



# Reading and Library Use Habits of Senior Secondary School Students in Ohaozaara L.G.A of Ebonyi State, Nigeria

Eze, Michael C, Njoku Roseline M, Prof S.N Agwu  
Arts & Social Science Education Department  
Ebonyi State University, Abakaliki, Nigeria

## Abstract

Reading is the cornerstone of literacy. Habits motivate our behaviours; however, at the initial stage, we have to learn them. Habits of reading are economic way of adjusting to routine requirements of daily reading. This paper examined the reading and library use habits of Senior Secondary School students in Ohaozaara L.G.A of Ebonyi state. Fifty (50) students in senior secondary schools were used as the population and also as the sample because it is not large. Data were collected through structured questionnaires administered to students. Descriptive statistic techniques of frequency counts, mean and standard deviation were used in the analysis. The questionnaire was validated for reliability which was established at 0.33 using Cronbach Alpha Approach. A mean value of 2.50 and above was accepted as positive response while a mean value of less than 2.50 was regarded as not accepted. The findings revealed that most students rarely read. There are no library periods on the school timetable. Interest, condition of the library, access to library materials, and choice of career determine students reading and library use habits. The researcher among other things recommended the need to restructure the currents secondary school curriculum to incorporate activities that can promote reading for leisure; a library period should be included in the school time table. The researcher concludes that modern libraries, computerised at all levels of education and in all schools, and equipped with adequate reading resources are absolutely necessary for the attainment of functional literacy and development of reading habits.

## Introduction

Reading is an aspect of language which plays important roles in mastering the fundamental keys in learning. In view of this, Obanya (2002:180), simply maintains that, reading as “interpreting written language and translating it into words and sentences that convey thoughts and ideas”.

Reading is an active and creative process involving the generation of meaning from written language. It is “active, creative, hypothesizing, weighing the evidence and an individual construction influenced by meanings available in the culture of the reader” Joffe, (2008). The ability to read is one of the most important of human accomplishment. Reading is the interpretation of printed or written symbols into speech or its mental equivalent.

It is evident from the definition above stated that the reading process entails not only the recognition of printed symbols which represent speech but also the emotional response to the sound and meaning of words. Implicit in this definition is the fact that reading involves thinking, understanding and interpreting meaningfully what is written in form of words, phrases, sentences to suit one’s purpose. A reader understands and responds to what an author has in mind through reading. Reading, therefore, is an intelligent behaviour.

In Nigeria today, there is a dearth or total absence of cultivated reading habit among not only students but also adults in different professions of life.

Kolawole (2005), sees reading as the cornerstone of literacy and that without it, there can be no literacy. Habits motivate our behaviour; however, at the initial stage, we have to learn them. Habits of reading are economic way of adjusting to routine requirements of daily reading. They help the students in mastering the content of learning. It is a school setting that the importance of reading is best appreciated because books constitute the bulk of learning resources. It is obvious that a student's success depends on the extent to which he can obtain information from texts quickly and efficiently.

Araromi (2005) observes that teaching reading skills should not be confined to the language teachers alone, rather every subject teacher should practice the art of reading for the purpose of making his students digest the content of the subject area. Nkiko and Yusuf (2006) also assert that reading is one of the life's greatest pleasures that opens the door to culture, knowledge and independence. Through reading, individual knowledge base is enhanced, intellect sharpened and misconceptions eroded. They later concluded that in the past ten years, the reading habit has very much declined among Nigerians.

### **Reading Habit**

The term "reading habit" refers to the behaviour which expresses the liking for reading of individual types and tastes of reading (Sangkoco, 1999). It is a pattern in which an individual organises his reading. Reading is important for everybody in order to cope with new knowledge in a changing world- that of the technological age. The ability to read is the heart of self education and lifelong learning. With increased accountability, the educational institutions of the modern era are being asked to impart quality education to all their students, regardless of the differences in their capabilities as well as social backgrounds. No school can claim to be the best without continuously adapting and improving its teaching and reading strategies in accordance with the changing times and, one of the most important suggestions for promotion of learning is to develop reading habits among students.

### **Library and Reading Habits.**

The Oxford Advanced Learner's Dictionary defines library as a room or a building for a collection of books kept there for reading; the books in such a room or building.

