

**THE RELEVANCE OF NON-FICTION LITERARY TEXT IN ENHANCING READING
CULTURE AMONG SECONDARY SCHOOL STUDENTS IN IJEBU-ODE LOCAL
GOVERNMENT AREA OF OGUN STATE**

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**BEING A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF
LANGUAGES, TAI SOLARIN COLLEGE OF EDUCATION
OMU-IJEBU.**

**IN PARTIAL FUFILMENT OF THE REQUIREMENTS FOR THE
AWARD OF NIGERIA CERTIFICATE IN EDUCATION (N.C.E)**

OCTOBER, 2021

CERTIFICATION

This is to certify that this research work was carried out **by**
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DEDICATION

This project is dedicated to Almighty GOD, the Compassionate, the most Gracious, the Merciful and my lovely Parent Mr. and Mrs. Sulaiman

ACKNOWLEDGEMENT

All glory, honour and adoration be to my maker, my keeper, my shield and buckler for keeping me all through the journey.

I appreciate my wonderful and indispensable and a sagacious supervisor, **Mr. DAIRO N. A.**, for his unfailing support, love, care and correction. Thank you sir for putting me through and guiding me.

My special appreciation goes to my loving and dynamic parents **Mr. and Mrs. SULAIMAN** for their love, advice, support and care I pray you will eat the fruit of your labour in Jesus name (amen).

To all my lecturers starting from the 'Dean' School of Languages, Dr. Toyin Makinde, the HOD English Mrs. S.A. Okueso, et. al.

My heartfelt gratitude goes to **Emmanuel Asema** for his support financially and for being my confidant in the process of attaining success in my academics. Thank you for loving me.

I also appreciate my irreplaceable sister; **TESTIMONY SULAIMAN** and my aunt **Mrs. Adesuyi** thanks for the advice and your support, you are unique and special to me.

A very big thank you to my bestie; Kkoyi Omowunmi and Odusanya Hannah for making my stay in school fun and always being there for me. Thank you.

And to all the authors consulted in the cause of this writing. More ink in your pen. God bless you all.

Abstract

The research that shows the current state of developing comprehension in nonfiction will increase student knowledge base. The literature review will show how understanding the use of text structure can give students a strategy in understanding how to read nonfiction reading material. There is a difference in reading material in a fiction book and reading a science textbook. Students need to be taught how to use those strategies in order to understand what he/she has read. The findings of the study revealed that junior secondary students in Ijebu-Ode Local Government area of Ogun State portray bad reading habits and can be said to have a bad reading culture. Also, curriculum, social media, home background and location to a high extent influence students' reading culture in secondary schools in Ijebu-Ode Local Government whereas gender is not a significant factor on students' reading culture. Based on the findings of the study, it was recommended among others that State and Local Governments should establish libraries in every local government and young readers' club should be introduced in schools to promote and encourage reading among students

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Reading is the springboard of any literacy programme. It is one of the oldest habits of human civilization. It is recognized as an art capable of transforming man's life and his entire society. Reading has been the passion of the greatest personalities of all times. An illiterate society is no doubt a limited society (Ngugi & Mberia, 2014). This is because reading serves as a tool for the access and enhancement of intellectual properties of people from generation to generation so as to ensure continuous human and societal transformations and developments. According to Rubin (2002), reading is a total integrative process that starts with the reader it and includes the affective, psychomotor, and cognitive domains. Okebukola (2004) affirms that, through reading, humans have the tools to transmit knowledge to each succeeding generation; it allows one to listen to the wisdom and people of the ages.

The secondary school students' attitude towards reading is an issue that has been generating controversy and frenzied reaction in the education sector. Indeed, it has been giving anxiety and concern not only to the educators, but also to academic scholars and educational commentators in the country. It is generally accept that most Nigerian students do not read, very few read for pleasure, some read when there is an examination. With this tendency, their reading narrows down to textbooks alone. Their reading therefore terminates as soon as they are freeform menacing examination. Expanding educational opportunities for young students by improving their ability to read and comprehend informational texts is an important goal for teachers, parents, and reading scholars (Allington, 2001; Block & Mangieri, 2003). For years, we've known that the amount of independent reading students do contributes to their reading skills. Students, who read more tend to learn more vocabulary, become more proficient readers, find reading more enjoyable, and thus continue to read more and become ever better readers (Stanovich, 2010). Poor readers, on the other hand, tend to read less and lose ground. Over time, these differences create a widening gulf in learning. Only in the past decade, however, have researchers begun to uncover that it's not just how much students read that matters, but also what they read. In particular, students need to read and comprehend informational texts as often—and as fluently—as they do narrative texts.

Hornby (2000) postulated that “reading is a developmental skill which can never be fully acquired and one should therefore, make a conscious effort to continue to improve one reading throughout one’s life”. It also involves looking and understanding the meaning of a writing or printed words or symbols. Reading is a unique human activity that is characterized by the translation of symbols or letters into words and sentence that communicate information and mean something to the reader. The reader seeks to understanding the meaning of a written text: evaluates its significance and uses what he or she has read to enhance his or her knowledge effective, effectiveness or pleasure.

Young & Moss, (2006), suggest that teaching students how to appropriately read and write nonfiction should be a primary goal of English language educational learning experiences because of the cognitive benefits received by students who are exposed to these types of literacy experiences

Trussell-Cullen (1999) defines nonfiction as a way to “document and celebrate the real world—and that means everything about the real world that is actual, observable, recordable, demonstrable, and experienceable. Trussell-Cullen’s definition of nonfiction is important for teachers who want to create a classroom environment where the real world is meaningful to children. Further, this focus on nonfiction may enable teachers, especially teachers of English language, to make learning more relevant for students. Nonfiction materials include an array of resources such as periodicals, technology, and hands-on experiences, such as trips to airports, zoos, farms, museums, and factories (Danko-McGhee, 2004). Nonfiction reading materials also include recently published informational texts and trade books.

Nonfictional prose genres cover an almost infinite variety of themes, and they assume many shapes. In quantitative terms, if such could ever be valid in such non-measurable matters, they probably include more than half of all that has been written in countries having a literature of their own. Nonfictional prose genres have flourished in nearly all countries with advanced literatures. The genres include political and polemical writings, biographical and autobiographical literature, religious writings, and philosophical, and moral or religious writings. Therefore, students should spend more time with nonfiction and expository texts to be able to understand the complexity of these texts and receive adequate preparation for standardized tests of reading achievement. In addition, students need to have exposure to these texts before entering

the upper grades. Early exposure to nonfiction and informational texts may be the best preparation for the increase in academic rigor that students will encounter at the intermediate grades (Stead, 2002). In the new programs of the English language in addition to literary texts even non-literary texts is given a considerable importance, to make them a meaningful part of children's literature programs. But in their work can be posed problems, as teachers may not realize that non-literary books are interesting and convenient. On the other hand some, who are fans of literature and have not given themselves the opportunity to read nonfiction literature, can have this opinion, but reading nonfiction literature can be attractive and useful for students. These books can be a challenge for young readers in such way that fiction books are not.

Integrating nonfiction literacy experiences into the secondary school English curriculum also prepares students to understand complex concepts, analyze data, and think logically (Goodman, Hood, & Goodman, 2005).

The focal point of this study will lie basically on the Relevance of Non-fiction Literary text in Enhancing Reading Culture among Secondary School Students in Ijebu-ode Local government Area of Ogun State.

1.2 Statement of the Problem

Reading is a pre-requisite for learning and for overall academic exploration and performance. It is the basic foundation of literacy and also assists in the promotion of comprehension and critical thinking skills. Consequently, the development of good reading culture among students empowers human resources; enhance the acquisition of general knowledge and broadmindedness; in order to champion the much expected sustainable developments in the education and other sectors of the economy. The success or failure of students in any given subject also depends on their ability or inability to read. A positive reading culture has been perceived as a hall-mark per excellence.

