

The Impact of Covid-19 Pandemic 'Lockdown' on Reading Engagement of Selected Secondary School Students in Nigeria

Ibitola Oluwatoyin Adigun¹

Lecturer, University of Ibadan, Nigeria

Fadekemi Omobola Oyewusi²

Lecturer, University of Ibadan, Nigeria

Kolawole Akinjide Aramide³

Lecturer, University of Ibadan, Nigeria

CORRESPONDENCE

Ibitola O. Adigun¹

Department of School Library & Media Technology

University of Ibadan, Nigeria

Email: preciousft2002@yahoo.com



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Abstract: Several studies have decried the non-existence of functional school libraries in many primary and secondary schools in Nigeria. This inadequacy in school libraries made it extremely difficult for school librarians to foster reading culture in students through school library use and reading promotional activities. Moreover, library hours are not included in the school time table in many of the secondary schools in Nigeria. Thus, reading engagement has been on the decline among secondary school students in the country. Despite these challenges, some studies suggested that students will spend more time reading if they have more spare time. Therefore, this study investigated selected secondary school students' reading engagement during the COVID-19 pandemic school lockdown. It was assumed that time availability during the period would motivate students to read since schools were closed and movement was restricted. The study adopted a descriptive survey design using an online questionnaire as an instrument

administered to the students over a 3-month period (April - June 2020). This instrument was adopted because there was total closure of schools throughout the country; thus, the only means students could be reached at the time was online. The questionnaire was sent to individual students and online school groups. Thus, the study was limited to students with information technology gadgets and online presence. The result revealed that there was no significant difference in the duration of time students spent reading during the lockdown and when school was in session. It also revealed that students read textbooks to prepare for examinations and to keep sound academically.

Keywords: COVID-19 Pandemic, Lockdown, Reading engagement, Secondary school students.

1. Introduction

Since the first index case of COVID-19 was confirmed in Nigeria on 28 February 2020 (Nigeria Centre for Disease Control, 2020), the Nigerian government, through the Ministry of Health and Nigeria Centre for Disease Control (NCDC) began close monitoring and contact tracing to stop the spread of the virus. However, due to the increase in the number of confirmed cases in Nigeria, the government decided to close business, religious, social, and even educational activities, including schools across the country. The temporary closure of schools to curtail the spread of the Coronavirus in Nigeria took effect from 23 March 2020, and all schools remained closed till 21 September 2020, when they were opened for the commencement of another academic session. Thus, students were forced to stay at home for several months, restricting their activities to their homes as offices were also closed, and the ban was also placed on any gathering of more than ten people during the period.

In order to ensure that students keep learning, the government started a school on-air programme on the radio and television. However, unstable power supply hindered many students from taking part in the programme. Even some private schools that started online classes for their students had to stop them because the classes were not interactive enough for the students to learn and because of poor internet connectivity experienced by both students and teachers. Moreover, the duration of time the programme was aired daily was very small, giving ample time for students who would like to read. Although many of the students did not have access to books at home, neither were they able to access books from their school libraries during the period because there are no facilities to support such services (Ogugua et al., 2015).

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Besides, even schools with a library and librarian could not help students because they could not offer remote library services. Students' reading engagements have been negatively affected by some of these challenges, and the education sector has also suffered a setback. The challenges notwithstanding, many of the students have phones and access to the internet where they could access books for free from various sites. Thus, the non-availability of physical books should not be a barrier to their engagement in reading. Empirical findings and observations over the years had always pointed to lack of time as one of the major reasons for the poor interest of students in reading in Nigeria (Haliru et al., 2015); National Library Board, 2017). Thus, it was expected that the students would utilise the lockdown period to read and read for a longer duration than they usually did when school was in session.

1.1 Statement of the Problem

It has been observed and found in different studies that many secondary school students in Nigeria do not engage in reading adequately for it to make a positive impact on their academic achievement and get them adequately equipped with skills that will make them attain great achievement in their chosen career in future (Egong, 2014). Often, secondary school students in many parts of the country spend long hours in school and hardly have time to read in school because of the school workload. Besides, timetables in many secondary schools in Nigeria do not include library hours that the students could utilise to engage in individualised reading (Haliru et al., 2015). Unfortunately, many secondary schools in the country do not have functional school libraries where students could access reading resources that could have fostered reading culture (Edeole et al., 2016). Observations showed that secondary school students in many cities in Nigeria return home tired and late in the night as a result of traffic congestion which is common in many Nigerian cities. However, it was assumed that students would read for a longer duration during the lockdown. The reason is that school activities and other factors that could discourage students from reading were out of place due to the 'lock down' restriction placed by the government. Thus, students have enough time to engage in reading if they want to do so. In light of the foregoing, this study investigated selected secondary school students' engagement in reading during the period of COVID-19 lockdown in Nigeria. Based on this, the study sought to:

- Find out if students read for a longer duration during the COVID-19 lockdown of schools than when schools were in session.
- Find out the materials which students read.
- Find out the reason students read during the COVID-19 lockdown.
- Determine the types of activities which the students engaged in during the COVID-19 lockdown.

