



# OGUYA INTERNATIONAL JOURNAL OF CONTEMPORARY ISSUES

Kogi State College of Education (Technical) Kabba.



ISSN: 2795-3734

Vol. 2, No 2, Mar. 2023

## INFLUENCE OF ELECTRONIC DEVICES USE ON STUDENTS READING CULTURE IN TECHNICAL AND VOCATIONAL EDUCATION, KOGI STATE COLLEGE OF EDUCATION TECHNICAL KABBA, KOGI STATE

David Mathias<sup>1</sup>; Oloruntoba O. Halleluyah<sup>2</sup>; Oju Olusegun Sunday<sup>3</sup> Yunisa Yahaya<sup>3</sup>

<sup>1,2,3,3</sup>, School of Technical Education,  
Kogi State College of Education Technical Kabba

**E-mail:** mathy200942@gmail.com<sup>1</sup>; prophhalleluya@gmail.com<sup>2</sup>

### Abstract

The prevalence of electronic devices has become widespread across various aspects of human life, including academia. Consequently, the younger generation's engagement with libraries and their reading habits may have been impacted. This study aimed to investigate the influence of electronic device usage on students' reading culture at the School of Technical Education and Vocational Education of Kogi State College of Education Technical Kabba. A survey research design was employed, and the population of the study comprised students from the Technical Education and Vocational Education departments of the college. A sample size of 120 students was selected using a simple random sampling technique. Descriptive statistical tools such as averages and percentages were used to analyze the collected data and address three research questions. A questionnaire focusing on reading culture was utilized to gather relevant data. The findings revealed that handheld devices were predominantly used by students, followed by computer systems, which consequently affected their utilization of the library. Moreover, students found electronic devices convenient for searching, sharing, and communication both inside and outside the classroom. One recommendation arising from this study is to encourage activities that promote the use of electronic devices, such as providing internet facilities and incorporating their use in teaching and learning processes.

**Keywords:** electronic device, handheld, reading culture.

### Introduction

Reading is a crucial component of long-term learning. To improve one's chances of surviving on earth, it is crucial for anyone to develop the habit of reading. Reading is the process of decoding written, textual, or pictorial information so that one can make sense of the information presented (Ihuoma, 2012). Reading improves life quality and gives access to culture and

cultural heritage, claims Holt (1998). The researcher confirmed that reading unites individuals and emancipates and empowers citizens.

The ability to read well is a priceless skill for everyone, claims Okeke (2000). Reading is a crucial life activity that allows people to access the experiences of others and broaden their knowledge and experience. It plays a significant part in the daily activities and growth of a person or group of people.

Reading is an integrated activity that begins with the reader and involves the emotive, perceptual, and cognitive domains, claims Rubin (2002). The United Nations Educational, Scientific, and Cultural Organization (2009) defined reading culture as the practice of people who place a high value on reading and who subsequently become engaged, active, and enthusiastic readers. Additionally, Ihioma (2012) believed that a reading culture included ingraining reading and learning as a foundation for social values and growth and development. Reading is a powerful and essential instrument for learning and skill development.

A strong reading habit is essential for healthy intellectual development, according to Chattri and Rout (2013), and it is very important for achieving practical efficiency. Reading enables full involvement in a variety of activities in any contemporary society. By giving people access to varied cultural heritages, it improves the quality of their lives. It gives people more authority and unites them as citizens of a country. Reading serves purposes beyond academic accomplishment. It may improve each person's ability to participate in politics in a well-established democracy (Ihuoma, 2012).

Any literacy program must start with reading. It gives learners many benefits, places them at center of pedagogy and the curriculum, and places them in an active role (Corcoran and Evans, 1987). It is a vital and effective instrument for learning and acquiring the numerous experiences and skills required for a person to develop a fulfilling life.

