

**THE READING HABITS OF THE SCHOOL OF
ADMINISTRATION UNDERGRADUATE STUDENTS,
UNIVERSITY OF GHANA, LEGON.**




**A DISSERTATION PRESENTED TO THE DEPARTMENT OF
LIBRARY AND ARCHIVAL STUDIES, UNIVERSITY OF
GHANA, LEGON, IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTER OF ARTS
(LIBRARY STUDIES) DEGREE.**



SEPTEMBER, 1999

DECLARATION

I, Vincent Kwami Afenyo, hereby declare that this dissertation is my original work, with the exception of quotations and ideas borrowed from other authors. I fully accept responsibility for any mistakes in this study. I undertook the study under the supervision of Professor A.A. Alemna whose true signature appears hereunder in confirmation of my declaration.


Prof. A.A. Alemna
(Supervisor)


Vincent Kwami Afenyo
(Student)



DEDICATION

To

The Almighty God

For His

Favour and Mercy



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ABSTRACT

The study examined the reading habits of the undergraduate students of the School of Administration, Legon. The sample consisted of 217 students comprising 165 males and 52 females randomly selected. Questionnaire method was adopted to elicit information from the sample. Simple percentages, Chi square and Correlation were the statistical methods applied. Three out of four hypotheses formulated were accepted. The research found no significant difference between the male and female students in pleasure reading. Positive correlation has been established between the students' pleasure reading and level of courses. The study also discovered a positive correlation between students' pleasure reading and educational background of fathers. The research also revealed a positive correlation between library provision at home and the students' pleasure reading habits. It has been observed that the students do achievement reading most. These and other findings were discussed in the main text.

CHAPTER ONE

BACKGROUND INFORMATION

1.1 INTRODUCTION

The School of Administration holds a faculty status within the University of Ghana, Legon. This institution is the major business school in the country. Graduates of the institution are engaged as managers, accountants and other management related professionals. Thus courses offered are in management and its allied fields. The School has a library that acquires, organises and disseminates the reading materials in these disciplines.

This study was to examine the reading behaviour of the undergraduate degree students of the School of Administration; as reading in its totality contributes immensely to the development of human beings. Reading is a basic tool for learning and for enjoyment; and these are the two components of good life. As such, the importance of reading, to the individual and to the community at large, has never been questioned. To this end major international organisations such as United Nations Educational, Scientific and Cultural Organisation (UNESCO) have geared many activities in the area of promoting reading among communities. For instance, Unesco programme of "Books for All" was a plan of action launched during International Book Year 1972 specifically directed toward the promotion of reading habit world-wide. The programme concerns the concept of readership and the need to encourage the reading habit. Also the Unesco World Congress on Books, held in London in June 1982, adopted a set of six targets for the 1980's with the main aim of moving "Towards a reading Society" with much emphasis on the need to create a reading ~~environment~~ types and at all levels of society. Besides the provision of reading

materials, much attention has been paid to improving methods and techniques for teaching the skill of reading. All these activities are aimed at developing and sustaining the reading habit among communities in general and educational institutions in particular. Developing countries, such as Ghana, have had their fair share in this crusade for the promotion of good reading behaviour. This has been indicated in massive efforts being made by these countries to spread literacy in their communities. The impact of these efforts have been recorded at various levels due to the problems of reading materials and lack of motivation.¹

Therefore the author examined important ingredient of intellectual development, reading habits, among the students of the School of Administration; that is, of Ghana. Smith and Robinson² view reading as an active attempt on the part of the reader to understand a writer's message. Ogunrombi and Adio³ state that habit can be described as a learned stimulus-response sequence. Reading habit can therefore be considered as a learned stimulus-response sequence on the part of the reader to understand a writer's message. Ogunrombi and Adio go further to explain that reading is an indispensable tool for achieving emotional stability, enjoying leisure hours, sharing the difficult experiences which are encountered in books and for keeping abreast of happenings in the world at large.

Onwubiko⁴ on the other hand summarised the purposes of reading into four main types namely, reading for pleasure, leisure and relaxation; reading for information; reading for knowledge; and reading for any combination of the above. He explained that reading for information and reading for knowledge are the two purposes most demanding in terms of the totality of activities involved in the reading habit of students within any society and within the reading culture in their society.



Kotei et al⁵ discovered among other things that there was a positive relationship between reading habits and the level of one's social and economic development. Current socio-economic indicators have shown that many African countries, including Ghana, have undergone dramatic changes.

The present study therefore critically examined the situation with regard to the behaviour of Ghanaian students toward books and reading habits. It looked at the general problems associated with reading behaviour of young Africans of which Ghana forms a part.

1.2 STATEMENT OF THE PROBLEM AND HYPOTHESIS

There has been a general observation that as a result of interaction of cultural, social and physical environmental issues which influence the African, he generally has low interest in reading and even when he reads it is achievement oriented (Unoh⁶, 1968; Bengé⁷, 1970; Omolewa⁸, 1974; Iziren⁹, 1977; Ajemna¹⁰, 1982; Fayose¹¹, 1989).

Factors responsible for this situation include African cultures and specifically elements of it such as the authoritarian nature of the society, traditionalism and the use of oral medium for communication and entertainment. Also included are the natural/physical condition of the environment, the nature of reading materials available and multi-lingualism.

On the basis of the literature review and the objectives of the study the following hypotheses were formulated:

- (i) There is no significant difference between male and female undergraduate students of the School of Administration in reading for pleasure.
- (ii) There is no positive correlation between the frequency of reading for pleasure and the level of course with the School of Administration (SOA) undergraduate students
- (iii) There is a positive correlation between the frequency of reading for pleasure and educational background of fathers.
- (iv) There is a positive correlation between the frequency of reading for pleasure and library in the home.

1.3 SCOPE OF THE STUDY

The investigation was confined to some aspect of the reading habits of the students of the School of Administration and their perception of the state of the School of Administration library.

1.4 SPECIFIC AIMS AND OBJECTIVES

This survey sought information on the reading habits and interests of the students. Also whether they read outside their subject areas. The study identified the types of material students read outside their subject areas. The investigation found out whether students find it difficult in obtaining their reading materials. The study also examined the reasons why they read, such as pleasure, leisure, relaxation; for information and for knowledge or studies. Also included is to find out how often students buy both textbooks and nontextbooks. Another aim of the study was to discover how often School of Administration students read for pleasure. The study

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also aimed at receiving suggestions from the students as to how reading habits may be improved.

The study also set out to elicit the views of the students on the state of services in the School of Administration library. Respondents were also asked to give suggestions on how to improve the services in the library. Another area of study was the use of other libraries by the students.

Information gathered from this research presented the current state of reading behaviour among University students in Ghana in general hence the need to justify the study.

1.5 JUSTIFICATION FOR THE STUDY

Literature available indicate that studies in this area on Ghana are few. For example, Bedako¹² studied reading habits of the University of Cape Coast students. His variables included authoritarian, traditional, religious and parental factors. Kotei et al⁵ partially refuted the authoritarian theory as an inhibitor of reading habit formation in their study on Ghanaians. Adabla¹³ studied reading habits of elementary School teachers in selected sub-districts of Accra Metropolitan area. The present study is a specific work on reading habits of business students of the University of Ghana.

1.6 SIGNIFICANCE OF THE STUDY

Generally, the outcome of the study will contribute to the explanation of reading habits of young Africans by indicating whether or not the trend is in the hypothesised direction.

Educational authorities can use it as a variable when investigating fallen standards of education. The results will also serve as a guide to school authorities on the importance of library provision. Counsellors in educational institutions will find it useful in their work. It will also aid those engaged in the production and distribution of reading materials. The study will provide information on how the students view the library and its services. Suggestions offered by students will help the authorities to correct any deficiencies identified in the library services.

1.7 METHODOLOGY

The data for the research was located from the School of Administration undergraduate students. Questionnaire method of data collection was adopted. The questions were framed in clear and concise language so that they would not create any ambiguity. The questions covered social characteristics; reading habits; the state of the School of Administration Library and the use of other libraries.

The study is structured into five chapters. Chapter one contains background information of the study. Chapter two reviews literature on the subject of reading behaviour. Chapter three involves a brief history of the School of Administration and the management of the school. Data collection and analysis form chapter four. Chapter five contains conclusions and recommendations.



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CHAPTER TWO

LITERATURE REVIEW

2.1 DEFINITION OF READING

Reading has been defined in various ways to suit many purposes. The Oxford English Dictionary¹ defines reading as perusing of written or printed materials. Therefore reading consists of human activity characterised by translation of seen or felt symbols into speech or action. Consequently the reader perceives graphic symbols, transmitting the image to the brain from the respective sense; that is sense of sight or touch. The sighted uses the eye and the blind uses touch - Braille system. In any case the reader must be able to use the record of the writer's thought processes as material for his thought.

