



Factors affecting reading among secondary school students: a case study of students of Kamonyi district

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This study was conducted to investigate and compare the factors and causes affecting reading among secondary school students studying in Kamonyi district with case study of secondary school students from G.S Rosa Mystica and E.S Ste Bernadette Kamonyi (ESBK). The study aspired to achieve the following objectives: (i) To compare factors affecting reading culture among secondary school students studying in Kamonyi district; (ii) To identify the factors that affect reading culture among non-boarding and boarding students at G.S Rosa Mystica and ESB Kamonyi; (iii) To investigate the causes of the reading culture among non-boarding and boarding students from G.S Rosa Mystica and ESBK schools by investigating the factors of reading culture, the study was carried out in Kamonyi District, Gacurabwenge Sector at G.S ROSA MYSTICA and E.S Ste Bernadette using a qualitative research method. The research targeted a total number of 340,501 respondents. A non-exploratory mixed-method design was used in this study. Out of the 481 questionnaires distributed, 180 questionnaires or were retrieved.

Data was gathered through interviews, and questionnaires to answer the research questions regarding the factors affecting the reading culture among secondary school students and compare the causes of the poor reading culture among students to discover what motivates students to read. The respondents were the students, teachers, parents. The reading culture was considered as independent variable whereas the factors affecting the reading culture in secondary schools were dependent variables. This study used a descriptive methodology with a data collection, interpretation and analysis approach using qualitative and quantitative approaches with respect to mathematical, computational, and statistical aspects. The techniques used to perform this research were descriptive and analytic based in regards to data collected. Based on the quantity of numeric data we performed our research. The collected data was analyzed and interpreted using Microsoft Excel and professional software. The findings show that school leadership and management affect reading culture, and the lack of reading facilities (books) affects reading culture. The research confirmed that family poverty are causes that affect reading culture like the lack of appropriate reading program at school; lack of school library, lack of motivation to read lack of reading time at home. Majority of the questions scored a mean between 3.00 and 3.50. Unanimously, respondents disagreed that non reading teachers affects reading culture. The findings demonstrated that active students in reading culture perform lessons, excel in all subjects and have effective communication skills particularly in English. To measure the statistical relationship between the used variables, the Pearson relationship between factors causing and affecting the reading culture exhibits positivity (0.950), for G.S Rose Mystica and (0.952) ESB Kamonyi, implying that, the reading activity is influenced by the outlined factors.

Keywords

The reading Culture: is an intellectual and an individual practice to demonstrate literacy and numeracy skills aiming at communicating or acquiring new information from written resources in digital or physical format.

The library: is a collection of materials, books or media that are accessible for use and not just for display purposes.

The Pearson coefficient: is the statistical test that measures the statistical relationship, or association, between two continuous variables.

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This introductory chapter constitutes the background of the study, the problem statement, the purpose of this study, the objectives of the study, the research questions, the scope of the study, and the significance of the study. This chapter defines the reading culture. This culture includes basic reading, reading habit and critical reading skills. Reading is acquired in preprimary and effectively enhanced in primary school grades. All students without psychological challenges and problems acquired basic reading skills in primary one. From this age students gate the habit of reading and some starts making reading hobby. It is somehow challenging to acquire reading at later ages. When children learn to read, they develop a positive attitude towards books, magazines etc. Reading culture is an intellectual and an individual practices reading from the beginning of childhood, it was a possibly a habit.

1.1. Background to the study

Reading is an important skill among the four of language. It enhances understanding, knowledge and information in learning processes. The capacity of reading is essential as it develops comprehension and build concepts. The recent reports produced by the United Nations demonstrated that 250million children in the world cannot read and write effectively despite that among them 130 million from them have attended the school(Friedlander and Goldenberg 2016).This implies that the issue of illiteracy is strongly related to poor reading culture. Thus, the reading culture is now considered a global challenge and has higher prevalence in developing countries than in developed countries. The United Nations reported that one out of every four young people in developing countries (1/4) cannot read (Provost.2014). From this context, the African continent is the most affected because reading is not deeply rooted in the socio-cultural set up in most of African countries. The African society, is not a reading society but chatting, conversing orally and dialoguing society (Ntakirutimana and Okoro 2021). As oral society, information is mostly passed by talks. In African community, they prefer conversing to reading and this marks the African community not preferring reading or considering it as their hobbies or leisure activity but as work. (Innocent 2020) Different researches have demonstrated that there is a prevailing poor reading culture in Africa, particularly in sub-Saharan countries such as Kenya, Uganda, Rwanda, Botswana, Zambia, Nigeria and Tanzania. (Canisius, 2010).