Despite the importance of nonfiction literary text, majority of secondary school students are not able to engage in meaningful reading activities both at school and at home because of the attitudes of teachers toward the uses of nonfiction literary text. Moreover one of the problems that affects the teaching and learning of nonfiction is that most of the school libraries lacks basic

literary text, this situation has created poor language coordination and expression, and poor academic performance. Thus, hamper students' creativity in various aspects of life.

1.3 Aim and Objectives of the Study

The primary aim of this study will be to examine the Relevance of Non-fiction Literary text in Enhancing Reading Culture among Secondary School Students in Ijebu-ode Local government Area of Ogun State. The specific objectives will be:

1. Find out how often do students read non-fiction literary text in Secondary schools in Ijebu-ode Local Government Area of Ogun State
2. To examine the pattern of reading culture of students in selected secondary Schools in Ijebu-ode Local Government Area of Ogun State
3. To identify the challenges faced by students in the reading of Non-fiction Literary text in selected secondary Schools in Ijebu-ode Local Government Area of Ogun State
4. To suggest how best to improve the teaching and learning of Non-fiction prose to students in Ijebu-ode Local Government Area of Ogun State

1.4 Significance of the Study

Practically, the findings of this study would be beneficial to the following people: the students, teachers, parents, and curriculum planners and future researchers. The finding of this study may be of paramount importance to students at secondary school level. This is informed by the fact that they may be aware of the extent to which some factors influence their reading culture which will provide a lime light to them and as such avail them the opportunities of reading better as they explore further in attaining higher education.

The result of this study is believed to be of immense benefit to the teachers when made available through publications such as journals, academic articles, workshops and seminars because it will expose them to the relevance of nonfiction literary text as a means of improving students' reading culture which would in turn improve their academic performance.

Moreover, the findings of this study may expose to the parents the need to always appreciate, encourage and support their children in reading by creating enabling environment conducive for reading and learning and the provision of enough nonfictional reading materials. This may go a long way to activating the reading culture of the students to a great extent.

The findings of this study will enable the curriculum planners to advise textbook publishers to print reading materials that will attract the attention of the students. This will help to motivate learners to increase their reading culture.

Finally, this study would serve as a source of information and bank of knowledge for other researchers who may wish to embark on research from a related perspective in this field. It is obvious that this work will provide them direction and guideline in exploring their study. In essence, it will add body to knowledge.

1.5 Scope/Limitation of the Study

The study will concentrate on the Relevance of Non-fiction Literary text in Enhancing Reading Culture among Secondary School Students in Ogun state putting time and other factors in place this research work will be limited to five (5) selected secondary schools in Ijebu-Ode local government of Ogun State.

The researcher will therefore administer her questionnaire in the above school after necessary corrections and validations have been made by the project supervisor.

1.6 Definition of Terms

Reading culture: This is a lifelong non-stop and steady routine. It denotes the student's behavior which articulates the likeness for reading and clarifies the essence and fondness for reading as well as rate of reading.

Literature: This is broadly is any collection of written work, but it is also used more narrowly for writings specifically considered to be an art form, especially prose fiction, drama, and poetry.

Non-fiction: This is any document or media content that intends, in good faith, to present only truth and accuracy regarding information, events, or people. Nonfictional content may be presented either objectively or subjectively.

Reading: This is a means of seeking knowledge, information or entertainment through books, magazines, journals, newspapers and other information materials.

CHAPTER TWO

LITERATURE REVIEW

This chapter is concerned with a review of the related studies. It is organized under the following subheadings; conceptual framework, theoretical framework, reviews of empirical studies and summary of review of literature.

2.1 CONCEPTUAL REVIEW

2.1.1 Concept of Reading and Reading Culture

Reading is an essential tool for lifelong learning. The act of reading since ancient times, and in this contemporary age has been and is still a powerful tool and agent of human empowerment and transformation; there is no limitation to the transformation of a man that read information materials (Ihuoma, 2012). Primarily, there are several dimensions to ones interpretation of reading depending on individual understanding of the concept and the context from which it is defined therefore, one of the principal medium of access to people's intellectual content is through reading. This in line with Kazim (2012) that reading is a means of seeking knowledge, information or entertainment through books, magazines, journals, newspapers and other information materials. This explains why secondary school students who read wide have larger knowledge base and always have an edge over those who narrow their reading to a particular type of information material.

Consequently, the acquisition of knowledge through information material emanates from the process of understanding and making meaning from the thought of the author of such text. Wilson and Charmers as cited by Iyiade (2007) asserted that reading involves the understanding and decoding of information in written and printed format so as to be able to interpret the text. This assertion implies that reading involves cognitive process and the ability of a student to read

is strictly interwoven with the individual's literacy level; consequently an illiterate member of the society cannot read information conveyed through printed or written medium. More so, reading entails one's ability to comprehend information that is conveyed through the language of the material that is being read. Ifedili (2009) asserts that reading can also be seen as a psycholinguistic process involving the interaction of languages and thought as language is being decoded and meaning is reconstructed. Invariably, the understanding of the author's language of communication plays major role in the act of reading among students.

Therefore, learning is the focal point on the process of reading and we are the exact product of what we read. Here lies the reason why some secondary school students fail examinations, they read nothing, understand nothing, learn nothing and consequently fail their examinations. Reading is one of the means through which information, knowledge, experience and learning are acquired and it is regarded as one of the easiest method of gathering information (Dale as cited in Ojebode, 2007). From the forgoing, it is obvious that reading is an important brain activity that a student can practice throughout life and also one of the basics and vital elements of sustained lifelong learning; that can empower students with knowledge beyond their academic environment. Reading in all its magnitude, is the heart of the social and intellectual development of modern man and his society. Sisulu (2004) opined that reading heightens the chances of success at school, throughout one's lifetime and enhances a high level of literacy needed to excel in examinations; also provides skills needed to cope in the challenges of the 21st century society. In support, Loan (2011) opined that regular and systematic reading sharpens the intellect, refines the emotions, elevates tastes and provides perspectives for a meaningful existence. It thereby prepares students for an effective participation in the educational, social, religious, cultural and political life. Furthermore, reading enhances thought process and exposes

students to wide variety of issues and events; also leading to creativity which helps students to unleash their innate potentials (Ewuzie, 2012). Studies have shown that students who are voracious readers have the tendency to think fast, harness their potentials and even start the act of writing books very early in life. More also, voracious readers have the potential to communicate fluently and they find the act of public speaking less difficult. However, the possession of reading skill among junior secondary school students is important in order to harness the aforementioned benefit that is inherent within reading.

Reading Culture

Reading culture is the key-stone upon which the lives of some eminent successful personalities and students are laid in order to sustain lifelong learning. When an individual habitually and regularly reads books and other information materials that are not necessarily required of him or her to advance in his/her profession or career, he/she is said to have a reading culture (Gbadamosi, 2007). Buttressing further, the author imbibes reading and studying as the basis of growth and development. The author sees reading culture as continuous and dedicated reading of information resources by pupils, children, students and adults for knowledge acquisition. A student must read beyond and show interest in reading information resources outside his chosen career and vocation for such a student to be included among those that have good reading culture.

Furthermore, reading culture is a culture where reading is highly valued and is also a habit among members of the population. In support, Magara and Batambuze (2005) opined that a reading culture means that reading is part of a specific culture and a habit that is shared and highly valued by a society. It is valued in the sense that it is considered important in order to gain the information which is needed for everyday life. In support Gabriel, Bassey and Randy (2004)

noted that reading culture is the stage where reading becomes a complete self-directed pleasurable activity, whose goal is to engender lifelong love for reading, fully internalized as a habit and a means of relaxation, culminating into life-long learning. Therefore, secondary school students must inculcate reading as part of their value system in order to be adjudged as people that have reading culture.

More so, the ability to read and write alone among secondary school students does not lead to reading culture; reading must play a significant role in a student's day to day life and become a way of life in order to constitute reading culture. Furthermore, secondary school students has to engage themselves in active reading whether in school, outside school, during examinations and otherwise for reading culture to be impactful. Consequently, for a reading culture to be possible, reading must be part of all aspects of life, not only certain parts such as school or work (Magara & Batambuze, 2005). Oguntayo (2008) in support asserts that most of the citizenry do not read, they only read when it is unavoidable such as when they are in school studying to pass examinations and once they pass, they say goodbye to reading. Therefore, this is why some secondary school students are said to have poor reading culture because they have examination syndrome; they drop their books as soon as examination is over. Furthermore, reading culture involves a functional practical aspect, where people read for the purpose of improving their knowledge or helping themselves to improve their situation (Murethi & Kipchumba, 2005).

