

# Assessment of Reading Intervention Effect on Reading Culture Orientation among Senior Secondary School Students in Ondo State

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**Abstract**— This study examined effect of reading intervention on reading culture orientation among senior secondary school students in Ondo State. This was with a view to providing information on the students' status of reading culture by investigating students' reading habit, interest in reading and assessing students' improvement on reading culture. The study adopted the quasi-experiment research design. The population comprised all the senior secondary school students in Ondo State. The sample of 146 students were selected using stratified random sampling technique to select two Local Government Areas (Ondo-West and Ondo-East LGAs). A mixed school was randomly selected at the extreme end of each LGA. Seventy SSII students were purposively selected because the researcher needs to know and set out to find students who will provide the information by virtue of experience in school "A" (Experimental Group) and seventy-six SSII students were also randomly selected in school "B" (Control Group). One intervention implemented extensive reading and received talk on importance of good reading culture (Experimental group) and the other had direct instruction (Control group). A questionnaire was administered at the beginning and at the end of the term. The data collected were analyzed using descriptive statistics and t-test.

The results showed that there was a positive change in the participants' reading habit, interest on reading culture and after orientation on reading culture there exist positive intervention.

The study concluded that reading culture in terms of students' reading habit, interest on reading culture were poor and the improvement of students reading culture reflected positively in the study after the intervention and this portrayed better outcome.

**Index Terms**— extensive reading, value reorientation, reading culture, perception about reading.

## I. INTRODUCTION

Vinnie (2002) opined that reading is not a normal daily habit and it has no regarding discipline while reading skill is informative, creative, and inspiring works of literature that endow peoples' life activities. The researcher further identified two categories of reading: information material (Whole to parts) and fictional materials (Parts to whole). The informational materials, like any of the students' subjects, the

text book has an introduction that explains what one will read/learn, actual content to be learnt, summary and conclusion – "The whole leading to the parts". In addition, Ogbodo (2010) identified three main types of reading habits: Hobby, Recreational, and Concentration. While Dadzie (2008) expressed that reading is the ability to understand words containing in a document and make use of the knowledge for personal growth and development.

Mega (2016) viewed reading as just an important professional skill and expressed that reading habit can be developed through improving on ones reading skills. As reading is an essential tool if a student wants to know more about the world and it environment, explore the wealth of human experience then the student must read books, newspapers, articles and magazines.

Reading culture implies habitual and regular reading of books and materials. It could be referred to as how we do things related to reading. This requires changing the school culture in terms of reading. This could be sustained to change the students' outcome for better performance. The teachers need to start from the beginning in order to maintain students' progress in reading culture. The advanced form of reading is studying or pursuing knowledge. Studying books required time and attention.

Walugembe (2008) reiterates the importance of reading in four ways, namely: functional literacy, workplace literacy, personal information and recreation. In addition, Loan (2009), stresses the importance of reading and claimed that individuals with good reading habits have the chance to widen his/her mental horizons and helps to multiply his opportunities. If a student refused to mind this, he may short charge his ability to be flexible, successful, and properly motivated for the reading.

Igbokwe&Obidike (2012) revealed that school children respondents devoted a good number of hours in online activities, watching television, playing music on DVD and other musical systems. This has negative effect on students' reading habit and reading skill acquisition.

In a related study, Tella&Akande (2007) examined children's reading habits and the availability of books in primary schools and considered its implication on the achievement of quality basic education. A total of 200 questionnaires were administered, and 75% return rate was achieved. Primary school pupils ranging from 10-13 years were randomly drawn from 10 selected schools. Results of the study showed that only 36.7% of the pupils read on a daily basis. The study further revealed that the inability to purchase books was

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discovered to be great threat to reading culture as lack of books were identified as one impediment that threatened effective learning at primary levels.

Owosu–Acheaw and Larson (2014) assessed reading habits among students and its effects on his/her academic performance. They found that majority of the respondents acknowledged the importance of reading but the respondents neither read novel nor fiction within the last two semesters, the students read for the purpose of passing examination alone. The study concluded that reading habit has influence on academic performance and there is relationship between reading habit and academic performance. Good reading habit is one the weapons for students to excel in life (Bashir &Mattoo, 2012).