Smith and Robinson² view reading as an active attempt on the part of the reader to understand a writer's message. Emerging here are two essential issues in learning how to read. The first issue involves learning to correlate speech sounds of the language to the written symbols used to present the speech sounds. The second issue entails more sophisticated abilities of analysing, reasoning, thinking, imagining, and judging as one reads.

All these activities require a sufficiently good knowledge of syntax or language structure as well as of semantics or word-meaning correlation. The degree and level of reasoning, imagining and judging required in the reading process depends largely on the particular purpose of reading.

Ogunrombi and Adio³ view habit as a learned stimulus-response sequence. It is after forming the reading habit that students can be expected to develop interest and preferences. Staiger,⁴ has pointed out that habits grow over a period of days, months,



and years. Thus automatic response of a habit can come only with long practice.

Habit is inculcated and nurtured.

2.2 IMPORTANCE OF READING

According to Staiger and Casely⁵, reading is the basic tool for learning and for enjoyment. It is the means by which literate persons can gain access to the vast and varied supply of knowledge and experiences that has been preserved in written form. Reading can be used to fulfil many purposes.

Ogunrombi and Adio³ state that reading is an indispensable tool for achieving emotional stability, enjoying leisure hours, sharing the difficult experiences which are encountered in books and for keeping abreast of happenings in the world at large. Therefore teachers, parents, librarians and all concerned with shaping the emotional, cultural and educational growth and development of children and young adults must inculcate and nurture in them a good reading habit which, in turn, will arouse their interest in reading.

In Gray's⁶ view, an awareness has developed among all nations of the world, of the importance of literacy as a factor in promoting individual welfare and social progress and as a means of improving international understanding. Ability to read then is the key to knowledge. It is the means to success in all academic endeavours and personal satisfaction.

Fayose⁷ rightly stated that incentives for reading in Nigeria are purely "mercenary" namely to pass an examination and thereby possess a certificate which can fetch a good job. Iziren⁸, similarly indicated that in Nigeria most people go to libraries to study for examination.

Mann⁹, summarises it in his statement that reading is a skill which opens many doors. It remains a fact that a student who finds reading difficult is seriously impaired in almost all spheres of his academic work.

In furtherance of the above assertion, Bond and Wagner¹¹ have listed the following benefits of reading:

- a) that reading broadens the vision of readers, making their lives richer and more meaningful.
- b) it enables readers to meet the needs of practical life more effectively.
- c) it develops social understanding.
- d) It develops their ability to use reading in the intelligent search for truth.
- e) it promotes broad common culture.
- f) it promotes a growing appreciation for the finer elements in life.

Dowuona¹¹ on his part states that the advancement of mankind has been made possible in the way it is today because of the means of communication provided by books. Other forms of mass media, in his view, made their respective contributions; but it is doubtful whether in terms of direct individual development and lasting experience they can replace the intimacy of expression and reflections which the reading of books provides.

Commenting on the rapid increases of human knowledge and expanding curricula, Pappas¹², states that books have become pivot for much of the activity conducted in schools. Unoh¹³, also states that reading plays the most crucial role in formal learning situations which demand effective use of books and other written or printed materials for intellectual development. Thus the period during which an individual learns to read can be regarded as a preparatory stage in his quest for

intellectual development and the mastery of the difficult process of learning to read represents a significant hallmark in his total development. Hence the need for reading interest.

2.3 THE NEED FOR INTEREST

The methods and techniques for teaching the skills of reading is vital in its nurture. King¹⁴, aptly states that interest in reading develops with the skills and abilities of learning to read, and is generally proportionate to the meaning one derives from reading. Unoh¹³ comments that reading for phrase or thought and thereby forming the proper "gestalts" will invariably lead to greater reading efficiency than word-by-word irrespective of the nature of the reading material. The word-by-word reading method is the technique applied in the primary schools and some adults never grow out of it. So many adults readers are slow because they are word-by-word readers. It implies that as they read they see word after word and sometimes even visualise the spelling of each word they read. However, word-by-word reading is suitable in situations where proof reading to check for typographical errors and in certain scientific reading which need intensive reading.

Fry¹⁵, recommended three reading speeds namely, study speed; average speed and skimming to be applied as occasion demands. The ability to apply these speeds appropriately will make reading interesting and sustain this habit.

Broam, et al¹⁶ came out with four types of reading speed which are: study-type, which is very slow and aims at high comprehension; careful reading, which is a bit on the slow side but little faster than the study type; the rapid type which is fast but skimming and is used for novel reading or reading for pleasure; and finally, which is the fastest reading rate used when comprehension is the main aim

of reading. All these speeds are essential to make reading flexible and hence form a sustained interest in the individual.

Brodbeck et al¹⁷ discovered that a child's experiential background in the proper techniques of acquiring language or his experience of the essential stimulus of his linguistic potentials, through play and exercises in thinking and concept development will affect not only his command of language, but also his ability to develop and utilise concepts developed from that language. The level of acquisition of linguistic habits and techniques by an individual will depend on how well one employed the necessary facilities for the experiential background and development. Experience in usage and concept development of any written language which an individual will use in future should be emphasised from the childhood so that he can eventually have the command of the language and ability to develop and utilise concepts from that language.

Another issue raised by the above author is that bilingualism and multilingualism, which is the ability to speak or communicate in two or more different languages, may also give rise to poor reading habits. This may be associated with poor comprehension of fact in the particular language. The linguistic habits and techniques of one language always interfere with the other and this will result in poor comprehension of what is read.

In addition, poor understanding of the structural essentials of the second language may also affect reading habits. It is important that the individual should have thorough understanding of the essentials of this particular language, lest his reading and communication may be very poor.

On reading interest, Smith¹⁸, comments that it may be regarded as the initial springboard of behaviour and as a final product of activity. This behaviour determines



not only the area within which a person will make his choices in reading, but more crucially it determines how much he will read or even whether he becomes a reader at all. Kopel¹⁹, pointed out that what makes an activity interesting is not that it is 'easy' but rather that it is challenging, with obstacles, that can be subdued necessarily through effort. In fact lack of knowledge and skill are the source of frustration in human endeavour.

Again on the need for interest, Getzels²⁰ indicates that reading happens to be self generating. As such, children who like to read do read. Consequently, they own books and enjoy talking about books, whereas, children who are capable readers but do not read, do not own books

In a similar vein, Dobryn²¹, claims that the interest of a reader encourages him to read and influences his choice of books. He went further to explain that the interest begins at a narrow subject area and his ability to comprehend is an essential incentive for broadening the subject scope. The author of this study has visited some of the various literature that have dealt with the need for interest in reading activity, it is now the turn to look at some writers' views on the obstacles to reading habits.

2.4 INHIBITIONS TO GOOD READING HABITS

Many writers have identified series of inhibitors to good reading behaviour that the present investigator visited. Their findings helped to a large extent in shaping the structure of the current study.

In a study on factors affecting the good reading habits of Nigeria Secondary School students, Ogunrombi and Adjo³ state illiteracy of parents as one major issue. They explain that in such a situation where parents cannot read or appreciate the value

of reading. children who are trying to form meaningful reading habits cannot obtain help or understanding. Consequently such children are confronted with difficulties like assisting with household duties, hawking parents' merchandise, working as sales clerks in parents' shops or rushing to the farms at the close of school work everyday. They went further to state that the attitude of parents and other adults to children who are making efforts to read is very important in helping them to form the reading habit. In some homes children who make the efforts to read are often scolded and branded lazy. Their findings further reveal that the acquisition of good reading habits depends largely on the availability of the right type of books. It has been observed that the creative reading materials produced by indigenous publishing houses in Nigeria are prohibitive and out of the reach of an average Nigerian family.

Antwi²² also states that many children in Nigeria do not come from book reading homes. In his study Fayose²³ reported that over two-thirds of his sample lacked reading skills. The present study examined some of these factors in relation to Ghanaian students.

Benge²⁴ suggests that reading is foreign to and unappreciated by the traditional African who regards it as an anti-social activity. Alemna²⁵, sees the problem as the difficulty for an individual socialised into the oral medium of communication to transfer to reading medium.

Concerning rampant child labour in Nigeria, Ogunrombi and Adio⁴ also mentioned that most students live in crowded, noisy and poorly lit homes. These activities work against the cultivation of good reading behaviour. In the same vein Benge²⁴ found in his study that crowded homes and lack of electricity are some of the factors that militate against nurturing reading habits. Climatic conditions such as heat and humidity were discovered by Unoh¹⁶ as unpleasant state in forming a good

reading habit. The current study found out how these factors influence reading habits among the University of Ghana business students.

* A study on Ghana, Kotee²⁶, shows that people who in more recent years have entered into "bookish" professions, read occasionally because they have to; but hardly any one of them have a compulsive intellectual curiosity or that craving for the printed word nor was nurtured on books when they were much younger. In his view the printed word can have a significant impact on human behaviour. He stated that the Ghanaian social structure does not give enough incentives to aspiring readers.

