



SELF-IDENTIFICATION AS PREDICTOR OF PLEASURE READING AMONG STUDENTS OF UNIVERSITY-OWNED SENIOR SECONDARY SCHOOLS IN SOUTHWESTERN NIGERIA

Oleh:

Florence Adeola Omoba
Obafemi Awolowo University
faomoba@oauife.edu.ng

doi.org/10.17509/edulib.v10i1.23810

Abstract

Pleasure reading seems to be a fast eroding culture among senior secondary school students in Nigeria. Previous studies focused on reading habits but with little consideration for psychological factors that affect reading. This study therefore, investigated the extent to which self-identification predicted pleasure reading among students of university-owned senior secondary schools in Southwestern Nigeria. A total of 1,054 senior secondary school two students were selected from eight university-owned schools (Federal and State) in southwestern Nigeria were involved in the study. The instruments used were: Pleasure Reading ($r = 0.74$) and Students' Self-Identification ($r = 0.73$) scales. Data were analysed using descriptive statistics, Pearson Product Moment Correlation and Multiple regression analysis at 0.05 level of significance. Respondents had average level of pleasure reading (23.66) and high level of self-identification (53.10). The study discovered that higher the level of self-identification, the higher the level of pleasure reading. Other determining factors could have been responsible for average level of pleasure reading since the level of self-identification is high.

Keywords: *Pleasure reading, Self-identification, University-owned secondary schools*

Article Info

Naskah Diterima :
2020-3-27

Naskah Direvisi:
2020-4-20

Naskah Disetujui:
2020-5-5

A. INTRODUCTION

The simplest and most interesting form of reading is pleasure reading. It is a reading associated with enjoyment because there is no question to be answered at the end of the chapter or book and no looking up of every vocabulary. Observation has shown that in the years past, students in secondary schools in Nigeria were always involved in pleasure reading because students were always with books when embarking on a journey in public transports and in some other public places. During the holidays, students also buy or loan books that will engage them in the course of holiday.

On the contrary, students these days derive their enjoyment in playing games, watching films and listening to music.

However, the advent of information communication technology (ICT) is an added advantage to the promotion of pleasure reading because pleasure reading materials, formats and opportunities are increased. Students now have the opportunities to read e-books, text messages, online information and many more electronic texts for pleasure reading. Electronic devices could provide easier, cheaper and wider opportunities, because many expensive pleasure reading materials

could be accessed free of charge and from any country.

Self-identification refers to what a person knows about oneself, that is, what he can say that he is. Self-identification is personal identity which refers to the placing of self-perceptions and self-evaluations in the order of their importance in relation to self-concept, self-esteem, self-image, or sense of self. Self-identification involves answering questions about what constitutes the self, such as, "Who am I? Self-identification is the state of having unique identity, characteristics and distinctiveness individuality. The synonyms of self-identification are self, selfhood singularity, uniqueness, and personality ([Kahan, 2013](#)). [Clarke \(2009\)](#) asserted that self-identification is often conceptualised in terms of personal identity and social identity.

B. LITERATURE REVIEW

Pleasure reading is the reading that an individual do at free will, anticipating the satisfaction that the act of reading will give. It is usually done because of the interest students have in it, they are not forced to read. Pleasure reading is the reading that secondary school students choose to do on their own that is not assigned to them as part of their school work. The choices to make include materials to read for pleasure, time to read for pleasure, format of the materials to read for pleasure, and the length of time to spend reading for pleasure.

These choices depend on the level of interest that students have in pleasure reading. Interest is the emotional part of an individual that arouse the desire to like something ([Simisaye, 2016](#)). Therefore, pleasure

reading of students could be sustained if secondary school students have interest in reading. Interest in reading could also be promoted by the enjoyment derived from the materials accessible to students.

The attitude of students to pleasure reading could be determined by preference of pleasure reading materials, preference of places that encourages pleasure reading, pleasure reading activities and availability of pleasure reading materials in desired format, that is, electronic format, audio, video or hard copy. Although, students find it hard today to avoid physical and electronic distractions and just read, but pleasure reading is a more worthwhile activity for secondary school students and deserve much attention, because it is a type of reading that could improve academic success.

Reading for pleasure plays major roles in the life of secondary school students at all levels because it influences their educational and personal development. According to [Elaturoti \(2001\)](#), young people can only achieve their potentials in life if they develop interest in reading. This is because reading helps an individual to achieve greater control, increase independence and a greater sense of self-worth and belonging. Students who read for pleasure frequently are better readers while the amount of pleasure reading done and reading achievement has reciprocal relationship with each other. As the amount of time spent on pleasure reading increases the reading achievement also increases ([Clark & Rumbold, 2006](#)). Therefore frequency of pleasure reading is of importance in determining the level of pleasure reading of secondary school students.

[Ogbonn & Eze \(2015\)](#) discovered that there is relationship between school library programmes and pleasure reading of secondary school students. Reading programmes influence level of reading because as pleasure reading programmes are provided, there will be increase in the level of pleasure reading of students. If low level of pleasure reading trend is allowed to continue, the secondary schools will continue to graduate students with low educational, social, physical, recreational and mental growth. The skills of these students will be greatly affected in their reading comprehension fluency, grammar, writing and spelling and self-confidence.