Williamson (2010) contended that many students suffer low grade in schools because of bad studying habits. In the same vein, Fabunmi&Folorunso (2010) examined poor reading culture and result revealed that computer and other media, harsh economic reality, societal demand for materialism, inadequate literary materials among others are causes of poor reading culture of students in secondary schools in Nigeria.

While Rosita (2009) carried out a research at a high school Jakarta to determine whether young students really do not have interest in reading. Using a questionnaire and interviews the researcher explored problems leading to reading comprehension. The findings revealed that over all students had little interest in reading, some did not know how to read effectively and some students find it difficult to understand the complex grammar and vocabulary. At the same time, some have no interest in the topic and some lack access to reading materials due to low-income families.

Githiora, Kiplang't&Otiike (2007) investigated efforts being made to cultivate and promote a reading culture in primary schools within Eldoret Municipality in Kenya. The students read different materials such as newspaper, comic, magazines, textbooks, journal and lesson note. The principal goal of the student is to interpret and analyze information critically. This is the principal goal of students' gathering information in order to answer questions for home-work or gain information on subject for periodic test, exam or other type of assessment. The concept of reading habit is defined as "how often, how well, and what adults like to read" (Scales & Rhee,2001). According to Jato, Oguniyi&Olubiyo (2014) examined studying habit, use of libraries and students' academic performance in selected secondary schools in Ondo West Local Government Area of Ondo State and concluded that the studying habits of students were bad, irregular use of libraries by students, and the students' performance in test and examination were poor in Mathematics and English Language.

Kingsley (2011) recommended strategies for making Nigeria a nation with strong reading culture for sustainable human resources development. The researcher recommended some strategies such as establishment of National Commission for Libraries (NLC), creation of Library periods in school timetable, establishment of individual familylibrary, institutionalize the scholarship scheme by state government and formulation of a viable National Information Policy (NIP). In the same vein, Igwe&Uzuegbu (2013) identified the

factors responsible for students' poor reading habits and suggested result-oriented recommendations for the future direction on challenges of the reading culture facing Nigeria students as addressed by President Goodluck Jonathan that came up with Bring Back the Book initiative.

Subashini&Balakrishnan (2013) studied reading habit and attitude of students in Malasian Polytechnics' Engineering and Business department. The study revealed that the students hadlow interest in reading and students did not enjoy reading as much as enjoy doing other things on technology related activities. Stricevic (2008) encouraged that a competent reader who has mastered all the cognitive and mechanical processes of reading is able to enjoy reading.

Orientating reading culture among senior secondary school students was said by the scholars to result in better ability to read simple material easily than before. The students reading skill becomes more challenging when the student is introduced to new vocabulary, more complex sentence structures and even develop his ability to express himself better. Also, Kumar and Silliqui (2011) expressed that newspapers help to improve reading habits, knowledge, and awareness. This serves as source of good reading culture for students in any area of specialization.

Rodrigo, Greenberg &Segal (2014) analyzed the effect of two reading interventions on reading habits by 181 low literate adults who read at the 3-5.9 grade levels. Also, one intervention implemented extensive reading (ER group) and the other one had direct instruction (no-ER group). A Reading Pattern survey was administered at the beginning, at the end, and 6 months after the intervention. Statistical results suggest that the ER group, which had access to books, free choice of reading material, and time to read during instruction hours, was more motivated to read, developed a reading habit, and experienced a positive change in reading behaviour. These changes stayed over time, 6 months after treatment. This study strongly suggests that learners can benefit from extensive and pleasure reading. Research has also found that an important factor in the development of a reading habit is a positive attitude toward reading, clearly a catalyst for continued practice: the more one reads, the better one becomes (Kim, 2003).