2.5 THE LANGUAGE FACTOR

Language is an important factor in forming reading habits because it is the medium through which one expresses his thoughts. Many writers have made the assertion that the major obstacle to acquiring reading habits in Africa has been the difficulty of transferring one's understanding and thinking into a foreign language. Reading makes more sense when the linguistic, psychological and cultural experiences of the writer and reader overlap. However, modern trends suggest that it is possible to adopt tested and tried methods to teach the mechanics of reading even in a second or foreign language.²⁷

Kidd and Lewsey²⁹ suggest that a carefully planned, systematic reading programme has more positive and lasting effects on later reading achievement than does an incidental reading programme. Chambers³⁰ provides a concise view that 'readers are not born'; which implies that readers can be made or developed.

According to Staiger⁵ "habits grow over a period of days, months, and years." The automatic response of a habit can come only with long practice. Effective reading is therefore inculcated and nurtured in the individual. Matthew¹¹ on the other



hand states that attitudes toward reading and the way of life that reading creates are learned by children from both the conscious and subconscious actions of adults who surround them from their earliest years. In other words, the social environment has great influence on children's development; including reading habits.

Touching on the Ghanaian scene Addo¹³ discovered that a good many educated Ghanaians are not interested in reading widely and this unfavourable behaviour is to be blamed on the educational system which has little or no regard for developing and sustaining the reading habit. Similarly, Dowuona¹² states that the "tedious and slow way in which many people serving other people at public centres read and understand, or is it misunderstand, account for the slow pace of work and output in this country."

On these premises the present study set out to probe the reading habits of business students of the University of Ghana, who are being developed to rise to top managerial positions

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CHAPTER THREE

THE SCHOOL OF ADMINISTRATION

3.1 A BRIEF HISTORY OF THE SCHOOL OF ADMINISTRATION

The departure of the British Colonial Administration created many gaps to be filled, especially, in the administrative sector in the rapidly growing newly independent Ghana. The need thus arose to establish an institution to develop manpower for managerial positions in the country. In January 1960, the Department of Commerce of the Kumasi College of Technology was transferred to the Western Compound, Achimota, to form the College of Administration ¹

The establishment statutory instrument -E.I. 127 dated 4th day of June 1960 - states: "There is hereby established a body to be known as the College of Administration" It states further that there shall be appointed by the Governor-General a Chairman and a Principal of the College.²

The main idea behind the transfer was that the new College would serve as a comprehensive institution which would provide the various training programmes required to meet the need for administrative and accounting personnel in Ghana. It was also intended to give the College scope for expansion within the relatively more matured business environment of Accra and afford both faculty and students opportunities for close contact with the Business Community³

In order to give this discipline its proper place in the country's higher educational system, and to attract the best candidates, it was decided that courses run by the College should be upgraded to University level. It was resolved, therefore, that the College of Administration should be associated in some form with the University of Ghana, and its courses developed to the University's Degree standard. Hence in

1962, the College of Administration was fully integrated into the University of Ghana. The College was given a status comparable to that of a faculty in the University and was redesignated School of Administration. That brought the School under the jurisdiction of the University Council and its Academic Board. Its students were gradually moved from Achimota to the University's students hall of residence at Legon.

There was a significant development in 1967 when, the Business House, the new building of the School, centrally sited at Legon was opened.¹

Though now fully integrated into the University, it continues to receive earmarked grants from the Government and maintains a degree of freedom to develop its own associations and schemes, especially with respect to non-University Programmes. It has a mandate to organise courses and seminars from time to time, either on its own or in conjunction with other bodies to satisfy identified areas of need in the field of business and public administration.

3.2 MANAGEMENT OF THE SCHOOL OF ADMINISTRATION

Currently, the School of Administration is fully integrated with the University of Ghana and is governed by the statutes of the University and controlled by the University Council and the Academic Board. However, the School is a semi-autonomous institution, receiving an earmarked grant from the Government.

The Director is the Chief Executive of the School and has both academic and administrative functions. The administrative control of the School lies with the Director and through him to the Vice-Chancellor of the University.

The Executive Secretary is in overall charge of the School and serves as Secretary to committees and meetings. These bodies include: the School's Advisory

Advisory Council; The Board of Administration Studies; The School's Finance Board; Academic Staff Meeting and Appointment Review Committee, just to mention a few. The Secretariat liaises with the main Administration of the University and the outside world.

The Advisory Council is charged with responsibility for educational policy of the School in relation to requirements for administrators in various aspects of national life. Its recommendations were to be made from time to time to the Board of Administration Studies.

The Board of Administration Studies exercises control over all courses offered in the School. Director of the School is the Chairman. It is responsible to the University Council through the Academic Board of the University.

The Finance Board of the School administers and controls the funds of the School. The Chairman is the Director of the School. The School operates on annual budgets indicating sources of income and how expenditure is envisaged. The Director is the sole controller of the budget and is fully responsible for its operations. The Annual Estimates of the School are prepared by the Bursar in consultation with the Director. The Estimates now receive the Director's approval before it is submitted to Government. The Registrar of the University of Ghana normally receives a copy of the Estimates for the information of the Finance Committee of the University.

Academic Staff Meetings is where all the academic staff of the School meet and deliberate on academic issues. The Chairman is the Director of the School.

Finally the Appointment Review Committee is the initial stage for processing appointments of Senior members of the School. It is then forwarded to the main University Administration for final processing.⁴



In the main, the School of Administration comprises the following Units: The Director's Office; The Secretariat; The Library, Accounting Unit; Management Unit; Public Administration Unit and Health Administration Unit.

3.3 COURSES AND PROGRAMMES OF THE SCHOOL

In order to provide the needed manpower in the field of business management and public administration, the School of Administration offers a series of courses. Records available in the Academic Section show that student enrolment for Bachelor of Science (B.Sc.) Degree in the 1964/65 academic year was twenty-seven (27). The enrolment grew over the years and stood at One Thousand Six Hundred and Ninety-six (1696) students including all the courses in 1998.

The School offers two-year Diploma courses in Accounting and Public Administration. Middle level manpower is developed for the public and the private sectors.

Next, Bachelor of Science (B.Sc.) Degree in Administration is offered. Areas of specialisation include: Accounting; Finance; health Administration. Human Resource Management; Insurance; Marketing and Public Administration. (Insurance has been suspended for sometime now). Bachelor of Arts (BA) administration is also being offered.

Two courses are offered at the post-graduate level namely: Master in Business Administration (MBA) and Master in Public Administration (MPA). Each of them is of two years duration.

The Master of Business Administration has the following areas of specialisation: Accounting, Finance, Health Administration; Human Resource Management; Management Information System and Marketing.

Doctoral Programmes by research was introduced in the 1985/86 academic year.⁵

There exists in the School a research unit charged with the task of promoting and co-ordinating research activities of the faculty. A publication known as: **Journal of Management Studies** serves as the medium for disseminating research findings. The School usually organises seminars on a general theme in areas of management ; and executives of comparable standing in different firms are invited to participate. The publication emanating from such seminars is known as “**Working Paper Series**”.

Another interesting programme in the School which attracts the attention of the business community is “**Management Day**”. Once in each academic year, the normal teaching programme is suspended for a day, and top managers of reputable firms are invited to spend the day at the School. The activities involve giving talks and holding discussions with faculty members and students on different aspects of their work in the field of management. In this way, students are given the opportunity to meet top entrepreneurs at close range and receive first-hand information on the practice of business administration.

Plans have also been prepared to mount an Executive Development Programme for both Public and Private sectors by providing high level non-award courses at the School for top Executives and Middle-level Management and Supervisory Level personnel. It is meant to link them with the techniques and technological development in the contemporary business world.⁶

3.4 THE SCHOOL OF ADMINISTRATION LIBRARY

The transfer, according to the librarian's Notes for Readers, of about One Thousand (1000) books and pamphlets from the Department of Commerce section in the Kumasi College of Technology Library to Achimota, formed the nucleus of the library of the College of Administration. Established in 1960, the library of the School of Administration has been built up mainly as a specialised library for students and researchers of administration.

Even though students of the School were gradually moved from Achimota to the Halls of residence of the University between 1965 and 1967, the School Library remained in Achimota until 1967 when it moved to the new building - Business House, on Legon Campus.

However, the movement did not affect the autonomy of the School Library. Its services, organisation and administration have not been integrated with those of the Balme Library; the main University Library.

The collections of the School of Administration Library reflect the courses and programmes in the School. It is mainly rich in Accounting; Computer Science; Finance; Hospital Administration; Management, Political Science and Public Administration. Also covered by the collection are allied subjects like Economics, Statistics and Psychology. Every effort is made to acquire all Ghana Government publications for the study of and research into the problem areas of the Ghanaian economy.