Most of the African countries are currently struggling with the problem of poor reading culture with the expectation of winning the battle against the menace of poor reading culture. The poor reading culture affects education sector by hindering teaching and learning outcomes.(Olasehinde et al. 2015) Poor reading culture among primary and secondary schools' students has reached an alarming situation in Rwanda as it was revealed by the studies conducted by the Government of Rwanda conjunctively with its stakeholders. These studies are commonly known as Learning Achievement in Rwandan Schools (LARS I, II, III) and aims at measuring the level of achievement in literacy and numeracy at national level in order to determine factors associated with students' achievement over time.

number of books read within a specific period. This research would also reveal the challenges experienced by ordinary level students from non-boarding and boarding schools taking into consideration of reading culture. Whereby by the availability of school libraries to facilitate students for reading in non-boarding schools in at G.S Rosa Mystica Kamonyi and highlight gaps in library equipment and programs. The research revealed the in-place programs enhancing reading culture among students. To get accurate information to the following indicators would measure: Number of students attending the library, number of books read by students per term, number of reading programs organized by the school annually to motivate students for reading.

In order to achieve the vision 2020, the Government of Rwanda acknowledged the necessity to “encourage and support a culture of reading throughout Rwanda”(Friedlander and Goldenberg 2016). Educators in Rwanda have expressed their intention to use the published research in reading and literacy to reform the early acquisition of reading skills. As an example, the 2013-2017 Education Sector Strategic Plan (Rwanda Ministry of Education, 2012b) calls for training teachers on “effective reading classroom practices” and creating “evidence-based reading instructional materials” (Rwanda Ministry of Education, 2012b, p. 53). The Literacy, Language, and Learning (L3) Initiative, a collaboration between the Ministry of Education, the Rwanda Education Board, Education Development Center, Concern Worldwide, Never Again Rwanda, V.S.O, and other partners, and funded by the United States Agency for International Development (USAID), have been working since 2012 to completely overhaul the early grades reading curriculum and classroom pedagogical practices to more closely align with the established research-based best practices on early reading acquisition (Education Development Centre, 2014). The limited but informative existing research on the culture of reading in Rwanda points to some challenges that must be overcome: a general lack of reading materials, a strong oral culture, and an education system that does not foster good reading habits or a love of reading in young students (Ruterana 2012b).

1.1 Statement of the problem

According to different findings presented by researchers of different nationalities, it was observed a poor reading culture among Africans in general and Rwandans in particular. Some argued that this is linked to limited access to reading materials as country wide book shops and libraries are not widely spread as other business or social enterprises. This poor reading culture is observed among adults and children worldwide. The scarcity and accessibility of reading materials is a handicap to reading culture. This unavailability of reading resources in different educational institutions and social entities slows the development of reading culture in Rwanda. In some area people revoked that poor reading

and English and some students are not familiar with those languages (Ruterana 2012a). According to Leonce Muvunyi in his opinions, he observed that in Rwandan schools there is a poor reading culture due to the lack of book access. The survey revealed that most of children do not have access to story books outside the school, and only 6% of children have access to a library or somewhere in their community where they can read or borrow books (Muvunyi, 2018). The Ministry of Sport and Culture which had the mandate of Libraries previously had noted that the reading culture is poor among Rwandans; and the use of library resources is still a persistent challenge for Rwandans in general. Hence the ministry recognized the existence of poor reading culture among Rwandans and revealed that the causes of this culture are being the existence of few reading materials, few or no libraries, and scarcity of funding from the private sector to invest in public libraries, bookstores and publishing houses (MINISPOC.Rwanda 2015).

