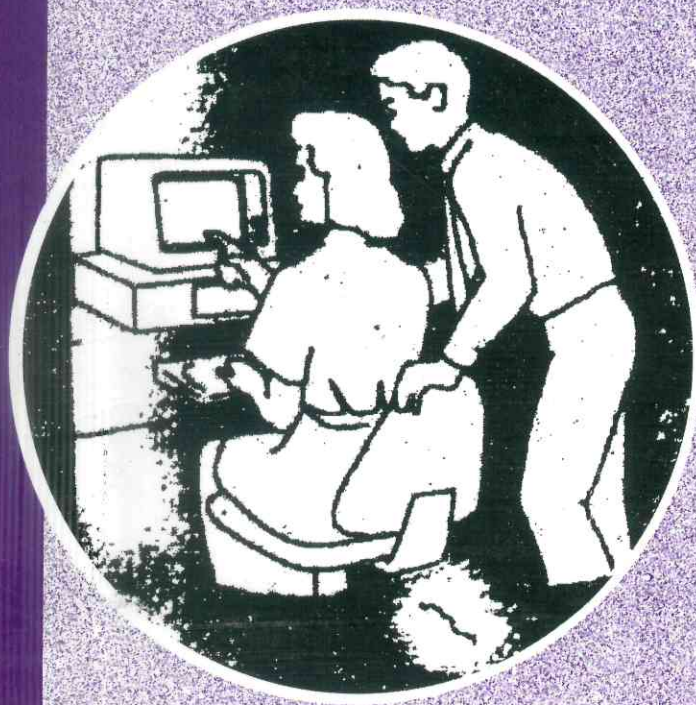


NIGERIA JOURNAL OF COMPUTER LITERACY (NJCL)



VOLUME 12, NO 1, 2017

**NIGERIA JOURNAL OF COMPUTER LITERACY
(NJCL)**

VOLUME 12, NO 1, 2017

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NIGERIA JOURNAL OF COMPUTER LITERACY
VOLUME 12, NUMBER 1, 2017

Nigeria Journal of Computer Literacy

First published June, 1996

ISSN: 1118-0056

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Published by the Department of Science and Technology Education
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VOLUME 12, NO 1, 2017

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PREFACE

The Nigeria Journal of Computer Literacy NJCL publishes well-researched theoretical and empirical studies in science, technology and mathematics education as well as other discipline especially those related to computer knowledge, attitude, skills and applications.

This edition covers a wide range of issues on Effective Implementation of Information and Communication Technology Policy in Teacher Preparation and The Use of Internet Facilities by Undergraduate Pre-Service Teachers in some Universities in Nigeria. Furthermore readers are provided with information on university Lecturers' Level of Readiness and Perceived Role toward Mobile instructions. It also addresses Information and Communication Technology assisted instruction and Students' Achievement in Secondary Schools

Some striking features of this edition include the special attention focused on Integration of Mobile Digital Devices in Learning of Fine Applied Arts in Oyo State Tertiary, Nigeria, Assessment of E-Learning Competence of Social Studies Pre-service Teachers in Rivers State, Nigeria, Attitude of students towards the Use of Computer in Education, User's Awareness and Satisfaction of OPAC Utilization among Undergraduates in Kwara State. Optimizing GSM Network for improved Service Delivery through Dynamic Location Management Reading habits of Adolescents in the Digital Era, Evaluation of Computer Network in Federal Government Colleges in Kwara and Niger States, Nigeria, Perception, Interest and Accessibility of Mobile Learning Pedagogy among Students with and without Hearing Impairment; A Comparative Analysis, Two modes of Computer Assisted Learning Strategies and Self-efficacy on Students interest in Physics in Osun State, Nigeria, Teacher's Reflection of Information and Communication Technologies in Secondary School Mathematics and Science Lessons Delivery in Nigeria.

Above all, readers have this unique opportunity of benefitting from the individual and collaborative research endeavor of the various scholars toward improved ICT outcomes for social development, indeed, students, teachers, school administrators, curriculum developers, policy makers and government at all levels would find this edition useful toward improved effectiveness, efficiency and productivity in their respective tasks.