The objectives of the School of Administration Library, among others are to provide services of reference and lending materials appropriate to the needs of the students, faculty and management. These needs reflect the courses and research

programmes of the School. It is to engage in the supply of active information service to users on its field of specialisation.⁶

There is one qualified librarian, three sub-professionals and eight non-trained staff. One of the sub-professionals is currently pursuing a course leading to Master of Arts in Library Studies in the University of Ghana. The stock of the library is about 45,000 volumes of books and monographs; and 100 periodical titles. Presently, there are about twenty regular periodical titles most of which are donations.

Plans have been prepared to reclassify the stock; that is a change from Bliss Classification to Library of Congress Classification Scheme to conform to the popular classification scheme on the University of Ghana campus and also to facilitate a proposed Union Catalogue on the campus. Other future plans are to automate the library and create an extension at the Graduate Block of the School to provide specialised services for graduate students and researchers.



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DATA COLLECTION AND ANALYSIS

4.1 DATA COLLECTION

The population of the study, made up of male and female students, comprises all the levels 200, 300 and 400 degree students of the School of Administration who have been matriculated into degree programme by the 1998/99 academic year. Records from the academic section of the School of Administration showed a total enrolment of 1061 degree students including Bachelor of Science (BSc.) and Bachelor of Arts (BA) students.

From the strata of level 200, level 300 and level 400 a quota sampling method was adopted in selecting the members of the sample for the study. The writer had to resort to this method due to some problems discussed later in this research.

Quota sampling may be regarded as a special case of stratified random sampling in which the number of members to be selected from each stratum is fixed by a predetermined quota rather than proportionate representation.¹

Ninety self-administered survey questionnaires were administered to each of the strata.

Questionnaires were distributed to students at the entrance of their lecture halls about thirty minutes prior to lectures. The writer identified the core subjects for each of the three levels where all the students were expected to attend the lecture. For instance, Commercial Law lecture for level 200; Managerial Economics lecture for

level 300, and Business Policy lecture for level 400. The schedule time for these lectures to begin fell between 1.30pm and 2.00pm. The respective lecturers in-charge were given prior information with regard to the administration of the questionnaires to the students. The writer began the distribution of the questionnaires thirty minutes to the lecture time. The distribution was done at the entrance to the lecture hall. Due to the large number of students involved in these lectures, most of them would like to come early enough to occupy the front seats. That facilitated the distribution and completion of the questionnaires without affecting their lecture time.

Each student was served with a questionnaire as he or she entered the lecture hall and politely requested by the writer to complete and return it before the lecture began. The presence of the writer enabled few students to seek clarification about some of the questions. All the lecturers co-operated by offering about ten minutes for the completion of the questionnaires before lectures began. Students who could not return their questionnaires before lectures were requested to deposit the completed questionnaires at the School of Administration Library counter within five days.

A total number of 217 questionnaires were completed and returned out of 270 questionnaires distributed. The returned questionnaires constituted 20 percent of the population. According to Nkpa² "for populations that run in thousands, 5% to 20% samples may be drawn". Consequently, the present sample of twenty percent of the population formed adequate representation for the current study.



4.2 THE QUESTIONNAIRE

The questionnaire method was applied in this survey research. Having considered the large population involved, the time schedule and other meagre resources available for the research, questionnaire method of data collection had been found feasible. The questionnaire contained thirty structured and unstructured questions. With regard to its organisation, the questionnaire consisted of an introduction and four sections.

In the introduction to the questionnaire, the purpose of the study was declared as being conducted to find out the reading habits of the students of the School of Administration. Also it was to discover whether their requirements are adequately catered for by the School of Administration Library. Students were encouraged to answer all questions and return the questionnaire to the researcher. Assurance was expressed that information provided in the study would be treated as confidential. Students were instructed to mark a tick (✓) where required.

Section A of the questionnaire dealt with the Social Characteristics of the students. It included gender, age, nationality, course of study and the level attained. Next item was the parents' educational background and occupation. Also included was whether there is a library in the student's home. The final part of this section enquired if there was a public library in the town where the student lives.

Section B of the questionnaire was centred on Reading Habits. Under this section students were asked if they read outside their normal subject areas. Those who answered in the affirmative were to indicate their preferences, such as story books and textbooks. Others who provided negative responses were to give reasons.

Section C of the questionnaire dealt with the issue on the use of the School of Administration Library.

Finally, Section D of the survey questionnaire enquired about the use of other libraries by the students. The purpose of using other libraries were to be stated and the various libraries used listed. This area was, to some extent, project any inadequacies in the holdings of the School of Administration Library, as well as the state of the present services rendered to students. (Please see Appendix 4.0).

4.3 PROBLEMS ENCOUNTERED

In this investigation, the writer was confronted with numerous problems. The original research plan of this study was to use the enrolment lists of the student and apply systematic sampling. However, inspection of the lists revealed that quite a good number of the students were given non-resident status and there were no reliable and effective means of contacting such students. Also, considering the time frame within which the survey should be completed and the closeness of the second semester examination, the initial plan was abandoned; for it was not considered to provide a good return rate for the survey questionnaire

The researcher thus decided to administer ninety questionnaires to each level, a form of quota sampling. It was realised that this system was the most effective and efficient way of achieving a good return rate. Also, this was the period when students were preparing to write their interim assessment tests after which the second semester examination would begin.

The investigator made an attempt to administer the questionnaire to students in the School of Administration Library. Two problems arose: the first issue was that very poor return rate was recorded. Out of twenty questionnaires distributed only five

were completed and returned. Secondly, it had come to light that not many students patronised the library during that period. Thus the method would exclude a significant number of students in the study. Finally, the writer considered the lecture halls to be the most effective and efficient venue for the administration of the survey questionnaire.

Consequently, the writer identified the core subjects for each level where every student was expected to attend the lecture. These consist of Commercial Law for level 200; Managerial Economics for level 300 and Business Policy for level 400.

The general observation by the writer revealed that most students were reluctant to complete the survey questionnaire. It appeared they did not seem to realise any direct gains accruing to them for doing so. While some expressed lack of direct benefits to them from the study, others demanded compensation in cash. The writer on many occasions had to explain to them that the results of the study would enable the authorities improve the services and the collections of the School of Administration Library. This explanation mollified a great number of the students to adopt a positive attitude toward completing the survey questionnaire. Few others outrightly rejected the questionnaire with the reason that they were not prepared to complete any questionnaire. It is the writer's view that students at all levels should be informed on the importance of adopting positive attitude to providing information to researchers as their social responsibility.

Another problem which needs mentioning is the availability of current literature on the topic under study. Materials available in the University Library were old and inadequate. The writer therefore had to depend mostly on past dissertations for the literature review.



4.4 DESCRIPTION OF SAMPLE

The sample coverage took into account all the three levels of undergraduate degree students of the School of Administration. These include: level 200; level 300; and level 400. Quota sampling was applied in selecting members of the sample from each level; that is stratified random sampling. The sample size of 217 students constituted 20 percent of the population of 1061 undergraduate students of the School of Administration. From each stratum the writer sampled both male and female students. The overall coverage satisfied the main aim of the study; that is eliciting information on the reading behaviour of the undergraduate students of the School of Administration.

TABL 4:1 GENDER CHARACTERISTICS OF RESPONDENTS

<u>GENDER</u>	<u>FREQUENCY</u>	<u>PERCENTAGE</u>
Male	164	75.9
Female	52	24.1
Total	216	100.0

The Table above (Table 4.1) shows the gender characteristics of respondents. Male students represent 75.9 percent of the members of the sample. The female members of the sample constitute 24.1 percent. These are made up of 164 and 52 male and female students respectively. Only 1 member of the sample failed to indicate his or her gender.

TABLE 4.2: AGE CHARACTERISTICS OF RESPONDENTS

AGE GROUP (YEARS)	FREQUENCY	PERCENTAGE
Up to 19	1	5
20 to 24	102	54.8
25 to 29	55	29.6
30 to 34	6	3.2
35 to 39	14	7.5
40 to 44	6	3.3
45 to 49	2	1.1
TOTAL	186	100.0

The characteristics of ages of members of the sample above (Table 4.2) indicate that the ages of the respondents fall between up to 19 years and 49 years. However, majority of the respondents fell below 30 years. It is not surprising that most of the members of the sample are in this age group as they are students. This age group represents about 85 percent of the members of the sample; that is 158 students. The age group of 40 years and above forms only 4.3 percent of the sample which is made up of 8 students. Thirty-one students, or 14.3 percent of the sample, failed to state their ages.

TABLE 4.3: DISTRIBUTION OF RESPONDENTS BY COURSE LEVEL

COURSE LEVEL	FREQUENCY	PERCENTAGE
200	65	30.0
300	81	37.3
400	71	32.7
TOTAL	217	100.0

Table 4.3 above shows the distribution of respondents by course levels. Level 200 represents 30 percent of the respondents; that is 65 students. Thirty-seven percent of the sample represents level 300, made up of 81 students. Level 400 forms 32.3 percent of the sample; constituting 71 students. The total coverage is 217 respondents.