According to the New Cambridge Advanced Learner's Dictionary, library is a building, room or organisation which has a collection, especially of books for people to read or borrow, usually without payment. Professionally, the library is defined as "an organised collection of books and other information materials kept for reading, study and references".

The role of the library in the attainment of functional literacy and development of reading habit is indispensable. Library and literacy are inseparable like Siamese twins. The library is a catalyst that quickens the development of reading habits through its provision of reading resources. It is a place where information is acquired, stored, processed, organised, retrieved and disseminated to potential users when the need arises. It is regarded as the bedrock of academic excellence of any educational enterprise as it provides for both teachers and students instructional materials to enrich their curriculum, supplement textbooks and keep them up-to-date in their

teaching and learning. The library provides the material resources to help educational institutions achieve their educational goals and objectives.

In a nutshell, therefore, the library is the pivot on which education rotates, by preserving knowledge, so that none is lost, organising knowledge available, so that no one need be deprived (Onwubiko & Uzoigwe, 2004)

### **The situation of reading and library use before now.**

In the olden days, education was fashioned to meet a particular need- the needs of people that planned it; in our own case, the colonial masters. The essence of education is to prepare the citizenry to be able to meet and overcome what in their own context are their challenges. The challenge then primarily was how the colonial masters would communicate with the citizenry (people they govern), and such communication was to protect their interest (economic, religious and even political).

It thus was not surprisingly then that emphasis was laid on certain subjects like English language, and aligned courses. History and even writing were prominent. Subconsciously, reading culture was at its highest ebb and the more widely one read, the more literate and proficient one becomes with language. The measure of one's literacy then hinged on:

- a. Vocabulary level
- b. Eloquence cum fluency
- c. Public appeal
- d. Writing

As computers and other technological inventions were not yet available, knowledge was mainly acquired through reading of series of volumes of literature. As one read widely, one become versatile. Liberal arts appeared celebrated. The culture of reading then became part of the then elites. Families treasured libraries (Nweze, 2007)

### **Conditions of libraries in most secondary schools now.**

The digital world seemed to relegate hard reading to the back ground, with excessive simplification of researches through computers, the brains are made lazy because they no longer read wide. In most countries of Africa, reading hardly takes place outside the classroom. Due to poor reading culture in Africa, many people do not buy books.

Therefore, the library should be seen as an essential element in making an environment reading-friendly because it is a principal means of encouraging and extending reading to both children and adults. Libraries should be built in schools, communities, and even in homes. Unfortunately, Jegede (1997) noticed that with the economic crunch in our societies, even where libraries exist, they are dwindling in size as books lost cannot be replaced and new ones cannot be added to the collection. Moreover, many schools do not have libraries due to lack of accommodation.

However, libraries do exist in some secondary schools, but many almost only in name, because all the elements required for them to operate are not put in place. A report by UNESCO (2004) highlighted the various problems that affect the reading habit among secondary school students. Among these are cases of lack of dedicated library space, inappropriate use of libraries, poor stocked and unattractive libraries, etc which lack potentials to encourage anyone to read for knowledge or pleasure. Adigun and Oyelude (2003) posited that skill

in reading will not only assist students in organising their thought and jotting down important facts while reading, but also equip them to comprehend entire texts. Students in secondary schools even after ten or more years of schooling do not often have the reading habit. This is mostly because there have never been enough suitable books around to establish the habit.

### **Professional librarians and the use of library**

Every school is expected to have a functional library manned by a professional librarian. Unfortunately, where libraries do exist at all, there are no qualified librarians. According to Asogwa (2009), use of the library helps pupils to develop their enquiring minds and life-long habit of using books, listening to, and viewing other information resources. In the course, the pupil or student is able to think critically, solve problems creatively, source and retrieve information on his own, and communicate effectively. Sad to note, such course is not taught in the primary and secondary schools.

### **The effects of the poor library structures on reading habits.**

Abiodun-Ekus (2009) noted that “there cannot be any meaningful schooling where there is no library and where books for content area instruction, fictive learning, information enhancement (trade books) and newspapers thrills (newsreel) are nowhere to be found”. The once vibrant and robust culture of reading that was the norm of the school and that gave the school a worthy tone is no more.

