AN ASSESSMENT OF USE OF INTERNET SERVICES ON THE READING CULTURE OF POST-GRADUATE STUDENTS: A CASE STUDY OF NATIONAL INSTITUTE FOR LEGISLATIVE AND DEMOCRATIC STUDIES, 2021-2022.

BY

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BEING A DISSERTATION SUBMITTED TO THE NATIONAL INSTITUTE FOR LEGISLATIVE AND DEMOCRATIC STUDIES/UNIVERSITY OF BENIN (NILDS/UNIBEN) POST-GRADUATE PROGRAMMES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS DECREE IN PARLIAMENTARY ADMINISTRATION (MPD)

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ABSTRACT

Highlight of the study problem is on the strength of the fact that, there has been an established poor reading culture among Nigerian students. The big question is, has the advent of the internet improved reading culture or is reading culture still stagnant? In developing this assessment, the specific-objectives was to examine the reading culture of students before the advent of the internet, evaluate the effect of the internet on the reading culture of NILDS post-graduate students and to determine the possible challenges in the use of internet services. Given the inconclusive evidence on this study, the study seeks to contribute to the debate raised.

The study adopted the mixed research design where primary data were taken from key informants through one-on-one interview that helped to bring out thoughts of participants on the subject matter and structured questionnaires were administered to students currently undergoing programs for a survey. Secondary data were equally gotten from library research on journals, books, publications, data-based documentations and reports on related literature. The techniques of data analysis was the Statistical Package for the Social Science (SPSS) where numerical data using tables as well as percentages were presented, while prose and descriptive methods were deployed in the analysis of data.

Key findings from the study's specific objectives pointed out the fact that reading culture in Nigeria has been relatively poor before the advent of the internet. It was also revealed that the influence of the internet to a large extent, has improve the reading culture of NILDS post-graduate students as they learn new things supported with electronic devices like zoom, power point presentation among others. Furthermore, the study identified the fact that despite some challenges associated with the use of internet services, the internet remains the most powerful

medium of communication at present as it connects people and other actors across different parts of the world in just a click.

Key recommendations tied to key findings were suggested to be, management of NILDS/University of Benin post-graduate program may wish to consider introducing prize awards to encourage reading culture by taking statistics of the number of times students register in the library to read. NILDS library may incorporate google classroom in addition to its adapted innovations as it might help students to follow lectures and enhance their learning experience. Lastly, NILDS management may consider stipulating the limit of utilization of the internet by installing CCTV cameras in the library as a check on student's usage of the facility. The study concluded that the use of the internet on the reading culture of students in general and students of NILDS in particular, is positive.

CHAPTER ONE

INTRODUCTION

1.1   Background of the study

The study is an inductive research proposed to expand an assessment of use of internet services on the reading culture of students, as it were, students of National Institute for Legislative and Democratic Studies.

Over the course of history, the art of reading is priceless! It is one of the most important activities of life through which we enter into the life and experience of others either in the sense of continuity or solidarity. The act of reading was born at the birth of the concept of writing. According to A. Manguel (1996), to be a scribe in ancient Mesopotamia was an enormous achievement. If a king could read, he made sure to boast about it in his inscriptions. The earliest known author named in history was a woman, the Akkadian Princess and High Priestess Enheduanna who composed Temple hymns around 2300 BCE and signed her name onto the clay tablets on which she inscribed her work. It was around this time that writers began to explicitly address the absent "dear reader" in their writings in specific acknowledgement of reading as a mode of inter-temporal communication. By the 11th and 12th century CE, reading advanced from the performances of Jugglers and story tellers to pleasant dinnertime entertainment, even in humbler homes from the Roman times to the 19th century. Once primary education became more accessible and acceptable, younger members of family read to the elders in a sweet reversal of the classic grandma tales. Making rooms for options in the choice of reading books, silent reading made reading a private activity. Once the inevitability of the eventual ubiquity of print and reading became apparent, churches all over Europe

embarked on a spree to educate the masses and through the establishment of village schools, literacy grew (Manguel, 1996).   In the early days when the resources of individuals were limited, book reading was considered as one of the basic requirements like eating food and drinking water. Those unable to buy books were able to read books of their choice and liking from libraries spread all over certain localities (Daily Times).

The impact of libraries in modern society cannot be over emphasized. As gateway to information and culture, libraries play a basic role in the society. The resources and services they provide produce opportunities for learning, support accomplishment on education and facilitate new ideas as well as views that are central to an original and innovative society. Libraries are community hubs! They do not only connect people to information but also, connect people to people. Public libraries play an important role in supporting education and literacy at all proficiency levels, thereby making an enormous contribution to supporting reading culture in literate society (Our Public Libraries 2022). A modern and well resource public library contributes to the social, economic and cultural well-being of the community through its civil presence.   Most interestingly, school libraries have it prime objective to inculcate the reaching culture among students. Thus, it is the heart of the academic institution where students borrow conventional books, gain free access to scholarly journals, newspapers and reference materials like the encyclopedia amid other print sources. No educational institution is complete without a library as it remains the custodian of knowledge.

However, in today's world, there is a strong shift to digital learning as so much information pertaining to every work of life can travel thousands of kilometers in seconds and be shared in just a click. Technological development and the advent of internet has

increase access to lots of information, use of foreign sources and access to various applications. This led to decrease dependence of print sources, such as books. The society rely more on electronic based resources than the paper based. The number of researchers kept reducing as students use short cut ways to avoid picking up a resource material to read. Thus, assumptions or conclusions that the internet is the cause of the declining reading culture among students can only be empirically proven. The underlying idea is to assess the issue in all the necessary dimension in order to be able to suggest a viable course for the future. It is against this background that this study, the assessment of use of internet services on the reading culture of students: A case study of National Institute of Legislative and Democratic Studies, became imperative

1.2 Statement of problem

Ideally, reading is one of the oldest habits or culture of human civilization as it is an aid to language development and socialization. It is said that, without reading, man will never be able to harness information necessary for well-being. In the academic field, reading is not just a springboard but the first button of academic garment. Reading has not only influenced the extent and accuracy of information but also, it has influence attitudes, morals, beliefs, judgments, actions and in-actions of individuals. According to A.V. Vorontsov (2018), reading a paper book does not only develop human imagination but also promotes brain function by the accumulation of acquired knowledge. Reading contributes to the development of full intellectual and emotional person capable of self-development and self-realization. People who read are able to think in terms of problems, to grasp the whole and to identify conflicting relations of phenomena; more adequately assesses the situation and quickly find the correct decision. Secondly, they speak better!