There is a close relationship between reading and value orientation. Ellyat (2004) stated that good values can be a motive force that can drive positive development. There are certain conditions and factors required for the growth and development of any country, among other things, it requires the right values and transformation of reading culture, the political, economic and social spheres. Values determine attitude to reading culture which in turn influence behaviour. In other words, values stand for the philosophy of life of a society.

There are many factors contributing to decadence in Nigeria education. Reading culture at the senior secondary school isone of the factors, this can be likened to what the eye is to body or what rain is to the land.Igbokwe&Obidike (2012) expressed that teachers that were interviewed stressed that there is dwindling reading habits in primary/secondary school children.The dwindling standard of education may be as a result of poor reading culture of our secondary school

students. Nze (2011) quoted Jonathan (the Nigerian former President) who opined that the decline of reading culture in our society has continue to pose a major challenge not only the government but to the entire society. In addition, Palami (2012) opined that nowadays reading culture has lost its importance as both the young and old are glued to the television. The secondary school students neither read nor study and thus deforming academically. The wide spread of technology in the 21<sup>st</sup> century has shifted the students' attention away from reading. The senior secondary school students need to reduce decadence in education because it would help to improve the academic achievement of students to a great extent and orientates their reading cultures in terms of reading habit, interest in reading culture and improvement on the reading culture. The place of reading and learning in education cannot be overemphasized and it deserves mastering, demands time and dedication to develop, hence the study.

## II. PURPOSE OF THE STUDY

The broad objective of this study was to compare the effect of two reading interventions on the reading habits, interest in reading culture, value orientation and improving on the level of participants reading culture at the senior secondary school in Ondo-East and Ondo-West Local Government Areas. The specific objectives were to:

- i) investigate the reading habit of the senior secondary school students at the beginning and after the intervention between the groups;
- ii) assess senior secondary school students' interest in reading culture at the beginning and after the intervention between the groups; and
- iii) assess senior secondary students' improvement on reading culture at the beginning and after the intervention between the groups.

## III. RESEARCH QUESTIONS

The purpose of this study is to assess the effect of two interventions to reading culture of students. The study tries to answer the following research questions:

- i) Will there be significant difference in students' reading habit between the groups at the beginning of the intervention?
- ii) Will there be significant difference in students' interest in reading culture between the groups at the beginning and after the intervention?
- iii) Will there be significant difference in the students' improvement on reading culture of both groups (Experimental and Control groups) after intervention?

## IV. RESEARCH HYPOTHESES

Based on the objectives of this study, the following research hypotheses were formulated and tested:

- $H_{01}$ : There is no significant difference between the groups (Experimental and Control) before the intervention.
- $H_{02}$  There is no significant difference in students' interest in reading culture between the

groups (Experimental and Control) before the intervention.

$H_{03}$ : There is no significant difference in the students' improvement on reading culture between the groups at the beginning and after the intervention.

## V. RESEARCH METHODOLOGY

The study adopted the Quasi-Experimental research design and used Static-Group comparison where school "A" had experienced treatment which is compared with school "B" which had none for the purpose of establishing the effect of the treatment. The population for the study comprised all the Senior Secondary schools in Ondo State. A sample of 146 students was purposively selected for the study because the researcher decided what need to be known and set out to find students who would provide the information by virtue of experience. Experiment group Pre-test 35 students and the same 35 students for Post-test. In the same vein, Control group Pre-test 38 students and the same 38 students for Post-test.

The instrument used for the study was titled 'Orientating Reading Culture in Senior Secondary School' (ORCSSS) and it composed of three sections used to elicit information on: The Student Reading Habit, Students' Interest in the Reading Culture, and Students' Improvement on Reading Culture. It has a Likert type response format response "Strongly Agree", "Agree", "Disagree", "Strongly Disagree" and "Disagree" responses assigned 5,4,3,2 and 1. The instruments were validated by test expert using construct validity and internal consistency reliability. The items were adjudged to adequately reflect the constructs being measured through test-re-test reliability. The instruments were administered twice on 30 students at a similar two secondary school. Two equal groups were compared. The responses were compared to know the effect of the treatment among participants quite different from the two schools used for the study at an interval of two weeks, a test reliability of  $r = 0.769$  was established, KR-21 reliability of 0.845, 0.812 and 0.791 for ORCSSS. The comparison groups were two identical groups from different secondary schools in Ondo-East and Ondo-West Local Governments. Group "A" (Experimental Group) received intervention implemented by extensive reading and received talk on importance of good reading culture. Questionnaires were administered to both groups at the beginning and at the end of the intervention after ten weeks. The instruments were adapted from Clark & Foster (2005) Children and young people reading habits. Questionnaire was employed in data collection. Data collected were analyzed using inferential statistics and t-test Analysis. A probability level of 0.05 was used in testing the research hypotheses.