This challenge has interconnectivity as students belong to the Rwandan community and make a pedagogical challenge hindering the quality education in Rwanda by lowering the literacy and numeracy rate in Rwandan schools. The 2018 “Learning Achievement in Rwandan Schools” LARS (MINEDUC, Learning Achievement for Rwandan school, 2018) indicates gaps in learning outcomes, with significant issues in numeracy and literacy for most students, especially girls. The reading culture is one of the fundamental building blocks of learning. Becoming a skilled and adaptable readers enhances the chances of success at school and beyond. Reading is not just for school; it is for life. Reading in all its variety, is vital to our becoming better informed, having better understanding of ourselves and others. The reading culture is little use of Library resources reading, writing, and literacy, in general, are foundational to modern education. (Ruterana 2012c) Recognizing the importance of literacy development and education more broadly, the global community came together in recent decades and committed enormous resources to ensure all children globally had access to primary education as strategy to enhance reading culture. These efforts worked to increase school enrollment: by 2015, 91% of the world's children were enrolled in primary school. However, evidence suggests that merely attending school does not guarantee an education. Approximately 250 million children cannot read regardless of school attendance, and 200 million young people finish their schooling without basic skills.(Innocent 2020).

The current” National Culture Heritage Policy -2015 / Ministry of Sports and Culture (MINISPOC) recognizes the existence of poor reading culture among Rwandans and the causes being the existence of few reading materials, few or no libraries, and scarcity of funding from the private sector to invest in public libraries, bookstores and publishing houses. Different findings have also demonstrated that students’ performance depends proportionally to the use of library resources and reading skills as the culture of reading develop the memory of learners. (MINISPOC.Rwanda 2015) It is in this context;

1.2 Research objectives

This study has achieved the general objective and specific objectives.

1.2.1 General objective

The purpose of this research was to investigate the factors affecting the reading culture among secondary school students from Kamonyi District by focusing to G.S Rosa Mystica and ESBK.

1.2.2 Specific objectives

By conducting this research, the research aimed to the achievement of the general and specific objectives as formulated by using tools comprising the research questionnaires.

The specific objectives of this study are:

- i. To compare factors affecting reading culture among secondary school students studying in Kamonyi district;
- ii. To identify the factors that affect reading culture among non-boarding and boarding students at G.S Rosa Mystica and ESB Kamonyi;
- iii. To investigate the causes of the reading culture among non-boarding and boarding students from G.S Rosa Mystica and ESBK schools.

1.3 Situation of reading culture in Africa

The reading culture situation in Africa was discussed by different authors and unanimously confirmed that poor reading culture among Africans. Africa has been described in many ways for a that it is a continent without reading culture. Some people even amplify the concept of poor reading in Africa by saying that if you want to hide an African you put valuable things in books. This situation was ranked non-reading society with the fact that Africa is considered as an oral society due to that the culture of reading and writing came from European countries during the colonization period. Hence the Africans like conversation rather than reading. This ranked Africa. (Isaac 2020). Hence, many countries on the African Continent have been very particular in the development of the reading culture among their citizens due to the poor reading situation and collaborate with non-governmental organizations to enhance literacy skills and emancipate the population. (Otiye 2011)

Research conducted in Nigeria can be taken into consideration as an example. It was observed a poor readership culture in Nigeria because, the number of those who are not actively reading, far

The inability to read by a large proportion of the population of the country points to under-development since reading, writing and arithmetic constitute the foundation of elementary education (Innocent 2020). The reading culture in Africa is viewed by many researchers as a way of boosting students' academic performance however this culture is still low in African countries. Researches conducted in Nigeria specifically condemned poor reading culture among primary and secondary school students. From that it was noted that the poor reading culture in schools affects the quality education and is sine qua non condition that may cause students to drop out or affect other education performance indicators like promotion rate, repetition rate and completion rate. Poor reading culture affects the society by creating a knowledge gap and retardation of the economic development. (Innocent 2020). The reading culture among non-boarding students may also be observed in boarding schools as most of teachers at all level are complaining on reading skills of their students and fluency in languages even in mother tongues. This is observed in churches while people are reading from Bibles. It has been noted that the poor reading culture has enormous effect to the society.