Their speech is more expressive and more-strict on the thought and richer in vocabulary. Thirdly, they write better, are more sociable and have a greater need for independent behavior, inner freedom and judgment (Vorontsov, 2018). Thoughts are not about extensive reading and intelligence or knowledge, but about the patterns of thought that has particular relevance. Reading culture leaves students in a process that is deep, accurate, clear, complete understanding and appropriation of the content of the text, accompanied by emotional empathy, critical analysis and creative interpretation of the read work.

To aid reading, academic institutions for instance avail libraries with the prime objective to develop the significant habit of a reading culture among students. As gateway to knowledge and culture, libraries play a fundamental role in the society at large. The resources and services they offer create opportunities for conclusive learning thereby supporting education and literacy. Libraries do not only provide countless educational materials to aid academic works but also create useful opportunities where students integrate and meet friends.

However, it is observed that the usage of the institute library by Post Graduate students is lower than it is expected despite the fact that the library is stocked with rich books and journals in all the various discipline taught in the institute. Students seem to use the library remotely and investigations carried out showed a shift in the reading culture of students as they rely more on a phenomenon other than the physical books. There seem to be a gap between the perception of the library's importance and NILDS student's reading culture. It is on the premise of this observation that the study seeks to assess the

use of internet services on the reading culture of students, as it were, students of National

Institutes of Legislative and Democratic Studies, 2021-2022 sessions.

1.3. Research questions

To address the study's statement of problems and to determine the outcome, the

following research questions have been formulated to guide this study:

1. What has been the reading culture of students before the advent of the internet?

2. What is the effect of the internet on the reading culture of NILDS Post-graduate students?

3. What are the possible challenges in the use of internet services for students?

1.4. Research objectives of the study

Broadly, this study assesses the use of the internet geared toward the reading

culture of students.   Specifically, the objectives of the study are to:

1. Examine the reading culture of students before the advent of the internet.

2. Assess the effect of the internet on the reading culture of NILDS post-graduate students.

3. Determine the possible challenges in the use of internet services for students.

1.5   Significance of the study

This aspect widens information on who benefit from the study.   Of course,

majority of NILDS post-graduate students who make use of the library and the internet to

study, attain to assignment and to prepare for examination are the foremost beneficiaries.

Lecturers who will need to have a knowledge of the influence of both the library and the

internet on the reading culture of students will also benefit from the study in the area of

class application. This research will be a contribution to the body of empirical literature for future research in the subject area.

1.6   Scope of the study

The scope here is a time scope designed to cover all regular post graduate students of National Institute for Legislative and Democratic Studies of 2021-2022 sessions respectively.

1.7   Organization of the study

This research work is organized in five chapters for easy understanding as follows:

Chapter one is concern with the introduction which consist of the overviews of the study, statement of problems, research questions, research specific objective, significant of the study and scope of the study. Chapter two highlights the theoretical framework on which the study is based, thus, the review of related literature. Chapter three deals on the research design and methodology based on each objective adopted in the study. Chapter four concentrate on data collection, analysis and presentation of findings. Chapter five gives summary on findings based on each objective, conclusion and recommendation made on study.

1.8   Definition of terms

Assessment

In this study, assessment here means an instance of making judgment or a systematic review and use of information about the use of internet in relation to the reading culture of the post-graduate students of National Institute for Legislative and Democratic Studies for the purpose of quality improvement, planning and decision making.

Internet

By this concept, internet, sometimes called "the net" is a worldwide system of computer interconnected network that provides variety of information and communication facilities using standardized communication protocol from different data base. The internet is a network of networks that consist of millions of private, public, academics, business and government networks of local to global scope that are linked by a broad array of electronics, wireless and optical networking technologies.

In support, UNESCO (2017) assets that, information and communication technologies (ICTs) refer to form of technologies that are used to transmit, store, create, share or exchange information. This includes modern computers such as laptop, palmtop, cell phones, pad, smart phones among others and specific data application accessible through computers like E-mail, fixed line telephone, tax mail machine etc.

The internet has become a central point of almost all human activities without which man will seem to be totally extinguished from the vanguard of globalization. It is a basic tool students in general and NILDS students in particular use to attend to academic assignments, learning, reading and socializing.

Reading culture

The act of reading since time in memorial and in this current age has been and is still is a prevailing instrument, agent of human empowerment as well as transformation. Francine (2019), asserted that reading is a means of seeking knowledge, information or entertainment through books, magazine, journals, newspapers, and other information materials. It involves the understanding and decoding of information in written and printing format so as to be able to interpret a text. This assertion implies that reading

involves cognitive process. Thus, the ability of a university student to read is strictly interwoven with the individual's literacy level. The assertion also explain why university undergraduate students who read wide have large knowledge base and always have an edge over those who narrow their reading to a particular type of information material.

Regarding the above shed views, reading culture in this study is thus the use of reading as a regular activity and the cultivation of an attitude as well as the possession of skills that makes reading pleasurable, regular and a constant feature. It also refers to the environment where reading is valued, respected and encouraged.

Reading culture is a vital component which every student should possess so as to achieve success in academy endeavors and career progression. It includes the skill of prediction, skimming, scanning, understanding of graphic presentation and drawing conclusion as well as the skill to differentiate between relevant and non-relevant information whenever the need arises.

NILDS

The term NILDS is a Nigerian Institutes establish by the Nigerian National Assembly to mean National Institute for Legislative and Democratic Studies. It was established by an Act of Parliament, Act 2017 as amended. NILDS has the goal of promoting democracy and best practice legislative activities within Nigeria. The institute offers High National Diploma, Post Graduate Diploma and Masters programs in democratic governance, legislative practices as well as procedures that genuine and functional democracies can emerge across the world. It forms a case study of this research work.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAME WORK

A research is vague at first, thus to give a vivid picture of the whole research, this chapter extensively review previous related studies that clarifies the concept, opinion, observation, conclusion as well as knowledge that shed light on the topic under review. The essence is to establish a connectivity between the previous studies and this research work. The review thematically begins with conceptual review, then theoretical review, theoretical framework, empirical proofs as well as the knowledge shed by the study.