## VI. RESEARCH FINDINGS

**Research Question 1:** Will there be significant difference on students' reading habit between the groups at beginning of the intervention?

**Research  $H_{01}$ :** There is no significant difference between groups (Experimental and Control Group) before the intervention.

**Table I: MEANS AND INDEPENDENT TEST ANALYSIS OF THE SENIOR SECONDARY SCHOOL STUDENTS' READING HABIT IN ONDO-EAST AND ONDO-WEST LOCAL GOVERNMENTS OF ONDO STATE.**

S/N	Item Description	N	$\bar{x} \pm SD$	t-cal.	Df	Sig.(2-tailed)	Decision	
1	Reading Habit	Experimental Pre-test	35	3.511 ± 0.473	0.103	71	0.918	Accepted
		Control Group Pre-test	38	3.521 ± .311				

p<0.05

The data in Table 1 shows that there was a significant difference in the mean scores of students' reading habit in the Experimental Pre-test and Control Pre-test (t-cal= 0.103, df = 71 and p>0.05). Hence, the null hypothesis was upheld.

**Research Question 2:** Will there be significant difference on students' interest in reading culture between the groups at the beginning and after the intervention?

**Research Ho<sub>2</sub>:** There is no significant difference in students' interest in reading culture between the groups (Experimental and Control groups) before the intervention.

**Table 2a: DESCRIPTIVE, MEANS AND PAIRED T-TEST ANALYSIS OF THE SENIOR SECONDARY SCHOOL STUDENTS' INTEREST IN READING CULTURE IN ONDO-EAST AND ONDO-WEST LOCAL GOVERNMENTS OF ONDO STATE.**

S/N	Item Description	N	$\bar{x} \pm SD$	F	Sig.(2tailed)	Decision	
2	Interest in Reading	Experimental Pre-test	35	2.905 ± .65	6.411	0.000	Rejected
		Experimental Post-test	35	3.477 ± .52			
		Control Group Pre-test	38	2.802 ± .89			
		Control Group Post-test	38	2.921 ± .49			

p<0.05

The data in Table 2a revealed that the numbers of respondent for the Experimental Pre-test was 35 and Post-test group was 35. The Control Group Pre- test was 38 and Post-test group was 38. The mean scores of the students' interest on reading culture of the Experimental Pre-test group was ( =2.905) and the Experimental Post-test group was ( =3.477). The Control Group Pre-test was ( =2.802) and the Control Group Post-test was ( =2.921). There was positive change in the participants' interest on reading culture after the intervention over a period of time in the Pre and Post Experimental Group.

The analysis showed in Table 2a that there was significant difference among the students' interest on reading culture among the groups in Ondo-East Local Government in Ondo state: Experimental group (Pre-test and Post-test) and Control Group (Pre-test and Post-test) [F (3,142) = 6.411, p=0.000]. Therefore, the null hypothesis which states that there was no

significant difference on students' interest on reading culture among the groups was rejected. Hence, the alternative hypothesis was upheld