4.5 DATA ANALYSIS

The data obtained by the study have been analysed. The results are presented by Tables. Statistical techniques adopted in the study include simple percentages, chi-square and Correlation. In testing the hypotheses, chi-square and Correlation were applied. Below are the various results obtained by the questionnaire.

TABLE 4.4: EDUCATIONAL BACKGROUND OF FATHER

LEVEL OF EDUCATION	FREQUENCY	PERCENT
University	73	33.6
No Formal Education	42	19.4
Elementary School	39	18.0
Secondary/Commercial	35	16.1
Post Secondary	28	12.9
Total	217	100.0

The educational background of the respondents' fathers are shown in Table 4.4 above. Seventy-three students or 33.6 percent of the total sample reported that their fathers had university education; 42 or 19.4 percent said their fathers had no formal education; 39 or 18 percent stated that their fathers had only elementary school education, 35 or 16.1 percent said their fathers attained up to Secondary/Commercial education; and 28 or 12.9 percent said their fathers had post secondary education.

This is an indication that 62.6 percent of the respondents fathers had at least Secondary/Commercial education

TABLE 4.5: EDUCATIONAL BACKGROUND OF MOTHER

LEVEL OF EDUCATION	FREQUENCY	PERCENT
University	68	31.3
No Formal Education	53	24.4
Elementary School	38	17.5
Secondary/Commercial	36	16.1
Post Secondary	22	10.1
Total	217	100.0

Table 4.5 shows educational background of the mothers of the respondents. One hundred and sixty-eight or 31.3 percent of the mothers of the respondents had no formal education; 53 or 24.4 percent of the total sample said their mothers attended only elementary school; 38 or 17.5 percent of the respondents reported that their mothers had post secondary education; 36 or 16.6 percent of the respondents stated that their mothers had secondary/commercial education; and 22 or 10.1 percent said that their mothers had up to university education. It shows that 96 or 44.2 percent of the mothers of the respondents had at least Secondary/Commercial education.

TABLE 4.6: LIBRARY FACILITY AT HOME

RESPONSE	FREQUENCY	PERCENT
No	153	70.5
Yes	64	29.5
Total	217	100.0



Table 4.6 above presents the results of the survey questionnaire on the library facility in the respondents' homes. One hundred and fifty-three or 70.5 percents of the respondents said there were no libraries in their homes but 64 or 29.5 percent stated that they had libraries in their homes. This is an indication that more than two-thirds of the respondents have no library in their homes.

TABLE 4.7: PUBLIC LIBRARY FACILITY IN TOWN OF RESIDENCE

RESPONSE	FREQUENCY	PERCENT
No	155	71.8
Yes	61	28.2
Total	216	100.0

Table 4.7 illustrates the distribution of public library facility in the town of residence of respondents. One hundred and fifty-five or 71.8 percent of the total respondents reported that they had no public library facility in their town of residence; 61 or 28.2 percent stated that they had public library facility in their town of residence. However, 1 person failed to answer the question. The results above show that more than two-thirds of the respondents had no public library in their town of residence.

TABLE 4.8: WHETHER STUDENTS READ OUTSIDE THEIR SUBJECT AREAS

RESPONSE	FREQUENCY	PERCENT
No	205	94.5
Yes	12	5.5
Total	217	100.0

The above Table (Table 4.8) presents the pattern of reading outside students' normal subject areas. Two hundred and five respondents or 94.5 percent reported that they read outside their normal subject areas; only 12 or 5.5 percent of the respondents stated they did not read outside their normal subject areas.

TABLE 4.9: BOOKS OF INTEREST OUTSIDE SUBJECT AREA

TYPE OF BOOKS	FREQUENCY	PERCENT
Story Books	120	55.6
Text Books	64	29.6
Others	32	14.8
Total	216	100.0

Table 4.9 illustrates the type of books which are of interest to students apart from books in their fields of study. One hundred and twenty or 55.6 percent of the respondents said they were interested in story books; 64 or 29.6 percent reported they were interested in text books while 32 or 14.8 percent respondents mentioned other materials as their area of interest. Only 1 student did not answer the question.

TABLE 4.10: WHETHER STUDENTS HAVE DIFFICULTY IN OBTAINING READING MATERIAL

RESPONSE	FREQUENCY	PERCENT
No	118	54.9
Yes	97	45.1
Total	215	100.0

In Table 4.10 the results on students' difficulty in obtaining their reading materials are tabulated. One hundred and eighteen or 54.9 percent of the respondents reported that they had difficulty in obtaining their reading materials; 97 or 45.1 percent said they did not experience difficulty in obtaining their reading materials. Only 2 students did not answer.

TABLE 4.11: WHY RESPONDENTS READ

RESPONSES	FREQUENCY	PERCENT
For Pleasure/Leisure (etc.)	123	28.0
For Information	153	35.0
For knowledge (studies)	161	37.0
Total	438	100.0

The Table above (Table 4.11) presents the results of why the respondents read. They were given the option to tick more than one reason. One hundred and twenty-three or 28 percent of the total score was awarded to pleasure/leisure reading; 153 or 35 percent was awarded "reading for information"; 161 or 37 percent was awarded "reading for knowledge"; and no point was awarded "other purposes" of reading. Achievement reading accounts for 72 percent of the respondents purpose of reading.



TABLE 4.12: NUMBER OF TEXTBOOKS BOUGHT IN THE ACADEMIC YEAR

RESPONSES	FREQUENCY	PERCENT
Two	50	23.0
Four or more	50	23.0
Three	46	21.2
One	36	16.1
None	35	16.1
Total	217	100.0

Reporting on the number of textbooks bought in the academic year, in Table 4.12, 50 or 23 percent of the respondents said they bought two textbooks each; 50 or 23 percent bought four or more textbooks each; 46 or 21.2 percent bought three textbooks each; 36 or 16.6 percent bought one textbook each; and 35 or 16.1 percent bought no textbook in the academic year

TABLE 4.13: NUMBER OF NONTTEXTBOOK BOUGHT IN THE ACADEMIC YEAR

RESPONSES	FREQUENCY	PERCENT
Two	70	32.6
Four or more	40	18.6
Three	39	18.1
One	35	16.3
None	31	14.4
Total	217	100.0

Table 4.13 shows the number of nontextbooks bought by the respondents this academic year. Seventy or 32.6 percent of the respondents did not buy any nontextbook in the academic year; 40 or 18.6 percent bought three nontextbooks during the year; 39 or 18.1 bought two nontextbooks each; 35 or 16.3 percent bought

four or more nontextbooks each; and 31 or 14.4 percent bought one nontextbook each.

Only 2 students failed to respond to the question

TABLE 4.14: FREQUENCY OF PLEASURE/LEISURE READING

RESPONSES	FREQUENCY	PERCENT
Weekly	60	27.9
Once a month	50	23.3
Daily	47	21.9
Fortnightly	31	14.4
Not at all	27	12.6
Total	215	100.0

Table 4.14 presents the results of the frequency of pleasure/leisure reading by the respondents. Sixty or 27.9 of the respondents read for pleasure/leisure weekly; 50 or 23.3 percent of the respondents said they read for pleasure/leisure once a month; 47 or 21.9 percent stated they read for pleasure/leisure daily; 31 or 14.4 percent of the respondents reported that they read for pleasure/leisure fortnightly; and a total number of 27 or 12.6 percent of the respondents said they did not read at all for pleasure/leisure. The question was not answered by 2 students

TABLE 4.15: IMPROVEMENT IN THE READING HABITS OF STUDENTS

RESPONSES	FREQUENCY	PERCENT
Decongestion in students room	115	53.2
Reading clubs should be organised	52	24.1
Prices of books should be moderate	36	16.7
Workshop to impress upon students to cultivate reading habits.	11	5.1
Bookshop on campus	2	0.9
Total	216	100.0

Table 4.15 presents suggestions by respondents for the improvement of reading habits among students. One hundred and fifteen or 53.2 percent of the respondents reported that decongestion in students' rooms would lead to improving their reading habits; 52 or 24.1 percent said formation of reading clubs would improve the reading habits of students; while 36 or 16.7 percent reported that prices of books should be moderate to facilitate the cultivation of reading habits among students; 11 or 5.1 percent of the respondents stated that a workshop should be organised to impress upon students to cultivate reading habits; 2 or 0.9 percents of the respondents said Bookshops on campus would enhance reading habits of the students. Only 1 student failed to respond to this question.