2.1   Conceptual review

The goal of the conceptual review is to categorize and describe concepts related to the study and outline the relationship between them. Thus, the study highlights three (3) concepts.

2.1.1   Concept of reading and reading culture

Reading is a lifelong activity; a universal phenomenon and tradition as there is practically no vocation across the world that does not require reading. Through reading, we acquire knowledge and transmit same knowledge to each succeeding generation. Beside, those who read as a culture derive pleasure and satisfaction from it. According to Saka et al (2020), reading is the recognition of printed or written symbols which serves as a stimuli for the recall of meanings built up through the reader's past experience. This assertion implies that, to derive meaning from print, readers must translate the written symbols into the sound symbols of a language and utilize his/her knowledge of language to construct the writer's message. It means reading in its fullest sense involves weaving together words recognition and comprehension in a fluent manner. Saka et al (2020), further added that to develop reading, a reader should be able to break and manipulate the

sounds in words, analyze words and spelling pattern as well as expand the number of words that can be identified automatically (vocabulary).

Saka et al (2020), in the article: promoting reading culture in Nigerian children, added that reading develops comprehension where readers have background knowledge and understand how the language (say English Language) works or operate - like how to form plurals, spellings and pronunciations.   He sees comprehension as the center of reading involving the understanding of the thought beneath the printed words. When one really comprehends, one is able to relate main ideas to details and interpret words read into an existing framework of knowledge.   According to Adigun and Oyelade cited by Saka, reading process requires skills. The acquisition of language skills like listening, speaking and writing promotes reading. Reading culture is identified as the single most important determinant of a student's success in every level of education.   When an individual habitually and regularly read books and other informative materials that are not necessarily for him/her to advance professionally, he/she is said to have a good reading culture (Gbadomosi 2016).

2.1.2   The nature of reading culture in Nigeria

A reading society is a knowledge based society and by extension, a developed society. A review of existing literature has acknowledged the prevalence of poor reading culture in Nigeria. According to African Journal of Social Science and Humanities Research cited by Gbadamosi (2017), Nigeria has the highest number of children who have dropped out of schools.   Of the 20 million children who were out of school worldwide in 2017, 10.5 million of them were Nigerians. More worrisome is the fact that there are some students in the Universities, Polytechnics and Colleges of Education who

cannot read fluently. To proof further prevalence of poor reading culture in Nigeria, a review of extant literature shows that about 30 million people have graduated from secondary school with poor reading culture (Gbadamosi 2017).

The last two decades had witnessed a sharp deterioration in the reading culture among Nigerians. In the olden days, reading culture started developing in Nigeria with the coming of the Arabs and the European Missionaries who saw the need to teach people how to read and write. The advent of the Colonial Masters who introduced English and Education contributed to reading culture in Nigeria to an extent. People were buying and reading literature books and newspapers. Notably, some Nigerians became great in literary works, talking about writers in the likes of Chinua Achebe, Wole Soyinka, Ola Rotimi, Cyprian Ekwensi, Gabriel Okara, and J. P. Clark among others. There is a sharp contract between the quality of literature books that were written by the present and early Nigerian authors. Comparatively, the quality in writing has significantly dropped. Nevertheless, there are few Nigerian authors in the likes of Chimamanda Ngozi Adichie and Chigozie Obioma who are currently measuring high in the literary world.

Evidently, the poor reading culture has adverse effect in the area of governance and development. There are leadership crises at all levels of government. There is no doubt that Nigeria cannot boast of having the like of Tafawa Balewa, Obafemi Awolowo and Nnamdi Azikiwe among other Nigerian leaders who were well-read and excelled in various leadership positions. The absence of wide spread culture of reading in the case of Nigerian acts as an effective barrier to our development and international competitiveness (Gbadamosi 2017).

The problem today is that Nigerian students find it difficult to read and understand despite the fact that reading is indispensable. A study carried out by UNESCO (2017) reveals that 40% of adult in Nigerian hardly read a non-fiction book from cover to cover after leaving or finishing school. The average Nigerian reads less than one book per year; and only 1% of the elite read one non-fiction per month. This goes to show that most graduates in Nigeria have poor reading culture. It is said that "a reading nation is an informed nation." However, it is impossible for a nation to sustain itself if there are no great readers or writers.

Hopefully, an effort has been put in place to revitalize and promote the reading culture in Nigeria following the establishment of the National Library with it branches in some states. The National Library of Nigeria has equally launched a Readership, Promotion Campaign to create awareness in the importance of reading. On the 10th of December 2010, former President Goodluck Jonathan launched the Bring Back the Book Initiative (BBBI) with a view to develop a book reading culture at all levels across the country especially among the youths who have lost value for reading either for educational purpose or entertainment and to gain the long term goal of survival, sustenance and advancement (Saka et al 2020).

Despite all these efforts, it is sad to note that the reading culture in Nigeria is still declining. The recent World Culture Score Index rated Nigeria as one of the countries in the world with the lowest reading culture (Saka et al 2020). What then are the prevailing factors attributed to the poor reading culture in Nigeria?

2.1.3   Causes of poor reading culture in Nigeria

Poor reading culture among the university students in Nigeria has been attributed to human and economic factors. On humans, despite the amount of resources that may be provided for students intellectual development, if the students do not deem it fit to read, the possession of good reading culture will remain a mirage in the society. Sahin et al (2017) observed that naturally, students do not like to read. University students seem to find reading boring and will need stronger forces or will power to overcome the drive of lack of interest in reading. The fact that students read mostly when examinations are around the corner makes development of reading culture to be lost, leading to an adverse effect on general examination performance. However, this is not peculiar to Nigerian students but also in some other climes. Consequently, Sahin et al (2017) observed that most people in sub-Sahara Africa have less access to books and other learning resources. Without proper access, it is difficult to establish a reading culture among university students.