Prof. Alice M. Olagunju / Dr. A. Tella

NIGERIA JOURNAL OF COMPUTER LITERACY (NJCL)

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Nigeria Journal of Computer Literacy (NJCL) publishes theoretical and empirical research articles in science, Technology, Mathematics and other disciplines in relation to computer knowledge, attitude, skills, and applications.

It is accessible to researchers from any part of the world who have interest in having their papers published in it. It is now published once in a year.

Those wishing to submit papers for inclusion in any volume of the journal are expected to note the following guidelines carefully and allow them to guide the style and format of their papers.

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Subscription rates are as follows

Individual	N6,000.00
Institutional	N6,000.00
Price per copy	N600.00

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READING HABITS OF ADOLESCENTS IN THE DIGITAL ERA

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Abstract

The evolution of Internet and the corresponding global dissemination of knowledge in the digital era have transformed reading culture of youths the world over. Reading plays significant roles in personality development of an individual and it improves information and knowledge sharing. This paper explores reading culture of adolescents in the digital era; it also highlights roles of various stakeholders (parents, peer groups, schools and libraries) towards improvement of reading culture. Furthermore, the paper discusses the benefits and challenges of new Information and Communication Technology (ICT) in shaping reading habits of adolescents. It concludes with recommendations on how to improve adolescents reading habits in the digital era.

Keywords: Adolescents, digital era, ICT, reading habits, libraries, schools, parents, peer groups

Introduction

The emergence of Internet and the corresponding global dissemination of knowledge in the digital era have changed reading culture of youth the world over. Before the emergence of digital technologies, different information and communication gadgets have been playing significant roles in molding the reading habits of adolescents. These roles had positive and negative effects on reading habits of children, for example, several social and technological developments of the 20th century, such as television, electronic games, and even comic books, have been generally perceived as threats to literacy and the practice of reading (Peters, 2009). The coming of the Internet and other information and communication technologies has added to the challenges of reading of adolescents in the present digital era (Rutherford et al., 2017; Shimray, 2015). These developments in human society are expected to promote reading rather, they have constituted impediment to reading culture especially in the developing nations of the world.

Reading plays significant roles in personality development of an individual and it improves information and knowledge sharing. It is considered as cornerstone of success right from schools, throughout the adult life of an individual. The individual who reads well has at his command a means for widening his mental horizons and for multiplying his opportunities for success (Palani, 2012). Reading is therefore a key factor for any successful person, without reading, life is meaningless, because activities need to be communicated for adequate action to be taken at the right time, right place and in right direction.

With the realization of the value of reading in personality development, governments and non-governmental agencies have been promoting reading culture, through various campaign programmes in both electronic and print media. Many developing countries have

been launching extensive literacy campaigns, aimed at promoting reading habits. However, promoting reading skills alone is not sufficient in developing a literate society. People should be motivated to read, and utilize reading materials for improvement of their personality and social environment. With the enormous benefit that readers and societies stand to gain from extensive reading, it is essential to study reading culture of the youth. In this context, the paper intends to examine the roles of governments and non-governmental agencies, including libraries, school and family in the promotion of reading habit of adolescents in the digital era. The paper further suggests strategies that will enhance reading culture among youth and concludes with recommendations toward promoting reading habits of adolescents in the digital era.

Background

A common adage says "readers are leaders". In any society that needs development, reading culture must be encouraged. Reading is a part of life activities which must be inculcated right from childhood to adult stage of life. No matter the discipline and position in life, reading is paramount for success to be recorded in any chosen career. Therefore, reading is at the centre of life activities for youths. Reading, according to Aina et al. (2011) is the "process of looking at, and comprehending the meaning of written and printed words from the visual representation of symbols. Hence, comprehension is at the centre of reading. Reading facilitates the teaching and learning process and has saved the human race over the years. Poor reading skill can make a child develop poor attitude towards school and it can create self-esteem problems later in life (Fosudo, 2010). Okebukola (2004) accentuates that, through reading, humans have the tools to transmit knowledge to each succeeding generation; it does allow one to listen and learn from the knowledge and wisdom of people of the ages. Effective reading habits according to Bashir and Mattoo (2012) act as a strong weapon for students to excel in life.