The importance of reading culture as a vital tool for personal and national development highlights the need for its proper development among Nigerians and other African students. Akong (2014) states that it was the culture in the times past for students in the secondary schools, colleges and universities to be exposed and made to read widely and cover several class reading

materials but today the reverse is the case. Students no longer boast of the number of reading materials they cover within a given period but can boast of the number of home video films and fun oriented television programmes they have watched on daily basis. The above problems could be liable to the reasons students no longer cherish reading and as such cause poor reading culture among them. When curriculum materials are not incongruent with the learning abilities of students, it could also affect their reading culture.

2.1.2 The Concept of Literature: Meaning, Genres and Functions

Literature is a body of written works. The name has traditionally been applied to those imaginative works of poetry and prose distinguished by the intentions of their authors and the perceived aesthetic excellence of their execution. Literature may be classified according to a variety of systems, including language, national origin, historical period, genre, and subject matter. For historical treatment of various literatures within geographical regions, *see* such articles as African literature; African theatre; Oceanic literature; Western literature; Central Asian arts; South Asian arts; and Southeast Asian arts. Some literatures are treated separately by language, by nation, or by special subject (e.g., Arabic literature, Celtic literature, Latin literature, French literature, Japanese literature, and biblical literature). (Wikipedia, 2021).

Definitions of the word *literature* tend to be circular. The 11th edition of *Merriam-Webster's Collegiate Dictionary* considers literature to be “writings having excellence of form or expression and expressing ideas of permanent or universal interest.” The 19th-century critic Walter Pater referred to “the matter of imaginative or artistic literature” as a “transcript, not of mere fact, but of fact in its infinitely varied forms.” But such definitions assume that the reader already knows what literature is. And indeed its central meaning, at least, is clear enough. Deriving from the Latin *littera*, “a letter of the alphabet,” literature is first and foremost humankind’s entire body of writing; after that it is the body of writing belonging to a given language or people; then it is individual pieces of writing. But already it is necessary to qualify these statements. To use the word *writing* when describing literature is itself misleading, for one may speak of “oral literature” or “the literature of preliterate peoples.” The art of literature is not

reducible to the words on the page; they are there solely because of the craft of writing. As an art, literature might be described as the organization of words to give pleasure. Yet through words literature elevates and transforms experience beyond “mere” pleasure. Literature also functions more broadly in society as a means of both criticizing and affirming cultural values (Britannica.com, 2021).

Characteristics of Literature

1. Literature can be fictional and non-fictional.
2. It is aesthetic.
3. The art of literature is affective in that it tends to invoke emotional response of the reader.
4. Literature is expressive.
5. It is a language that uses words as important instrument.

Types/ forms of literature

The type of literature we have largely depends on its use and nature. In essence, when literature is written down, it is referred to as written literature. The introduction and development of writing has given rise to the display of literary art in writing form. Another form of literature is oral literature. The oral form is in sharp contrast with the written form because it is more of a presentation of writing. Some examples of oral literature are riddles, jokes, songs and folktales (Britannica.com, 2021).

Functions/Importance of Literature

The importance of literature cannot be over-emphasized. It includes:

1. Literature helps to entertain people as it makes them to be in pleasurable mood.
2. It exposes to us the realities of human existence.

3. Through literature, we have the opportunity to learn and understand human life in all rounds.
4. It provides students with a rich qualitative and humo' education.
It exposes students to the beauty of language.
5. Literature serves as a mirror through which we learn the cultural norms other people.
6. It broadens our mind over uncertainties of life.
7. It is information oriented as it imbues people with knowledge everything, thereby making the world a global village,

Following are the main genres of English Literature

1. Prose: Fiction Prose and Non-fiction Prose
2. Poetry
3. Drama

Prose

This is divided into fictional and nonfictional prose.

Fiction Prose

This genre includes imaginative stories that are told in common & natural language. It is further divided into following categories-

Myth: A myth is a traditional story that mostly includes supernatural & imaginary plots & characters. A myth may or may not be true. E.g. *Alladin & Forty Thieves*.

Parable:- A parable is a simple story that has moral & spiritual lessons as told by the Jesus in the Gospels.

Romance:- A romance is an exciting & mysterious story having the idea of love.

Novel:- A novel is a long story that is usually written in a narrative style & is the product of the writer's imaginations.

Short Story:- A short story is a story with a fine theme & is similar to the novel but is shorter than it (Olufunke Degboro, 2015).

Non-Fiction Prose

This genre includes the literature that tells about the real people, places, events etc. It is further divided into following categories-

News Reports, Feature Articles, Essays, Editorials, Textbooks, Historical Works, Biographical Works

Poetry

The word 'poetry' has been derived from an Ancient Greek word meaning 'to create'. Poetry is a genre of English Literature poet expresses his ideas with the intense use of rhythm, images, style etc. Thus poetry is imaginative, hence opposite to prose. It relies on imagery, figurative language & sound (Olufunke Degboro, 2015).

Drama

The word 'Drama' has been derived from a Greek word meaning action. Drama or Play is a genre of English Literature that developed in the age of Shakespeare. He is known as the father of English Drama. It expresses the human feelings. It is made up of dialogues & set of directions. Drama is designed to be performed. It includes the actual words of the characters.

Types

Tragedy: A tragedy is a drama in which the principal characters are involved in desperate circumstances or led by overwhelming passions. It is invariably serious & dignified. The movement is always stately, but grows more and more rapid, as it approaches the climax: and the end is always calamitous resulting in the death or dire misfortune to the principal characters. e.g. Macbeth, Julius Caesar, King Lear etc..

Comedy: A comedy is a drama in which the characters are placed in more or less humorous situations. The movement is light & often mirthful. The play ends in general goodwill & happiness. e.g. A Mid-Summer Night's Dream by William Shakespeare (Olufunke Degboro, 2015).

2.1.3 The Concept of Nonfiction Prose and Examples of Nonfiction Literary Text

Non-fiction (also spelled nonfiction) is any document or media content that intends, in good faith, to present only truth and accuracy regarding information, events, or people. Nonfictional content may be presented either objectively or subjectively. Primary and Secondary sources are used in nonfiction texts. Sometimes taking the form of a story, nonfiction is one of the fundamental divisions of narrative writing (specifically, prose) in contrast to fiction, which offers information, events, or characters expected to be partly or largely imaginary, or else leaves open if and how the work refers to reality (Farner, Geir, 2014).

Nonfiction's specific factual assertions and descriptions may or may not be accurate, and can give either a true or a false account of the subject in question. However, authors of such accounts genuinely believe or claim them to be truthful at the time of their composition or, at least, pose them to a convinced audience as historically or empirically factual. Reporting the beliefs of others in a nonfiction format is not necessarily an endorsement of the veracity of those beliefs, but rather an exercise in representing the topic. Works of nonfiction need not necessarily be written text, since statements expressed by pictures or film can also purport to present a factual account of a subject. The numerous literary and creative devices used within fiction are generally thought inappropriate for use in nonfiction. They are still present particularly in older works but they are often muted so as not to overshadow the information within the work (Culler, Jonathan, 2000).