On the other hand, the interest of university students in developing a reading culture has been affected by economic factor like poor funding of university libraries that should be the academic button of institutions. Sahin et al (2017) posited that library is a place where reading culture is sharpened. Public libraries play an important role in supporting education and literacy. It provides countless resources for education, training, courses and scientific publication. A modern and well-resourced public library contributes to the social, economic and cultural well-being of communities through it civil presence. It is a safe place to meet friends and get help with school assignments. Most interestingly, school libraries have their prime objective to inculcate the reading habits among students as it is the heart of an academic institution. Regrettably, lack of materials

in the libraries has influence to a large extent the reading culture of students who have now turned to the use of internet services. Sahin et al (2017) acknowledged that poverty has gradually taken its toll in the lives of some university students whose parents or guardians barely manage to give little allowance for school, such money is grossly inadequate for feeding least of all buy books for reading. When a student is hungry, the immediate need will not be books but food. Sahin et al (2017) supported this assertion when he opined that the economic crisis in Nigeria has hindered parents from buying the recommended textbooks and as such, the knowledge scope of students is affected.

2.2   Theoretical review

Theories are a set of interrelated concepts, definitions and prepositions that present a systematic view of some phenomenon. Thus, theoretical review helps to establish what theories already exist and how they help to explain certain phenomenon or issues being investigated. This study has three assumptions; the behaviourism theory, the social learning theory and the connectivity theory. In evaluating the three theories, it becomes imperative to note that behaviorism and social learning theories were developed in times when learning was not impacted through technology. Connectivity theory on the other hand is a theory of present advanced era.

2.2.1 Behaviorist theory

This theory emerges as a psychological theory of education that deals with adaptability. The proponents of behaviorist theory are: Ivan Parlor (1849-1936), Edward Lee Thorndike (1874-1949), John B. Watson 1878-1958 and B. F. Skimmer (1904-1990).

The theory focuses on the idea that all behaviors are learned through interactions with the environment as innate or inherited factors have very little influence on behavior. It emphasized how people interact with the environment and over times, interactions called 'stimuli' forms behavior or response that motivates.

As an exponent of behaviorism, Skimmer (1953) contributes that human behavior is in term of responses to environmental stimulus. He sees behaviorist theory as a key for educators to figure how students behave and react in the classroom. Secondly it suggests that teachers can directly influence how their students behave. A common example is where a student is positively reinforced by a promise to a treat if he/she gets 100% on an aptitude test for instance. Obviously, the student will work hard and study for the test in order to get the promised treat. Thus, there is an inside stimulus response that motivate what to do while learning. This theory tend to suggest that reading culture can develop where there is behavioral motivation. Students reading culture can therefore be influenced by a stimulus which could be the provision of and use of internet services.

2.2.2 Social learning theory

Social learning is another education theory developed by psychologist Albert Bandura in 1977 which proposes that new behavior can be acquired by observation and imitation of others. Bandura's theory goes beyond the perception of learning being the result of direct experience with the environment. Here, assumptions are that people learn through observations and interactions. It considers how both environmental and cognitive factors interact to influence human learning and behavior. In his book, 'Social Learning Theory (1977), Albert Bandura explained that most human behavior is learned conversationally by modelling. This means, from observing others, one forms an idea of

how new behaviors are performed, then the coded information learned served as a guide for action. He argues that while reinforcement is critical to learning, it is not the sole cause of learning. Rather, for learning to take place, five conditions are necessary; observation, attention, retention, reproduction and motivation. If all five ideologies of positive social learning are enabled, students can act as both educators and learners. In the context of this theory therefore, a societal reading culture can develop through other people seeing others engaged in reading and learning.

2.2.3 The connectivity theory

The theory of connectivity was first introduced in 2005 by two theorist, George Siemens and Stephen Downers as an emergent solution to innovative learning strategies. While Siemens focuses on the social aspect of connectivism, Downers tends to highlight non-human appliances and machine based learning. However, both theories addressed the significant role technology plays in the learning process and how today's digital age has increase the speed at which student gain access to information. The theory of connectivity not only builds on the notion of connecting with computers but also on the idea that knowledge occurs not only in the mind (inside) of an individual but also the outside world, existing between people and groups (Downers 2012).

According to connectivism, learning is more than an internal construction of knowledge. It occurs when students are connected in sharing viewpoints, opinions and ideas that empowers both student as well as educators through a collaborative process. In connectivism, students are "nodes" in a network. A node here refers to any object that can be connected to another object like a web page, person or servers. Following this notion, connectivism is based on the theory that students learn when they make

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connections or link between various nodes of information to form knowledge. In the classroom for instance, connectivism provides opportunities for students to make choices about their learning as it promote perspective to aid in problem solving, making sense of information and discussion making in a collaborative process. It support the theory that knowledge is distributed across networks where connection and connectedness brings about learning (Downers 2012)

Relating the theory of connectivity to the use of the internet, there are many usage depending on individual requirements and goals. Today, the internet has become unavoidable in our daily life. Proper use of the internet makes life easy, fast and simple. As it were, the internet is the most powerful medium of communication as it connects people with other actors be it human or machines across different parts of the world free and fast. The pivotal role of the internet in research like this and all stages of human development cannot be overemphasized. It suffices therefore to say, the internet is a great platform for students to learn throughout their lifetime. In the light of its comprehensiveness, the connectivity theory is adopted for this study. Reading culture, especially in modern times goes beyond reading of physical books but includes use of such facilities as the internet which the theory touches. The proposition therefore is that, internet connects people with people as it also connects them with reading materials. Internet connectivity is therefore expected to influence reading culture of students positively.

2.3 Theoretical framework

This study has three assumptions: the behaviourism theory, the social learning theory and the connectivity theory. In behaviourism theory assumptions are that all

behaviors are learned from the environment. It emphasized how people interact with the environment and over time, these interactions called "stimuli" forms behaviour or response that motivates learning. In social learning theory, assumptions are that people learn through observation and interactions. Thus, it considers how both environmental and cognitive factors interacts to influence human learning and behaviour.

Connectivity theory on the other hand is a theory of present era. Assumptions are that learning and knowledge rest in the diversity of opinions. It sees learning as a process of connecting people with other actors be it human or machines. Information, values, processes and behaviors are transmitted through interactive relationships which in turn provider dynamic networks of connections that support the flow of knowledge globally. Thus, students in general and NILDS students in particular can create new learning opportunities as well as make choices. It is on the basic of the implications of connectivity theory that this study is based.