It seems now that teachers, as well as their students detest reading in any form. Moreover, critical and creative thinking, the art of information search, information storage and information retrieval which are the hallmarks of a robust literacy programmed and which are usually garnered from a library are no more being inculcated.

Problem-solving and the art of basic and critical inquiry which are norms in a library-supported learning centre are underutilized. There are no libraries in most schools to gestate and give birth to these skills.

Lawal (2004) conducted a survey on the use of school libraries in Nigeria and revealed that libraries are almost non-existent in primary schools while few secondary schools have what could be referred to as reading rooms, and he further stressed that, there is no doubt that the level of development in a country is directly proportional to the literacy level. The literacy rate of Nigeria dropped from sixty-two percent (62%) in 1992 to fifty-two percent (52%) in 2006. This implies that the illiteracy rate in the country is forty eight percent (48%). It is also meant that rather than improving on the literacy rating, Nigeria keeps on retrogressing. Nigeria students do not make time to read. Like Prof. Chinua Achebe said in the 2009 “Ahiajoku lecture” what makes illiteracy high in Nigeria is that most people often say they do not have time to read.” This is a tragedy of the issue because no one gives what one does not have. Reading has become an archaic idea for most people while technology is slowly taking a steady control over individual lives, the reading habit is fast vanishing into thin air. (Tell and Akande 2007).

A nation whose young and old wallow in banalities, showing little quality interest to useful information and education is obviously doomed. The task of improving as well as developing reading habit in Nigeria is for all and sundry viz; the family, teachers, librarians, philanthropists, the media, religious bodies, non-governmental organisations, and government (Uya 2004).

In the light of this, this study examines the reading and library use habits of senior secondary school students; the frequency and time of reading, the perception of students about their school libraries, perceived usefulness of the library in promoting reading habit, factors hindering reading and possible solution or means of improving reading and library use habits in Nigeria.

### **Statement of the Problem**

Reading habit among Nigerian students has diminished infinitesimally and may soon vanish into oblivion if not checked. This current decline is an offshoot of technological changes in family, social, and economic conditions. Poor reading habits occur in children and young people because reading is not considered a relevant leisure activity as it does not form part of children's social interaction and reading is considered a solitary pursuit and is not attractive compared with interactive activity on the internet. There is also an overriding desire amongst young people to spend more time with their friends than to remain at home reading.

There is an unprecedented rise in the price of books, while DVDs are becoming more affordable. The library which is supposed to be a catalyst that quickens the cultivation of effective reading habits through its provision of a variety of reading and other literary materials has obviously become moribund in many schools where they ever existed. Even in schools where a functional library could be found, students' interest in using the library resources has waned. Available textbooks in most school libraries are obsolete, and are coated with dusts and cobwebs. There is no qualified librarian to teach and guide the students on the usefulness of a school library. The situation seems hopeless because there is no library period in the school timetable of most secondary schools, and therefore, students don't bother themselves with any organised reading. The problem of this study aptly stated therefore, is an investigation into the reading and library use habits of senior secondary school students in Ohozara Local Government Area of Ebonyi state.

### **Research Questions**

The following research questions were formulated to guide the study.

1. How does the interest of students determine their reading and library use habits?
2. How does the availability of library materials determine students' reading and library use habits?
3. How does students' career choice determine their reading and library use habits?

### **Methodology**

The study is a descriptive survey. Structured questionnaire of two sections and three clusters was used to collect data. Section A contains general information, totalling 4 items constructed to elicit personal information about the students. Section B contains 3 clusters of 6 items each. The three clusters elicited information on students' interest in reading the availability of library materials and their career choice respectively.

The questionnaire was Likert scale type of 4 points maximum response score. Thus, strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) have values 4, 3, 2, 1 respectively.

Descriptive statistic techniques of frequency count, mean and standard deviation were used in the analysis. The population for this research covered fifty (50) students in senior secondary schools in Ohaozara L.G.A of Ebonyi state which also served as the sample because it is not large. The questionnaire was validated for reliability which was established at 0.83 using Cronbach Alpha Approach. The copies of the questionnaire were

duly distributed by the researcher and retrieved with no loss to distribution. A mean value of 2.50 and above was accepted as a positive response while a mean value of less than 2.50 was regarded as not accepted.

