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A STUDY OF PRIMARY SCHOOL TEACHERS' READING CULTURE IN KOGI STATE, NIGERIA

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ABSTRACT

The development of primary education trend across the globe was replicated prior to the attainment of independent in Nigeria. This is a move to look inward on how the country can lay a very good foundation for Nigeria education. The inclusion of language skills in the primary education programme is to create steel between the goals of establishing lower basic education and the actualization processes of the programme. The performance of Nigeria primary school pupils is not commensurate with the output expected of them in reading. Many factors are responsible for this declined nature. The trust of this paper therefore, is to assess Kogi State primary school teachers' reading culture using reading efficiency inventory adopted from NTI 2016 millinium development goals (MDGSs) in English project manual as instrument to assess teachers' variables. Five research questions were raised. The questionnaire on teachers' reading culture, habits and efficiency was analysed using frequency count and percentage. The results revealed there is no correlation between Kogi State primary school teachers' reading culture, habits efficiency and their reading skills. Base on the findings, it was recommended that teachers attitude, interest, habits, skills and efficiency as components of reading culture be positive and suggestions for further study was made for other researchers to assess students and teachers reading culture habits and efficiency at other levels of Nigeria education.

Introduction

Reading is a unique process of acquiring and promoting knowledge at all levels of education. Reading is crucial to the attainment of literacy as a skill that involves critical thinking and nervous system of an individual. The main goal of reading is efficiency and readers reading culture is determine by their physical, mental, psychological and emotional state of mind which motivate and guide them to practice and eliminate what could hinder their daily reading. The term reading culture is conceptually refers to as individual value, interest, ability and capability in comprehending text materials. It also features the strength and weakness of individual reader in comprehending text. Tunde-Awe (2012) submitted that the value a reader place on reading and his or her understanding of what it means to belong to a category of reader within a given context to a greater extent reflects his or her reading culture and identity. He further placed into categories the reading identity as test scores, reading levels, and how the reader engages with text.

Since reading culture provides insight knowledge about the reader and determines the level of success reader is likely to achieved Ofodu (2010) affirmed that readers with good reading culture and identity often struggle to attain what is require to have a positive shift of identity by engaging with text in a particular ways, change who they are, rethink and reconfigure themselves to institutionalised norms.

A good reader should be able to develop and refines his or her reading culture and identity by exploring all it takes to be a good reader both at home and in school by been able to describe himself and his reading ability. Tunde-Awe (2012) opined that readers should firstly identified areas that were important for them such as improving vocabulary, learning how to comprehend challenging text and providing time to read so as to be able to better their reading identity.

Lawal (2005) researched on students' good reading habit and stressed that reading is an act of choosing to read frequently for a variety of reasons and comprehend the texts been read appropriately within the context of the reading situation. To pick up books for reading, comprehend it, and allow the reading to influence you as a reader mentally, influence your cognitive, affective and emotional state constitute better habits. It also includes value, expectation, interest, and self-confidence that readers employed to understand the book been read. Reading comprehension is a potential activity while other characteristics are agents for effective reading. The essence of reading is to comprehend what is been read, understand and grape the meaning of words and nuances of expression in the written material (Nwosu, 2001). This has to do with certain skills teachers need to acquire and must be ready to impact such skills in their pupils in other to enhance effective acquisition of the printed materials. Unfortunately, through personal interaction with primary school teachers and findings have shown that Nigeria primary school teachers lack these comprehension skills due to lack of reading culture and unstable reading identity and so many other constraints are responsible for this menace.

In Nigeria, English language is used as a medium of instruction from primary school up to the university level and as a subject that must passed before students can be admitted into any institution. It provides access to knowledge in factually all disciplines including science and technology (Jegede, (2006). English language determines the presence that pupils make in their guest for higher education (Okafor 2006). He added that some people because of

the uneasily replaceable roles English language is playing in almost all aspects of human endeavours, erroneously, people equate education with knowledge of the English language. Comprehension in English language becomes a yardstick for measuring teachers' performance and students' education achievement and means for measuring levels of human literacy. In spite of these prominences English language enjoys in Nigeria, teachers' output and students' performance in the subject continuous to diminish at all levels of Nigeria education particularly at the primary school level. Teachers of primary schools have difficulty with their reading comprehension skills such that they cannot function effectively in their academic endeaviours (Udom, 2004). Many reasons have however, been accrue for their poor reading skills due to their poor reading culture and inability to identify their reading identity.