In Nigeria, several factors could affect pleasure reading among senior secondary school students. According to [Dike \(2011\)](#), these include; unending teacher's industrial actions caused by the general neglect of education, lack of current books and materials for teaching and learning. Other factors include lack of reading intervention programmes and specialists, lack of functional school and public libraries, non-acquisition of reading materials by student or not having access to reading materials as at when needed, and non-reading cultural habit.

According to [Oyewusi \(2016\)](#), school library media centres improve and promote reading among students. From observations, secondary school students in Nigeria do not have pleasure reading materials of their own and this could affect pleasure reading. Library could be a leveller between those that have pleasure reading materials and those that do not have, but libraries, either national, state and school libraries are neither utilised nor

equipped ([Ashoko & Fabunmi, 2007](#)). A well-equipped school and public libraries could help promote reading for pleasure among these secondary school students.

Therefore, deplorable situations of libraries in secondary schools in Nigeria could influence reading for pleasure. In the face of the deplorable situation which characterises secondary school environment, students may not have conducive environment to read even when they have interest to engage in reading, consequently, no meaningful pleasure reading could be done.

In addition, secondary school students in Nigeria have problems with parent interest, home environment, availability of books and other reading materials in the home. Hence, these students would turn towards available gadgets like mobile phones and the internet, since the pleasure reading needs are not met.

[Ume \(2015\)](#) confirmed this when he said that many Nigerians' students prefer listening to stories than to reading, a practice which accounts for the popularity of home videos among students. According to [Ukoha \(2015\)](#) the rising population of reluctant readers in this age of information explosion is disturbing. It is therefore concluded that, Nigerian society is either not reading or if they are reading, it is done reluctantly. Therefore the level of pleasure reading among students in university-owned secondary schools could be measured by attitude of student to pleasure reading, frequency of pleasure reading and pleasure reading interest. These are the significant areas in which students may find recognition of their potential. Despite all the factors earlier studied that affect pleasure reading,

researchers ([Fayose, 2003](#); [Dike, 2011](#); [Ihejirika, 2014](#); [Ume, 2015](#); [Ukoha, 2015](#)) reported low level of pleasure reading in Nigeria.

SELF-IDENTIFICATION

Self-identification is important in pleasure reading because pleasure reading is a goal-directed activity. Self-identification helps to know who a student is and to understand how best to help a student in pleasure reading ([Schlenker & Weigold, 2012](#)). From observation, there is relationship between self-identification and choice, interest, culture, gender, ethics, self-construction, self-awareness and pleasure reading. For example, [Creel \(2015\)](#) revealed that a young person who has high self-identification, is likely to read books all through his life span, whereas someone who has low self-identification as far as reading is concerned is believed to be a non-reader and would probably not read books. Students who may see themselves as readers may rate themselves as more proficient and indicate that reading is done more frequently outside of school while those who do not read may never read for pleasure at any other time or place.

Self-identification is the centre of developmental task and it would assist the social-cognitive structure of students. Self-identification's functions differ between students according to their levels of active self-constructed identity formation. Self-identification is a social-psychological construct that has certain functional properties, among them are structure of understanding the personality of a student, meaning and direction through commitments, values and goals. It also includes a sense of personal control and free will;

consistency, coherence, and harmony between values, beliefs, and commitments; and the ability to recognise potential in the form of future possibilities and alternatives ([Adams & Marshall, 1999](#)). Self-identification provides the structure for understanding the person of a student, which could manifest itself in different levels of anxiety about the self. Understanding self-accompanies lower level of anxiety about self and is related to the more active self-identification status and, thus, optimal self-identification development.

Self-identification also provides meaning and direction through commitments, values, and goals. [Kahan \(2013\)](#) reported that students with high self-identification are more committed than students that have low self-identification. This opines that students could be more goals directed and self-motivated towards pleasure reading. Self-identification also provides a sense of personal control and free will. [Adams & Ethier \(1999\)](#) related the ideas of personal control and free will to the constructs of locus of control, conformity, and conscientiousness. This suggests that such students that have high self-identification would have greater confidence in personal control of how they would read for pleasure. Students with high self-identification have high levels of conscientiousness to achieve goals. Tasks to accomplish also motivate students, which translate to start reading and read to the end. In addition, self-identification also provides consistency, coherence, and harmony between values, beliefs, and commitments ([Gastil et al., 2011](#)).

[Kahan \(2012\)](#) compared overall academic adjustment of students and found that, students with high self-

identification have more academic adjustment than those with low self-identification. This suggests that students who have high-self-identification have higher academic adjustment and are more likely to use healthier and adaptive defense mechanisms to maintain consistency and coherence between their values, beliefs, and commitments. Similarly, students with high self-identification show greater career planning and decidedness ([Gervais & Norenzayan, 2008](#)) towards reading for pleasure. Students are more likely to believe that pleasure reading represent a feasible method of fulfilling their future aspirations than students with low self-identification.

Secondary school students who have high self-identification are more likely to invest in reading for pleasure because potentials such as academic success and career planning would be recognised. Secondary school students with high self-identification could be pleasure readers and may want to maintain the picture created for themselves.