1.2 Research Questions

Based on the above problems, the following research questions were raised to guide the study:

- a. Does the availability of time during the COVID-19 lockdown period encourage students to engage in reading for a longer duration?
- b. What are the reading materials which students read during the COVID-19 lockdown?
- c. What are the purposes for which students engaged in reading during the COVID-19 lockdown period?
- d. What are the other activities which students engaged in during the COVID-19 lockdown period?

2. Literature Review

2.1 Reading among secondary school students in Nigeria

Less engagement in reading among primary and secondary school students in Nigeria has been a concern to various stakeholders in education and parents alike. More so reading is

affirmed as a tool for learning, without which students will find it difficult to achieve success in learning (Abana, 2016). In addition, reading has also been identified as a prerequisite to success in life because it impacts every aspect of human life from democracy to the economy, and even the quality of daily human lives is enhanced by reading (The National Reading Campaign, 2012). Besides, Lone (2011) emphasised that reading stimulates human imagination, widens mental capability, enhances intellectual and emotional development, and places an individual on a platform for enhanced opportunity for success. Observations have also revealed that exposure and experiences acquired from reading also place the reader in a vantage position to becoming a leader in society tomorrow. Thus, the failure of students to engage in reading today may deprive them of opportunities for success in life and may place them in a disadvantaged position in the future.

Many reasons have been adduced to be responsible for Nigerian students' less engagement in reading. Less engagement of Nigerian students in reading, according to Ezeokoli et.al (2013) emanated from the imposition of reading materials on them by their teachers coupled with the poor methods of teaching reading employed by the teacher. The first aspect of the problem, which is the imposition of books on the students is the consequence of underfunding of school libraries. This is a major challenge to fostering a reading culture in students in Nigeria. There is gross inadequacy of school libraries in the country there are no functional libraries in many schools, and those who have libraries do not have relevant books and where there are relevant books, they are grossly inadequate to cater for the number of students in such schools (Mbah et.al, 2016).

As a result, teachers mandate students to buy books that have been recommended for students in various subject areas. Most often, the books are informational textbooks (except for literature in English where fictional texts are recommended) aimed at aiding students in understanding the topics taught in their various subjects. Thus, the students are left with no other choice than to acquire the books so that they can be well equipped for a better understanding of topics in the content areas. Similar to the problem of the library is the failure of the appropriate authority to employ qualified school librarians to manage many of the existing school libraries (Chidiebere, 2013). In many instances, the school authority will just appoint one subject teacher to open the school library for students whenever he has a free period. Many of the students in the country have not had the privilege of either good school libraries or qualified school librarians. That is how pathetic the situation of school librarianship has been in Nigeria for so long. The trademark of many secondary schools in Nigeria has been poor or non-available school libraries, absence of qualified librarian, inadequate information resources, and dated information resources which all sum up to poorly managed school libraries (Oriogu, 2015). However, this does not imply that there are no good school libraries in the country; the problem is that the available ones are insignificant when compared with the number of schools without such.

The averment that teachers' poor teaching method contributes to inadequate reading among students in Nigeria was also corroborated in a study by Abana (2016). The researcher reiterated that the failure of students in Nigeria to learn to read stemmed partly from the inability of the teachers to serve as role models in reading to the students; because they lacked adequate training and interest in reading that could make them passionate about fostering the culture and skill of reading on the students. The researcher also noted that many of the teachers lacked background knowledge of reading and reading methods for them to be able to adequately apply the appropriate method to teach reading effectively. The deficiencies in the teachers form a big obstacle on the path of the students' acquisition of reading skills because teachers' reading activity was found to induce students to read. For instance, Ilori et al. (2016) cited a previous study that found that students who had teachers that read, discussed, and share what they read and recommended books they read to them were motivated to read and had their interest in

reading sustained. Such is the critical role teachers' play in motivating and equipping students to read.