According to Isaac, the development of Nigeria depends on the quality of its human resources. Education is to society what the eye is to the body as well as what the rain is to the land in a fit of drought. It is the supreme light-giver, the breezy dawn after a night of suffocating darkness. It is what clears a path through the jungle, the compass that takes us ashore from the rough and clueless waters. (Isaac 2020)

The poor reading culture was also denounced in many countries of Africa. It has been acknowledged also reading crisis in south Africa, Ghana, Zambia, Kenya and Rwanda the reason why the government recommended to establish strategies reinforcing the culture of reading enabling students to read and subsequently preparing graduates from tertiary level to gain employment. (Biesman-Simons 2021) However, Egypt and South Africa are the only two African countries whereby, one person may approximately spend seven (7) to six (6) hour per week.



Figure 1: Hours spent reading per person per week the year 2017

1.4 The factors affecting poor reading culture among students

According to Nabuyanda, poverty is one of the main factors observed that hinders culture of reading in sub-Saharan African countries. It was noted that 80% of African live under hazardous conditions with less than two dollars (2USD) per capita income. This situation is considered as one not allowing people to have reading habit. Hence primary people are motivated to by food for surviving not to buy reading books. Noting that people in this living conditions they do not send their children to schools. The poverty makes more children not attending schools and parents also struggling for life and sometime children join them to practices informal businesses hunting for money. Cheating and corruption also were considered as other factors that additionally affecting reading culture in Africa. As some teachers sell examinations, this disturbs the academic programs where it is mandatory to read at different education levels. This makes reading practices abused as wasting time and this frustrated even those with this noble habit. The author revealed that in many homes and families, reading habit in not welcomed as it comes after performing domestic tasks once not associated (Nabuyanda 2011).

1.5 The causes of the poor reading culture among students

Results of the analysis show that computer and other media, harsh economic reality, societal demand for materialism, inadequate library materials among others are causes of poor reading culture of students in secondary schools. It was also revealed that materials in secondary school libraries are not organized, inadequate, not relevant, school librarians not readily available among others constitute the reasons for poor patronage of secondary schools' libraries.(Kayuni 2017) . Research conducted in Nyamasheke district demonstrated that the availability of library services, resources and their utilization enhance students' academic performance. However, the poor reading culture was observed due to the lack of motivation on students side to read as they do not dedicate time to read the few available books to enhance their skills.(Anon 2018b)It concluded by giving recommendations towards the improvement of reading culture of secondary school students and the enhancement of the patronage of their school libraries.

1.6 The benefits of reading culture to students

The researchers have shown that a voluntary reading provides the ability and language proficiency or fluency as communication tool to access and challenges diversity in the society. Reading enhances the comprehension and improve academic performance for students, critical thinking and creativity that lead to academic awards. Reading culture makes the readers getting new skills and knowledge as

2. METHODOLOGY

2.1 Introduction

This chapter presents the research methodology to be used in the conduct of this study, its design, area of the study, population, sample size and sampling procedures research methods, and data analysis. Noting that research methodology is defined a systematic way of solving the research problem. It may be understood as a science of studying and dealing on how research is done based on scientific approaches and techniques. The approaches and techniques used to perform this research was descriptive and analytic as we used surveys and investigate to get some data regarding library and education performance. The applied and fundamental approaches was used as we referred to the existing theories and formulated solutions according to the findings. Based on the quantity of numeric data to perform our research using qualitative and quantitative approaches using mathematical, computational, and statistical aspects.

2.2 Research Design

According to Shanti Bhushan Mishra and Shashi a lot, several research designs may be used to perform the research. In this framework, the descriptive research design was used with the case study, observation study as school libraries was visited, and survey to achieve the objectives of this research. Using previous documentation and resources as background the review of literature was used as a consultation of library resources and different scientific documentation to compare the current situation here in Rwanda and other situations systematically. The information gathered supported the analysis of data collected and information from different persons targeted to perform the research. The scientific documents was used to link the coherence of results and match scientific theories and principles with the reality find on the ground during the data collection.