The school library opens doors to general knowledge and plays a crucial role in encouraging a reading culture. As part of its role, the school library offers books and other reference resources that improve reading and have an impact on students'

According to Ezema and Ekere (2009), there are very few schools that keep dog-eared books stored away in cabinets. Technology might have an impact on this. Onifade (2012) noted that there has been an increasing concern that the reading culture in Nigeria, particularly among students, has diminished dramatically and that many pupils have never borrowed or read a book from their school library throughout their time there.

The growing influence of technological advancement is profoundly influencing and fundamentally altering students' reading habits in our culture. Reading printed materials is quickly disappearing from students' lives as a result of technology slowly consuming their reading culture. Hindu (2004), referenced in Igbokwe Obidike and Ezeji (2012). Due to the hours spent on electronic media and applications like playing video games, watching television shows, browsing the internet, and actively participating on social networks like Facebook,

Twitter, WhatsApp, etc., student use of the library to read printed materials may have decreased (Hindu, 2004). These activities have also made the reading culture in libraries and at home an antiquated concept for most students.

The concentration of students reading on electronic gadgets may suffer. According to Ezeji's (2012) and Kaufman's (2011) observations, students spend more time watching TV and playing online games than they do reading books, magazines, journals, etc. As a result of using e-devices for activities like talking, playing video games, listening to music, etc. Knowing full well that reading on a digital device might happen at the same time as the aforementioned activities Chisenga (2004), referenced in Egberogbe (2011), mentioned certain issues related to electronic reading among students in Nigerian higher institutions, despite the fact that the introduction of technology into student reading culture is a positive development. not using the internet to provide users with information services. Users of new ICT services lack continuous training, and there is insufficient money (strategic planning). Furthermore, Damilola (2013) discovered that a lackluster electrical supply significantly hampered the utilization of electronic information sources.

Asheroft and Watts (2005) noted that the high costs of hardware, software, and particularly internet service providers were significant barriers to the provision of electronic resources. Odewole and Akpati (2003) also mentioned some of the difficulties in accessing e-resources, such as the lack of terminals available for use despite high demand and inadequate electricity supply.

Mefor (2010) recommended all schools in Nigeria launch a literacy promotion campaign that will aid in fostering a reading culture among pupils. According to Hetting, Knapp, and Onovughe (2012), one of the most crucial elements of education is the ability to read, comprehend, and critically analyze the material. Olukemi (2010) counselled Nigerian youngsters to foster a culture of reading in all facets of their lives. She bemoaned the fact that young people's lack of a reading culture in recent years has had a negative impact on the caliber of graduates generated by the country's higher education institutions. This study seeks to understand how electronic devices affect the reading habits of students enrolled in technical and vocational programs at the Kogi State College of Education Technical Kabba.

## **Methods**

This study used a survey research design. All students enrolled in the Technical and Vocational Education 2019/2020 term at the Kogi State College of Education (Technical) made up the study's population. Simple random sampling was used to choose a sample size of 100 respondents. To gather pertinent data for the study, a questionnaire with the title Reading Culture Questionnaire was created.

An expert in measurement and evaluation determined the face and content validity of the RSQ (Reading Culture Questionnaire) to confirm the measurement tool. Before being administered, the final version of the RSQ was updated to reflect the adjustments and observations made by the resource persons. In addition, a pilot study was carried out to assess the instrument's dependability. The researcher herself gave the questionnaire. Charts, average percentages, and frequency distributions were used to analyze the data acquired for this study

### Research Issues

This study provided an answer to the following query:

1. What kinds of electronic devices and programs do students use?
2. How frequently do students use the library?
3. How much does the culture of reading among college students suffer from their use of technological devices?

### Research Questions

This study provided an answer to the following query:

4. What kinds of electronic devices and programs do students use?
5. How frequently do students use the library?
6. How much does the culture of reading among college students suffer from their use of technological devices?

### Findings

**Research question 1:** What are the various electronic devices and applications used by students?

**Table 1: Electronic Devices Application used by s**

Electronic Devices	Frequency	Percentage
Laptops.	26	21.7
Computer desktop systems	16	13.3
Handheld (Android, iPhones and Tablets)	70	58.3
Television	8	6.7
Total	120	100.0

Figures from Table 1 show that the greatest percentage of respondents, which was 58.3%, 58.3 % use handheld devices such as iPhones, Androids, and tablets. The next-most-used electronic device is a laptop, followed by a desktop computer system. With 13.3%. However, other electronic devices, such as television, were used by 6.7%.