Unfortunately, many students in Nigeria lacked this type of motivation and inspiration because of the inadequacies of most of the teachers that teach reading (Anyaegbu et al.). Oftentimes, students see teachers as role models and would likely emulate them. Moreover, many teachers in secondary schools in Nigeria are not setting examples of good reading habits for students to emulate because many of them have a poor attitude toward reading (Ukoha, 2015). However, the problem of poor attitude to reading is not peculiar to teachers alone; it is a problem common to almost every adult in Nigeria. Citing the previous study, Ilori et al. (2016) asserted that the average Nigerian read less than one book in a year, and 40 % of adults never read a fiction book from the beginning to the end. This shows that most parents of these students are not seen as role models in reading for the students to be challenged to engage in reading.

In Oyewo (2012) submission, students' less engagement in reading is a result of lack of adequate reading skills needed to accomplish reading tasks. According to the researcher, the problem emanated from the lack of exposure to print materials at the students' impressionable ages in addition to limited access to books in the library to stimulate their interest in reading. The print-rich environment is crucial in the development of reading skills (Mbah et al., 2016). Unfortunately, many children in Nigeria did not have the opportunity of such an environment because their parents are not literate enough to read to them; they did not see any need to do so; or because the parents could not afford books because of financial incapability to do so (Nkamnembe et al. 2018; Anyaegbu, et al., 2016). The researchers affirmed that the country's harsh economic reality contributes significantly to less engagement of students in reading.

Haliru, et al. (2015) itemised causes of poor reading culture among Nigerian students to include inadequate reading materials in the library, home, and school; lack of consideration of reading as a leisure activity. And the influx of computer and other electronic gadgets. Lack of awareness on the importance of reading and laziness on the students' part has also been identified as some of the reasons students in Nigeria do not engage in reading adequately. Inadequacy or lack of school libraries and School Librarians has been a significant challenge to reading among secondary school students in Nigeria. These factors could affect students' engagement in reading during the COVID-19 'Lock down' period, besides, the students could also be limited in their reading because of inadequate reading materials since their access to books is limited to their homes as school libraries and other private and public facilities were also closed during the lockdown.

The fact that technology has affected every aspect of human activities cannot be disputed, especially among young adults who oftentimes are more technologically inclined. Technology in the opinion of Ogugua, et.al (2015) has driven many students in Nigeria farther away from reading rather than draw them nearer. According to the researchers, students engage in web browsing, game playing, and television watching rather than reading most often. This opinion was also shared by Ukoha (2015) who observed that rather than engage in reading after school, many students in Nigeria spend their free time playing video games, surfing and chatting on the Internet, and engaging in a telephone conversation. Although an assessment of reading among secondary school students conducted by Haliru, et al. (2015) indicated that students spend one to two hours reading their textbooks, this is not good enough for them to record success in their academics.

Secondary school students' lack or inadequate engagement in reading has been adduced as the main cause of the decline in the standard of education in Nigeria (Egong, 2014). Therefore, it is important for students to engage in reading adequately and regularly, especially when they have enough time at their disposal. This will likely improve their achievement in school and empower them with skills for success in life after school. The various challenges to students' engagement in reading notwithstanding, secondary school students seem to engage in reading more out of school than in school (Early, 2011). Availability of time was found as one of such factors that should motivate students to

engage in reading or refrain from it. The time factor is particularly important in reading because the amount of time a student spends reading indicates his interest or otherwise in reading (Eijasantos-Remanente, 2017; Zaidi, et.al, 2018).

The time students spend reading is a critical factor in students' reading comprehension and achievement, besides, it is a fundamental right of the child to have extended time set aside for reading (International Literacy Association, 2018). Studies have revealed the lack of time as a constraint to students' engagement in reading and students' success in reading is dependent on the amount of time allocated to reading (Kirmizi, 2010). Study has also shown that students will engage more in reading if they were not burdened with homework from school, which leave them no spare time (National Library Board, 2017). This is why this study was set out to investigate students' engagement in reading during the COVID-19 'lock down' to find out if they read more since they have enough time to do so.