2.4   Empirical review

Series of structures in the area of internet as it relate to the reading culture of students in tertiary institutions have been undertaken by different researchers with the aim of enhancing how best students can effectively utilized the opportunity of the use of internet facilities as well as prove assumptions that the internet is the cause of the decline in the reading culture of students.

Akiki, Chukwuma and Agbese (2021) carried out a study on: how we found information before the internet, Umuhia, Abia State. The objective of the study was to examine how information was found before the advent of the internet and to evaluate the

advantages and disadvantages of internet on student academic performance. The study adopted a descriptive research design.

Akiki, Chukwuma and Agbese (2021) findings revealed that before the internet, people gathered information by visiting libraries and searching through books and journals. Now, projectors, laptop, smartphones and tablets have replaced blackboards thus reshaping out reading and learning habits entirely. The age of searching through dusty library shelves for books to find one piece of information is long replaced with just a click of a search button. Akiki, Chukwuma and Agbese (2021) concluded that libraries that have not adapted to innovations and advancing technology will likely face the risk of being absolute. Akiki, Chukwuma and Agbese (2021) recommended that modern libraries should upgrade reading standards by equipping libraries, providing users with up-to-date technological features which can help students follow up lectures and enhance learning experience.

Relatedly, Kabir and Jeromes (2022) carried out a study on; the influence of internet and digital media on the reading culture of secondary schools in Nigeria. The main objective of the study was to assess the impact of internet and digital media content on the reading culture of students. Kabir and Jeromes (2022) findings revealed that the internet has created an extra-ordinary change in the reading habits of students as well as created tremendous impact on education. Kabir and Jeromes (2022) concluded that the pattern of reading as is known traditionally is sooner than later paving way for a new reading culture on account of technological advances and the digital revolution taking place in the world today. They however recommended that there should be a balance between the digital race and the traditionally print reading culture.

Isaruk (2022) undertook a study on; innovation as a propelling paradigm for students reading culture in River State College of Health Science and Management Technology, Port Harcourt. The objective of the study was to examine reading culture, identify the influence of innovation utilization on student reading culture as well as identify the problems associated with student reading culture in institution. The study use a descriptive survey design equally. Isaruk (2022) findings revealed innovations promote reading culture among students. Isaruk (2022) concluded that erratic power supply posed a problem for the use of ICTs because some important information need process before access can be gained.

Isaruk (2022) recommended that lecturers should always ensure that reading culture of students is enhanced through the use of innovative ICTs.

2.5 Gap in knowledge

Given the fact that there has been an established poor reading culture among students in Nigeria, it became necessary to assess the velocity of this notion by asking this question, has the advent of the internet improved the reading culture or is reading culture still stagnant among Nigerian students? It is against the background of the established poor reading culture in Nigeria that this study seeks to empirically prove whether the advent of internet services has brought about any change positively or negatively on the reading culture of students in general and NILDS students in particular. Although Aiki and Agbese (2021) focused on internet and academic performance, this study focused on internet and reading culture.

CHAPTER THREE

METHODOLOGY

This chapter serves as the work plan of the study, not only because it entails the resources needed in conducting the research but also the ways these resources were utilized. In order to uncover new information or create a better understanding of the study

under review, this study utilized mixed research design thus, relying on both qualitative and quantitative approaches that attempt to discuss how each specific objective were achieved. The collection of data by these approaches further provided answers to issues relating to how specific objectives were achieved.

3.1 Sources of data collection

The first objective of the study was to examine the reading culture of students before the advent of the internet. The data required were primary data as few one-on-one interview was conducted using open ended questions (qualitative approach) that helped to bring about what participants think on the subject matter of the study first objective.

The second and third objective were to assess the effect of the internet on the reading culture of NILDS post-graduate students and to determine possible challenges in the use of internet services respectively. Thus, the process of data collection were both primary and secondary processes as structured questionnaires were administered to aid survey and library research on books, journals and publication were also conducted.

3.2 Population of the study

A population is an entire group that the study want to draw conclusion about. It is the total number of variables with the same characteristic. The total number of students admitted since the inception of NILDS to the years of this study is about six hundred and fifty eight (658). Thus, for this study, the target population were the students of NILDS presently undergoing Masters, Post Graduate Diploma and Higher National Diploma in Parliamentary Administration, Legislative Studies, Legislative Drafting, Election/Party

Politics and Official Reporting. This comprises of first and second year of 2020/21 and 2021/22 academic sessions numbering two hundred and twenty (220).

3.3   Instrument for data collection

The instrument of data collection to achieve objective one were key informants: experienced researchers and librarian from NILDS teaching team. Likewise, to achieve objective two and three, the instrument of data collection were structured questionnaires administered to post-graduate students of 2021-2022 academic sessions to aid survey and to justify the relationship between variables for the purpose of explaining, predicting or controlling a phenomenon. A copy of the questionnaire is attached in the appendix.

3.4   Sample procedure

The method of sample this study used to collect data is the stratified random sampling procedure. Implications of this method is the fact that the total population is divided into smaller groups or strata to complete the sampling process such that no significant group is left out. The strata is found based on some common characteristic in the population data. Thus, the study highlights a specific or key group within the population which is NILDS post-graduate students whose programs are ongoing capturing 2021 and 2022 academic sessions. This became necessary because the chosen sets are the main respondents to the subject matter of the study.

3.5   Sample size

This is the number of observations used for determining the estimations of a given population.   A sample size of two hundred and twenty (220) has been drawn from the entire population and is considered a representative of the real population of the study.

Since the population is not very large, I decided to get 50% of the population in order to have a more realistic conclusion. Thus, the total number of respondents which was one hundred and ten (110) chosen through non-proportional stratified random sampling makes the study's sample size.