Students who have high self-identification could be pleasure readers by acquisition of pleasure reading materials or be engaged in activities that would make them pleasure readers ([O'Sullivan, 2013](#)). High self-identification formation signifies that self-construction is associated with certain characteristics that are not associated with the low forms of self-identification development. Self-identification of a pleasure reader is not just formed in a day. Therefore, self-identification is constructed by situation or circumstances a student finds himself.

University-owned secondary schools are schools established by the management of the university for children of members of staff and some non-members of staff that have interest in the school. Such schools are usually situated within the campus of the university. However, it is not compulsory for all universities to own a secondary school. Therefore, it is expected that students in this type of schools would spend their leisure time reading for pleasure without being compelled or forced. The schools meet up with one of the major goals of pleasure reading, which is to inspire the love for reading among students. It is observed that most students read only their textbooks without engaging in creative and pleasure reading.

The level pleasure reading among secondary students in Nigeria that seem to be low has become the concern of educators. This could be because students like other people prefer to seek for other pleasure aside from reading. This could also be due to unconscious non-exhibition of some psychosocial traits, which include not understanding themselves or personality trait and what could be gained from pleasure reading. As such, students may decide to engage in non-reading activities if pleasure is not derived from reading or no value in reading. Students who have the ability to read but choose not to, miss just as much as those who cannot read at all and it would at the long run, affect their academic performance in school.

South west in Nigeria comprises of five states which are Oyo, Ogun, Ondo, Osun, and Lagos states. Therefore, in order to elicit information that will answer the questions, copies of questionnaire were administered on

senior secondary school two students of both state and federal universities in south west Nigeria that has senior secondary schools two.

C. RESEARCH METHOD

Purposive sampling was used to get south western state, university-owned secondary schools, senior secondary schools and secondary school two students. A complete enumeration procedure was also used to administer copies of questionnaire to all SS2 students. The decision to include all SS2 students was informed by the preliminary investigation from the schools about the population which sums up to 1,054 students in all the federal and state university-owned secondary schools in the six states in Southwestern Nigeria and it is considered adequate for this type of study.

This study adopts the survey research design of the correlation type

D. RESULT AND DISCUSSION

The population of senior secondary school two students in university-owned in south-western in Nigeria is 1054

because it gives the detailed description of events and laid emphasis on description instead of passing judgment or interpreting the events.

Data were collected using structured questionnaire. Psychometric properties of the instrument were established through Cronbach Alpha method. The instrument was subjected to a trial test among 30 students of Senior Secondary School two from University of Ilorin Staff Secondary School. The following reliability coefficients were obtained for the scales: pleasure reading attitude is 0.74, while self-identification scale is 0.73. Method of data analysis Descriptive and inferential statistics were used for the data analysis. Descriptive statistics like means, standard deviations, frequency count and percentages. Pearson Product Moment Correlation (PPMC) was used to test for the magnitude of relationships between self-identification and pleasure reading.

while 765 filled the copies of questionnaire.

The rate of involvement of students in pleasure reading is stated on table 2

Table 2
Frequency of Use of Pleasure Reading Materials

| S/N | Reading Materials | Never | Yearly | Monthly | Weekly | Daily | Mean | S.D |
|-----|-------------------|--------------|-------------|-----------|--------------|--------------|------|------|
| 1 | Adventure | 112 14.6% | 46 6.0% | 149 19.5% | 218 28.5% | 240 31.4% | 3.56 | 1.37 |
| 2 | Short Story | 126 16.5% | 67 8.8% | 116 15.2% | 217 28.4% | 239 31.2% | 3.49 | 1.43 |
| 3 | Comic | 143 18.7% | 67 8.8% | 183 23.9% | 201 26.3% | 171 22.4% | 3.25 | 1.39 |
| 4 | Romance | 117 23.1% | 91 11.9% | 113 14.8% | 187 24.4% | 197 25.8% | 3.18 | 1.51 |
| 5 | Newspapers | 174 22.7% | 82 10.7% | 134 17.5% | 192 25.1% | 183 23.9% | 3.17 | 1.48 |
| 6 | Fantasy | 180 23.5% | 89 11.6% | 141 18.4% | 177 23.1% | 178 23.3% | 3.11 | 1.49 |
| 7 | Fiction | 166 21.7% | 80 10.5% | 200 26.1% | 202 26.4% | 117 15.3% | 3.03 | 1.36 |
| 8 | Mystery | 175 | 95 | 182 23.8% | 179 | 134 | 3.00 | 1.41 |