In addition to the aforementioned reasons, Nwosu (2001) categorizeed factors of poor reading habits in to two different groups namely: education factors and non-education factors. Education factors are the factors under the domain of educational system that influence teachers' reading culture and students' learning of reading. These factors are teachers' methods, techniques, or strategies employed for the teaching of reading, instructional materials expose to the students, the teachers themselves, the instructional time, the school environment and the students reading culture, non-educational factors on the other hand, accounts for physical health of the reading learners, their personal vision, and level of hearing intelligence, personality and gender.

Components of Reading Culture

Reading culture is the totality of a person's attitudes, Interests, problems and skills relative to reading. Reading culture subsumed reading habits. Lawal (1997) model posited that readers' habits has influence in the life of the readers in so many ways and that reading habits are categorised into different phases such as reading culture which subsumed reading identity (reading problem, attitude and interest) and reading habits.

Lawal (1997), opined that the outcome of these stages of student's reading habits resulted in to choosing the right materials for the right purpose. The onus of choosing the right and appropriate materials therefore, rest on the teachers' reading culture.

Problem and purpose of the study

Researchers at different levels and time researched on students and teachers' reading habits and efficiency. Lawal 1997,2005, Oakhill 2004, Perfetti 2007, Ofodu 2010, Tunde-Awe (2012) findings revealed that good performance in reading comprehension skills depend on teachers' and learners' right attitude, interest and skills toward reading. Despite these findings and recommendations offered, primary school teachers' reading culture still not encouraging because the components seem to have not received adequate attention from previous researchers and this created a gap this study intend to fill. The purpose of this study was to analysis primary school teachers' reading culture, habits and efficiency in Nigeria. Specifically, the study intends to find out:

1. Primary school teachers, numbers of reading pleasure hour(s) per week.
2. Specific time primary school teachers read for pleasure.
3. Type of material(s) primary school teachers read for pleasure, and
4. How often do primary school teachers read English material(s).

Research Questions

1. What is the general level of primary school teachers reading culture, habits and efficiency?
2. What is the relationship between primary school teachers reading culture, habits and efficiency and their weekly reading hour(s)?
3. What is the relationship between primary school teachers reading culture, habits and efficiency and the time they use for pleasure reading?
4. What is the relationship between primary school teachers reading culture, habits and efficiency and the type of material(s) they read for pleasure?
5. What is the relationship between primary school teachers reading culture, habits and efficiency and how often they read English material(s)?

Scope of the study

The study focuses on the analysis of primary school teachers reading culture, habits and efficiency. The participants include primary school teachers in Kogi State, Nigeria who the researcher believed to have been engaging in reading to enhance their ability and skills in their teaching. Their reactions were elicited through the use of reading efficiency inventory adopted from (NTI, 2016 MDGSs) in English language manual for the re-training of primary school teachers. Frequency counts and percentages were used to describe personal characteristics of the respondents.

Significance of the study

The research work is significant as it finding could assist in determine primary school teachers' reading culture, habits and efficiency and be able to make positive suggestions for effective and efficient reading culture and habits. The study will also help the curriculum planners, textbook writers, school managements, government, educators, teachers and learners of reading in Nigeria primary schools and beyond.