**Table 2b: Shows Tukey Post-hoc Test on Interest of Students in Rea**

Dependent Variable	(I) SCHOOLS	(J) SCHOOLS	Mean Difference (I-J)	Std. Error	Sig.
Interest	SCHL A Pre	SCHL A Post	.60617*	.09791	.000
	SCHL B Pre	SCHL B Post	.56466*	.14984	.081
Reading	SCHL A Post	SCHL A Pre	.60617*	.09791	.000
		SCHL B Pre	.12451	.14984	.840
		SCHL B Post	.56609*	.14984	.002
	SCHL B Pre	SCHL A Pre	-.13308	.14984	.811
		SCHL A Post	-.12451	.14984	.840
		SCHL B Post	.43158*	.14672	.070
SCHL B Post	SCHL A Pre	-.56466*	.14984	.081	
	SCHL A Post	-.56609*	.14984	.002	
	SCHL B Pre	-.43158*	.14672	.070	



The data in table 2b shows that there was no significant difference between experimental and control group pre-test and post test ( $p > 0.05$ ). However, there was significant difference between experimental group post-test and control group post-test ( $p < 0.05$ ). Also, there was

significant difference between experimental group pretest and experimental group post-test ( $p < 0.05$ ).

**Research Question 3:** Will there be significant difference in the students' improvement on reading culture of both group after intervention?

**Table 3: MEANS AND INDEPENDENT TEST ANALYSIS OF THE SENIOR SECONDARY SCHOOL STUDENTS' IMPROVEMENT ON THE READING CULTURE IN ONDO-EAST LOCAL AND ONDO-WEST LOCAL GOVERNMENTS OF ONDO STATE.**

S/N	Item Description		N	$\bar{x} \pm SD$	t-cal.	df	Sig.(2 tailed)	Decision
3	Improvement On Reading	Experimental Post-test	35	3.31 ± 1.30	0.208	71	0.836	Rejected
		Control Group Post-test	38	3.37 ± .90				

$p < 0.05$

The data in table 3 shows that there was significant difference between the students' improving on reading culture between the Experimental Post-test and Control Post-test group (t-cal= 0.208, df= 71 and  $< 0.005$ ) in Ondo-East Local Government. Hence, the null hypothesis was rejected and alternative hypothesis was accepted.

the Experiment Post-test and Control Post-test. There were significant differences between the groups. Kumar and Silliqui (2011) supported this by expressing that reading of newspapers help to improve reading habits, knowledge, and awareness. Also, Githiora, Kiplang't and Otiike (2007) investigated students' efforts to cultivate and promote reading culture in primary schools.

## VII. DISCUSSION

Comparing the mean scores of Experimental Pre-test  $\bar{x}$  and Experimental Post-test  $\bar{x}$  groups, it was revealed that the students reading habit was significant but not efficient. This implies that it was not causing any effect and it produces no good result. While comparing Control Group Pre-test and Post-test reading habit mean scores, it showed that no significant difference exist between the groups. The senior secondary school students need to improve their reading habits in order to meet up with academic excellence. Owosu-Acheaw and Agatha (2014) confirmed in their study that reading habit has influence on academic performance and relationship exists between them. It was supported by Green (2001) that students need to form reading habit at a young age. Though Vinnie (2002) expressed that reading is not normal daily habit, so there is no reading discipline or good reading habits exist. Hence, the students need to cultivate good reading habit and connect reading to their everyday of life.

The students' interest in reading culture in both Experiment group and Control group were not significant where the calculated values were greater than the table values. This was supported by Subashini&Balakrishnan (2013) who studied reading habit and attitude of students and revealed that the students have low interest in reading and they did not enjoy reading as much as enjoying doing other things. Also, Stricevic (2008) expressed that a competent reader is able to enjoy reading.

The students need to improve their reading culture, the study revealed an improvement on reading culture when comparing the Experiment Pre-test and Control Pre-test with

## VIII. RECOMMENDATIONS

Reading campaign should be undertaken in secondary schools in Nigeria such as reading week. Students should not concentrate on reading skill alone but all other Language skills- writing, speaking and listening skills. Stakeholders should assure implementation on continuous improvement of reading culture. Literary research should be encouraged in secondary schools. The students should be taught on how to integrate technology into their reading.

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# Assessment of Reading Intervention Effect on Reading Culture Orientation among Senior Secondary School Students in Ondo State

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