Simplicity, clarity and directness are some of the most important considerations when producing nonfiction. Audience is important in any artistic or descriptive endeavor, but it is perhaps most important in nonfiction. In fiction, the writer believes that readers will make an effort to follow and interpret an indirectly or abstractly presented progression of theme, whereas the production of nonfiction has more to do with the direct provision of information. Understanding of the potential readers' use for the work and their existing knowledge of a subject are both fundamental for effective nonfiction. Despite the claim to truth of nonfiction, it is often necessary to persuade the reader to agree with the ideas and so a balanced, coherent and informed argument is vital. Common literary examples of nonfiction include expository, argumentative, functional, and opinion pieces; essays on art or literature; biographies; memoirs; journalism; and historical, scientific, technical, or economic

writings (including electronic ones). Journals, photographs, textbooks, travel books, blueprints, and diagrams are also often considered nonfictional. Including information that the author knows to be untrue within any of these works is usually regarded as dishonest. Other works can legitimately be either fiction or nonfiction, such as journals of self-expression, letters, magazine articles, and other expressions of imagination. Though such works are mostly either or the other, a blend of both is also possible. Some fiction may include nonfictional elements. Some nonfiction may include elements of unverified supposition, deduction, or imagination for the purpose of smoothing out a narrative, but the inclusion of open falsehoods would discredit it as a work of nonfiction.

The publishing and bookselling business sometimes uses the phrase "literary nonfiction" to distinguish works with a more literary or intellectual bent, as opposed to the greater collection of nonfiction subjects (Susan Neuman; Linda Gambrell, 2013).

2.1.4 Non-Literary Texts and their Effective Use in the Classroom for Enhancing Good Reading Culture

Teachers traditionally believe in school textbooks for the content of materials, forgetting that many fiction books attract readers with elements of surprise and suspicion, which somehow introduce the reader to intrigue and can be successfully used in the classroom to achieve learning and educational goals. A good history is a teaching tool, which provides a specific perspective of learning or thinking about a topic (Carr, 2001). Thus: A piece of text can provide the basis for studies: geography, history, science or environmental studies. Settings and pictures, located through the index can be used to add meaning to the discussion on a topic. Also a drawing or sketch can be used to support or refer arguments in the debate on social issues, environmental, geographical or historical themes.

In addition to literary texts even non-literary texts is given a considerable importance, to make them a meaningful part of children's literature programs. But in their work can be posed problems, as teachers may not realize that non-literary books are interesting and convenient. On the other hand some, who are fans of literature and have not given themselves the opportunity to read non-fiction literature, can have this opinion, but reading non-fiction literature can be

attractive and useful for students. These books can be a challenge for young readers in such way that fiction books are not.

These books can offer students:

- Examples of the use of grammar and style used for certain purposes.
- Explorations in the dictionary.
- Appropriate applications forms of punctuation
- Innovative use descriptive tools
- Techniques used by writers to organize and present information

Non-fiction literature is an excellent resource for meaningful content in science lessons as well as in any other area of the curriculum; although teachers may have more questions, because usually the book includes his literary side, often overlooked details scientific information that can be very useful for the student. These books provide an opportunity for the promotion of literature on those ways that fiction cannot use. Non-fiction books are the first source of information and social beliefs. Through them students can learn:

- Differentiate between fact and fiction, or the fact and opinion
- Identify the author's goals
- Understand that different authors use different means to influence the reader
- Question the text information
- Understand that any text is written from a point of view
- Have faith in the value of their knowledge, their understanding and view that they bring to the text.

In this way, through the operation of a text students can:

- Make allegations content about the style of the book
- Discuss what they know about the topic
- To suggest new information that they can learn brainstorming questions, which are answered in the text.
- To observe the organizational features of the text as a model for script reading
- Reading of the text with teachers and independently
- To read the titles of the chapters and discuss the information given
- To observe the differences between pictures and different kinds of drawing colors.

- Read words, phrases and sentences that can be focused individually
- To become aware of the features of the text and the style they can use in their writing.
- Recall their observations through drawings of what they have learned, make models, take part in the game
- Discuss, argue the meaning of the content and control the meaning of words in the dictionary.
- Discuss their understanding with descriptions by allowing them to write informative texts themselves.

Older students can:

- Make a more sophisticated level than those younger.
- Read, observe, discuss and use various text features in their writing
- Locate and recognize the text features in other books.

Using these strategies can develop further research information. The children work individually or in a group to organize information appropriate to a topic and write questions that could become the basis for further research. Also they can renew the book style, using it as a model for writing about a topic that they have chosen, write an encyclopedia about themselves on a topic of their choice, a procedural text, or writing a guide.

The use of literature based on the above models enables through various activities organized by the teacher to move on the expansion of the text, adding other notes in an existing book, adding drawings and charts, as well as additional details from interviews with adults. Also the children's experiences should not be forgotten and can be added to the text. Search and research are the main activities in these kinds of models, and as such significantly affect the development of active thinking, critical and creative, experimenting with different writing styles depending on the purpose. Another interesting element to be taken into consideration is the creation of quizzes. Students can write questions, whose answers can be found in an informative book. These questions can be stored as paper quizzes and can serve as a resource for games staged. The answers can be written on the opposite side of quizzes and may include book and website in which they are found. This experience makes children keen to be inserted within the structure of some text and enables in delivering answers to different questions. After the use of a text, students can write or illustrate an aspect that seems more interesting to list the facts that they are able to understand, and can choose to write a text itself for a similar topic using different path

from that of the model. During the development of these models in class the children can listen to classical music while they are hearing the story, involving numerical and scientific information on the topic, as well as the inclusion of preferences for animals, plants and other parts of the natural environment and illustration Book (Carr, 2001).

2.2 Theoretical Framework

This section deals with the theories that guided this study. The theoretical framework of this study is anchored on both Constructivist and Bandura's Social Learning Theory.

2.2.1 Constructivism Learning Theory by Jerome Bruner (1966)

The constructivist theory postulated that students or learners construct their own knowledge. This means that learners construct knowledge for themselves. Another assumption of constructivism is that fully cognitive skills are most potentially constructed through active engagement (Mayer, 2010); constructivism is concerned with encouraging students to use active technique to create more knowledge based on the notion that learning is an active social process in which learners construct new ideas and concept.

Reading is an active process that involves articulated skills and should be constructed by students. Learners' reading culture can only be constructed by themselves. Students should explore their textbooks, search for knowledge and information with the experiences they have gathered around from teachers, curriculum journals, novels and nonfiction texts etc. they cannot construct their knowledge in reading without being involved actively in reading.

The relevance of this theory to this study is that students will learn to build and develop their reading culture themselves without waiting for teachers or parents. This is because this theory is learner centered and would inform learners on what to do, and how to do it themselves.

From this theory it then implies that the learners' reading culture depends on the learners' increased effort in learning to read. There should then be availability of reading materials so that learners can construct their knowledge by developing a positive reading because if learners cannot construct the good culture of reading themselves, then achievement in English language becomes impossible (Mayer, 2010).

2.2.2 Bandura's Social Learning Theory (1977)

Bandura's social learning theory (1977) states that behaviour is learned from the environment through the process of observational learning. Bandura believed that humans are active information processors and think about the relationship between their behaviour. Observational learning could not occur unless cognitive processes were at work. Children observe the people around them behaving in various ways (Bandura, 1961). Individuals that are observed are called models. In the society children are surrounded by many influential models, such as parents within the family, characters on TV, friends within their peer group and teachers at school. These models provide examples of behaviour to observe and imitate, for instance Chinua Achebe can be said to be a model both in traditional and in social way, and if one take him as one's model, the person will appreciate reading different kinds of stories because his hobby was reading and writing. Children pay attention to some of these people (models) and encode their behaviour. At a later time they may imitate (i.e copy) the behaviour they have observed. While discussing the major tenet of his theory, Bandura maintained that the child is more likely to attend to and imitate those people they perceive as models. Secondly, the people around the child will respond to the behaviour he imitates with either reinforcement or motivation. If a child imitates a model's behaviour and the consequence are rewarding, the child is likely to continue performing such behaviour. Children have a number of models with whom

they identify with. These may be people in their immediate world, such as parents or elders siblings or could be fantasy characters or people in the media.

The implication or relevance of the theory to this study is that students can acquire reading culture in the same way they learn football, emulate successful students and positive ideals and good reading habit. Children learn from models that they regard as significant such as teachers, parents, colleagues and peers. From this theory, it stands to reason that the behaviour of child is a reflection of the type of people or models in which the child interacts or associates with. Therefore, it implies that when the students learn from a model whose hobby is reading, such students will develop a healthy reading culture, be friendly with their text books and library and as such can perform well in English language, which is a guide to achievement in all other school subjects (Bandura, 1961).