3.6   Method of data analysis

Qualitative and quantitative methods were used for the analysis of data i.e the Statistical Package for the Social Science (SPSS), was used to analyze and present numerical data using tables and percentages, while the prose and descriptive methods were deployed in the analysis of data.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

This chapter is the heart of the research process because it has the study's findings. Data obtained in the course of this research are not just presented and analyzed but also, the   results which are the main knowledge of the subject matter are interpreted. Besides, data were presented in sections, section (A) sought respondent's Bio-data (personal information), while section (B) reflected responses to questions based on the study's objectives in section 1.4

Given the research methods adopted in chapter three: sampling procedure and sampling size (section 3.4, 3.5) out of one hundred and ten (110) questionnaires administered to respondents, only ninety (90) were return filled. Twenty (20) questionnaires were not returned. This summary is contained in table 4.1

TABLE 4.1   Summary of Questionnaire Administration

S/NO.	Status Of Questionnaire	Frequency	Percentage (%)
1.	Questionnaire Returned	90	82
2.	Questionnaire not Returned	20	18
3.	**Total:**	**110**	**100**

Source: Field Survey February, 2022.

Section A

4.1   Social demography of respondents

The social demographic characteristics identified from the respondents were discussed under the following headings, namely: genders, age bracket, program studied, session and highest educational qualification.

TABLE 4.2   Demography of Respondents

S/NO.	Demography	Frequency		Percentage (%)
1.	**Gender**	Female	65	72
		Male	25	27.7
		Total:	**90**	**100**
2.	**Age**	Below 27	4	4

		28 - 37	29	33
		38 - 47	36	40
		Above 48	21	23
		Total:	**90**	**100**
3.	**Program Studied**	MLS	25	28
		LLM	19	21
		MPD	10	11
		MEPP	15	17
		PGD EPPM	14	16
		HND Parliamentary Admin	5	5
		HND Official Reporting	2	2
		Total	**90**	**100**
4.	**Session**	2020/2021	52	58
		2021/2022	38	42
		Total	**90**	**100**
5.	**Highest Educational Qualification**	OND	6	7
		B.Sc/HND	34	38
		PGD	13	14
		M.Sc.	14	16
		LLB	1	1
		Ph.D.	22	24

	Total:	90	100

Source: Field Survey February, 2023

Following the social demographic characteristics presented in table 4.2 above, 72% of the respondents were female while 28% were males.   Seemingly, the notion of women outnumbering men at university education played out here.   Given the usual constitution of the African society where patriarchal mentality holds sway, the majority composition of female students in NILDS post-graduate programme is commendable. On age brackets 4% shared the 27 years of age, 30% (28-37 years) 40% (38-47 years) and 23% shared 48 years and above. This composition shows the youthful as well as the experienced disposition of the respondents.   On program studied, 28% enrolled for Masters in Legislative Studies and 21% enrolled in law. While 17% respondents enrolled to undergo Masters in Education and Party Politics, 10% enrolled to undergo Masters in Parliamentary Administration. Post Graduate Diploma in Election and Party

Politics had 16% respondents while Higher National Diploma in Parliamentary Administration and Official Reporting had 50% and 2% respectively. This disposition shows NILDS goal of promoting democracy cutting across best realistic legislative practices.

Significantly, one (1%) respondent in the entire specific size distribution across the study's population acquired a Doctorate Degree but enrolled to have Masters in Legislative studies.   It can does be said that an institute like NILDS is very important in the governing and political structures of Nigeria.

SECTION B

4.2 Presentation, Analysis and Interpretation of Data following objective by objective approach.

Objective one (1)

Following the study's objective in section 1.4, the first study objectives was to examine the reading culture of students before the advent of the internet.

To get more insight on the reading culture before the advent of the internet, I interviewed some key researchers: two researchers and two librarians, in order to get their mind and experiences on the subject matters.

The following question bordering on objective one was interrogated and their responses therein.

Question: What can you say was the reading culture before the advent of the internet?

TABLE 4.3 Assessing reading culture before the advent of the internet

S/No	Respondents	Statements
1	1st Respondent	Reading entailed a lot of sacrifices as one has to go all out to seek what to read.
2	2nd Respondent	Very few people could read for mere pleasure.
3	3rd Respondent	There were not enough materials compare to the variety available now.
4	4th Respondent	Verifying information was difficult

Source: Field Survey, February 2023.

Table 4.3 seeks to examine what reading was like before the advent of the internet. Putting respondent's statements together, expected result is the fact that reading culture was poor before the advent of the internet.

4.3   Presentation and Analysis of Objective Two (2) and Three (3)

Regarding the study's objectives in section 1.4, the second study objective was to assess the effect of the internet on the reading culture of students while the third objective was to determine the possible challenges in the use of internet services. The following survey questions bordering on objectives two and three were interrogated.

Q1.   How regularly do you read before your enrollment as a student in NILDS?

TABLE 4.4: Assessing student's reading culture before enrollment in NILDS

S/No.	Statement	Frequency	Percentage (%)	Cumulative Percentage
1.	Very Regularly	10	11	11
2.	Regularly	12	13	24
3.	Averagely	41	46	60
4.	Poorly	27	30	100
Total:		**90**	**100**	

Source: Field Survey, February 2023.

Table 4.4 seeks to examine how regular students read before their enrollment in NILDS. The result shows that 10 respondents representing 11% read on a very regular note, while 12 respondents representing 13% believe their reading culture is regular.

Averagely, 41 respondents representing 46% read as a norm while 27 respondents representing 30% believe their reading culture is poor.

Q.2. In reading, what is your area of focus between fiction and non-fiction?

TABLE 4.5:   Student's reading focus fiction and non-fiction

S/No.	Statement	Frequency	Percentage (%)	Cumulative Percentage
1.	Fiction	46	51	51
2.	Non-Fiction	18	20	71
3.	All of the above	26	29	100
Total:		**90**	**100**	

Source: Field Survey, February, 2023

Table 4.5 above seeks to find the reading focus of students between fiction and non-fiction. The analysis shows 46 respondents representing 51% read fiction while 18 respondents representing 20% read non-fiction and 26 respondents representing 29% read both fiction and non-fiction.

Q.3 Now that you are a student, to what extent has your reading culture changed?

TABLE 4.6:   The extent student's reading culture is changed

S/No.	Statement	Frequency	Percentage (%)	Cumulative Percentage
1.	Very Strong	55	61	61
2.	Strongly	25	28	89
3.	Fairly	10	11	100
Total:		**90**	**100**	

Source: Field Survey, February, 2023

Table 4.6 above seeks to ascertain the extent student's reading culture is changed after enrollment. The result showed 55 respondents representing 61% who believe their reading culture is evidently very strong.   While 25 respondents representing 28% said their reading culture is just strong, 10 respondents representing 11% owned up to it being fair.