This study involved the qualitative and quantitative data associated with the descriptive research design. This study was descriptive; the dependent and independent variables served to evaluate the relationship existing between them in terms of percentages. By using the primary and secondary data and resources, we made qualitative analyses to investigate the factors affecting the book reading culture among secondary schools in Kamonyi district. The researcher acknowledged that research design contributed to the research structure, by collecting data and information, data analysis and interpretation. Concerning this study, to assess investigate and compare the factors affecting book reading culture among secondary schools exploratory mixed method design was applied.

Based on the above definition, this study was conducted in Southern Province, Kamonyi District. The information was collected from the school of G.S Rosa Mystica Kamonyi, ES Sainte Bernadette Kamonyi and using different reports produced by mandated institutions. The researcher approached non boarding and boarding students, teachers, and school leaders and reply clearly to the distributed questionnaires. It involved the quantitative method and qualitative research methods as an effective way to collect data and analyse all related information. The purpose of sampling technics and focusing on reading activities and culture among students and was used to gather the primary resources information, using the interview, questionnaire, and direct observation, however secondary information resources was official reports and publications from government institutions, websites, and individual publications like books.

2.4 Study population

According to the Statistical year Book published by the National Institute of Statistic (NISR) Kamonyi District has 43,076 students or 12% of the whole population of Kamonyi district. The secondary schools' students recorded by Gacurabwenge sector are 3,690 both sexes enrolled in non-boarding and boarding schools. (RWANDA n.d.) Two schools were chosen purposively to investigate the factors affecting reading culture among 316 non-boarding dispatched into three classrooms and 1288 boarding students with a specific focus on ordinary level students enrolled at G.S ROSA MYSTICA and ESB Kamonyi. The two schools are located in the same cell and sector. This research targets 340,501 as the whole population of Kamonyi district students from the population enrolled in senior one, senior two and senior three as non-Boarding students at G.S Rosa Mystica Kamonyi.

2.5 Sampling techniques

Every research design is an arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in the procedure (Kothari, 2014). According to Anon, an exploratory mixed-method design requires the researcher to gather qualitative data at the first stage to explore the phenomenon under study, and then collect quantitative data to explain the relationship found in the qualitative data. The selection of this design was due to its simplicity to explain the phenomena and observed activity in a study area. Moreover, this design was opted to be appropriate for this study as it enabled the researcher to collect extensive, comprehensive, and in-depth information from teachers and pupils concerning the availability and use of libraries in secondary schools. The selection of this design was due to its simplicity to explain the phenomena and observed activity in a study area. Moreover, this design was opted to be appropriate for this study as it enabled the researcher to collect extensive, comprehensive, and in-depth infor-

3. DATA PRESENTATION, INTERPRETATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

3.1 Introduction

This chapter presents the findings of the study which has been discussed based on the research questions. This part presents demographic characteristics of the respondents, schools were come the respondents, age and grade of respondent, gender, function of respondents, causes and factors of reading culture.

3.2 Demographic characteristics of the respondents

The demographic information was used to give the details of the students and teachers who participated in this study. It shows the information regarding the gender of the respondents, school, the age, grade and function of the respondent.

3.3 School of the respondent

The respondents were required to indicate their schools.

Table1: Below gives a summary of the school in which the respondent is either a teacher or a student.

Table 1: School of respondents

School	Function	Number	Percentage
G.S Rose Mystica	Student	62	34%
	Teacher	21	11%
ESB Kamonyi	Student	75	41%
	Teacher	22	12%
Total		180	100%

Source: Primary data

Table1 indicates that out of the 180 respondents, 21 representing 11% are teachers from G.S Rose Mystica while 62 respondents representing 34% are students. Those from ESB 22 representing 12 % are teachers while 75 respondents representing 41% are students.

3.4 Age of the respondents

The respondents were required to indicate their age. Table 2 gives a summary of the age of the respondent.