2.3 Review of Empirical Studies

Several researches have been conducted on reading culture and how it enhances performance of secondary school students. Below are some of the studies done and their respective results.

2.3.1 Studies on Reading Culture and their Determinants

In 2014, Akong conducted a study on reading culture and academic achievement among secondary school students in Calabar South L.G.A, Cross River State. Purpose of the study was designed to investigate whether students reading culture can affect their academic achievement in school. It was also intended to find out why students cannot develop positive reading culture. The research design employed was the survey descriptive since the study involves observation of situations. Nigeria, Calabar South L.G.A. is the coastal area of Cross River State Nigeria. The

population of the study comprised secondary school students (males and females) in Calabar South. The total students' population in the area of study was 41,343 (Secondary Education Board, 2011). Simply; four schools were selected with 452 students (222 males and 230 females) through the use of stratified sampling technique employing the balloting system. The actual sample for the study was 100 from the 452 students, 60 female and 40 male students;. The findings of the study showed that students who cultivated culture of reading were likely to perform better academically than their counterparts who do not read in school or at home. Hence, the null hypothesis was rejected and the alternate hypothesis was retained, that is there is a significant relationship between students' reading culture and their performance. This study is related to the present study because both studies explored students' reading culture but differed in area in which the present study is being carried out, as well in the independent variables used. The reviewed study investigated reading culture and academic achievement while the present study is determined to examine the determinants of students' reading culture in junior secondary schools without determining its effect on students' achievement.

Another study was carried out by Oribabor (2014) on a critical appraisal of the impact of reading culture on secondary school students' learning of oral English in Ilesa West Local Government Area of Osun State. The purpose of the research was to examine students' reading culture and assess the factors influencing their reading culture. The study employed survey research design. Questionnaire and interview were used to collect information from 30 senior secondary school students in Ilesa West Local Government Area. Findings showed that students reading habit was poor, a number of factors were responsible for students' poor reading culture. It also showed a relationship between reading culture and learning of Oral English. Findings also showed that many teachers do not pay attention to the teaching of oral English. This study is related to the present study in that both studies explore students' reading culture, but differ in the area of study.

2.3.2 Studies on the Influence of Curriculum on Reading Culture

On the influence of curriculum on reading culture, Powell, Higgins, Aran & Freed, (2009) carried out a study on the impact of “No Child Left Behind (NCLB) on curriculum and instruction in rural schools. The article examines the influence of the No Child Left Behind” Act on the decision making of rural principals and teachers about curriculum and instruction as well as the possible long-term effects on rural education. The study employed survey research design. The population for the study comprised 101 rural elementary school principals in Missouri and 76 rural elementary school teachers in Maine. Questionnaire was the instrument used for data collection. The data collected was analyzed using mean and standard deviation. The findings of the study showed that Maine teachers reported that NCLB benefited some group of students more than others and that it has a negative effect on student motivation. There were significant changes in instructional time for some subjects and non-instructional time for recess. The most important influence on principals’ educational vision for the future and the need for professional development was meeting Adequate Yearly Progress (AYP) and raising test scores. In a related study, Bayanfar (2013) carried out a research on the effect of hidden curriculum on academic achievement of high school students. The purpose of study was to investigate the possible role of the hidden curriculum on academic achievements of high school students and to provide a plausible model to decrease the negative effects of the hidden curriculum. Correlation research method was adopted. Five research questions and four hypotheses guided the study.

2.4 Summary of Literature Review

The study reviewed relevant and available literature which relate to students reading culture in English language. The review was presented in three headings; the conceptual framework, the theoretical framework and empirical studies. In the conceptual review, the

researcher explores concepts of reading and reading culture, Literature, Nonfiction prose, and Non-Literary Texts and their Effective Use in the Classroom for Enhancing Good Reading Culture.

The theoretical bases for students learning were established in relation to the learning theories such as Bruner's constructivist learning theory and Bandura's social learning theory, according to the constructivists theory which was reviewed, its tenet is on the bases and thrust that learners construct their own understanding and the knowledge of the world and through experiences make learning constructive and active. This implies that students need to have a healthy and active reading culture in order to perform well in English language. They have to develop this activity of reading by themselves. While Albert Bandura's social learning theory postulated that behaviour is learned from the environment through the process of observation. Bandura believed that humans are active information processors and think about the relationship between their behaviour. The empirical review deals with the different studies carried out on reading culture.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter deals with the procedures that were adopted in carrying out this study. The layout for this study are under the following sub-headings: design of the study, area of the study, population of the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

3.1 Design of the Study

Descriptive survey research design was adopted for the study. According to Nworgu (2006), it is a study which aims at collecting data on and describing in a systematic manner the characteristic features or facts about a given population. This is also defined as one in which a group of people or items is studied by collecting and analyzing data from only few people or items considered to be representative of the entire group (Ali, 2006). The design is considered appropriate because, it enables the researcher to gather reliable information on the Relevance of Non-fiction Text in Enhancing Reading Culture among Students of Senior Secondary Schools in Ijebu-Ode local Governement Area of Ogun State.

3.2 Population of the Study

Since we cannot study the whole secondary schools in the local government, the population of this study will consists of five selected secondary schools in Ijebu-Ode Local government area of Ogun state.

3.3 Sample/Sampling Techniques

The sampling procedure will adopt a proportionately stratified random sampling. The researcher will select a sample from the student's population which is equivalent to fifty {50}. The schools to be used are as follows:

1. Ijebu Ode Grammar School

2. Anglican Girls Grammar School Ijebu Ode
3. Our Lady of Apostle Secondary School (OLASS)
4. Muslim Girls High School Ijebu Ode
5. Luba Comprehensive High School Ijebu Ode

3.4 Research Instrument

The instrument for the study was fifty {50} questionnaire. It contained structured items on the Relevance of Non-fiction Text in Enhancing Reading Culture among Students of Senior Secondary Schools in Ijebu-Ode local Governement Area of Ogun State. The questionnaire will be divided into two sections: section A and B; section A dealt with demography data while section B was based on the items that elicited responses according to the study variables.

3.5 Validity of the Instrument

To ensure validity, the researcher's supervisor helped vet and edit the instrument and the researcher will also carry out a pilot study in two secondary schools to determine content validity through the responses and results of respondents. Items that may fail to measure the variables as intended were modified or discarded completely. The schools that were used in the pilot study are excluded from the main study.

3.6 Reliability of the Instrument

The researcher tests the reliability of research instrument by carrying out a pre-test study in two Secondary schools. The findings from pilot study helped to determine the instruments' reliability. The response from the pilot study was scrutinized by the researcher for consistency, relevance of information captured and for omission of content. The questionnaire will be self-administered by the researcher after taking permission from the supervisor. The researcher carefully gave the respondents necessary instructions on how to answer the questions and assures them that all information collected will be treated confidentially.

Administration of the Instrument

The various selected secondary schools in Ijebu-Ode local government will be given a letter to inform them an appropriate explanation on the purpose of involving them in the study. The questionnaire should be administered with the assistance of the class teacher. The collection of the questionnaire should be supervised by the class teacher and the researcher with 100 percent returns.

3.8 Method of Data Collection

Copies of the instrument were administered directly to the respondents by the researcher with the help of research assistants. This becomes necessary because of the number of schools to cover within short time duration. The instrument for data collection was discussed in terms of how to guide the respondents when the need arises and the research assistants was acquainted with the modality of administering the instrument in appropriate and effective ways. The instrument was administered and retrieved from the respondents on the spot to avoid losing any copy of the instrument.

3.9 Procedure/Method of Data Analysis

A sample frequency table distribution and percentage will be used for the analysis of this study in order to analyze the data. This is to aid the researcher to know the distribution of respondent according to the variable needed for this study. The results are the represented in tabular form.