TABLE 4.16: QUALITY OF BOOKS AND OTHER READING MATERIALS IN SOA LIBRARY

RESPONSES	FREQUENCY	PERCENT
Good	84	38.9
Fairly Good	81	37.5
Very Good	39	18.1
Not Good	9	4.2
Excellent	3	1.4
Total	216	100.0

Table 4.16 shows the assessment of the quality of books and other reading materials of the School of Administration (SOA) Library by the respondents. Eighty-four or 38.9 percent of the respondents rated the books and other reading materials of SOA library "good"; 81 or 37.5 percent of the respondents rated the stock "fairly good"; 39 or 18.1 percent said the reading materials were "very good"; 9 or 4.2 percent of the respondents rated the stock "not good"; 3 or 1.4 percent of the respondents rated the stock of the SOA library "excellent".

TABLE 4.17: USE OF OTHER LIBRARIES

RESPONSES	FREQUENCY	PERCENT
To read my course notes	78	46.7
To read some of my textbooks	55	32.9
To read recreational materials (books)	24	14.4
Other	10	6.0
Total	167	100.0

Table 4.17 indicates why some of the respondents use other libraries apart from the SOA library. Seventy-eight or 46.7 percent of the respondents reported they used other libraries to read their course notes; 55 or 32.9 percent stated they used other libraries to read some of their course textbooks; 24 or 14.4 percent said they used other libraries for reading recreational materials, 10 or 6.0 percent of the respondents gave other reasons for using other libraries.

4.6 DATA PRESENTATION

The study was conducted on the reading habits of the undergraduate students of the School of Administration, Legon. Some hypotheses were stated and tested in the study. The findings presented were based on the objectives of the research.

The hypotheses tested in the study included:

- i) There is no significant difference between male and female undergraduate students of the School of Administration in reading for pleasure.



- ii) There is no positive correlation between the frequency of reading for pleasure and the level of course with the School of Administration (SOA) undergraduate students.
- iii) There is a positive correlation between the frequency of reading for pleasure and educational background of fathers
- iv) There is a positive correlation between the frequency of reading for pleasure and library in the home.

The presentation of the findings of the study has been based on the following objectives:

- 1) Whether the students read outside their subject areas.
- 2) Types of material students read outside their subject areas.
- 3) Whether students find it difficult to obtain their reading materials.
- 4) Students' purposes for reading.
- 5) Whether the students buy textbooks.
- 6) Whether the students buy nontextbooks.
- 7) Students' frequency of reading for pleasure.
- 8) Students' views on how reading habits may be improved.
- 9) The students' assessment of the SOA Library stock.
- 10) Suggestions for the improvement of the SOA library services.
- 11) The purposes of the use of other libraries.

The results of frequency of reading for pleasure by gender of the students is presented in Appendix 4.1. It indicates that 22.1 percent of the male students read

daily for pleasure while 19.6 percent of the female students read daily for pleasure. The results show that male rather than female students are in the majority for daily pleasure reading. A chi-square test on the first hypothesis that there is no significant difference between male and female students in the frequency of reading for pleasure, null hypothesis, has been accepted; ($X^2 = 8.537$, $df = 4$, $p > .05$). This result implies there is no significant difference between male and female students in their frequency of pleasure reading; any difference observed is due to chance. The result deviates from a previous finding by Stone and Wu³ that more young female than young males read books for pleasure. It also negates Schultheis⁴ view that females spend more time reading than males. Cultural differences, on the part of the subjects studied, may be responsible for the variation.

Previous studies were conducted in advanced countries probably with high gender issues. In Ghana, the existence of a pre-dominant co-educational system appears to dilute any gender influence on the pattern of reading for pleasure. Consequently, this study was conducted among University business students who seem to have similar aim and live in the same environment. Another explanation is that the current fight for gender equality by women may be catching up fast with these female students and that seems to reflect in their pattern of reading for pleasure.

The distribution pattern of frequency of reading for pleasure by level of course is shown in Appendix 4.2. The results show that 26.6 percent of level 200 students read for pleasure daily; 18.5 percent of level 300 students read for pleasure daily; and 21.4 percent of level 400 students read for pleasure daily. Pearson's Product Moment Correlation Co-efficient test rejects the second hypothesis that there is no positive correlation between the frequency of reading for pleasure and the level of course of the students; ($r = .00666$). However the result indicates a very low positive correlation

between frequency of reading for pleasure and level of course by the students. It implies that the increase in course level slightly affects the increase in the frequency of reading for pleasure. Guthrie and Seifert² illustrated a similar trend that lower education group read books 9 minutes per day, whereas the higher educational group read them 44 minutes per day which is nearly a 500 per cent increase, a trend which shows that education strongly increases reading volumes. The very low correlation in the present study may stem from the fact that the sample was taken from university undergraduate students where the intellectual gap among the levels are not very great. It may also be suggested that the students' common quest for achievement reading seems to be the contributing factor for the very low correlation between frequency of pleasure reading and course level.

Appendix 4.3 depicts the frequency of pleasure reading and educational background of father with the undergraduate students of the SOA. The results indicate that 29.3 percent of students who reported that their fathers had no formal education read daily; 15.4 percent of students who stated that their fathers had elementary education read for pleasure daily; 14.3 percent of students whose fathers had Secondary/Commercial education read for pleasure daily; 29.6 percent of students who stated their fathers had Post-Secondary education read for pleasure daily; 21.9 percent of students who reported that their fathers had University education read for pleasure daily. It appears, therefore, that there is a growing awareness among illiterate fathers to strongly encourage their children to have a good education which they lack. This may be the contributing factor that has reflected in the students' reported favourable pleasure reading habits. However, Pearson's Product Movement Coefficient test on the hypothesis that there is a positive correlation between frequency of reading for pleasure and educational background of father has shown a

modest positive correlation: ($r = .58228$). It is an indication that fathers' educational background positively influences the students' frequency of reading for pleasure. In other words, increase in fathers' educational background leads to increase in the students' daily pleasure reading habits. This result negates Blackwood's⁶ view that parents' educational level had no significant effect on the subjects' pleasure reading habits. The difference could be explained that the previous study was conducted in a social environment where children had less physical contact with their parents and could not learn much from them as their role models. In Ghana, the reverse is the case and it seems this social relation has reflected in the current result; that is fathers' frequent use of books has positively influenced the students' frequency of reading for pleasure.

The results in Appendix 4.4 show the pattern for the students' frequency of reading for pleasure and 'library in your home'. From the results, 25.8 percent of the students who reported they had a library at home read for pleasure daily; while 20.5 percent of the students without a library at home read for pleasure daily. Pearson's Product Moment Coefficient correlation test result supports the fourth hypothesis that there is a positive correlation between the frequency of reading for pleasure and a 'library in your home': ($r = .33877$). The result, however, indicates a low positive correlation. It means that increase of libraries in homes will lead to a slight increase in the frequency of reading for pleasure by the students. The current result is in line with Kotei and Twumasi⁷ that "it is from ... libraries that one can acquire positive reading habits". Consequently, it may be concluded that libraries at all levels positively influence good reading habits; and frequency for pleasure reading as well.

Also to be discussed in this essay are the objectives set out in the present study. The investigation covered the SOA undergraduate students' ability or



willingness to read outside their subject areas. The results in Table 4.8 show that 94.5 percent of the respondents read beyond their subject areas. Less than 6 percent do not read outside their subject areas. This report in the results is a good indication that the students read to broaden their horizons. Of the students who said they read beyond their subject areas, 55.6 percent had preference for story books; 29.6 percent prefer textbooks; and 14.8 percent would read newspapers and magazines

With regard to difficulty in obtaining reading materials, Table 4.10 shows that 54.9 percent of the respondents reported they had difficulty in obtaining their reading materials; but 45.1 percent said they did not face difficulty in doing so. It may be suggested that the libraries on campus and the SOA library in particular are not able to adequately provide the students' reading needs. Also the university bookshop has not been able to complement the efforts of the libraries on campus in the provision of requisite reading needs of the students. However, a reasonable size of 45.1 percent of the students reported no difficulty in obtaining their reading materials. It stands to reason that the difficulties expressed by some of the students in obtaining their reading materials may be subject oriented. Some subject areas may lack the requisite reading materials on the university campus. Another possible reason for some students' difficulty in obtaining their reading materials could be due to the fact that some students fail to either participate or take seriously the library user education programmes and thus could not use tools in the libraries effectively to find their reading materials. Any of the above issues hampers students' library use, their use of books in general and thus negatively affect good reading habits.

The study also examined some of the purposes for which the respondents read. From Table 4.11 the results show that 37 percent of the respondents read to acquire knowledge; 35 percent read for information; and 28 percent of the respondents read

for pleasure. Combining reading for knowledge and reading for information can be considered achievement reading; and that constitutes 72 percent of the respondents' purposes for reading. This result supports Fayose⁸ that "the incentives for reading in Nigeria are ... to pass an examination and thereby possess a certificate which can fetch a good job". The present result portrays achievement mindedness in the respondents reading habits. Low placement of pleasure reading, 28 percent, among the respondents does not seem to be encouraging in their reading behaviour. For, pleasure/leisure reading is voluntary and can lead to the development and sustenance of good reading habits. Pleasure/leisure reading benefits the individual through achieving emotional stability and prudent use of leisure hours. Also it enables one to develop speed and precision in reading.