| | | | | | | | | |
|-----------|------------------|-----------------------|-------|-----------|-------|-------|------|------|
| | | 22.9% | 12.4% | | 23.4% | 17.5% | | |
| 9 | Science Fiction | 207 | 84 | 158 20.7% | 183 | 133 | 2.94 | 1.46 |
| | | 27.1% | 11.0% | | 23.9% | 17.4% | | |
| 10 | Non Fiction | 191 | 93 | 191 25.0% | 186 | 104 | 2.89 | 1.38 |
| | | 25.0% | 12.2% | | 24.3% | 13.6% | | |
| 11 | Autobiography | 226 | 106 | 154 20.1% | 153 | 126 | 2.80 | 1.46 |
| | | 29.5% | 13.9% | | 20.0% | 16.5% | | |
| 12 | Electronic Books | 240 | 90 | 153 20.0% | 152 | 130 | 2.79 | 1.49 |
| | | 31.4% | 11.8% | | 19.9% | 17.0% | | |
| 13 | Biography | 231 | 105 | 161 21.0% | 164 | 104 | 2.75 | 1.43 |
| | | 30.2% | 13.7% | | 21.4% | 13.6% | | |
| 14 | Poems | 257 | 120 | 134 17.5% | 131 | 123 | 2.66 | 1.48 |
| | | 33.6% | 15.7% | | 17.1% | 16.1% | | |
| N = 765 | | Weighted average=3.04 | | | | | | |

Key: daily = 5, weekly = 4, monthly = 3, yearly = 2, never = 1

Table 2 shows that books on adventure ($\chi=3.56$), Short Story ($\chi=3.49$), and Comic ($\chi=3.25$) are frequently read by the university-owned secondary school two students. On the other hand, few of the respondents indicated that they read electronic books ($\chi=2.79$), Biography ($\chi=2.75$), and Poems ($\chi=2.66$).

Test of norm of frequency of reading of pleasure reading materials was conducted. Maximum scores for a respondent on the 14 items frequency scale (14 x 5) is 70, while the level of

frequency is 3, which are high use, average use and low use. To establish an interval score maximum score was divided by the number of levels which is $(70/3) = 23.33 \approx 24$. Therefore, an interval score of 24 was used to chart the norm table.

Table 3 is test of norm table that was used to decide how frequently the respondents make use of pleasure reading materials.

Table 3

Test Norm Table for Frequency of Pleasure Reading Materials

| Interval | Total mean score | Remark |
|----------|------------------|-----------------------|
| 1 – 24 | | Low frequency use |
| 25 – 48 | 42.62 | Average frequency use |
| 49 – 70 | | High frequency use |

Table 3 shows that the frequency of use of pleasure reading material by students of university-owned secondary schools is on the average. Thus, the overall mean score of the university-owned secondary school frequency of pleasure reading material scale of 42.62 falls within the interval distribution of 25 and 48 which is average frequency use.

The respondents were also asked to indicate the time spent on pleasure reading during the week. Four point Likert scale strongly disagree, disagree, strongly agree, and agree were used to elicit information from students. Table 4 shows the time spent by the university-owned senior secondary school students on pleasure reading during the week.

Table 4

Time Spent Reading for Pleasure during the Week

| S/N | Time | SD | D | A | SA | Mean | S.D. |
|---------|---------------------------|-----------------------|-----------|--------------|--------------|------|------|
| 1. | Between 30minutes – 1hour | 184 24.1% | 131 17.1% | 311 40.7% | 139 18.2% | 2.53 | 1.05 |
| 2. | Less than 30 minutes | 218 28.5% | 140 83.3% | 219 28.6% | 188 24.6% | 2.49 | 1.15 |
| 3. | Between 2 hours – 3 hours | 266 34.8% | 220 28.8% | 160 20.9% | 119 15.6% | 2.17 | 1.07 |
| 4. | More than 3 hours | 433 56.6% | 158 20.7% | 84 11.0% | 90 11.8% | 1.78 | 1.05 |
| N = 765 | | Weighted average=2.24 | | | | | |

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

Majority of the respondents spend between 30 minutes and 1 hour ($\chi=2.53$) for pleasure reading during the week, while few respondents read for pleasure more than 3 hours ($\chi=1.78$) during the week.

Test of norm of time spent reading for pleasure during the week has the maximum scores for a respondent on the 4 item frequency scale (4 x 4),

which is 16, while the level of time spent is 3 which is much time, average time and less time. To establish an interval score, maximum score was divided by level of time spent which is (16/3) $5.3 \approx 5$. Therefore, an interval score of 5 was used to chart the norm table. Table 4.7 is test of norm table that decided the level of time spent on pleasure reading during the week.

Table 5

Test Norm Table of Time Spent Reading for Pleasure during the Week

| Interval | Total mean score | Remark |
|----------|------------------|--------------|
| 1 – 5 | | Less time |
| 6 –10 | 8.97 | Average time |
| 11 –15 | | Much time |

The overall mean score of the time spent by the university-owned secondary school students on pleasure reading is 8.97, it falls within the interval

distribution of 6 and 10 which is average time spent on pleasure reading during the week. Thus, table 5 clearly shows that the time spent for pleasure reading during the week by students of university-owned secondary schools is on the average.

The respondents were further asked to indicate the time spent on pleasure reading during the weekend. Four point Likert scale of strongly disagree, disagree, strongly agree, and agree were used to elicit information from students.

Table 6 shows the time spent by the university-owned senior secondary school students on pleasure reading during the weekend.