**Research question 2:** How often do students visit the library?

**Table 2: Summary of Respondent s Response to Use of Library.**

Code	Frequency of reading in the Library	Number of Despondence	Percentage (%)
A	Every week	8	6.7
B	Every 2 weeks	16	13.3
C	Every 3 weeks	20	16.7
D	Preparing for examination	30	25.0
E	Not at all	46	38.3

**Research Question 3:** To what extent does the use of electronic devices by students affect reading culture?

**Table 3: Summary of responses on the use of electronic devices for reading**

S/No	STUDENTS	ALWAYS	OCCASIONALLY	RARELY	NON
1	I read from an electronic device	60 (50%)	30 (25%)	22 (18.3%)	8 (6.6%)
2	I am involved in a group chat on my device	80 (66.7%)	20 (16.7%)	12 (10%)	6(5%)
3	In my class, I join others to use my devices to share ideas	66 (55%)	34 (28.3%)	10 (8.3%)	8 (6.7%)
4	I surf the internet for supportive	82 (68.3%)	22 (18.3%)	10 (8.3%)	6(5%)

## Discussions

Research Question 1: What are the various electronic device applications used by students? The respondents' reactions regarding the frequency of electronic device usage indicated that a majority of students utilize handheld devices such as iPhones, Android phones, and tablets. This was followed by laptops and desktop computer systems. These findings highlight the prevalence of handheld devices among students, suggesting their popularity as a preferred tool for electronic device applications.

Research Question 2: How often do students visit the library to read? The findings revealed that the majority of students do not frequently visit the library, and some of them only utilize the library when the examination period is approaching. These findings align with the observations of Musa and Emmanuel (2017), who reported that students tend to spend more time on social media through the use of handheld devices than engaging in reading activities.

Research Question 3: To what extent does the use of electronic devices by tertiary institution students affect reading culture?

The study found that students frequently engage in reading from electronic devices, which is consistent with previous research. Onovughe (2012), in a study examining the use of the internet and the reading habits of students at higher institutions, discovered that a significant

percentage of respondents expressed a general enjoyment of reading. This suggests that the reading culture among students has been positively influenced since the introduction of the internet. Furthermore, the researcher reported that students' reading culture could be favourably affected by their enjoyment of reading.

In addition, a study conducted by Ajayi, Shorunke, and Aboyade (2014) revealed that students commonly use electronic information resources such as e-books, e-journals, and e-news. This indicates the growing reliance on electronic platforms for accessing information and further supports the notion that electronic devices have an impact on students' reading habits.

### **Conclusion**

The study conducted among students of technical and vocational education at Kogi State College of Education Technical Kabba revealed that handheld devices, followed by laptops and computer systems, were the preferred electronic devices used by students. This preference for electronic devices has resulted in a decreased utilization of the library as students opt to read materials on their handheld devices, laptops, and desktop computer systems outside of the library environment. Additionally, students find electronic devices convenient for searching, sharing, and communicating both during and outside of lecture hours.

### **Recommendation**

To promote a reading culture among students, it is recommended to incorporate the use of electronic devices during and outside of lecture hours. This can be achieved through the utilization of applications such as WhatsApp for group discussions and as a teaching tool. Moreover, students' email addresses can be utilized for the distribution of electronic copies of materials, enhancing academic activities. Additionally, making e-library facilities available for students to access from the comfort of their own residences and lecture halls would further facilitate their engagement with electronic resources. These recommendations aim to leverage the benefits of electronic devices in fostering a conducive learning environment and encouraging students to embrace a culture of reading.

### **Acknowledgement**

Special thanks to Tetfund for the financial support towards the publication of this article. We also appreciate the effort and cooperation of both the staff and students of the sampled schools. God bless you all

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