Q.4   Is your reading pace likely to be sustained after graduating?

TABLE 4.7: Likelihood of sustaining reading pace after graduating

S/No.	Statement	Frequency	Percentage (%)	Cumulative Percentage
1.	Yes	75	83	83
2.	No	5	6	89
3.	Fairly	10	11	100
Total:		**90**	**100**	

Source: Field Survey, February, 2023

Table 4.7 above seeks to examine if the reading pace of students is likely to be sustained after graduating. From the findings, 75 respondents representing 83% are of the mind that their reading pace will be sustained after graduating. While 10 respondents representing 16% maintained that their reading pace will be fairly sustained, 5 respondents representing 6% objected to sustaining a reading pace.

Q.5   Which would you regard as greater influence in your academic reading?

TABLE 4.8:   Variable with greater influence in academic reading

S/No.	Statement	Frequency	Percentage (%)	Cumulative Percentage

S/No.		Frequency	Percentage	Cumulative Percentage
1.	Print	15	17	17
2.	E-book	75	83	100
Total:		**90**	**100**	

Source: Field Survey, February, 2023

Table 4.8 above seeks to assess the variable with greater influence in student's academic reading between print and e-book. The result of the analysis indicated that 15 respondents representing 17% saw print as greater influence in their academic reading while 75 respondents representing 83% regarded e-book as greater influence in their academic reading.

Q.6   Which would you regard as your preference in source of information/news?

TABLE 4.9: Preferred factor in sourcing information/news

S/No.	Statement	Frequency	Percentage (%)	Cumulative Percentage
1.	Physical Newspapers	11	12	12
2.	Online-e-newspapers	79	88	100
Total:		**90**	**100**	

Source: Field Survey, February, 2023

Table 4.9 above seeks to find out the preferred factor in students source of information as well as news. Findings indicated that 79 respondents representing 88% regarded online e-newspapers as a preferred factor when sourcing for information and news. On the other hand, 11 respondents representing 12% were of the mind that physical newspapers as a source of information and news give greater influence.

Q.7   Between print and e-books which influence your leisure time?

TABLE 4.10:   Factor with greater interference at leisure times

S/No.	Statement	Frequency	Percentage (%)	Cumulative Percentage
1.	Print	5	6	6
2.	e-books	85	94	100
Total:		**90**	**100**	

Source: Field Survey, February, 2023

Table 4.10 assessed what makes the greater interference between print and the e-books at leisure. The result of this analysis indicated that 85 respondents representing 94% while away time using the e-books and 5 respondents representing 6% preferred reading print at leisure time.

Q.8   Would you say the internet has led to improvement in your reading?

TABLE 4.11: Attestation to internet improving reading culture

S/No.	Statement	Frequency	Percentage (%)	Cumulative Percentage
1.	Yes	87	97	97
2.	Not sure	3	3	100
Total:		**90**	**100**	

Source: Field Survey, February, 2023

Table 4.11 above assessed the extent internet improve the reading culture of students.   Result indicated 87 respondents representing 97% answered in the affirmative while just 3 respondents representing 3% were uncertain of improvement.

Q.9   How would you imagine your reading culture if internet were to be withdrawn?

TABLE 4.12:   Situation if internet is withdrawn

S/No.	Statement	Frequency	Percentage (%)	Cumulative Percentage
1.	It will still be good	19	21	21
2.	It will be fair	24	27	48
3.	It will be poor	47	52	100
Total:		**90**	**100**	

Source: Field Survey, February, 2023

Table 4.12 seek to examine how reading culture among student will be like without the internet. The result indicated that 19 respondents representing 21% believe it will still be good. While 24 respondents representing 27% imagine it will be fair, 47 respondents representing 52% believes it will be poor.

Q.10 What in your opinion do students focus more in the internet?

TABLE 4.13: Focus in the internet between entertainment and learning

S/No.	Statement	Frequency	Percentage (%)	Cumulative Percentage
1.	More of learning than entertainment	30	33	33
2.	More of entertainment than learning	15	17	50
3.	There seems to be a balance of the two	45	50	100
Total:		**90**	**100**	

Source: Field Survey, February, 2023

Table 4.13 above sought the minds of students on their main focus using the internet. Indication shows 30 respondents representing 33% with the opinion that students focused more on entertainment. While 15 respondents representing 17% thought students focus more on learning, 45 respondents representing 50% are of the mind that there seems to be a balance of the two.

Q.11 Is the network service in the NILDS sufficient to sustain reading and learning by internet means?

TABLE 4.14: Status of network sufficiency in NILDS

S/No.	Statement	Frequency	Percentage (%)	Cumulative Percentage
1.	Yes	16	18	16
2.	No	10	11	29
3.	Fairly So	64	71	100
Total:		**90**	**100**	

Source: Field Survey, February, 2023

Table 4.14 above seeks to ascertain if the network in NILDS is sufficient to sustain reading and learning by internet means. From the result, 64 respondents representing 71% are of the mind that network service sustain reading and learning on a fair note. While 16 respondents representing 18% affirmed sustainable network services for reading and learning, 10 respondents representing 18% denied the notion.

Q.12 Mention any three (3) challenges you know which the internet may cause to reading and learning.

TABLE 4.15: Internet challenges on reading and learning

S/No.	Statement	Frequency	Percentage (%)	Cumulative Percentage
4.	Social media distraction	23	26	26
5.	Poor network connectivity	15	17	43
6.	Addiction	22	24	67

7.	Affects traditional reading culture	10	11	78
8.	Plagiarism	20	22	100
Total:		**90**	**100**	

Source: Field Survey, February, 2023

Table 4.15 seeks to determine the possible challenges of the internet that affects reading and learning. Result indicated that 23 respondents representing 26% sees social media distractions as a challenge. 15 respondents representing 17% pointed at poor network coverage. Again, 22 respondents representing 24% picked at internet as an addiction. While 10 respondents representing 11% said internet affects traditional reading culture, 20 respondents representing 22% pointed plagiarism as an internet challenge that affects reading and learning.