Research Methodology

This research work is a descriptive survey involving direct contact with the respondents (sample population) that has characteristics which are relevant with the intended investigation. It is a deductive study as it is involved in the collection of candid information directly from the respondents in the process of assessing their reading culture, habits efficiency. These teachers are better placed to the researcher adopted reading efficiency inventory because of their position and statutory role teachers played in the primary school educational programme. Teachers were drawn from all primary schools in Kogi central senatorial district during NTI, 2016 MDGSs teachers re-training programme randomly. A total of one hundred and twenty five participants were used for the findings. For the purpose of balancing, teachers involving in the findings were on the account of gender, reading pleasure hour(s) per week, time for pleasure reading, type of material(s) teachers read for pleasure and how often primary school teachers read English material(s). The result obtained were paired with the responses gotten from the indices of the selected variables to determine the influence of these variables on primary school teachers reading culture, habits and efficiency.

Data Analyses and Results

The percentage was used toanalysed respondents opinions on research questions and the demographic data of the respondents. The results of the findings are presented below:

Table A: Shows teachers' gender

S/No.	Gender	Frequency	Percentage
1	Male	85	68%
2	Female	40	32%
3	Total	125	100%

Table A above, revealed that out of 125 respondents, 85 (68%) were male teachers while 40 (32%) were female teachers at the same school level.

Table B: Shows teachers' weekly reading pleasure hours

S/No.	No. of Hour(s) use for Reading	Frequency/No. of teachers	Percentage
1	Less than one hour	36	28.8%
2	1 – 2 hours	60	48%
3	3 – 5 hours	25	20%
4	6 – 10 hours	02	1.6%
5	10 hours and Above	02	1.6%

Table B above, revealed that out of 125 respondents, 36 (28.8%) read in less than one hour in one week, 60 (48%) have one-two hours' time for reading, 25 (20%) have three to five hours' time for reading per-week, 2 (1.6%) read for six to ten hours per-week, while 2 (1.6%) only read for ten hours and above per-week. This result revealed that large numbers of primary school teachers do not have time for reading.

Table C: Shows teachers' time for pleasure reading

S/No.	Reading Time	Frequency/No. of teachers	Percentage
1	No leisure reading time	4	3.2%
2	At Night	37	29.6%
3	Before Bedtime	14	11.2%
4	Morning Time	3	2.4%
5	While Travelling	31	24.8%
6	While queuing	0	0.0%
7	Any free Unspecified Time	36	28.8%

Table C above, revealed that out of 125 respondents, 4 (3.2%) do not have any leisure reading time, 37 (29.6%) use to reading at night, 14 (11.2%) of the total respondents read before the bedtime, 3 (2.4%) only read in the morning time, 31 (24.8%) read only when travelling, none of the respondents (0.0%) read while queuing while 36 (28.8%) of the total respondents do not have specific time for reading. This is an indication that only view primary school teachers have time for reading.

Table D: Shows type of materials teachers' read for pleasure

S/No.	Type of Materials	Frequency/No. of teachers	Percentage
1	Books related to my discipline	42	33.6%
2	Religious Books	39	31.2%
3	Science and humanity Books	2	1.6 %
4	News Papers	11	8.8%
5	Magazines	0	0.0%
6	Books outside my discipline	2	1.6%
7	Novels	5	4.0%
8	Drama books	1	0.8%
9	Poetry works	1	0.8%
10	Just any materials	22	17.6%

Table D above, revealed that out of 125 respondents, 42 (33.6%) read books related to their disciplines, 39 (31.2%) use to read religion books only, 2 (1.6%) of the total respondents read science and humanity books only, 11 (8.8%) only read newspapers, none of the respondents (0.0%) use to the reading of magazines, 2 (1.6%) read books outside their discipline, 5 (4.0%) use to the reading of novels, 1 (0.8%) read drama and poetry books, while 22 (17.6%) of the total respondents read just any materials. This is an indication that only view primary school teachers read in order to enhance their teaching skills.