Table 6

Time Spent Reading for Pleasure in a Weekend

| S/N | Time | SD | D | A | SA | Mean | S.D. |
|-----|---------------------------|-----------|--------------|--------------|--------------|------|------|
| 1. | Between 2 hours – 3 hours | 210 27.5% | 151 19.7% | 234 30.6% | 170 22.2% | 2.48 | 1.12 |
| 2. | Between 30minutes – 1hour | 198 25.9% | 153 | 279 | 135 | 2.46 | 1.06 |

| | | | | | | | |
|---------|----------------------|-----------------------|-------|-------|-------|------|------|
| | | | 20.0% | 36.5% | 17.6% | | |
| 3. | More than 3 hours | 294 38.4% | 169 | 141 | 161 | 2.22 | 1.17 |
| | | | 22.1% | 18.4% | 21.0% | | |
| 4. | Less than 30 minutes | 325 42.5% | 168 | 152 | 120 | 2.09 | 1.12 |
| | | | 22.0% | 19.9% | 15.7% | | |
| N = 765 | | Weighted average=2.31 | | | | | |

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

Majority of the respondents affirmed that they spend between 2 hours – 3 hours ($\chi=2.48$) reading for pleasure on a weekend while few spend less than 30 minutes ($\chi=2.09$) on pleasure reading.

Test norm of time spent reading for pleasure in a weekend has maximum scores for a respondent on the 4 item frequency scale (4 x 4) which is 16. Level of time is 3 which is much time,

average time and less time. To establish an interval score 16 was divided by 3 ($16/3 = 5.3 \approx 5$). Therefore, an interval score of 5 was used to chart the norm table.

This is the test of norm table indicating the level of time spent on pleasure reading on weekends.

Table 7

Test norm Table of Time Spent Reading for Pleasure in a Weekend

| Interval | Total mean score | Remark |
|----------|------------------|--------------|
| 1 – 5 | | Less time |
| 6 –10 | 9.25 | Average time |
| 11 –15 | | Much time |

Table 7 clearly shows that the time spent for pleasure reading during a weekend by students of university-owned secondary schools is average. Thus, the overall mean score of the time spent by university-owned secondary school students on pleasure reading is 9.25, which falls within the interval distribution of 6 and 10 indicates average time spent on reading during the weekend. The respondents were asked to indicate their interest in pleasure reading. Table 8 is the table showing the responses of students as they indicate their interest on pleasure reading. The question investigated the interest of students towards pleasure reading. Four point Likert scale of strongly agree, agree, disagree and strongly disagree was

employed to elicit information from students.

The respondents indicated that learning what they are capable of doing provides the basis for deciding what they will become ($\chi=3.31$), they accept who they are ($\chi= 3.26$), values and beliefs are accurate reflection of whom they are ($\chi= 3.15$) and are certain that they know themselves ($\chi= 3.14$), while few respondents indicated that they do not have a sense of a tangible future ahead of them ($\chi=1.84$), they are undecided about where they will be in future ($\chi= 2.15$) and do not have clear goals that they have constructed on their own ($\chi= 2.17$).

Test norm of Self-identification scale of respondents has maximum scores for a respondent on the 19 item self-identification scale (19 x 4) as 76. Levels of self-identification are 3 they are low self-identification, average self-

identification and high self-identification. To establish an interval score, maximum score was divided by number of level, that is $76/3 = 25.3 \approx 25$. Therefore, an interval score of 25 was used to chart the norm table. Thus, the overall mean score of the level of self-identification of university-owned secondary school students is 53.10 which falls within the interval

distribution of 51 and 75 which is high level of self-identification.

Hypothesis 1: Self-identification does not significantly relate with pleasure reading

The hypothesis shows the relationship between pleasure reading and self-identification among university-owned senior secondary school students in southwestern Nigeria.

Table 10
Relationship between Self-Identification and Pleasure Reading

| Variable | Mean | Std. Dev. | N | R | P | Remark |
|---------------------|-------|-----------|-----|---------|-------|--------|
| Pleasure Reading | 20.98 | 5.26 | 765 | 0.178** | 0.000 | Sig. |
| Self-identification | 53.10 | 11.81 | | | | |

**Correlation Significant at 0.05 level

Table 10 indicates the existence of significant relationship between self-identification and pleasure reading among university-owned senior secondary school students in

southwestern Nigeria. Therefore, Null hypothesis is rejected. This means that self-identification has a significant positive relationship with pleasure reading ($r = 0.178^{**}$, $N = 765$, $p < 0.05$).

DISCUSSION

This study considered the pleasure reading materials read frequently by students. Adventure material is the most frequently read pleasure reading material. The result agrees with the findings of [Khairuddin \(2013\)](#) who had a similar discovery in his study on Malaysia students, where 45 students out of 80 reported reading adventure material for pleasure. [Summers \(2013\)](#) also submitted that adventure materials are frequently read by students in a study carried out in New York where 81% read adventure materials most. This implies that meeting the required reading material needs could make students pleasure readers. The intuitiveness of the age level of students make them to crave for

discovery of new things happening around them or somewhere else.

Short stories also have high percentage response on pleasure reading materials frequently read. The result is at variance with the findings of [Oyewo, R. & Akadri \(2013\)](#) where no respondent reported reading short stories. This finding is in line the study of [Sokoya & Alabi \(2014\)](#) who submitted in the research carried out in Lagos mainland where 46% that is, 23 students out of 50 frequently read short stories. Provision of short story books is very important in the promotion of pleasure reading among secondary school students.

