the fact that the calculated R-value (0.90) was greater than the critical R-value (0.062) at 0.05 level with 1248 degree of freedom. The result implies that there is significant influence of rewards (award of best library user, recommendation for automatic employment) on a lifelong personal development and reigniting of positive reading habits among university students. The result therefore was in agreement with the research findings of Patrick (2007) who found students perceptions of dimensions of their classroom social environment, including affiliation, cohesion, fairness, mutual respect, and support from teachers and students to associate consistently with adaptive motivational beliefs and achievement behaviors.

Conclusions

Based on the findings of the research work, it was concluded that there is significant influence of awareness of the importance of reading as a lifelong personal development on reigniting of positive reading habits among university students. There is significant influence of regular evaluation of the students on lifelong personal development and reigniting of positive

reading habits among university students. There is significant influence of rewards (award of best library user, recommendation for automatic employment) on a lifelong personal development and reigniting of positive reading habits among university students.

Recommendations

Based on the findings of the research, the following recommendations are deemed necessary:

1. Awareness should be created concerning the importance of reading in Nigerian Universities. Students should be re-oriented on positive reading habits and what effect it can have on academic achievement.
2. Students in universities should be given regular tests and assignments, this will make them acquainted to their books.
3. In every university library, there should be instructional and information-rich materials that will guide the students on what they are searching for, this will stir up their reading culture.

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