Table E: Shows how often sampled teachers read the following materials

S/No.	Material(s)	Frequency/No. of teachers		Percentage
1	Oral English Material	Always	23	18.4%
		Seldom	59	47.2%
		Never	43	34.4%
2	Phonological Books	Always	20	16.0%
		Seldom	56	44.8%
		Never	49	39.2%
3	Grammar Books	Always	32	25.6%
		Seldom	41	32.8%
		Never	52	41.6%
4	Books on how to teach reading	Always	19	15.2%
		Seldom	47	37.6%
		Never	59	47.2%
5	Books on how to teach listening	Always	22	17.6%
		Seldom	44	35.2%
		Never	59	47.2%
6	Books on how to teach writing	Always	20	16.0%
		Seldom	56	44.8%
		Never	49	39.2%
7	Books on how to teach speaking	Always	22	17.6%
		Seldom	48	38.4%
		Never	55	44.0%

8	Journal Articles	Always	3	1.6%
		Seldom	2	2.4%
		Never	120	96.0%
9	Books on how to teach Vocabulary	Always	15	12.0%
		Seldom	11	8.8%
		Never	99	79.2%
10	Books on other subjects	Always	21	16.8%
		Seldom	17	13.6%
		Never	87	69.6%

Table D above, revealed that out of 125 respondents, 23 (18.4%) always read, 59 (47.2%) read seldomly while 43 (34.4%) never read oral English materials. Out of 125 respondents, 20 (16.0%) always read, 56 (44.8%) read seldomly while 49 (39.2%) never read phonological books. Out of 125 respondents, 32 (25.6%) always read, 41 (32.8%) read seldomly while 52 (41.6%) never read English grama books. Out of 125 respondents, 19 (15.2%) always read, 47 (37.6%) read seldomly while 59 (47.2%) never read books on how to teach reading. Out of 125 respondents, 22 (17.6%) always read, 44 (35.2%) read seldomly while 59 (47.2%) never read English books on how to teach listening. Out of 125 respondents, 20 (16.0%) always read, 56 (44.8%) read seldomly while 49 (39.2%) never read books on how to teach writing. Out of 125 respondents, 22 (17.6%) always read, 48 (38.4%) read seldomly while 55 (44.0%) never read English books on how to teach speaking. Out of 125 respondents, 2 (1.6%) always read, 3 (2.4%) read seldomly while 120 (96.0%) never read journal Article books. Out of 125 respondents, 15 (12.0%) always read, 11 (8.8%) read seldomly while 99 (79.2%) never read books on how to teach vocabulary. Out of 125 respondents, 21 (16.8%) always read, 17 (13.6%) read seldomly while 87 (69.6%) never read books on how other subjects. This is an indication that only view primary school teachers read English related books and this has great advert effects in their knowledge and skills of how to teach reading and other components of English language.

Findings and Discussions

In summary, the discussions on the findings are based on result of the data analysed. This study examined primary school teachers' reading culture and suggesting ways by which their reading habits and efficiency could be reshaped in order to conform to the needs of the Nigeria education and professional value. In order to be logical and sequential, gender (male and female), teachers' reading pleasure hour(s), time for pleasure reading, type of material(s) read for pleasure, and how often primary school teachers read English material(s) were used as the bases of the findings.

The findings affirmed that there is no correlation between primary school teachers' reading culture, habits, efficiency and their reading skills. The support for this view is derived from series of research activities that have been carried out by many scholars who concluded that teachers of today are not reading to level expected of them. For instance, Lawal (2005) opined "the world cheats those who cannot read" and further affirmed that efficient readers are empowered to live meaningfully, function fully, and as well benefit from the comfort, opportunities and facilities in dynamic contemporary world. Perfetti

(2007) findings on reading ability revealed that readers with higher reading efficiency would be able to achieve higher level of comprehension. Bello (2012) worked on understanding the relative contribution of lower-level word processes, higher-level processes, and working memory to reading comprehension performance in proficient adult readers and finds out that each of these components make separate and significant contributions to reading comprehension performance in adult readers. Tunde-Awe (2012) researched on teachers and students re-writing reading identities. The finding revealed that teachers are expected to play a tremendous role in re-writing their students reading identity and this can be done by firstly re-write their own identities. Popoola, (2015) focused on reading for academic purpose and stressed the need for readers to be trained in the art of silent reading that could result in maximum comprehension and further stressed that oral reading must not be totally ignored. Researcher personally revealed that primary school teachers should as a matter of necessity see reading as inevitable tool for self-development and for the development of their pupils.