## RESULTS OF FINDINGS

**Research Question 1:** How does the interest of students determine their reading and library use habits?

**Table1:** Mean and standard deviation on students' reading and library use habits based on interest.

S/NO	ITEMS	SA	A	D	SD	X	S.D	DECISION
1.	I like reading newspapers, magazines, foreign and local novels.	25	11	14	-	3.22	0.86	Accepted
2.	I do not like reading non-recommended textbooks because they waste my time.	9	34	5	2	3.00	0.87	Accepted
3.	Once I start reading a piece of material, I would not like to drop it until I finish it.	10	5	25	10	2.30	0.01	Not Accepted
4.	I enjoy reading because I have developed the reading habit.	2	25	14	9	2.40	0.83	Not Accepted
5.	I read only when my teachers in school or my parents at home force me.	5	38	6	1	2.94	0.55	Accepted
6.	I prefer being read to and storytelling to reading from a book myself.	6	35	7	2	2.90	0.64	Accepted
<b>Grand Mean</b>						2.79		Accepted

The result in Table 1 above shows that items 1,2,5 and 6 were accepted by the respondents for having mean value above 2.50, while items 3 and 4 were not accepted for having a mean value of less than 2.50.

However, the grand mean is 2.79 which is above 2.50. Therefore, the research question is upheld that interest of students determines their reading and library use habits.

**Research Question 2:** How does the availability of library materials determine students' reading and library use habits?

**Table II: Mean and Standard Deviation on Availability of Library Material.**

S/NO		SA	A	D	SD	X	S.D	DECISION
7.	There is a functional library in my school.	12	28	5	5	2.94	0.87	Accepted
8.	Library period is not in our school timetable.	16	16	12	6	2.84	1.02	Accepted
9.	There are no relevant/current reading materials in our school library.	6	8	27	9	2.22	0.89	Not Accepted
10.	I have not enjoyed the value of library in my school.	30	12	5	3	3.38	0.90	Accepted
11.	There is no professional librarian in my school.	29	16	2	3	3.42	0.84	Accepted
12.	I do not have the access to our library.	2	36	6	6	2.68	0.74	Accepted
<b>Grand Mean</b>						2.91		Accepted

From the result in Table 2, it is observed that items 7, 8, 10, 11 and 12 were accepted by the respondents for having mean values above 2.50. Only item 9 with a mean value of 2.22 was not accepted by the respondents.

In this case, the grand mean 2.91 is greater than the mean value of 2.50. Therefore, research question 2 is retained that the availability of library materials determines students' reading and library use habits.

**Research Question 3:** How does students' career choice determine their reading and library use habits?

**Table 3: Mean and Standard Deviation on students' career choice**

S/NO		SA	A	D	SD	X	S.D	DECISION
13.	I read very wide because I will like to be a lawyer.	3	32	13	2	2.72	0.64	Accepted
14.	Most reading-related careers are not lucrative.	4	11	31	4	2.30	0.74	not accepted
15.	I read voraciously because I will like to be a professor in my field of study.	7	19	23	1	2.64	0.75	Accepted
16.	Reading is not a career, so I rarely read.	4	24	17	5	2.54	0.79	Accepted
17.	My career choice is practical oriented, so I read only manuals for instructions.	19	5	12	14	2.58	1.26	Accepted
18.	Reading is meant for civil servants, and I will not become one.	6	24	10	10	2.52	0.95	Accepted
<b>Grand Mean</b>						2.55		Accepted

Items 13, 15, 16, 17 and 18 in Table 3 above have mean values above 2.50, and thus were accepted by the respondents. Item 14 has a mean value of 2.30 which is less than 2.50. It is therefore, not accepted by the respondents.

Since the grand mean of 2.55 is greater than the mean value of 2.50, the researcher upholds research question 3 that the career choice of students determines their reading and library use habits.

### Discussion of Findings

A closer look at Table I reveals that students accepted that they like reading newspapers, magazines, foreign and local novels. They (students) consider non-recommended books as time wasters and hardly finish a piece of material which they have begun to read. Not the majority of students have developed reading habit. They read only when teachers in school or parents at home motivate them. They prefer being read to, and storytelling to reading from a book themselves.