The pleasure reading materials that are not frequently read by students is e-book. The finding of this study is corroborated by the study of [Abiolu](#)

(2014) who established low use of electronic books by secondary school students in Nigeria. Contrary to the findings of this study, is the finding of [Huang, Liang and Chiu \(2013\)](#) on students in Taiwan, where students' preference for e-books is very high and most especially among girls. The implication of this finding is that outside Nigeria, e-books may be easier to use than in Nigeria. In all of these schools studied, electronic devices like telephone set, laptops, iPad and so on are not allowed in school during the week and weekend students are loaded with assignments that will occupy them till they will come the following day to school. Another pleasure reading material not frequently read is poem. [Clark, C., Osborne & Akerman \(2008\)](#) discovered a similar result in the research conducted in London. [Vignjevic \(2011\)](#) discovered that poem was rarely read by secondary school students in Norway. This could be because majority of the respondents in this study are science students (68.4%).

Time Spent On Pleasure Reading During the Week by University-Owned Senior Secondary School Students in Southwestern Nigeria

The highest time spent by respondents on reading during the week is between 30 minutes and one hour. The time spent by university-owned senior secondary school students on pleasure reading during the week was found to be low as most of the students read for pleasure for less than one hour during the week. This finding is corroborated by the study of [Ogbonn & Eze \(2015\)](#) that the teaching loads during the week do not allow students to take up any pleasure

reading activities. During the week, most of them read for pleasure less than 30 minutes. It is in the school that 8 hours of the bright day is spent. Students only go home to eat, do assignment and sleep which is the practice in Nigeria. [Mohammad & Sarjit, \(2014\)](#) also corroborate the findings that students read more when they are on vacation compared to their readings while classes are in session. Students have average time spent on pleasure reading when classes are in session and during vacation as 2.15 hours and 2.82 hours per week, respectively. [Guthrie and Wigfield \(2008\)](#) further discovered that students do not have time to read and that providing time for students to read for pleasure can improve their level of pleasure reading because of the sense of autonomy that can come from selecting texts to read. The result of the study of [Bhatt \(2010\)](#) revealed that library use increases the amount of time students spend on pleasure reading by approximately 27 minutes on an average day, which is close to the findings of this study.

Time Spent On Pleasure Reading During the Weekend

Time spent on reading during the weekend by majority of the respondents is between two hours to three hours. The time spent on reading during the weekend on pleasure reading is on the average. The findings revealed that students of university-owned secondary school read for less than an hour in the weekend. It was also discovered that students read more for pleasure at the weekend than during the week. This finding supports the findings of [Hughes-Hassell & Rodge \(2007\)](#) which revealed that students indicated that they read on the weekend and [Hussain & Munshi,](#)

(2011) findings which reported that pleasure reading at the weekend is low. Allen (2013) also discovered that students do not read at weekend. Providing time for students to read independently can also improve their motivation to read because of the sense of autonomy that can come from selecting texts to read (Wigfield et al., 2008). This could be due to the fact that majority of them have home lessons during the weekend and they all come home with assignment.

Time Spent On Pleasure Reading During the Week

The highest time spent by respondents on reading during the week is between 30 minutes and one hour. The time spent by university-owned senior secondary school students on pleasure reading during the week was found to be low as most of the students read for pleasure for less than one hour during the week. This finding is corroborated by the study of Ogbonn & Eze (2015) that the teaching loads during the week do not allow students to take up any pleasure reading activities. During the week, most of them read for pleasure less than 30 minutes. It is in the school that 8 hours of the bright day is spent. Students only go home to eat, do assignment and sleep which is the practice in Nigeria. Mohammad & Sarjit, (2014) also corroborate the findings that students read more when they are on vacation compared to their readings while classes are in session. Students have average time spent on pleasure reading when classes are in session and during vacation as 2.15 hours and 2.82 hours per week, respectively.

Guthrie and Wigfield (2008) further discovered that students do not have

time to read and that providing time for students to read for pleasure can improve their level of pleasure reading because of the sense of autonomy that can come from selecting texts to read. The result of the study of Bhatt (2010) revealed that library use increases the amount of time students spend on pleasure reading by approximately 27 minutes on an average day, which is close to the findings of this study.

Self-identification of students

Findings from the study revealed that the level of self-identification among senior secondary school students of university-owned secondary schools in southwestern Nigeria is high. The study revealed that when majority of students learn what they are capable of doing, it will also provide the basis for deciding what they will become. Students will also accept whom they are, and their values and beliefs are accurate reflection of whom they are. The study further revealed that few respondents do not have clear life goals they have constructed for themselves. Few are also undecided on where they will be in the future, and do not have sense of a tangible future ahead of them. The study therefore implies that one of the strengths of students is self-motivation based on sense of self. The study also revealed that students believe that their values and goals are similar to their actions, while their values and beliefs are consistent with commitments that they make in life. Students were also discovered to be goal directed persons, while they accept their values and beliefs in line with the person that they understand themselves to be, they also have a consistence sense of self on daily basis.