4.4   Discussion of findings

The findings generated in this study are discussed according to the study objectives in chapter one.

4.4.1   To examine the reading culture of student before the advent of the internet.

Few in-person interview was conducted using open ended questions that helped to bring out what participants think on the subject matter of this study's first objective and why they thought that way. Thus, a purposeful sampling of the institute's Researchers and Librarians; two females and two male, among NILDS teaching team confirmed that the reading culture in this part of the world is poor. Review of previous study through library research also established the fact that reading culture prior to the advent of the internet was poor. Findings agree with Sahin, 2017 who noticed that reading culture in

Nigeria is declining among youths who have lost value for reading either for educational purpose or entertainment. This has been made evidence by Saka, 2020 who said in his writing that the recent world culture score index rated Nigeria as one of the countries in the world with the lowest reading culture.

4.4.2. To assess the effect of the internet on the reading culture of students as well as to determine the possible challenges in the use of internet services.

Deductions from the analysis of objectives two revealed that the internet has a greater positive effect on NILDS post-graduate student's reading culture as it has more content to offer, ranging from increase access to information, use of foreign sources, contact with worldwide readers, downloads of e-books and educative materials to easy search process among other benefits. The age of searching through dusty library shelves for books to find just one piece of information has long gone. This findings agrees with Downers 2012, who said in his writing on the theory of connectivity that students learn more when they connect or link between various nodes of information to form knowledge. However, despite the deductions in the areas of challenges on the use of internet services like; distractions (subscribing to U-tube, videos games, Netflix and other unwholesome entertainments), poor connectivity, addictions, plagiarism among other internet challenges, findings on objective three has it that internet remains a basic tool for students in general and NILDS post-graduate students in particular to attend to academic assignments, learning, reading and even socializing. Studying without the internet in this era of technological advancement in virtually everything is better imagine. Findings agrees with Saka 2020 who wrote that under normal circumstances, proper use of the internet makes studies easy, fast and simple.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter covers the summary of the research tied into two things; specific objective in chapter one and methodology. The conclusion of this research is based on its findings and recommendations are aimed at mitigating identified challenges.

5.1 Summary of findings

This study assessed the use of internet services on the reading culture of students using NILDS as a case study. Specifically, the objectives of the study were to examine the reading culture of students before the advent of the internet, assess the effect of the internet on the reading culture of NILDS post-graduate students and to determine the possible challenges in the use of internet services.

To achieve objective one, the study adopted the mixed design research method thus, relying on qualitative data of a one-on-one interview with key informants. Primary data were taken from experience researchers and librarians through a purposeful sampling of two females and two male from NILDS teaching team. Secondary data on review of previous study was also conducted through library research. However, in the course of interview with researchers, it was discovered that reading culture among students over time has been relatively poor. Before the advent of the internet, public libraries which are the heart of academic institutions played an important role in supporting education and literacy. The prime objective of school libraries was to inculcate reading habits among students. On the contrary, the extent students use the library, get registered or borrow books is not very impressive. Students have now turned their attention to the use of internet services for the purpose of studying, conducting research and obtaining general information on account of its numerous benefits. In the same vein, review of related

literature addressed the fact that students reading culture in modern times has gone beyond reading physical books because the internet has reshaped the way students read and learn.

To achieve objectives two and three, the study adopted the use of survey research where structured questionnaires were administered to generate data from primary sources who are students presently undergoing programs in the institute. From the thematic presentation of data and analysis, findings revealed that more than average students see internet as greater positive influence in their academic reading, sources of information and leisure times. Further findings pointed out some notable challenges which the use of internet may cause to reading and learning - ranging from social media distractions, addiction, effect on traditional reading culture, plagiarism and poor network coverage. Despite these challenges, result of the study shows the fact that, if the internet is put to proper usage, it remains an essential knowledge tool for students generally as well as the most powerful medium of communication connecting people with other actors the world over in just a single click.

5.2   Conclusion

Today, in this 21st century, students are experiencing another revolution. Technological blessings like the internet, smart phones, tablets and e-readers are reshaping reading and learning habits entirely. One of the key things that have changed as a direct consequence of advancing technology is the way of obtaining information. The age of searching through library shelves for books to find one piece of information is long gone. Now, students can access hundreds of resources on almost any subject with just a click of a button and by using search engine. Compared to searching through physical books and library achieves which might have limited resources, using a search engine to find specific

information is much more practical and efficient. Thus, the time students would need just to find resources in the library could actually be enough to find, examine and critically analyze the same information.

Technology has even changed the way students in general use the libraries. For instance, instead of searching the shelves one by one, students simply download books and other educative materials into laptops or smartphones making it easier than ever before to access information. Modern libraries like that of NILDS even provide their students with opportunities to borrow e-books and gain online access to their database. It is little wonder to note that for many students of NILDS, using physical books are a thing of the past. Instead of carrying books, students are carrying tablets and laptops that can hold hundreds of books and allow them to take notes at the same time. They may also benefit from instructive videos during classes as some textbooks are decked with virtual and audible materials which can help them follow lectures and enhance their learning experience.

Nevertheless, in the course of this study, following the thematically analysis of findings according to the study's specific objectives, it was observed that despite the poor reading culture over time, the advent of the internet to a large extent have improved the reading culture of students in general and NILDS students in particular. Though some notable challenges associated with the use of internet services were identified to be some form of distractions and addictions amid other challenges, the study concluded that under normal circumstances, the internet if put to proper use, remains an indispensable tool for the success of every academic endeavor in today's contemporary age of information and

technological advancement. Thus, the use of internet services on the reading culture of NILDS post-graduate students is positive.

5.3   Recommendations.

In the light of the challenges identified in the study, the following recommendations may serve as measures to improve the use of internet services on the reading culture of NILDS post-graduate students:

Management of NILDS/Uniben post graduate may wish to consider introducing prize awards to encourage reading culture by taking statistics of the number of times students register in the library to read.

NILDS library may incorporate google classroom in addition to its adapted innovations as it might help students to follow lectures and enhance their   learning experience.

NILDS management may consider stipulating the limit of utilization of the internet by installing CCTV cameras in the library as a check on student's usage of the facility.

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