School	Function of the respondent		Frequency	Percent (%)	
G.S Rose Mystica	Teacher	27	3	14.3	
		30	1	4.8	
		32	1	4.8	
		33	1	4.8	
		35	2	9.5	
		36	1	4.8	
		37	2	9.5	
		38	2	9.5	
		39	3	14.3	
		41	2	9.5	
		46	3	14.3	
		Total	21	100.0	
		Student	17	11	17.7
	18		19	30.6	
	19		18	29.0	
	20		14	22.6	
	Total		62	100.0	
	ESB Kamonyi	Teacher	27	1	4.5
			30	2	9.1
			32	3	13.6
			34	1	4.5
35			5	22.7	
37			2	9.1	
38			3	13.6	
39			2	9.1	
41			2	9.1	
46			1	4.5	
Total			22	100.0	

Student	17	14	18.7	1564
	18	27	36.0	
	19	22	29.3	
	20	12	16.0	
Total	75		100.0	

Source: Primary data

3.5 Gender of Respondents

The respondents were required to indicate their gender, either male or female in the questionnaire that was presented to them.

Table 3 summarizes the number of male and female respondents (teachers and Students) from both schools.

Table 3: Gender of respondents

			Frequency	Percent (%)
Teacher	G.S Rose Mystica	Male	16	76.2
		Female	5	23.8
		Total	21	100.0
	ESB Kamonyi	Male	5	22.7
		Female	17	77.3
		Total	22	100.0
Student	G.S Rose Mystica	Male	34	54.8
		Female	28	45.2
		Total	62	100.0
	ESB Kamonyi	Male	29	38.7
		Female	46	61.3
		Total	75	100.0

Source: Primary data

Table 3 indicates that out of 43 teachers who participate in this study, 21 were from G.S Rose Mystica in which 16 were male while 5 were female, 22 were from ESB Kamonyi in which 5 were male and 17 were female. The total students who participate in this study were 137, 62 were from G.S.Rose

3.6 Grade of Respondents

The respondents were required to indicate their grade. Table 3 summarizes the number of male and female respondents (teachers and Students) from both schools.

Table 3: Grade of Respondents

	Grade of the respondent		Frequency	Percent
G.S Rose Mystica	Teacher	A0	7	33.3
		A1	14	66.7
		Total	21	100.0
	Student	S1	25	40.3
		S2	26	41.9
		S3	11	17.7
		Total	62	100.0
ESB Kamonyi	Teacher	A0	6	27.3
		A1	16	72.7
		Total	22	100.0
	Student	S1	36	48.0
		S2	26	34.7
		S3	13	17.3
		Total	75	100.0

Source: Primary data

Table 4 indicates that out of 43 teachers who participate in this study, 21 were from G.S Rose Mystica in which 7 have an A0 grade while 14 have an A1 grade. Those from ESB Kamoyi 6 had an A0 grade while 16 had A1 grade.

Table 4 further indicate that out of the total students who participate in this study 62 were from G.S.Rose Mystica in which 25 were from S1, 26 were from S2 and 11 were from S3, further 75 student were from ESB Kamoyi in which 36 were from S1, 26 were from S2 were from 13 had S3.

3.7 Functions of the Respondents

The respondents were required to indicate their functions. Table 4 summarizes the respondents' functions in the schools.

School		Frequency	Percent
G.S Rose Mystica	Teacher	21	25.3
	Student	62	74.7
	Total	83	100.0
ESB Kamonyi	Teacher	22	22.7
	Student	75	77.3
	Total	97	100.0

Source: Primary data

Table 4 indicates that out of the 83 respondents, 21 representing 25.3% are teachers from G.S Rose Mystica while 62 respondents representing 74.7 are students. Of the total 97 respondents from ESB Kamonyi 22 respondents representing 22.7% are teachers while 75 respondents representing 77.3% are students.

3.8 Comparison of school leadership and management influence on reading culture

The respondents were required to indicate the effect of school leadership and management on the reading culture. Table 5 compares and summarizes the respondent’s perception on effect of school leadership and management on the reading culture.

Table 5: Summary of the respondent’s responses on the School leadership and management

Descriptive Statistics				
School		N	Mean	Std. Deviation
G.S Rose Mys-tica	School leadership and management affects reading culture	83	3.1566	.94329
	Non reading teachers affects reading culture	83	2.2169	.68161
	Lack of reading facilities (books) affects reading culture	83	3.1446	.95167
	Family poverty affects reading culture	83	3.4699	.95394
	Lack of appropriate reading program in school libraries affect reading culture	83	3.1566	.90368
ESB Kamonyi	School leadership and management affects reading culture	97	3.0619	.92212