This finding reinforces what [Cockerham & Blevins Jr \(1977\)](#) discovered that open school Indian students have a higher level of self-identification than students attending traditional schools, either Indian or white. It also confirms what [Klymenko, \(2014\)](#) found in a study that high level of self-identification with the middle class was observed among youths, under 28 years old. This implies that students have high sense of personal control and free will. They are conscious of the character they exhibit and they can manage their actions, hence students cannot be swept off by every wind of teaching that come their way. Based on this finding, it will be imperative for school management and government to allow students to exercise their freedom in order to maximize their potentials. This result supports the findings of [Creel \(2015\)](#) that there was a statistically significant difference in self-reported high experiences across reading frequency or self-identification as a reader with self-identification, the reader being linked to high experiences, self-identification as a reader has a significant relationship on reading pleasure.

Relationship between Self-Identification and Pleasure Reading

Findings of this study on the significance of the relationship between self-identification and pleasure reading show that there is a significant relationship between self-identification and pleasure reading among students of university-owned senior secondary school in southwestern Nigeria. Therefore, null hypothesis is rejected. This implies that there is a relationship between pleasure reading and learning

what students are capable of doing provides the basis for deciding what I will become. Relationship also exist between pleasure reading and acceptance of who students are and the values and believes that is accurate description of whom they are.

The same was discovered by [Clark, C., Osborne & Akerman \(2008\)](#) who conducted a study on over 1,600 pupils in London, on the extent to which young people see themselves as pleasure readers and the characteristics assigned to pleasure readers. The result of the study revealed that majority of pupils (58%) who have high self-identification, are pleasure readers and rated themselves as more proficient and indicated reading more frequently outside of school, while 71% that have high level of self-identification are pleasure readers because of possession of pleasure reading materials that they enjoy. According to the study, nearly half of the students that have low level of self-identification are not pleasure readers and never read outside of school.

This study supports the findings of [Healy \(2008\)](#) where it was ascertained in the research carried out on 225 students in grades four to eight in Ohio, where emphasis was laid on personal opinion of students, which was expressed, in open-ended questioning format. The questions covered issues regarding the books read for pleasure. Majority of the students that has high self-identification are pleasure readers, while the few of them that have low self-identification are not pleasure readers. The finding further corroborated result from [Creel \(2015\)](#) in a research on 833 United State adolescents from ages twelve to

eighteen years where it was discovered that self-identification had a statistically

E. CONCLUSION

In conclusion, this study investigated self-identification as predictor of pleasure reading among university-owned senior secondary school students in southwestern Nigeria. The study focused on university-owned secondary schools because majority of the students are children of lecturers and senior staff members in the university and they are in academic environments where pleasure reading is expected to be an in-born habit. Findings of this study revealed that senior secondary school students of university-owned secondary schools have average level of pleasure reading as against the previous findings that secondary school students in Nigeria are low pleasure reader.

The level of self-identification was discovered to be high as against majority findings and speculations of

significant influence on pleasure reading.

researchers that secondary school students cannot think for themselves nor make sensible choice. Some even think they do not know what they are capable of doing.

Self-identification has significant relationship with pleasure reading. The study further established that self-identification predicted level of pleasure reading among students of the university-owned senior secondary school in southwestern Nigeria. This implies that the higher the level of self-identification, the higher the level of pleasure reading. Since the level of self-identification is high and the level of pleasure reading is on the average, it implies that other factors other than self-identification caused the average level of pleasure reading.

REFERENCE

- Abiolu, O. A. (2014).). Reading habits among senior secondary students in Ondo State, Nigeria. *Nigeria School Library Journal*, 13, 91.
- Adams, G. R., & Ethier, J. L. (1999). *The objective measure of ego identity status: A manual on theory and test construction*. University of Guelph.
- Adams, G. R., & Marshall, S. K. (1999). A developmental social psychology of identity: Understanding the person-in-context. *Journal of Adolescence*, 19, 429–442.
- Allen, D. D. (2013). Attitude toward digital and print-based reading: a survey for elementary students. <http://scholarcommons.usf.edu/etd/4858>
- Ashoko, F. A., & Fabunmi, B. A. (2007). Differential resource and service needs of children in Edo State Public Libraries. *Heartland Journal of Library and Information Science*, 1(2).
- Bhatt, R. (2010). The impact of public library use on reading, television, and academic outcomes. *Journal of Urban Economics*, 68, 148–166.
- Clark, C., Osborne, S., & Akerman, R. (2008). *Young people's self-perceptions as readers an investigation including family, peer and school influences*. National Literacy Trust.
- Clark, C., & Rumbold, K. (2006). *Reading for pleasure: A research overview*. National Literacy Trust.
- Clarke, M. (2009). Doing 'identity work' in teacher education: the case of a UAE teacher. (A. E. Mazawi, & R. G. Sultana, Eds.) *World Yearbook of Education*