Reading generally, is the ability to understand and give appropriate meaning to words or symbols. Reading takes place when the reader understands what has been encoded. Okoro (2004) observes that, it is important for the children to be introduced to the art of reading at very early stage in life even before the child steps in school. When this is done, the outcome is that children cultivate reading as a habit which extends to adolescent stage. Who is an adolescent?

The term adolescence is commonly used to describe the transition stage between childhood and adulthood, from an educator's perspective, is someone who is between 12 -18 years of age. This stage is loaded with developmental features that requires organizing, monitoring, directing and guiding of adolescent to cultivate good reading habits. It is referred to as the most required stage for habit formulation. This stage is characterized with features that facilitate reading habit such as:

- An intense curiosity and wide range of intellectual pursuits, few of which are sustained over the long term.
- High achievement when challenged and engaged.
- Preferences for active over passive learning experiences
- Interest in interacting with peers during learning activities
- An ability to be self-reflective

In order to develop these features in adolescents, parents and other stakeholders in education have vital roles to play. These roles involve proper motivation and guidance toward reading culture. The art of reading could be an interesting experience for adolescents if they are properly guided. The present digital era places more responsibility on parents. We are now in the age where browsing the Internet and playing with other electronic gadgets of the 21st century are seriously occupying the time of youths at the expense of reading educational materials. If parents and other stakeholders in education fail to carry out their responsibilities as expected, it may lead to lack of interest in reading. Researchers have called for conscious effort by all stakeholders in the educational system to promote the reading habit (Agosto et al., 2015; Deavers, 2000; Palani, 2012). Promotion of reading habits of adolescent is therefore, a collective responsibility of all stakeholders in educational system.

Methodology

A desktop research approach was adopted for the research. To ensure that all concepts were included within reading habits, the following general related terms, were used as core keywords for all literature searches 'reading habits of adolescents' combined with any of the following terms; parents, teachers, librarians, peer groups, digital era, etc.. The literature searches were conducted using online databases (Library and Information Science Abstracts (LISA), IEEE, Science direct, Ebscohost, Emerald, world libraries, SAGE journals, and Springer link) available at University Library to retrieve journal articles in reading habit. LISA provides access to abstracts. The abstract accessed help to identify relevant articles; therefore an insightful analysis is possible. LISA offers authority controls strictly for subject terminology that can enhance recall or precision in searching. The searches were limited to publications in English. In addition, a variety of search engines (altavista, yahoo, google etc.) were used to identify relevant works.

Role of Stakeholders in Promoting Reading Habits

This section looks at the role of various stakeholders such as parents, teachers, librarians and peer groups in the development of reading habits of adolescents. After which benefits and challenges of ICT on reading habit are identified and discussed.

Role of Parents

'Charity begins at home' a common adage but remains relevant to the issue at hand. Parents are clearly important socializing agents. The responsibilities of teachers are so much that the teachers alone cannot perform wonder in promoting reading among adolescents. Children's home could help reinforce children's reading habit and interest through establishment of private libraries (Igwe, 2011). As parents are the child's first teacher, they serve as role models for their children and this equally applies to interest in reading either for knowledge or for pleasure. Several studies have indicated that the home do influence reading habit among adolescents (Bus, 2003; Emst-Slavit, Han, & Wenger, 2004; Adnan, Akram, & Akram., 2016). Kather's (1996) reported that fathers who were involved in school activities have children who were more likely to participate in extracurricular activities or have children performing well on reading score tests.

Parents play essential role as “foundation teacher” that develop and monitor activities of children. Parent is the catalyst that speeds up the children reading culture development. Parents are expected to be self-discipline and develop reading habit to motivate children and imbibe habit of reading in them. Parents should encourage reading for leisure among their children; these will invariably influence children reading habits and complement teacher's effort in achieving good reading culture among the youth (Adnan, Akram, & Akram., 2016).

Parental support in provision of educational reading materials required for the children attainment of good reading culture will go a long way in enhancing reading habit. Parents Teachers Association (PTA) does organize meetings with parents, where emphasis is place on assisting youth to read at their different homes. Busy schedule of parents for non-reading activities allow youth to decline in reading both for pleasure and academic activities. Parent should monitor and regulate amount of time spent on watching video, TV, face-book, browsing, chatting and posting comments on social network. Parents should realize that reading habit cultivated at early stage of life, help the children to grow. Parents, who spend time reading with their children, give them the best possible start on the road to literacy. Therefore, the influence of the home is essential for promotion of reading culture as well complementing teachers' effort towards inculcating reading habit on children.