2.2 School library services and promotion of reading in Nigeria

The school library and school librarians' role in the promotion of reading cannot be overemphasised because they both play significant roles in making access to reading resources possible for the students. Unfortunately, school library services to students in Nigeria have been hindered by various enormous challenges that have deprived students of the privilege of enjoyment of reading. Some of the major challenges, as highlighted by Ogunniyi et al. (2017), include lack of legislation on school librarianship, shortage of funds, poor infrastructure, unavailability of qualified school librarians, inadequate library space and relevant reading materials. Others include lack of internet facilities, power outages, and apartheid on the part of school administrators and government. Elaturoti et.al (2012) showed that school libraries are not existing in many schools and where they exist. They exist in principle because many of them neither have adequate physical space for students to read nor have enough relevant library resources for students' use. Meanwhile, Akande et al. (2018) expressed concern over the lack of enthusiasm to read on the part of the students.

Olaotan et al. (2016) noted that one of the reasons students are not enthusiastic about reading is schools' failure to promote and foster in students the use of the school libraries. The researchers further suggested that students may not patronise the school library because of its resources' gross inadequacy. Expectedly, Akande et al. (2018) opined that students reading culture might improve if appealing reading materials are provided for the students and if a fixed time for reading is included in the students' school time table. Besides, school library services in Nigeria have not been encouraging reading among students because of its deplorable state. For instance, Olaotan et al. (2016), in the study on school libraries in secondary schools in Ogun State, found that library resources are inadequate in school libraries in secondary schools. Thus, students lack access to physical and digital resources that could enhance their reading interest, leading to a lack of enthusiasm for reading and consequently not seen reading as a worthwhile pleasure activity. In a similar study, Simisaye (2016) also found that non-utilisation of school libraries by secondary school students was a result of non-availability of library resources, lack of library hours, and the non-conducive reading environment in the school libraries.

Similarly, Ngwoke (2016), in a study among secondary school students in Ebonyi State, found that students do not find the school libraries friendly enough for them to patronise because the libraries do not provide enough comfort for them as users. The researcher also noted that students were not aware of ICT facilities in the libraries, noting that this should be a wake-up call to school librarians to ensure that students are aware of facilities (both physical and electronic) in the school libraries the students' utilisation. Also, in a study among selected secondary school students in a local government in Ibadan Metropolis, Moruf (2015) revealed that students did not utilise school libraries because of the inadequacy of resources in them. The researcher further found that some of the school libraries were not functional, so students could not access them. Thus, the lack or inadequate school library and library facility have impeded students reading in Nigeria.

It is in few private secondary schools that functional school libraries could be found, and in such places, students have been found to utilise the facility for reading development and enjoyment.

3. Methodology

The study adopted a descriptive survey research design. The population of the study comprises secondary school students of both private and public schools in Nigeria. However, the scope is limited to Ibadan Metropolis. The study covered students in Junior Secondary School 1 to Senior Secondary School 3. The study covered this group of students alone because they are expected at their ages to be able to engage in reading on their own without the help of an adult, and they are also expected to understand how to fill an online survey questionnaire. A purposive sampling technique was employed to select all secondary school students in Ibadan Metropolis who have school online groups and individuals with WhatsApp presence.

The instrument employed to collect data for the study was an online survey questionnaire sent to individual students and students' online groups. The instrument was used because there was no other method to access the students due to all schools' total closure in the country. The questionnaire contained two sections; Section A collected data on respondents' demographic information, while section B contained items to assess students' engagement in reading and find out other activities the students engaged in during the period under study. One hundred and four (104) students filled and submitted the form. Descriptive statistics such as frequency counts and percentages were used to analyse research questions 1, 2, and 4, while frequency counts, percentages and mean were used to analyse research question 3.

4. Research Findings

Students engagement in reading during the COVID-19 lockdown were evaluated using the duration of time spent reading, types of books read, purposes for reading and other activities students engaged in. The results are as presented in the following tables.

Table 1: Demographic information of respondents

Demographic information	Frequency	Percentage
Gender		
Female	60	57.7
Male	44	42.3
Total	104	100
School Type		
Private	84	80.8
Public	20	19.2
Total	104	100
Class		
JSS 1	7	6.8
JSS 2	12	11.5
JSS 3	10	9.6
SSS 1	17	16.3
SSS 2	18	17.3
SSS 3	40	38.5
Total	104	100

The result, as presented in Table 1 showed the demographic information of respondents. The information on gender revealed that there are more female respondents (57.7%) than males (42.3%). This implies that more female students participated in the study than their male counterparts. Information on school type indicated that there are more respondents from private schools (80.8%). This may imply that more private school students have access to computer gadgets than those in public schools since the data collection

instrument was administered online. The demographic information in table 1 further revealed that there are more respondents from senior classes (72.1%) than from junior classes. The implication of the findings could be that majority of students who have access to computers are in senior classes.