Non-reading teachers affects reading culture	97	2.2990	.70953
Lack of reading facilities (books) affects reading culture	97	3.1340	.96424
Family poverty affects reading culture	97	3.4639	.99018
Lack of appropriate reading program in school libraries affect reading culture	97	3.1649	.95394

Source: Primary data

Table 5 gives a summary of the respondent’s responses on both the schools on how they perceive if school leadership and management have an influence of the reading culture. All the questions scored a mean between 3.00 and 3.50, verbally interpreted as strongly agree, except the questions which evaluated if the non-reading teachers affect the reading culture which had a mean of 2.23 for G.S Rose Mystica and 2.30, ESB Kamonyi verbally interpreted as disagree. The respondents from both schools strongly agree that school leadership and management affect reading culture, lack of reading facilities (books) affects reading culture, family poverty affects reading culture, lack of appropriate reading program in school libraries affect reading culture, but they disagree that non reading teachers affects reading culture.

3.9 Comparison of causes of reading culture among secondary schools’ students

The respondents were required to indicate the cause of the reading culture. The Table 6 summarizes the respondent’s causes of the reading culture.

Table 6: Summary of the respondent’s responses on the cause of the reading culture

School		N	Mean	Std. Deviation
G.S Rose Mys-tica	Lack of school library at school, causes reading culture	83	3.6145	.96058
	Lack of motivation to read causes reading culture	83	3.6265	.65725
	Lack of reading time at school causes reading culture	83	2.6627	.68569
	Lack of reading time at home causes reading culture	83	2.9880	1.17384
	Non reading parents causes reading culture	83	3.0000	1.10432

ESB Kamonyi	Lack of school library at school, causes reading culture	97	3.6392	.92630 ⁵⁶⁸
	Lack of motivation to read causes reading culture	97	3.5979	.74526
	Lack of reading time at school causes reading culture	97	2.6082	.70055
	Lack of reading time at home causes reading culture	97	3.0515	1.13074
	Non reading parents causes reading culture	97	2.9691	1.05528

Source: Primary Data

Table 6 gives a summary of the respondent's responses on the causes of the reading culture. The respondents from both schools strongly agree and agree on the various causes of reading culture. The respondents from both schools strongly agree that Lack of school library at school, causes reading culture, Lack of motivation to read causes reading culture. The respondents from ESB Kamonyi strongly agree that lack of reading time at home affects reading culture, while those from G.S Rose Mystica agree. The table further indicates that the respondents from both schools agree that lack of reading time at school causes reading culture and non-reading parents causes reading culture.

3.10 Characteristics of students with reading culture

The respondents were required to indicate the characteristics of students with reading culture. Tabl.7 summarizes the respondent's responses on the characteristics of students with reading culture.

Table 7: Summary of the respondent's responses on the characteristics of students with reading culture

School		N	Mean	Std. Deviation
G.S Rose Mystica	Student with reading culture perform and are excellent in all subjects	83	3.3133	1.05839
	Student with reading culture participate in reading and writing activities	83	3.1566	.99366
	Student with reading culture attend school regular and are frequent in school libraries	83	3.6024	.96196
	Students with reading culture are strong in English language with effective communication skills	83	2.8675	.85213

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	Students with reading culture have positive behavior at home and have appreciated discipline	83	3.6386	.91833
ESB Kamonyi	Student with reading culture perform and are excellent in all subjects	97	3.2474	1.03109
	Student with reading culture participate in reading and writing activities	97	3.1443	.96813
	Student with reading culture attend school regularly and are frequent in school libraries	97	3.6495	.91334
	Students with reading culture are strong in English language with effective communication skills	97	2.7938	.82838
	Students with reading culture have positive behavior at home and have appreciated discipline	97	3.6289	.95000

Source: Primary data

Table 7 gives a summary of the respondent's responses on the characteristics of students with reading culture. Majority of the questions scored a mean between 3.00 and 3.50, verbally interpreted as strongly agree. The respondents strongly agree that student with reading culture perform and are excel in all subjects, student with reading culture participate in reading and writing activities, student with reading culture attend school regularly and are frequent in school libraries, students with reading culture have positive behavior at home and have appreciated discipline. The respondents from both schools agree that students with reading culture are strong in English language with effective communication skills.