Role of School Teachers

The prime aim of promoting a reading habit is to get the children and adolescents to read as part of their daily life. Also, to establish the reading of books as a habit that would always be needed and enjoyed throughout one's life time. The school is committed to the improvement of literacy skills among children. A key part of this commitment is educating children of the importance of reading for pleasure. The primary objective of teaching is to educate children, in the process of educating children, reading and writing play a vital role concurrently. Teachers are in the centre point of promoting reading culture. Teachers inculcate and improve reading culture using different strategies such as:

- Incorporation of reading as an important concept in the curriculum; this will enable teachers to apportion adequate time for reading in any classroom activities in all subjects.
- Reading Club and Literary & Debating Society. This is a potential strategy used to encourage students' reading habit by organizing weekly or monthly quiz and debate with token gift attached. This serves as a motivation for other children to partake in such reading drive in the near future
- Collaboration between school teachers and librarians to support reading should be a welcome development. This can be achieved by teacher and librarian through giving assignments and making provision for relevant reading materials that met student's information needs.

In addition to these strategies, teacher can incorporate story-telling sessions into English language subject's period to inculcate the love of reading among children. Teachers and school librarians need to support children to enjoy reading, and create enliven reading environs that facilitate reading a wide range of good quality literature. This practice is supported by Philip (2009) who accentuated that reading

habit is the link between libraries and literacy. For any library to achieve this laudable role, a well trained professional librarian must be in-charge of the library.

Role of Librarians

Libraries over the years have been promoting reading culture, especially public libraries which are established with the aim of providing access to information needs of their communities and promotion of reading through various methods. The IFLA/UNESCO Manifestation on public library 1994 described the roles of public libraries as "a living force for education, culture and information and as an essential agent for the fostering of peace and spiritual welfare through the minds of men and women." (IFLA/UNESCO, 1994). The manifesto lists the following 12 key missions that should form the core of public library services:

1. Creating and strengthening reading habits in children from any early age
2. Supporting individual and self-conduct education as well as formal education at all levels
3. Providing opportunities for personal creative development
4. Stimulating the imagination and creativity of children and young people
5. Promoting awareness of cultural heritage, appreciation of the arts, scientific achievements and innovations
6. Providing access to cultural expressions of all performing arts
7. Fostering inter-cultural dialogue and favouring cultural diversity
8. Supporting the oral tradition
9. Ensuring access for citizens to all sorts of community information
10. Providing adequate information services to local enterprises, associations and interest groups
11. Facilitating the development of information and computer literacy skills
12. Supporting and participating in literacy activities and programmes for all age groups and initiating such activities if necessary.

The implementation of the UNESCO Manifesto in libraries around the world is expected to promote reading culture. Libraries and librarians can improve the reading culture of their community by providing valuable and interesting collection of materials for the reading pleasure of users. Reading library materials will increase adolescent understanding, broaden their horizons, develop their aesthetic sense, and help them develop their moral, spiritual and psychological growth. This is in line with Aina, et al., (2011) conclusion that provision of reading materials will promote reading habits among youth and equally improve their reading skills. One of the major goals of school libraries is to encourage a love for reading and promote a reading culture among its users (Kumar, Ansari, & Shukla, 2010). This is usually achieved through the provision of access to supplementary materials that complement and enhance the learning provided by prescribed textbooks (Krolak, 2005). Availability of right type of books especially at the beginning for the reading stage is very crucial to the acquisition of good reading habit. Libraries seek to enrich young people by introducing them to good reading literature. It is difficult to be knowledgeable, if one has not formed a habit of reading widely, since it is impossible for anyone to acquire all the required

reading materials, the library is responsible to fill this gap.