In the same vein, the majority of male and female teachers sampled for this research work affirmed that they do not have time for reading. This is justified in the result in table B which shows that out of 125 respondents, 36 (28.8%) read in less than one hour in one week, 60 (48%) have one-two hours' time for reading, 25 (20%) have three to five hours' time for reading per-week, 2 (1.6%) read for six to ten hours per-week, while 2 (1.6%) out of total respondents only read for ten hours and above per-week. Also, majority of primary school teachers sampled kindly confirmed that they do not have time for pleasure reading. This is also justified in the result of their respond in table C which revealed that out of 125 respondents, 4 (3.2%) do not have any leisure reading time, 37 (29.6%) use to reading at night, 14 (11.2%) of the total respondents read before the bedtime, 3 (2.4%) only read in the morning time, 31 (24.8%) read only when travelling, none of the respondents (0.0%) read while queuing while 36 (28.8%) of the total respondents do not have specific time for reading.

In another development, majority of the respondents sampled confirmed that they do not use to the reading of different type of material. This justified in the result gotten in table D that shows that out of 125 respondents, 42 (33.6%) read books related to their disciplines, 39 (31.2%) use to read religion books only, 2 (1.6%) of the total respondents read science and humanity books only, 11 (8.8%) only read newspapers, none of the respondents (0.0%) use to the reading of magazines, 2 (1.6%) read books outside their discipline, 5 (4.0%) use to the reading of novels, 1 (0.8%) read drama and poetry books, while 22 (17.6%) of the total respondents read just any materials. Also, in finding how often do primary school teachers read English related materials, it was revealed that majority of the sampled primary school teachers affirmed that they are not use to the reading of English textbooks. This is justified with the result in table E of the same findings.

This made the researcher to share the view of (Emeruwa, 1988) who agitates for a school community where there are creative men and women who should prepare the child for adulthood. He emphasised on curriculum development and implementation believing that teachers are in position to understand what the child needs are, what they should be taught and do. Popoola (2015) agreed with Emeruwa (1988) who identifying with the

practice of teaching as the basis for social and psychological changes of both the teacher and student.

Conclusion:

Language is not learnt aimlessly. It is learnt for heuristic values. Hence, the primary school teachers are expected to provide pupils with relevant reading skills for effective communication. Also, the relevant of reading to primary school teachers is not subject to debate since teachers are duty bound to communicate in English, read in English texts and decipher its content for utilization, they need not only knowledge in other subjects but also linguistic competence of which reading skill is a part of it. Reading is process of filtering information in all other subjects or fields of endeaviours. This stresses the need for primary school teachers to cultivate good reading culture.

Recommendations:

Teachers are collaborators at the primary school level who are expected to provide the necessary procedures for effective learning of reading comprehension and they should cultivate positive attitudes, interest, skills, habits and efficiency because to a greater extent these are components of reading culture. To consolidate the effort of the teachers, pupils are expected to equally on their part be good cooperators with their teachers, since unquestionably English is the language of education at all levels of Nigeria education. Teachers on their own part should strive to contribute and made positive impact on the reading text by reading to identify and justify their teaching goals. These and other steps will go a long way in strengthen primary school teachers' reading culture and reading identity as well as their knowledge and interest in reading. Hence, there is the need for primary school teachers to cultivate good reading culture, habits and efficiency in such a way that would enhance their performance not only in English language but also in other subject areas.

Suggestion for further studies:

This research is restricted to the primary school teachers' reading culture, habits and efficiency and how these can help in reshaping their reading culture and identity.

1. Researches can also be conducted in the same topic to cover teachers in other levels of Nigeria education.
2. This research is on primary school teachers' reading culture, habits and efficiency; research can also be conducted to reflect students' reading culture, habits and efficiency.

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