It is obvious from this result that students' general interest in reading is still poor. This result agrees with Laugho (2000).

From Table 2, it is lamentable to observe that; there are no functional libraries in schools and library period is not included in the school timetable. There are few relevant/current reading materials in school libraries, where they exist. Students have not enjoyed the value of library in their schools. There are no professional librarians in most secondary schools and students do not have the access to the reading rooms called libraries. The findings here corroborate the lamentation by Obaitan and Ifidon (2004) that "library services in our educational system

have been seriously relegated if not bastardized. For example, most secondary schools have been converted to reading rooms”.

Results from Table 3 show that students’ reading and library use habits are determined by their career choice, although, not to a large extent. The grand mean score of 2.55 against 2.50 acceptable value reveals this claim. The advice of Edem (2005) that students should be made to see reading as leisure and something pleasurable should be taken.

These findings reinforce the demand by Uya (2004) who asserted that government and non-government organisations are to be responsible for improving as well as developing reading and library use habits among students in Nigeria.

## **Conclusion**

Through systematic implementation of the above mentioned strategies, and working to improve on the findings of this study, the reading habit of students in Senior Secondary Schools would be harnessed towards maximum achievement of the goals of literacy.

By promoting reading for pleasure in every school, we can empower our students to become lifelong learners and to have successful careers. Secondary schools where reading culture is instituted will be able to give their students the key to learning independently and this can make fulfil their potentials.

However, there are still barriers to creating a reading environment that will inculcate good reading habits in secondary schools. This, notwithstanding, Secondary School students should be encouraged to study in libraries.

## **Recommendations**

The study recommends measures that need to be taken by the Government and stakeholders in the education sector in order to improve reading and library use habits of Senior Secondary School students. These include:

1. The need to restructure the current secondary school curriculum to incorporate activities that can promote reading for leisure. A library period should be included in the school timetable.
2. The need to enact a policy that encourages construction of libraries in Secondary Schools, provision of relevant information resources and qualified librarians to run such libraries.
3. There should be provision for more reading books to students in order to widen their scope in promotion of reading and development of reading habit.
4. Radio and television media in the country should include in their schedules, programmes that can promote reading culture; this can come up at least once or twice a week. They should as well make sure that interesting literary books are always read or advertised on air.
5. Parents should encourage their children and wards to read at home and watch children educational television programmes.
6. Teachers must acknowledge the importance of reading skills and must plan an effective programme of teaching instruction with a focus on promoting reading habit among students in their schools

## References

- Abidun-Ekus, O.G. (2009) Transforming a Nigerian rural community through reading: The Ohuhu Community Grammar School example. In *Voices from Africa on Literacy for the Attainment of Sustainable Development*, pg 272- 281.
- Abiodun-Ekus, O.G. (2002). Transforming a Nigerian rural community through reading: The Ohuhu Community Grammar School example: *In Voices from Africa on literacy for the attainment of sustainable development*. International Reading Association
- Abiodun-Ekus, O.G.& Onukaogu, C.E.(2009) Reading in Nigeria: Yesterday, Today and Tomorrow- The place of RAN. In *Voices from Africa on Literacy for the Attainment of Sustainable Development*.pp.19-34.
- Abram,S.(2007) American reading habits. Retrieved August 23, 2007 from <http://stephenslighthouse.Sir>
- Achebe,C.(2009) Annual Ahiajioku Lecture. Owerri:Nigeria. [www.african-writing.com/six/writers](http://www.african-writing.com/six/writers).  
[www.igbofocus.co.uk/html/chinua-ach...](http://www.igbofocus.co.uk/html/chinua-ach...)
- Adefarati ,E.O.(2005). Essentials of library in education: a handbook for students of library studies and the user of the library institutions of higher learning in Nigeria.p.6
- Adejare, O. (1995) communicative competence in english as a second language. In Bamgbose, A. Banjo, A.& Thomas, A.(ed.), *New Englishes: A West African Perspective*(pp.153-177). Ibadan: The British Council.
- Adigun, M.,& Oyelude, A. (2003) Libraries as tools for development: Survey of Users of Oyo State Public Library. *Nigerian Libraries* 37(2)78
- Ajibola, M.A. (2008). Innovation and curriculum development for basic education in Nigeria: policy priorities and challenges of practice and implementation. Department of Primary Education Studies, Federal College of Education, Zaria.
- Akere, F.(1995) Languages in the curriculum, An assessment of the role of English and other languages in education delivery in Nigeria. In Bamgbose, A; Baryo,A; and Thomas,A.(Eds). *New Englishes. A West African Perspective*. Ibadan: Mosuro, pp 178-202.
- Akwanya, A. N. (2006) Reading and the exploration model language learning. *Journal of language and literature* 2(1) 262
- Alliance for childhood, (2000). Fool's Gold: A critical look at computers in childhood, [www.allianceforchildhood.net/projects/computers/computer-reports.htm](http://www.allianceforchildhood.net/projects/computers/computer-reports.htm).
- Andzy, C. & Umolu,J.(2004). Reading Instruction in Primary and Secondary schools. In *Perspective on Applied Linguistics*. Ibadan: Ibadan University Press.
- Araromi, Mac (2005).Promoting functional literacy: The school library perspective. *Journal of applied literacy and reading*, Vol. 3. Reading Association of Nigeria.
- Asogwa, G.E.(2007) Promoting functional literacy: The school library perspective. *Journal of Applied Literacy and Reading* 3,214-218
- Azikiwe, U. (1998) Language teaching and learning. Onitsha: Africana- FEP Publishers
- Banktricks, C.(2005). Restore pleasure of reading for the young. Retrieved April 18,2008 from <http://jennydavidson.blogspot.com>.
- Barbieri,M.(1995). *Sounds from the Heart: Learning to Listen to Girls*- Portsmouth, N.H: Heinemann.