Research Question 1: Does the availability of time encourage students to engage in reading for a longer duration?

Table 2a: Students' engagement in reading

Response	Frequency	Percentage (%)
SA	23	22.1
A	32	30.8
SD	16	15.4
D	33	31.7
Total	104	100.0

Table 2a shows that most of the students indicated spending more time reading during the COVID-19 'lock down' with a response rate of 55 (52.9%).

Table 2b: Amount of time spent in reading by the students

Response	Frequency	Percentage (%)
Below 1-2 hours daily	25	24.0
Between 1-2 hours daily	51	49.0
About 3-4 hours daily	22	21.2
Above 3-4 hours daily	6	5.8
Total	104	100

On the time spent on reading, Table 2b revealed that the majority of the students 51 (49%) read for not more than two hours daily while the minority of them 6 (5.8%) read for at least four hours daily. It also revealed that a substantial number of them 25 (24 %) read below two hours daily. The table further shows that those who read for at least three hours 27% are the minority.

Table 2c: Additional time spent reading during COVID-19 lockdown

Responses	Frequency	Percentage (%)
30-40 minutes	26	25.0
1 hour	26	25.0
2 hours	17	16.3
3 hours	12	11.5
4 hours	2	2.0
None	21	20.2
Total	104	100.0

Table 2c presented results on the additional time spent on reading by respondents during COVID-19 lockdown, and it showed that there is no improvement in the amount of time some of the students 21 (20.2%) spent on reading daily. Moreover, the table also revealed that only a few respondents, 14 (13.5%) read significantly more than their usual reading duration during COVID-19 lockdown, while the majority of the respondents, 52 (50.0%) had little improvement in their usual reading duration during the period. It can be deduced from the result that the availability of time during COVID-19 lockdown did not propel the students to engage in reading for a longer duration

Research Question 2: What are the materials which students read during the COVID-19 lockdown?

Table 3: Reading materials students read during the COVID-19 lockdown

Materials read	Frequency	Percentage
Textbooks	58	55.8
WhatsApp messages	12	11.5
Fiction books	9	8.7
Non-fiction books	7	6.7
Facebook messages	7	6.7
Newspapers	3	2.9
Comics	2	1.9
Sport Magazines	2	1.9
Fashion magazines	1	1
Poems	1	1
E-mails	1	1
Cookbooks	1	1
Total	104	100

Table 3 shows that the majority of the students, 58 (55.8%), indicated that they read textbooks. This implies that the students read textbooks more than other materials. This may be because most of the students did not have access to other materials apart from textbooks. The table also revealed that the students who spent their time reading social media messages 12 (11.5%) are more than those who read fiction books 9(8.7%). This could imply that not many students read for reading pleasure because fiction is read for pleasure. The table further revealed that very few students engage in reading other reading materials.

Research Question 3: What are the purposes for which students engaged in reading for a longer duration during the COVID-19?

Table 4: Purposes for which students read during the COVID-19 lockdown

Statements	SD	D	A	SA	Mean
To keep myself sound academically	7 (6.7%)	7(6.7%)	42(40.4%)	48(46.2)	3.2
To prepare for examination(s)	11 (10.6%)	9 (8.6%)	39 (37.5%)	45 (43.3%)	3.1
I enjoy reading	7(6.7%)	14(13.5%)	57(54.8%)	26(25%)	2.9
It is a skill for life	13(12.5%)	9(8.6%)	52(50%)	30(28.8%)	2.9
My parents compel me	19 (18.2%)	11 (10.6%)	44 (42.3%)	30 (28.8%)	2.8
To follow events of COVID-19	30(28.8%)	14(13.5%)	37(35.6)	23(22.1%)	2.5
To keep me from boredom	27 (25.9%)	12 (11.5%)	48 (46.2%)	17 (16.3)	2.5

Key: 4 = strongly agree (SA), 3 = agree (A), 2 = disagree (D), 1 = strongly disagree (SD)

Table 4 revealed that purposes for keeping sound academically (90; 86.6%, **mean**=3.2) and preparation for examinations (84; 80.8%, **mean** = 3.1) were ranked first and second respectively by the students. This substantiated the findings in table 3, in which the textbook was indicated as the material which most students read, and textbooks are read mainly for academic purposes. Table 4 further revealed that the students indicated that they read to acquire lifelong skill 82(78.8%, **mean** = 2.9) and because they enjoy reading (83; 79%, **mean** = 2.9) Reading to keep away from boredom and to follow the events of COVID-19 was ranked least by the students. The implication to be drawn from this result is that students read to keep academically sound, prepare for forthcoming examination, acquisition of lifelong skills, and entertainment or enjoyment during COVID-19 lockdown lockdown.