CHAPTER FOUR

4.0 PRESENTATION AND ANALYSIS OF RESULTS

This aspect of the research dealt with the analysis of the collated data, and their respective presentations, featuring the analysis of data collated for section A which was the aspect that covers the personal data. Also, the subsequent feature cover the Section B, which asked the questions based on the research questions. The simple percentage was used in the analyses. The bar charts were also used as means of illustration. In a nutshell, this chapter presented the results of the research as obtained through the questionnaire and its constraints, the tables showing the data analysis and summary of findings as received from the respondents, based on the Relevance of Non-fiction Text in Enhancing Reading Culture among Students of Senior Secondary Schools in Ijebu-Ode local Government Area of Ogun State.

4.1 ANALYSIS OF PERSONAL DATA

In this following section, the data was collated from personal information of the respondents on level, age and sex. The first aspect of the presentation of the demographic information was on percentage proportion using the simple percentage score, and the other aspect of the presentation of the personal information was on bar chart presentation. The bar chart presentation was an illustration to show the relative proportions of the different categories in pictorial form.

Table 4.1.1 Distribution of Respondents Based on School Used for the Study

S/N	School Name	Frequency	Percentage
1	Ijebu Ode Grammar School	10	20%
2	Anglican Girls Grammar School Ijebu Ode	10	20%
3	Our Lady of Apostle Secondary School (OLASS)	10	20%

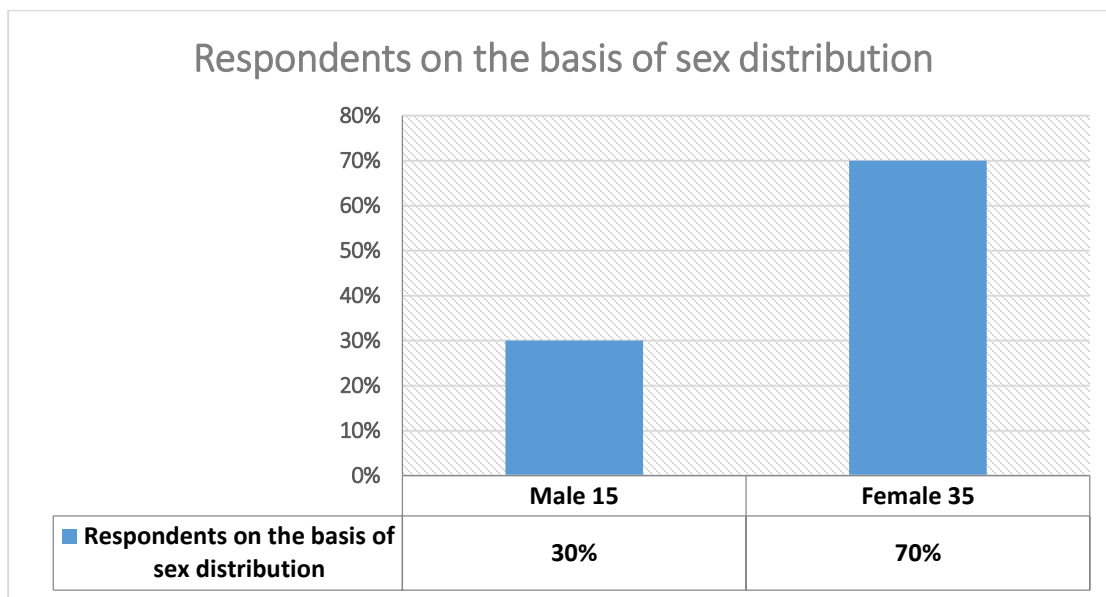
4	Muslim Girls High School Ijebu Ode	10	20%
5	Luba Comprehensive High School Ijebu Ode	10	20%
	Total	50	100%

From the analysis above, it was quite observed that the questionnaire was equally distributed by the researcher in all the secondary schools used for this study. This was done to ensure the face validity of the research questionnaire as the returns yield 100%.

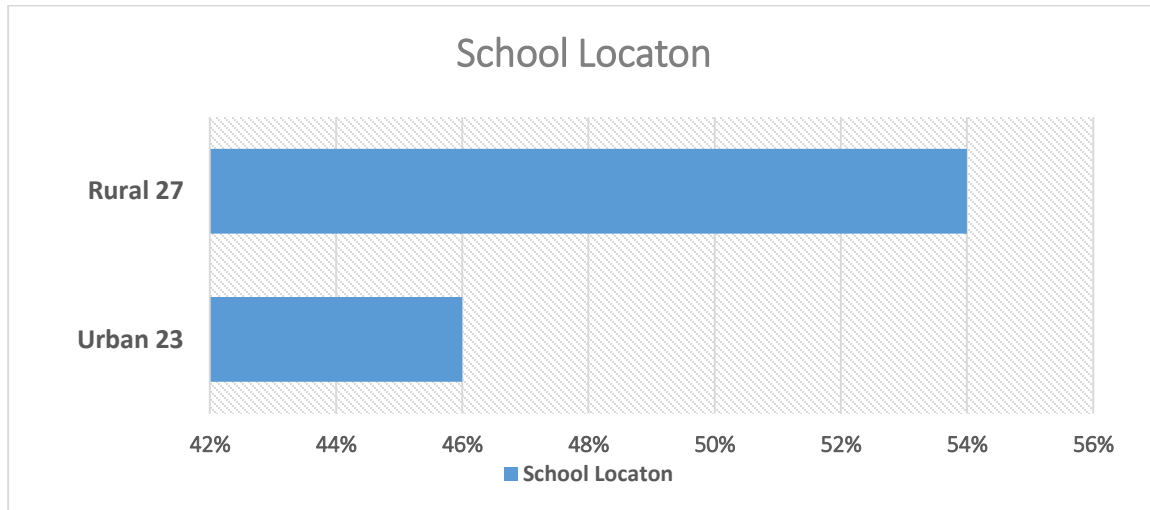
Table 4.1.2 Respondent on the Basis of Sex

Sex	No of respondents	Percentage
Male	15	30%
Female	35	70%
Total	50	100

It was observed that the highest populations of the respondents are the female students this is due to the fact that male students are mostly busy or not showing much interest in filling out questionnaires

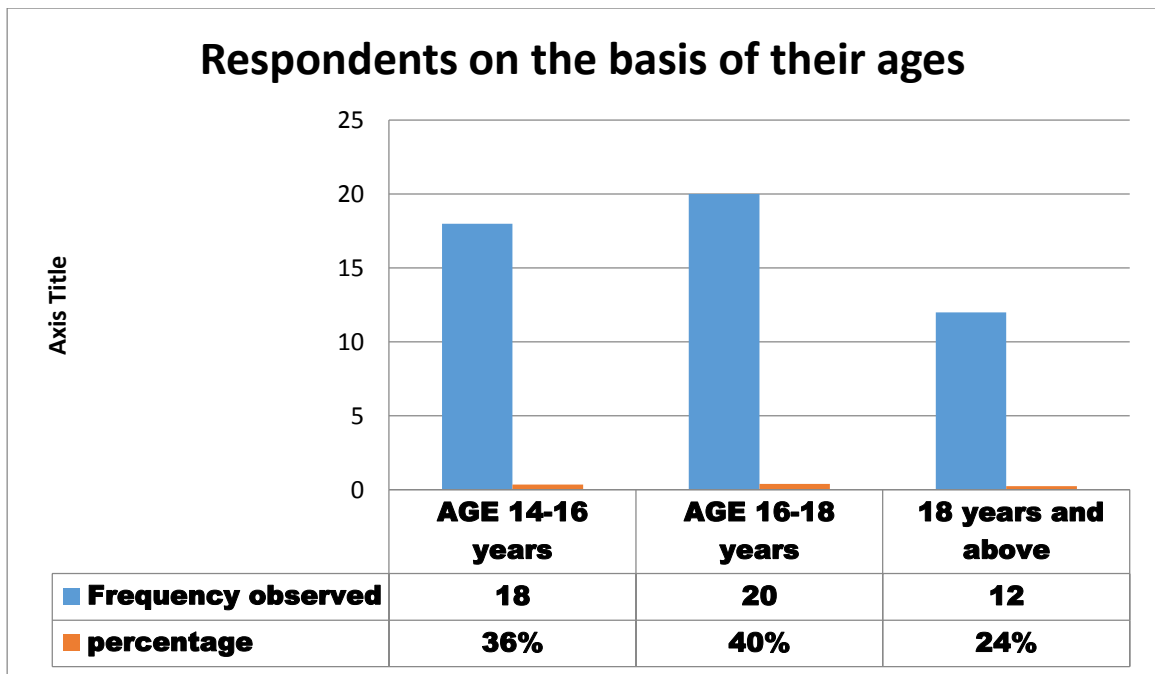


4.1.3 Respondents distribution based on the Location of school attended



From the illustrations above it has been observed that majority of the secondary schools in the area of study representing 54% are located in rural areas which makes it difficult for them to get necessary nonfiction literary text to enhance the effective reading cultures of their learners while those in the urban area representing 46% rarely makes adequate use of nonfictional text available in their libraries.