- 2010: Education and the Arab 'World': political projects, struggles and geometries of power.
- Cockerham, W. C., & Blevins Jr, A. L. (1977). Attitudes toward land-use planning and controlled population growth in Jackson Hole. *Journal of the Community Development Society*, 8(1), 62–73.
- Creel, S. L. (2015). The impact of assigned reading on reading pleasure in young adults. *Journal of Research on Libraries and Young Adults*, 5.
- Dike, V. W. (2011). Extent of the availability of Africana resources in subject areas in Nigerian university libraries. *Nigerian Journal of Technological Research*, 6(1).
- Elaturoti, D. F. (2001). Personnel requirement for effective school library service in the implementation of universal Basic Education Programme in Nigeria. *Nigerian School Library Journal*, 4(1 & 2), 23–32.
- Fayose, P. O. (2003). Library work with children: an African perspective. *AENL Education*.
- Gastil, J., Braman, D., Kahan, D., & Slovic, P. (2011). The cultural orientation of mass political opinion. *PS: Political Science and Politics*, 44, 711–714.
- Gervais, W. M., & Norenzayan, A. (2008). Analytic thinking promotes religious disbelief. *Science*, 493–496.
- Healy, L. M. (2008). *International social work: Professional action in an interdependent world*. Oxford University Press.
- Huang, Y. M., Liang, T. H., & Chiu, C. H. (2013). Gender differences in the reading of e-books: Investigating children's attitudes, reading behaviors and outcomes. *Journal of Educational Technology & Society*, 16(4), 97–110.
- Hughes-Hassell, S., & Rodge, P. (2007). The leisure reading habits of urban adolescents. *Journal of Adolescent and Adult Literacy*, 51(1), 22–33.
- Hussain, I., & Munshi, P. (2011). Identifying reading preferences of secondary school students. *Creative Education*, 2(05), 429.
- Ihejirika, R. C. (2014). Poor attitude to reading for pleasure and its implications on acquisition of language skills and academic achievements: the case of students of secondary schools in Nigeria. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 19(1), 43–46. www.iosrjournal.org
- Kahan, D. M. (2012). Why we are poles apart on climate change. *Nature*. <https://www.nature.com/news/why-we-are-poles-apart-on-climate-change-1.11166>
- Kahan, D. M. (2013). Ideology, motivated reasoning, and cognitive reflection. *Judgment and Decision Making*, 8(4), 407–424.
- Khairuddin, Z. (2013). A Study of Students' Reading Interests in a Second Language. *International Education Studies*, 6(11), 160–170.
- Klymenko, L. (2014). World War II in Ukrainian school history textbooks: Mapping the discourse of the past. *Compare: A Journal of Comparative and International Education*, 44(5), 756–777.
- Mohammad, N. K., & Sarjit, K. (2014). English recreational reading habits of Arab Jordanian EFL tertiary students. *Education, Business and Society: Contemporary Middle Eastern Issues*, 7(1), 17–32. <https://doi.org/https://doi.org/10.1108/EB>
- O'Sullivan, A. (2013). Direct work with children. *The SAGE key concepts series: key concepts in social work practice*. In A. Worsley, T. Mann, A. Olsen, & E. Mason-Whitehead (Eds.). SAGE Publications. <https://doi.org/doi:http://dx.doi.org/10.4135/9781473914988.n14> 62-67
- Ogbonn, J., & Eze, J. U. (2015). Reviving the reading culture: school library programmes in promoting voluntary reading amongst students: the case of Imo State, Nigeria. *Library Philosophy and Practice (e-Journal)*., Paper 1241. <http://digitalcommons.unl.edu/libphilprac/1241>

- Oyewo, R., L. O., & Akadri, A. A. (2013). Assessment of the role of SUBEB libraries in developing the reading skills of primary school pupils in Oyo state. *Nigerian School Library Journal*, 199.
- Oyewusi, F. O. (2016). Understanding school library media concepts. Stirling-Horden.
- Schlenker, B. R., & Weigold, M. F. (2012). Goals and self-identification process: constructing desired Identities. *PsycINFO Database Record*, 243–290.
- Simisaye, A. O. (2016). Developing a reading habit in children: Lagos state Library Board summer reading programme. *Nigerian School Library Journal*, 22–48.
- Sokoya, A. A., & Alabi, A. O. (2014). Promoting reading through the use of book talk, story books and book mobile among children in selected schools in Lagos Mainland. *Nigeria School Library Journal*, 91.
- Summers, K. (2013). Adult reading habits and preferences in relation to gender differences. <http://www.jstor.org/stable/refuseserq.52.3.243>
- Ukoha, E. K. (2015). Impact of writing on improving the reading competence of Nigerian adolescents. *International Journal of Technology and Inclusive Education (IJTIE)*, 4(2).
- Ume, C. U. (2015). Places and practices for 12 – 20 year olds. The poor reading habit of 15 – 20 year old youth in Nigeria: Librarians' Registration Council of Nigeria. <http://www.lrcn.gov.ng/>
- Vignjevic, I. K. (2011). A study of teaching reading and reading strategies to English language learners in lower secondary school in Norway. *Avdeling for Okonomi, Srak Og Samfunnsfag*, 1–80.
- Wigfield, A., Guthrie, J. T., Perencevich, K. C., Taboada, A., Klauda, S. L., McRae, A., & Barbosa, P. (2008). Role of reading engagement in mediating effects of reading comprehension instruction on reading outcomes. *Psychology in the Schools*, 45(5), 432–445.