- Bassow, S.A. (1991). Gender roles in T. Hellen (ed.), Women Studies Encyclopaedias. New York: Peter Bederick Books, 1, 124-126.
- Birkerts, Steven. (1994) the Gutenberg Elegies, Faber and Faber, New York.
- Block, E.L. (1992) See how they read: comprehension monitoring of L1 and L2 readers. TESOL Quarterly 26 (2)
- Bosah, L.E. (2010) "Dwindling fortunes of library education in Nigeria: A case study of Edo and Delta states' schools" Journal of the Association of Nigerian Academics. Vol.3, (1) 189-194.
- Braunger, I. and Lewis, J.P. (1998) Building a knowledge base in reading. Newark, DE: International Reading Association.
- Brown, L. M., & Gilligan, C. (1992) Meeting at the Crossroads: Women's psychology and Girls' Development. Cambridge, Mass: Harvard University Press,
- Bunza, M. M. (1997) Forward. In T.O. Oyetunde (ed.) Helping Children Become Good Readers: A Guide for Parents and Teachers.
- Cambridge Advanced Learner's Dictionary (2009) Cambridge University Press.
- Clark, C. & Foster, A. (2005). Children's and young people's reading habits and preferences: the who, what, why, where and when.
- Davidson, J. (2005). Light Reading: Reading For Pleasure. Retrieved April 18, 2008 from <http://jennydavidson.blogspot.com>.
- Edem, E. (2005) The importance of motivation in the reading skills at the primary level of education. Journal of Applied Literacy and Reading, Vol. 2, 120-124
- Emetarom, U.G. (1991) Functional reading: the information bank for quality education in Nigeria. Literacy and reading in Nigeria,
- Eneh, U.E. (2012) Effects of cooperative and guided reading learning strategies on students' achievement in comprehension of reading passages in Enugu education zone. M.Ed. dissertation: Ebonyi State University, Abakaliki.
- Eyre, G. (2005). The development and practice of literacy: A voyage of discovery. Available: <http://www.iasl-slo.org/ifla2005-eyre.doc>
- Eze, C.N. (2007) Reading Underachievement among Nigerian Children: Implications for Language Education. Journal of Applied Literacy and Reading. 3
- Eze, C.O. (1998). Psychology of Human Learning. Enugu. Calvaryside Printing and Publishing Co.
- Ezenandu, P.E. (2007) Assessment of the availability and accessibility of literacy materials in selected secondary schools in Abeokuta Metropolis. Journal of applied literacy and reading. 3
- Fatimayin, F. (2004). Literacy and reading for pleasure. Literacy and reading in Nigeria. 10(1). Institute of Education, Ahmadu Bello University, Zaria.
- Federal Republic of Nigeria, (1981). National Policy on Education. Lagos: Federal Government Press.
- Flynn, P., Mesibow D., Vermette P., and Smith, R.M. (2004). Applying Standards-based constructivism: A two-step guide for motivating elementary students. Larchmont, NY: Eye on Education.