Table 4.1.3 shows the ages of respondents in the study area



It is quite evident that the highest population ages of students in the sampled schools in Ijebu-Ode local government falls within the range of 16-18 years representing 40%, subsequently followed by their mate in other classes representing 36% and lastly 24% for those above the age of 18 years.

Source: Authors Review 2021

4.2 SECTION B: ANALYSIS OF RESEARCH QUESTIONNAIRE

1. What is the pattern of reading culture of students in selected secondary Schools in Ijebu-ode Local Government Area of Ogun State?

S/N	ITEMS	SA	A	SD	D
1	Reading culture is a keystone to sustain lifelong learning	30 (60%)	15 (30%)	2 (4%)	3 (6%)
2	Nonfiction text are more interesting than fictional text	20 (40%)	13 (26%)	12 (24%)	5 (10%)
3	Students like to read nonfictional text because the pictures in the text reflect their society.	16 (32%)	28 (56%)	3 (6%)	3 (6%)
4	Reading is an active process that involves articulated skills and should be constructed by students. Learners' reading culture can only be constructed by themselves	25 (50%)	13 (26%)	10 (20%)	2 (4%)
5	The acquisition of knowledge through information material emanates from the process of understanding and making meaning from the thought of the author of such text	33 (66%)	14 (28%)	-	3 (6%)
6	Learning is the focal point on the process of reading and we are the exact product of what we read	26 (52%)	19 (38%)	3 (6%)	2 (4%)
7	Reading culture is a culture where reading is	20	12	5	13

	highly valued and is also a habit among members of the population	(40%)	(24%)	(10%)	(26%)
8	Literature also functions more broadly in society as a means of both criticizing and affirming cultural values	5 (10%)	8 (16%)	32 (64%)	5 (10%)
9	Through literature, we have the opportunity to learn and understand human life in all rounds.	12 (24%)	22 (44%)	7 (14%)	9 (18%)

Based on findings from research question 1, Reading culture is a keystone to sustain lifelong learning showing that 30 students representing 60% agreed to the assertion while 4% strongly disagreed to the same assertion; therefore it could be said that the attitude of secondary school students' towards reading is an issue that has been generating controversy and frenzied reaction in the education sector. Indeed, it has been giving anxiety and concern not only to the educators, but also to academic scholars and educational commentators in the country. It is generally accept that most Nigerian students do not read, very few read for pleasure, some read when there is an examination. With this tendency, their reading narrows down to textbooks alone. Analysis in research question 1 was supported by the findings of Allington, 2001; Block & Mangieri, 2003: as it reveals that student reading therefore terminates as soon as they are freeform menacing examination.

Findings of this study also reveal that 66% of the student population strongly agreed while 6% of them disagreed that the acquisition of knowledge through information material emanates from the process of understanding and making meaning from the thought of the author of such text. Wilson and Charmers as cited by Iyiade (2007) reveals that reading involves the understanding and decoding of information in written and printed format so as to be able to

interpret the text. This assertion implies that reading involves cognitive process and the ability of a student to read is strictly interwoven with the individual's literacy level; findings from the study also reveals that Literature also functions more broadly in society as a means of both criticizing and affirming cultural values, this assertion was generally disagreed by the students as it shows 10% of the students who strongly agreed to the assertion and 64% strongly disagreed to the same statement. Studies have shown that students who are voracious readers have the tendency to think fast, harness their potentials and even start the act of writing books very early in life. More also, voracious readers have the potential to communicate fluently and they find the act of public speaking less difficult.

2. What are the challenges faced by students in the reading of Non-fiction Literary text in selected secondary Schools in Ijebu-ode Local Government Area of Ogun State?

S/N	ITEMS	SA	A	SD	D
1	Poor reading habits among students influence their academic achievement.	18 (36%)	12 (24%)	6 (12%)	4 (8%)
2	Lack of activities in the curriculum makes students not to have desire for reading.	20 (40%)	13 (26%)	12 (24%)	5 (10%)
3	Nonfiction's specific factual assertions and descriptions may or may not be accurate, and can give either a true or a false account of the subject in question	28 (56%)	3 (6%)	16 (32%)	3 (6%)
4	Student like to read if the language of the curriculum is easy to understand	25 (50%)	2 (4%)	10 (20%)	13 (26%)

Based on the analysis above in research question 2, it was quite evident that majority of learners in secondary schools used for this study faced a lot of challenges in reading non-fiction

text, some of which are: Poor reading habit with a varying figure of 36% strongly agreed, 24% representing 12 students agreed, 12% representing 6 students strongly disagreed to the same assertion. It could now be said that the major challenges faced by learners in the reading of non-fiction text is their poor reading habits. We could also said that lack of activities that gears up reading abilities in students are not in the curriculum used in schools as it was strongly agreed by 20 respondents representing 40% of the sampled population and 12 students representing 24% strongly disagreed to the statement. To overcome these problem curriculum planners has to create contents which would draw student attentions to reading of nonfiction text. In the same vein, 28 students representing 56% strongly agreed that Nonfiction's specific factual assertions and descriptions may or may not be accurate, and can give either a true or a false account of the subject in question while 16 of them representing 325 strongly disagreed to the same assertion. It was also observed that 50% of the respondents representing 25 students strongly agreed that Student like to read if the language of the curriculum is easy to understand while 26% representing 13 student disagreed to this assertion.

Looking into the various challenges faced by learners in the reading of nonfiction literary text; Gabriel, Bassey and Randy (2004) noted that reading culture is the stage where reading becomes a complete self-directed pleasurable activity, whose goal is to engender lifelong love for reading, fully internalized as a habit and a means of relaxation, culminating into life-long learning. Therefore, secondary school students must inculcate reading as part of their value system in order to be adjudged as people that have reading culture. More so, the ability to read and write alone among secondary school students does not lead to reading culture; reading must play a significant role in a student's day to day life and become a way of life in order to constitute reading culture.

3. **What are the best ways to improve the teaching and learning of Non-fiction prose to students in Ijebu-ode Local Government Area of Ogun State**

S/N	ITEMS	SA	A	SD	D
1	A non- literary text is given a considerable importance, to make them a meaningful part of children's literature programs	22 (44%)	5 (10%)	12 (24%)	11 (22%)
2	Non-fiction literature is an excellent resource for meaningful content in science lessons as well as in any other area of the curriculum	20 (40%)	13 (26%)	12 (24%)	5 (10%)
3	Adding nonfictional text to the curriculum will help improve the teaching and learning of nonfiction prose	13 (26%)	10 (20%)	2 (4%)	25 (50%)
4	Students like to read nonfictional text because the pictures in the text reflect their society.	3 (6%)	28 (56%)	16 (32%)	3 (6%)
5	Nonfictional text make student to pay attention to some of the writers and encode their behaviour	27 (54%)	6 (12%)	4 (8%)	13 (26%)

Analysis in research question 3 shows that one of the best way to improve and overcome the challenges of teaching and learning of nonfiction literary text in secondary schools includes; making nonfiction literary text a meaningful part of children literature programs as it shows 22 respondents representing 44% showing a strong sense of agreement to the statement while 12 students representing 24% shows strong disapproval. From the above analysis, one could said if nonfiction is added to children programmes it would have build great reading interest in them throughout their stages of education. In addition to literary texts even non- literary texts is given a considerable importance, to make them a meaningful part of children's literature programs. But in their work can be posed problems, as teachers may not realize that non-literary books are interesting and convenient. On the other

hand some, who are fans of literature and have not given themselves the opportunity to read non-fiction literature, can have this opinion, but reading non-fiction literature can be attractive and useful for students. It was also observed that adding nonfictional text to the curriculum will help improve the teaching and learning of nonfiction prose as it shows 13 respondents representing 26% who strongly agreed, 10 respondents representing 20% agreed while 2 respondents representing 45 strongly disagreed to the same assertion and 25 respondents representing 50% disagreed to the same assertion. The findings from this study also show that as a way of emulating and encoding writers' behaviours in student there come the need for nonfiction literary text. It should be noteworthy that, Non-fiction literature is an excellent resource for meaningful content in science lessons as well as in any other area of the curriculum; although teachers may have more questions, because usually the book includes his literary side, often overlooked details scientific information that can be very useful for the student. These books provide an opportunity for the promotion of literature on those ways that fiction cannot use. Non-fiction books are the first source of information and social beliefs.