Roles of Peer groups

A peer group is a source of great influence during the time of adolescence (Chauhan, 2007). When children interact with peer groups either from school, community, or religious society, they begin to form attachments, and friendships emerge through their play. These relationships influence behavior. Children often accept to be influenced by their group just for the desire to achieve a sense of security within the group. Any unwillingness to be influenced carries with it the very risk of social rejection and this is what young people fear most (Dewey, 2008). However, the type of peer group a child relates with influences his/her behavior positively or negatively. A good peer group adds positive value to adolescent in the areas of recreational and educational development. Studies have confirmed this assertion. For example, Steinberg (1996) longitudinal studies confirmed that initial membership in a peer group that is academically and reading-oriented is correlated with higher grades, more time spent on homework, and more involvement in extracurricular activities. Also, Palmer (1995) in a study of library use revealed that the most frequent reasons for selecting a book was recommendation from peer group. Adolescent reading habits can be motivated by peer and this should be guided by parents to prevent reading materials that could power bad behavior especial in the present age that is driven by information and communication technology (ICT).

Benefits and Challenges of ICT in Shaping Reading Habits of Adolescents

The advent of ICT has greatly influenced reading habits of adolescents. Reading from the screen of computer, cell phone messages, video, DVD players and online news have become common habits of adolescents in the present digital era (Ferriman, 2013; Shimray, Keerti, & Ramaiah, 2015). Children born in the digital era are now Internet savvy and actively using ICT for learning, communicating and socializing. The parents need to diagnose the habit adopted by their children when using ICTs. There are two fold to the analysis of the role of ICTs in promoting reading culture of adolescents. The parents should provide ICTs facilities at home especially those that will enhance reading habits. This will assist adolescents on current literature that will be useful for their school assignments. Online discussion forum should be encouraged among their peers on matter of academic issue that will improve their reading skills and vocabulary developments. On the other hand, parents should monitor online activities of their wards /children in order to guide against abuse of ICT usage (e.g watching pornographic movies and chatting with friends on whatsapp). Parents should be checking their children phone regularly to guide against social taboo downloads, if uploaded, should be deleted immediately. The growth in ICTs development is much faster than what we can monitor of their impacts. There is growth in e-book adoption and usage the world over. Huge amounts of reading time are spent more on skimming, chatting, surfing and browsing for information on the Internet. The nature and purpose of reading seems to depart as well from the traditional reading methods, which are brief, linear and less structured. Many researchers argued that the growth of electronic media may give negative inference to the fact that people are less engaged in broad reading and lack the ability to read deeply and to sustain a prolonged engagement in reading (Liu, 2005).

Effect of ICTs on Reading Habits

There is high level of reduction in print book patronage as a result of evolution of digital technology. The emergence of new media platforms, networks and technologies have radically changed the way in which young readers source, consume and interact with reading materials (Rutherford et al., 2017). According to Ibrahim (2010) with proliferation of television and video players, it was uncommon to see young men and women carrying books in their pockets and purses, setting under the trees perusing. What are common among youths nowadays are browsing, chatting, listening to music, game play, and watch 'blue movies' on their sophisticated handsets.

Shuaibu (2008) described Internet as a greatest challenge that has faced conventional books. The decline in the reading culture has negative implication; it may just pave way for the extinction of books. There were instances where library services were been replaced with Internet cafes services example British Council Libraries in Nigeria were forced to phase out its libraries in Lagos, Ibadan, Abuja and Enugu and replaced them with "Knowledge and Development Centres. Thereby disposed their books shelves, books and other reading materials because users fail to make adequate use of the materials as expected of them. African countries are mostly affected especially developing countries like Nigeria. There is a common remark about the ways European think of Africans in term of their relationship with books. The belittling remarks runs like this "if you want to hide something from an African, keep it in a book" that is to say Africans do not read. There are many benefits of ICTs to the adolescent especially in enhancement of reading habit among the youths. Let take a cursory look at benefits and challenges of ICTs to adolescent reading habits:

Benefits of ICTs

- Adolescents can get access to different collections of reading text through: Internet, digital libraries, mobile phone, ipod and other IT gadgets
- Availability of electronic books reduces cost over print. Print copies are expensive compare with soft copies of books
- Access to massive current reading materials is possible as a result of ICTs facilities
- Opportunities to access related materials through Internet links
- Exchange of intellectual works that promote readings is enormous.
- Opportunities to embark on video-conferencing without physical boundary are possible using ICTs in an online environment.
- Watching debates, talks and discussion of intellectual issue that enhances reading culture is available.
- Random access to Web pages breaks the linear flow of instruction. By sending e-mail and joining newsgroup, learners can also communicate with people they never met before and interact with their own teachers or classmates and other interested peer group.
- Caters for different categories of learners. For example, shy or inhibited learners can be greatly benefited through the individualized technology-learning environment like creating online discussion forum. and studious learners can also proceed at their

own pace to achieve higher levels, thereby promoting reading habit among the adolescents.