- Folashade, A.F.(2004) Extensive reading as strategy for developing interest for life long literacy. The Ahmadu Bello University,Zaria Model. Literacy and reading in Nigeria. Vol.10 NO1 pg 74-80
- Gambrell,L.B. (2008) Patterson, Proust, and the power of pleasure reading. <http://www.reading.org/publication/reading>.
- Hall, C. (1989) The results of an informal inventory of the reading interests and backgrounds of underprepared college freshmen. Forum for Reading,20 pp15-18
- Hassel,S.H. & Rodge,P. (2007). The Leisure reading habits of urban adolescents. Journal of Adolescent and Adult Literacy, 51(1),22-23. Retrieved May 3, 2007 from [www.reading.org/Literacy/Retrieve.cfm?D=10.1598/jjaal511.1.3&F=JAAL-51-1-Hughes-Hassel.pdf](http://www.reading.org/Literacy/Retrieve.cfm?D=10.1598/jjaal511.1.3&F=JAAL-51-1-Hughes-Hassel.pdf).
- Hastings, C. & Henry, J.(2006). Reading is a closed book to today's children. Telegraph. Retrieved January 25, 2007 from <http://www.telegraph.co.uk/news/1524595/reading-is-a-closed-book-to-today's-children.html>.
- Healy, J. (2008) Failure to connect: How computers affect our children's minds- For Better or Worse. Simon and Schuster, New York.
- Hidi, S.(2001) Interest and reading: Theoretical and practical considerations. Educational Psychology Review 13(3)
- Higgins, M.(2003) Language and Style. Dublin: Anam Press
- Hopper, R. (2005).What are teenagers reading? **Adolescent fiction reading habits and reading choices**. Literacy, 39(30)113-120.retrieved January 21, 2006 from <http://www.blackwellsynergy.com/doi/pdf/10>
- Hornby, A.S. (2001). *Oxford advanced learners dictionary of current English 6<sup>th</sup> edition*. Oxford: University Press.
- Hrris, J.A.(1998) Effective teaching of reading. New York: David Mckay Company
- Iduma, I.A.(2012) Relationship between reading interest and reading achievement of senior secondary school students in Afikpo education zone. M.Ed dissertation proposal: Ebonyi State University. Abakaliki
- Ikpaahinid, L.N.(2008) Readership promotion and national development: The librarian view. A paper presented at the 7<sup>th</sup> Nigeria International Book Fair and National Book Fair. Lagos: The Nigerian Book Fair Trust.
- International Reading Association,(IRA) (2000). Providing books and other materials for classroom libraries: A position statement of the International Reading Association: <http://www.reading.org>
- Jegede,T. (1997) The role of the society in reading. In Onukaogu, C.E. etal (eds.) *Teaching reading in Nigeria: A guide book to theory and practice*.Reading Association of Nigeria.
- Joffe I.L. (2008).*Opportunity for skilful reading*. USA: Wadsworth.
- Keller, E.F. (1991) Gender role in women studies encyclopaedias. New York: Peter Bederick Books.
- Klein, M.L., Peterson, S., and Simington, L.(1991).Teaching reading in the elementary grades. Needham Heights, Mass,: Allyn and Bacon.
- Kolawole, C.O.O. (2005). The state of reading in some selected secondary schools in South Nigeria: A preliminary report. *Issues in language, communication and education.A book of reading in honour of Caroline A. Okedara*. Ibadan: Constellations Books.
- Kosemani, I.C. & Ituen, S.A.U.(2005).Students' approaches to reading in public and private secondary schools in Rivers State. In Journal of Applied Literacy and Reading (2) Port Harcourt: Double Diamond Publication