CHAPTER FIVE

SUMMARY, CONCLUSION, RECCOMENDATION & SUGGESTION FOR FURTHER STUDIES

5.1 Summary of the Study

This study investigated the Relevance of Non-fiction Literary text in Enhancing Reading Culture among Secondary School Students in Ijebu-ode Local government Area of Ogun State. To achieve the purpose of the study, three research questions were formulated. From the review of related literature the concept of reading and reading culture, non-fiction text and its relevance's. Theoretical review which was anchored on constructivist learning theory and Bandura's social learning theory as well as review of related empirical studies were also dealt with. Descriptive survey research design was used for the study. The data obtained for the study were analyzed using the simple percentage method. The findings reveals that;

1. If nonfiction is added to children programmes it would have build great reading interest in them throughout their stages of education. In addition to literary texts even non- literary texts is given a considerable importance, to make them a meaningful part of children's literature programs. But in their work can be posed problems, as teachers may not realize that non-literary books are interesting and convenient. On the other hand some, who are fans of literature and have not given themselves the opportunity to read non-fiction literature, can have this opinion, but reading non-fiction literature can be attractive and useful for students.
2. Non-fiction literature is an excellent resource for meaningful content in science lessons as well as in any other area of the curriculum; although teachers may have more questions, because usually the book includes his literary side, often overlooked details scientific information that can be very useful for the student. These books provide an opportunity

for the promotion of literature on those ways that fiction cannot use. Non-fiction books are the first source of information and social beliefs.

3. Looking into the various challenges faced by learners in the reading of nonfiction literary text; Gabriel, Bassey and Randy (2004) noted that reading culture is the stage where reading becomes a complete self-directed pleasurable activity, whose goal is to engender lifelong love for reading, fully internalized as a habit and a means of relaxation, culminating into life-long learning. Therefore, secondary school students must inculcate reading as part of their value system in order to be adjudged as people that have reading culture. More so, the ability to read and write alone among secondary school students does not lead to reading culture; reading must play a significant role in a student's day to day life and become a way of life in order to constitute reading culture.

5.2 Recommendations

The following recommendations are made based on the findings of this study:

1. Curriculum planners should incorporate components that will motivate students to read more. They should also evaluate text books that are recommended for students to ensure they have component that will motivate and improve reading culture.
2. Parents should invest in purchasing of books for their children, appreciate children reading materials, they need to see book acquisition as an investment and not a waste. Parents should all the time budget for their children's books.
3. Provision of relevant and current books should be made available to school libraries. This apparently stressed the need for provision of relevant information materials in school libraries, more especially ICT oriented library services.

4. State and local governments should establish libraries in every local government to promote and encourage reading among students.
5. Inter schools competition on reading culture can be introduced among secondary schools in the state. There is the need to urgently intervene in the state of reading among secondary school students in the state. This is one way of ensuring that our collective effort at improving the standard of students' performance is not wasted.
6. Parents should be given proper orientation on the importance of reading in the life of their children. The application of technology to our educational system should not in any way over-ride the place of reading culture. In which case the Internet trend, home video syndrome and phone addiction cannot be effectively addressed without the co-operation of the parents of the students.
7. Federal government should without delay, make one or two national newspapers free for Nigerians like it is done in the United Kingdom and other parts of the world.
8. Public internet browsing centers should be advised to print out, regularly, reading materials that will attract the adolescents and distribute freely to their customers as gifts for patronizing them. They could organize occasional contests that will award best reader prizes.
9. Government at all levels should create young readers' clubs especially at the basic level of education which will help to promote reading among learners.

5.3 Conclusion

Based on the research questions illustrated under interpretation and discussion, the researcher can conclude that students' reading culture could be improved when the curriculum

components are motivating, school location is conducive, home background gives necessary support and when students make appropriate use of social media.

5.4 Suggestions for Further Studies

Based on the limitations and findings of this study, the researcher has the following suggestions for further study.

1. A replication of this study using a wider geographical area, if possible the whole Ogun State.
2. A replication of this study with inclusion of students, teachers and school librarian as respondents is encouraged to see if the findings that will be obtained will differ from the findings of this present study.

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Appendix

Letter of Introduction to Schools

Department of English language

School of Languages

Tai Solarin College of Education,
Omu-Ijebu

September, 2021

Dear Respondent,

LETTER OF INTRODUCTION

The researcher is a student of Tai Solarin College of Education, Omu-Ijebu, conducting a research on the Relevance of Non-fiction Text in Enhancing Reading Culture among Students of Senior Secondary Schools in Ijebu-Ode Local Government Area of Ogun State. Your school has been selected for the study. Please your cooperation in filling the questionnaire is highly solicited for the successful completion of this work. Any information supplied will be strictly confidential and used only for the purpose of this study.

Thanks in advance for your anticipated cooperation.

Yours faithfully,

Suleiman Aminat G.
18012303039
Researcher

Section A: Personal Information of Respondent

Please read the following statement carefully and write down your responses in the blank space provided. Where there are alternatives, tick (✓) against the responses that is best applicable to you.

1. Name of School-----

2. Gender: Male () female ()
 3. Location: Urban () Rural ()

4. AGE: 14-16 16-18 18 years and above

Section B

Please indicate your level of agreement on the following statement by ticking [√] in the boxes against the statement

S/N	ITEM STATEMENT	SA	A	D	SD
1	Reading culture is a keystone to sustain lifelong learning				
2	Nonfiction text are more interesting than fictional text				
3	Students face more challenges in reading nonfictional literary text than fiction				
4	Adding nonfictional text to the curriculum will help improve the teaching and learning of nonfiction prose				
5	Lack of activities in the curriculum makes students not to have desire for reading.				
6	Non fictional text helps students and teachers to be in a more pleasurable mood				
7	Students like to read nonfictional text because the pictures in the text reflect their society.				
8	Nonfictional text make student to pay attention to some of the writers and encode their behaviour				
9	Poor reading habits among students influence their academic achievement.				
10	Reading of nonfictional text heightens the chances of success at school and enhances a high level of literacy needed to excel in examinations.				
11	Student like to read if the language of the curriculum is easy to understand				
12	Nonfiction's specific factual assertions and descriptions may or may nt be accurate, and can give either a true or a false account of the subject in question				
13	A non- literary text is given a considerable importance, to make them a meaningful part of children's literature programs.				
14	Non-fiction literature is an excellent resource for meaningful content in science lessons as well as in any other area of the curriculum				
15	Reading is an active process that involves articulated skills and should be constructed by students. Learners' reading culture can only be constructed by themselves.				
16	The acquisition of knowledge through information material emanates from the process of understanding and making meaning from the thought of the author of such text				
17	Learning is the focal point on the process of reading and we are the exact product of what we read				
18	Reading culture is a culture where reading is highly valued and is also a habit among members of the population				
19	Literature also functions more broadly in society as a means of both criticizing and affirming cultural values				
20	Through literature, we have the opportunity to learn and understand human life in all rounds.				