3.11 Pearson Correlation Coefficient between factors affecting reading culture and reading culture

Table 8 presents the Pearson correlation coefficient between factors affecting reading culture and reading culture in both selected schools From Kamonyi.

Table 8: Pearson Correlation between Factors affecting reading culture among secondary schools

Correlations				
School		Reading culture		Factors affecting reading culture
G.S Rose	Mystica	Reading culture	Pearson Correlation	1
			Sig. (2-tailed)	.950**
				.000

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	Factors affecting reading culture	Pearson Correlation	.950**		1	
		Sig. (2-tailed)	.000			
		N	83		83	
ESB Kamonyi	Reading culture	Pearson Correlation	1		.952**	
		Sig. (2-tailed)			.000	
		N	97		97	
	Factors affecting reading culture	Pearson Correlation	.952**			1
		Sig. (2-tailed)	.000			
		N	97			97
**. Correlation is significant at the 0.01 level (2-tailed).						

Source: Primary data

From table 8, statistical evidence depicts a significance relationship between the factors causing and affecting the reading culture, in both the surveyed schools. The Pearson relationship between factors causing and the reading culture exhibits positivity (0.950), for G.S Rose Mystica and (0.952) ESB Kamonyi, implying that, the reading culture is influenced the outlined factors.

4. SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

4.1 Introduction

This chapter presents the summary of the findings. In addition, it presents the conclusion drawn from the findings and the recommendations for further study.

4.2 Summary of the study

The purpose of this study was to highlight the underpinning elements that act as factors and causes of the reading culture in boarding and non-boarding schools in Rwanda. The researcher used descriptive analysis, and correlation, methods to establish the relationship between the independent variables and the dependent variable. The dependent variables were factors affecting reading culture among secondary schools: school leadership and management, non-reading teachers, lack of reading facilities, and social economic factors while the independent variable was reading culture in boarding schools, reading factors in day schools, school resources. The research targeted a total number of 340,501 respondents. A non-exploratory mixed-method design was used in this study. Out of the 481 questionnaires distributed, 180 questionnaires were retrieved.

The respondents from both schools indicated to agree that school leadership and management, lack of reading facilities (books), family poverty, lack of appropriate reading program in school libraries affect reading culture, but they disagree that non reading teachers affects reading culture.

The respondents from both schools indicated to agree that lack of school library at school, Lack of motivation to read causes reading culture. The respondents from ESB Kamonyi strongly agree that lack of reading time at home causes reading culture, while those from G.S Rose Mystica agree. The respondents from both schools further indicated that lack of reading time at school and non-reading parents causes reading culture. The study indicated a significance relationship between the factors causing and the reading culture, in both the surveyed schools.

4.4 Conclusion

Based on the findings, of this research, it can be concluded that there is a significant relationship between the factors affecting the reading culture and the reading culture in secondary schools. To conclude, the findings show that reading culture among secondary school students studying in Kamonyi District with regard to boarding and non-boarding status, boarding schools have facilities that serve as factors affecting reading culture. Despite non boarding students have poor reading culture, they have fundamental and basic resources that should assist them to read as they have school library with books. It has been demonstrated that parents are not reading books as well which make non boarding students be less motivated to reading habit in Kamonyi district. It was noted that teachers read only books while preparing lessons but they never plan regular programs enhancing reading culture.

4.5 Recommendations

In view of the findings and the conclusion, the following recommendations can be drawn:

- The school management should put more emphasis into the factors that affect the reading culture, this includes the school leadership, increase of the reading facilities in schools.
- The school management should further encourage teachers to be involved in reading of various materials since it has an effect in the reading culture of the students.
- The district and school leadership authorities should employ qualified school Librarians to maintain the school library.
- The Government should equip the existing school libraries with good and adequate library resources that are rich in quantity, quality and varied to reflect the school curriculum.

- The school authorities should include the reading hours in the school time-table.
- Ministry of Education and Local government should promote reading through community libraries in villages
- The Ministry of Education and education stakeholders should organize country wide national reading competitions among students.
- Future researchers to conduct research on strategic solutions to challenges impeding book reading programs in schools

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