Another aspect of the study investigated how frequently the students of SOA read for pleasure. The results, Table 4.14, show that 27.9 percent of the students read for pleasure weekly; 21.9 percent read for pleasure daily; but a good size of the sample, 12.6 percent did not do pleasure reading. Pressure of course work may be responsible for this pattern of pleasure reading among the respondents.

Gender differences in the frequency of pleasure reading (Appendix 4.1) was analysed in the study. The results show that 22.1 percent of male respondents read daily for pleasure while 19.6 percent of the female respondents read daily for pleasure - an indication of male majority. A statistical test in previous discussions showed that the difference is not significant.

The study also sought the views of the respondents with respect to improving the reading habits among the students. The results (Table 4.15) present three major ways; 53.2 percent of the respondents suggested decongestion in their rooms; 24.1 percent said Reading Clubs should be organised on the Campus; and 16.7 percent

stated that the prices of books should be made moderate to meet the pockets of students. The issue of decongestion which had the highest score on the list suggests that there may be a problem of over-crowding in the respondents' rooms. Ogunrombi and Adio⁹ discovered among others that crowded, noisy and poorly lit homes militate against good reading behaviour. Bengé, cited elsewhere in the study, also stated that crowded homes work against good reading habits. It appears the present situation on the University Campus where four or more students are allocated one room negatively affects their reading behaviour. This condition appears to be prone to noisy environment that promotes oral conversation and discourages the use of leisure hours for pleasure reading.

Also covered by the study is the book buying behaviour of the respondents. Table 4.12 depicts that 23 percent of the respondents reported they bought four or more textbooks each in the academic year; and 16.1 percent did not buy any textbook in the year. With regards to nontextbook, (Table 4.13), 32.6 percent did not buy any nontextbook in the academic year - the highest percentage; and 16.3 percent of the respondents reported they bought four or more nontextbooks each in the academic year. The results above show low buying behaviour of books among the respondents. It appears the high cost of books in general is the contributing factor to this low book buying behaviour among the respondents. Commenting on the high cost of reading materials as an inhibiting factor of good reading habits, Ogunrombi and Adio, cited above, stated that the costs of reading materials in Nigeria were prohibitive and out of reach of an average Nigerian family.

Gender analysis of course book buying behaviour of the respondents shows (Appendix 4.5) that 21.3 percent of the male students said they bought four or more of their course textbook each, while 26.9 percent of the female students did so. The

results suggest that female respondents slightly dominate in course textbook buying behaviour, a difference of 5.6 percent. It may mean that the female respondents are prepared and willing to spend more money on course textbooks than the male respondents do.

Another important area examined in the study is the respondents' opinion about SOA library stock with regard to their reading requirements. Table 4.16 presents the comments on the quality of the SOA library stock. The results show that for 38.9 percent of the respondents the library stock is "Good"; 37.5 percent said the library stock is "Fairly Good"; 18.1 percent found the library stock "Very Good"; 4.2 percent of the respondents said the library stock is "Not Good"; and 1.4 percent reported that the library stock is "Excellent". It seems deficiency in certain subject areas of the SOA library stock may be a problem reflecting in this results. This must be a serious concern for the SOA authorities to critically examine. The fact that about 80 percent of the respondents called on the School of Administration (SOA) library to make available more of the lecturers' recommended reading materials appears to project some inadequacies in the library stock. As libraries are agents of the development and sustenance of good reading habits, any inadequacy in the stock may discourage students from the use of the SOA library and thus have a negative effect on their reading habits.

Finally the research probed into the respondents' use of other libraries apart from the SOA library. The results (Table 4.17) show that 46.7 percent of the respondents use other libraries to read their course notes; 32.9 percent use other libraries to find their textbooks, 14.4 percent use other libraries for recreational materials such as story books; and 6 percent use other libraries for various reasons. The huge number of 46.7 percent of the respondents use of other libraries to read their



lecture notes seems to suggest the lack of enough seating space for the students at the School of Administration library. Again inadequate stock to cater for the reading needs of the students is depicted by the 32.9 percent of respondents who use other libraries to find their course textbooks. Consequently, the School of Administration library appears to be lagging behind in contributing immensely, its quota, to the development and sustenance of good reading habits of the students.

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CONCLUSIONS AND RECOMMENDATIONS

The purpose of the research was to find out the School of Administration undergraduate students' views, attitudes and habits towards reading. As a result, a sample for the study was taken from the levels 200, 300 and 400 students that formed the population. Questionnaire was the instrument used to elicit information from the sample. The data so obtained constituted the basis for the subsequent analysis and conclusions.

5.1 CONCLUSIONS

Four hypotheses were tested in the research; out of which one of them was rejected. The following conclusions are based on the results of the study:

- a) No significant difference has been found between male and female SOA students in pleasure reading.
- b) Course level has positive influence on the SOA students' pleasure reading.
- c) Fathers' educational background can have positive effect on the SOA students' pleasure reading.
- d) Library at home can influence pleasure reading in SOA students.

Other findings of the research revealed the following

Achievement reading dominates the purpose of the SOA students' reading. Less than one-third of the SOA students sampled read frequently for pleasure.

Low book buying behaviour was observed in the study among the SOA students, especially nontextbooks.

On the measures of improving reading habits among students, decongestion of students' rooms; formation of reading clubs; organising workshops; and selling books at moderate prices were prominent suggestions that were made.

The study also discovered that more than one half of the sample had difficulty in obtaining their reading materials.

Finally, the research revealed that the reading space in the School of Administration library has become too small to accommodate the increasing number of student intake

5.2 RECOMMENDATIONS

On the basis of the findings in the study, some recommendations are offered below which it is hoped will go a long way in shaping the reading habits of the university students in particular and the Ghanaian reading public at large.

The findings indicate that fathers' educational background positively influences children's reading habits. As such there is the need for the parents to have good education. The present study depicted a high illiteracy rate among mothers in particular. For a short-term measure, adult education programmes should be intensified under the auspices of District Assemblies with special emphasis on female adults. In order to achieve more permanent results, various District Assemblies should pass a bye-law that will make it mandatory for every parent to educate the child at least up to Junior Secondary School. The implementation of the government's proposed Universal Basic Compulsory Education in the country would be in the right direction.



The research also established that libraries can induce favourable reading habits. However, a large number of the sample of the study had no public libraries in their towns of residence. The provision of libraries is a good supplement to any meaningful education programme; thus the need for this situation to be addressed. It is therefore recommended that the District Assemblies should prioritise provision of community libraries to cater for the information and other reading needs of the communities. These libraries will not only develop services that will meet local needs of the people but also induce more community involvement. This measure will besides developing an informed and enlightened citizenry, also augment their reading behaviour. Individuals are also encouraged to develop small libraries in the homes to promote favourable reading habits which is the prerequisite for the family's intellectual and emotional development. Schools at all levels should consider the provision of functional libraries as their priority. In this systematic way, reading will eventually become one aspect of the society's way of life.

The research also unearthed some shortfalls in the School of Administration library stock. It is recommended that the librarian should examine the stock critically and identify the subject areas that are deficient and replenish them accordingly. In view of regular cuts in library funds, it is recommended that the librarian of SOA library vigorously exploit the benevolence of donor agencies such as the Ghana Book Trust to save the situation. The SOA library should also intensify its user education programme to enable students use the library effectively. Also, serious consideration should be given to the automation of the SOA library to facilitate more accurate and extensive services to users. Another area of concern revealed by the research is lack of reading space in the SOA library. In the short-term more books should be purchased in order to re-introduce lending facility, at least for overnight reading, since

almost all their reading materials for various courses within the discipline are confined to the SOA library. However, the authorities should expedite action in developing an extension at the Graduate Block of the School for graduate students and faculty. These will facilitate access to reading materials and thus encourage reading.

With regard to the concern expressed about crowding in students' rooms, it is recommended that a way should be found to reduce the number of students per room. The more systematic solution is to build more dormitories as student intake increases. Considering the regular cut in government funding of the University, it is recommended that the University authorities should expedite action in inviting private estate developers to step in by offering them University land for the purpose. The solution to this accommodation problem on campus would help create a more conducive environment in the students dormitories to enhance favourable reading habits.

It is also recommended that students should be encouraged to form reading clubs on the University campus. This activity should be stimulated by organising regular workshops on reading habits. Lectures at such workshops should be made public through Radio, Television and Newspapers. This exercise should not be confined to the University campus, but should be hosted in schools and community libraries. This campaign would help educate the public on how reading can enable them improve upon their way of life.