Research Question 4: What are the activities students engage in during the COVID-19 lockdown period?

Table 5: Activities students engaged in during the COVID-19 'lock down' period

The activity/activities engage in	Frequency	Percentage
Reading	38	36.5
Browsing the internet	24	23.1
Chatting on social media	16	15.4
Physical games	11	10.6
Computer games	9	8.7
Sleeping	6	5.8
Total	104	100.0

The result in Table 5 shows that the majority of the students, 36.5% indicated reading as the activity they engaged in during the COVID-19 'lock down' period. Invariably, browsing the Internet 24(23.1%) was ranked as the second activity followed closely by chatting on social media 16 (15.4%) while sleeping 6(5.8%) was ranked as the least activity engaged in by the students during the COVID-19 lockdown period. This implies that reading, browsing the internet, and chatting on social media were the most activities engaged in by students during the COVID-19 lockdown period. The table also showed that some of the students 20(19.3%) also engaged in physical and computer games, which could indicate that many students engage in games at their spare time.

5. Discussion of findings

The findings of this research suggest several implications for students. First, it indicated that time availability did not make the students increase the duration of time they spend on reading daily. This is because the majority of the students did not spend more time reading during the lockdown than when school was in session. This is in contrast to previous research findings by the National Library Board (2017) in which students indicated that they would spend more time reading if they had more free time at their disposal. However, the finding supported Olaotan et.al (2016) and Simisaye (2016) that Nigerian students are not enthusiastic about reading because the habit of reading through the use of the library and reading hour is not fostered in them, and because they lack access to physical and digital reading resources.

Furthermore, the findings also revealed that textbooks are the most read by the majority of the students, and this they oftentimes do for academic purposes. This finding supported an earlier assertion by Haliru et al. (2015) that students spend one to two hours reading textbooks daily. The students' limitation to reading only textbooks could be that they do not have access to other reading materials because Olaotan et al. (2016) had found earlier that students lack access to physical and digital resources. Although this study's findings revealed that students engaged in reading more than any other activity during the COVID19 lockdown, they did not spend more time reading than when school was in session. It also revealed that the majority of the students spent a substantial amount of time browsing the internet and chatting on social media. This previous substantiated research by Ukoha (2015) indicated that many students in Nigeria prefer browsing the internet and chatting on social media to reading.

6. Conclusion and Recommendations

A lot still needs to be done on reading advocacy among students in Nigeria, especially to promote reading for purposes other than academic. Before this can be achieved, parents, school librarians, teachers and other stakeholders must collaborate to foster reading culture in students when they are still young and impressionable. Though many of the students indicated that they enjoy reading, however, the amount of time they spend reading is not commensurate with their claim. Thus, a lot still needs to be done to promote reading for recreation and the expansion of knowledge about events in the world among students in Nigeria. This is imperative because the study found that the students who read during the events of COVID-19 were in the minority. However, for students to be versatile, they need to read widely, especially about events that are trending at both local and global

scenes at any given point in time. Then, the finding that Nigerian students have the facility to browse the internet leads to a crucial question about access to digital resources. If students have resources to browse the internet, then could they not utilise these resources for meaningful reading activities? Therefore, there is a need to encourage students to channel their digital resources to increased reading activities that would enhance learning and skill acquisition.

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

- Government and other stakeholders need to implement fully reading literacy programmes aimed at fostering a reading culture in pre-school children.
- The government should embark on reading advocacy programmes to encourage reading among students in both primary and secondary schools.
- There is a need for school librarians in Nigeria to promote classroom reading and establish reading corners in schools to bring books closer to the students to entice them to read.
- Provision should be made for libraries and school librarians in schools where there are none, and those with libraries should be equipped with books that will interest the students to encourage them to spend more time reading.
- School library policy that will promote professionalism by ensuring that qualified school librarians are employed in both primary and secondary schools should be made and implemented.
- Reading for pleasure is the reading that enhances lifelong skills; therefore, provision should be made for students to have access to books that promote reading in leisure time. Moreover, school librarians should liaise with other stakeholders to organise reading promotional programmes (book clubs, reading challenges, and book discussions) that will give rewards to the best at the end of the programme.

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