- Finally, ICTs provides cooperative, collaborative and life-long learning among adolescents who learn a lot of things from searching Internet such as – grammar, pronunciation, vocabulary, style, intonation even culture, habit, etc from various web links as a direct sources.

Challenges of ICTs

- Adolescents time for reading educational materials have been greatly cut short by TV watching, video and Internet browsing time. In the pasts, thousand, who grew up reading the African writers series and pace setters and even mills and Boons, not to mention other educational books have gradually abandoned them to pursue interests in movie watching and more recently surfing and chatting on the net (Oji & Habibu, 2011). At the present, ICTs are making dynamic changes in society.
- Adolescents are now exposing to Internet fraudulent practices instead of utilizing it for reading development. Like, cyber crime; phishing & spoofing, drug trafficking, prostitution, child pornography, electronic harassment, spot betting, hacking stored information, online blackmail\extortion etc.
- Much time and efforts are now exerted on social network like face book, twitter, whatsapp etc. thereby affecting time for reading
- Exorbitant price of ICTs facilities make it difficult for youth to have free access to facilities that boost their reading habit through sharing of knowledge among their peers at local and international levels.

Way Forward for Reading Habit among Adolescents

1. Parents should encourage their children/wards to cultivate reading habits by providing them with different reading gadgets both in prints and electronic formats.
2. Teachers and Librarians should be vanguard of awareness campaign programme on reading culture. Seminars and workshops should be conducted for youths with emphasis on benefits of reading educational and recreational materials
3. Radio and television jingles on benefits of reading should be sponsored by both private and governmental organizations. This can equally be used to showcase different community or public library collections in order to attract the interest of youth and potential users.
4. The public library should constantly mount book exhibition, provision of mobile library to cover rural areas and displays relevant books that can stimulate reading habit among youth.
5. Organizing Book and Video Clubs where books and well censored films will be exchange among the youth especially those materials that will make them to have interest in reading for pleasure. This is similar to the online forum for discussion groups. Here youth meet to discuss emerging topics such as constitutional review, leadership style, quiz competitions etc. This may assist them to make use of public library to boost their understanding of the topics discussed thereby promoting reading habit. The centre should be managed by qualified information professional like

librarian, who should help develop among the reader's pleasant and positive attitude towards reading. The pleasant and positive attitude of the reader should be developed first before someone is able to automatically form the habit of reading.

6. Government should be organizing symposiums and seminars that will promote reading culture among youth using ICTs to arouse their interest. This should be done in friendly environment where refreshment should be provided to entice more youth. Government should provide adequate financial support to local writers and indigenous publishers as motivation for production of more books. This will reduce astronomical prices of books.
7. Government should contribute immensely book production at high subsidized rate that citizen can afford. Also they should help in tackling economic hardship with policy that will bring relief to citizen at large. This will enable parents to pay school fees and as well buy books for their wards.

Conclusion

Promotion of reading habits is collective responsibilities of all and sundry, both government and non-governmental organizations should wake up from their slumbers to revamp the dwindling reading culture especially in the present Internet age. Personality is continuously modified through reading. Reading like any other form of experience may turn out either a negative or a positive influence on the reader. A well-balanced programme should be provided by all stakeholders to keep in the development of right attitudes, ideals and appreciation. Thus it aids in developing a rich and stable personality (Palani, 2012). All stakeholders should embrace reading culture starting from home to school and beyond schools. The advent of ICT should be seen as blessing for the youth in promoting reading habits, stakeholders should provide adequate monitoring of the usage to forestall abuse. ICTs help youth on the path to self-determined acquisition of reading skills and knowledge. The most successful youth in an ICT rich environment is a good learner that develops positive reading habits. A reading nation is an informed nation.

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