A way should also be found to produce reading materials at a cheaper cost so that book prices can be low enough to meet the pockets of most Ghanaian families. Local publishers can achieve this aim by using cheap materials in printing certain category of books that are meant for the larger reading public; especially the youth. Also the government should create incentives by way of subsidising the publishing

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costs of local authors. This measure is likely to make more books available at affordable prices and can create reading taste among the public.

Finally, it is suggested that once the University Bookshop is one of the distributing agencies of reading materials besides the libraries on campus, its stock should reflect the reading needs of the University community; and students in particular

In sum, good reading habits promote a sound intellectual and emotional development of the individual which eventually enhance the total development of the nation.

APPENDIX 4.0

QUESTIONNAIRE

This questionnaire is part of a study being conducted to find out the reading habits of undergraduate students at the School of Administration and whether their requirements are adequately catered for by the School's Library. Please tick (✓) where required.

Please answer all questions and return the questionnaire form as early as possible. Information provided will be treated as confidential

SECTION A: SOCIAL CHARACTERISTICS

1. a) Sex M [] F [] b) Age.....
- c) Nationality.....
- d) Course of study.....
- e) Level 200 [] 300 [] 400 []

2. Please tick one of the following that best describes the educational background of your father.
 1. No formal education
 2. Elementary School
 3. Secondary/Commercial etc.
 4. Post Secondary
 5. Universityb) What is your father's occupation?.....

3. a) Please tick one of the following that best describes the educational background of your mother.
 1. No formal education
 2. Elementary School
 3. Secondary/Commercial etc.
 4. Post Secondary
 5. Universityb) What is your mother's occupation?.....

4. Is there a library in your home? Yes [] No []

5. Is there a public library in the town where you live?
Yes [] No []

SECTION B: READING HABITS

- 1 a) Do you read outside your normal subject areas? Yes [] No []
2. b) If yes, what type of books are of interest to you?
1. Story books
 2. Textbooks
 3. Other specify.....
- c) If no, why don't you read?
1. No reason
 2. I spend most of my time with friends
 3. My room is too crowded
 4. I often feel tired after coursework
 5. I have no interest in reading
3. a) How do you obtain your reading material? Please tick as many as applicable.
1. From library
 2. Bookshop
 3. Friends
- b) Do you find it difficult to obtain your reading material?
- Yes [] No []
- c) If yes, specify your source of difficulties
4. Why do you read? Tick as many as applicable
1. For pleasure/leisure/relaxation
 2. For information
 3. For knowledge (studies)
 4. Other specify.....
5. How many textbooks on your course have you bought this academic year?
1. None
 2. One
 3. Two
 4. Three
 5. Four or more



6. How many non-textbooks have you bought this academic year?

1. None
2. One
3. Two
4. Three
5. Four or more

7. a) How often do you read for pleasure?

1. Not at all
2. Once a month
3. Fortnightly
4. Weekly
5. Daily

b) What types of materials do you read?.....

c) Please state your favourite author(s).....

8. Do you use a dictionary when you read for pleasure?

Yes [] No []

9. How can the reading habits of students be improved? Tick as many as applicable

1. Workshop to impress upon students to cultivate reading habits
2. Book Bookshop on campus
3. Prices of books should be moderate
4. Reading clubs should be organised
5. Decongestion in students' room

SECTION C: USE OF SCHOOL LIBRARY

1. a) What is your view on the quality of books and other reading materials in the School of Administration library?

1. Not Good
2. Fairly Good
3. Good
4. Very Good
5. Excellent

b) Give comments on the quality of services provided in the School of Administration Library?.....

ING by SEX SEX OF RESPONDENT

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B7	Count Row Pct Col Pct	SEX		Row Total
		MALE	FEMALE	
		1	2	
NOT AT ALL	1	25	2	27
		92.6	7.4	12.6
		15.3	3.9	
ONCE A MONTH	2	36	14	50
		72.0	28.0	23.4
		22.1	27.5	
FORTHNIGHTLY	3	19	12	31
		61.3	38.7	14.5
		11.7	23.5	
WEEKLY	4	47	13	60
		78.3	21.7	28.0
		28.8	25.5	
DAILY	5	36	10	46
		78.3	21.7	21.5
		22.1	19.6	
Column Total		163	51	214
		76.2	23.8	100.0

Number of Missing Observations: 3

B7 FREQUENCY OF LEISURELY READING by SEX | SEX OF RESPONDENT

Page 1 of 1

	Count Row Pct Col Pct	SEX		Row Total
		MALE	FEMALE	
		1	2	
B7				
NOT AT ALL	1	25	2	27
		92.6	7.4	12.6
		15.3	3.9	
ONCE A MONTH	2	36	14	50
		72.0	28.0	23.4
		22.1	27.5	
FORTHNIGHTLY	3	19	12	31
		61.3	38.7	14.5
		11.7	23.5	
WEEKLY	4	47	13	60
		78.3	21.7	28.0
		28.8	25.5	
DAILY	5	36	10	46
		78.3	21.7	21.5
		22.1	19.6	
Column		163	51	214
Total		76.2	23.8	100.0

Chi-Square	Value	DF	Significance
Pearson	8.53715	4	.07377
Likelihood Ratio	9.20531	4	.05617
Linear-by-Linear Association	.17770	1	.67336

Minimum Expected Frequency = 6.435

Statistic	Value	ASE1	Val/ASE0	Approximate Significance
Contingency Coefficient	.19586			.07377
Pearson's R	.02888	.06224	.42073	.67438
Spearman Correlation	.02040	.06361	.29707	.76670

Number of Missing Observations: 3

		LEV			
		200	300	400	
Count	Row Pct				Row
Col Pct	Col Pct	1	2	3	Total
B7					
NOT AT ALL	1	5 18.5 7.8	8 29.6 9.9	14 51.9 20.0	27 12.6
ONCE A MONTH	2	9 18.0 14.1	23 46.0 28.4	18 36.0 25.7	50 23.3
FORTNIGHTLY	3	9 29.0 14.1	13 41.9 16.0	9 29.0 12.9	31 14.4
WEEKLY	4	24 40.0 37.5	22 36.7 27.2	14 23.3 20.0	60 27.9
DAILY	5	17 36.2 26.6	15 31.9 18.5	15 31.9 21.4	47 21.9
	Column Total	64 29.8	81 37.7	70 32.6	215 100.0

Number of Missing Observations: 2

B7 FREQUENCY OF LEISURELY READING BY A2 EDUCATIONAL BACKGROUND OF FATHER

Page 1 of 1

B7	Count Row Pct Col Pct	A2					Row Total
		NO FORM L EDUCAT	ELEMNTARY SCHOOL	SECONDR Y/COMMER	POST SEC ONDARY	UNIVERSI TY	
		1	2	3	4	5	
NOT AT ALL	1	8	8	3	3	5	27
		29.6	29.6	11.1	11.1	18.5	12.6
		19.5	20.5	8.6	11.1	6.8	
ONCE A MONTH	2	6	11	10	6	17	50
		12.0	22.0	20.0	12.0	34.0	23.3
		14.6	28.2	28.6	22.2	23.3	
FORTHNIGHTLY	3	2	2	5	6	16	31
		6.5	6.5	16.1	19.4	51.6	14.4
		4.9	5.1	14.3	22.2	23.9	
WEEKLY	4	13	12	12	4	19	60
		21.7	20.0	20.0	6.7	31.7	27.9
		31.7	30.8	34.3	14.8	26.0	
DAILY	5	12	6	5	8	16	47
		25.5	12.8	10.6	17.0	34.0	21.9
		29.3	15.4	14.3	29.6	21.9	
Column Total		41	39	35	27	73	215
Total		19.1	18.1	16.3	12.6	34.0	100.0

Number of Missing Observations: 2

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Statistic	Value	ASST	VAL/ASST	Approximate Significance
Pearson's R	.03772	.06972	.55090	.58228
Spearman Correlation	.02766	.07048	.40384	.68673

Number of Missing Observations: 2



B7 FREQUENCY OF LEISURELY READING by A4 IS THERE ANY LIBRARY IN YOUR HOME?

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Page 1 of 1

B7	Count Row Pct Col Pct	A4				Row Total
		YES	NO			
		1	2	3	4	
NOT AT ALL	1	5	22			27
		18.5	81.5			12.6
ONCE A MONTH	2	15	35			50
		30.0	70.0			23.3
FORTNIGHTLY	3	7	24			31
		22.6	77.4			14.4
WEEKLY	4	19	39	1	1	60
		31.7	65.0	1.7	1.7	27.9
DAILY	5	30.6	25.8	100.0	100.0	
		16	31			47
		34.0	66.0			21.9
		25.8	20.5			
	Column Total	62	151	1	1	215
		28.8	70.2	.5	.5	100.0

Number of Missing Observations: 2

Statistic	Value	ASE1	W1/ASE0	Approximate Significance
Pearson's R	-.06555	.06466	-.95875	.33877
Spearman Correlation	-.07850	.06640	-1.14923	.25175

Number of Missing Observations: 2

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