- Krolak, L. (2005). The role of libraries in creation of literate environment. UNESCO Institute for Education. Hamburg, Germany.
- Kuafman, B. (2001) The impact of television and video entertainment on students' achievement in reading and writing. Available: <http://www.turnoffyourtv.com/readingwriting.html>.
- Lauagho, J. (2000). Engaging with adults: the case for increased support to adult basic education in Sub-Saharan Africa. World Bank, Africa.
- Lawal, O.O. (2004). Libraries as tools for educational development. In *A compendium of papers presented at the 2004 NLA Annual National Conference/AGM*, Akure. June 2004, 34-40
- Maduabuchi C.H. (2009) Building a total person for sustainable development through reading. *Voices from Africa on Literacy for the Attainment of Sustainable Development*. pg.35-49.
- Maduabuchi, C.H. (2007) Challenges of teaching reading for functional literacy via ICTs. *Journal of Applied Literacy and Reading*. 3, 159-169.
- Manning, J.C. (1995). *Ariston Metron*. The reading teacher. 48 (8), 650-659.
- Mefor, C. (2010). Reading culture: The present and future of national development. Available: <http://allafrica.com/stories/2010/202.772>.
- Mgbodile, T.O. (1999) *Fundamentals of Language education*. University of Nigeria, Nsukka.
- Moyes, J. (2000). Idea that Net is killing book reading can be filed under fiction. The Independent, May 18. Retrieved January 16, 2006 from: <http://www.independent.co.uk/arts-entertainment/books/news/idea-that-net-is-killing-book-reading-can-be-filed-under-fiction-718166.html>
- Muodumogu, C.A., (2006). A survey of how secondary schools promote independent reading habits among students. *English Language Teaching Today*. A journal for teachers of English and communication skills, 5, 50-58.
- Naik, S.N., (1981) *Reading Interest and Abilities of Adolescents and Adults*. Ph.D. Thesis, Edu., Kar University.
- Nell, V. (1998). The Psychology of reading for pleasure: Needs and gratifications. *Reading research quarterly*, 23(1), 6-50.
- Ngwoke, I.R. (2006) *Fundamentals of Reading Comprehension*: Cape Publishers. Int. Ltd. Owerri.
- Nkiko, C. & Yusuf, F.O. (2006). *Bibliotherapy and aging among Covenant University Staff*, Ife, *Psychologia* 14(1) 133-147.
- Norvell, G.W. (1950). *The reading interests of young people*. Washington: D.C. Health. Cited in Hanna, G.R. & Marriana, M. (1960). *Books, young people and reading guidance*. New York: Harper, p.43
- Nssien, F.U. (2007). Reading habits and skills. In Etim, F.E. & Nssien F.U. (eds.) *Information literacy for library*. Ibadan: University Press.
- Nweze, T. (2004) 'Crisis in Literacy: The way out' *Journal of Applied Literacy and Reading*. Vol.3 (special edition) 232-237, June, 2007 s in encouraging reading habits in student at primary and secondary school levels, *technical education today*. p.1&2
- Nyam and Guraj (1999). The role of school libraries in encouraging reading habits in students at primary and secondary school levels, *Technical Education Today*. p.1&2
- Obaitan, A.O. & Ifidon, E.I. (2004) 'Reading in General Studies' Ambrose Alli University Press.

- Obaitan, A.O. (2004). "Use of Library." Readings in General Studies. Ekpoma: Ambrose Ali University Publishing House.
- Obama, B. (2008) Barack Obama on libraries: Bound to the word: Keynote address at the opening general session at the ALA Annual Conference in Chicago, June 23-29. Available: <http://boulderlibrary.wordpress.com/2008/11/10/bound-to-the-word-by-barack-obama-courtesy-of-american-library-association/>.
- Obanya, P.A.I. (2002). *Revitalizing education in Africa*. Ibadan: Stirling-Horden Publisher Nigeria Ltd.
- Oboh, L.U. (1993) Reading habits and interests of senior secondary school students in Enugu State. M.Ed. Dissertation. University of Nigeria, Nsukka.
- OECD, (2002). The Organisation of Economic Cooperation and Development's programme, Reports on Reading.
- Ogbu, C. (2008) Effects of cooperative and product learning strategies on senior secondary schools students' achievement in essay writing in Afikpo education zone. Unpublished Ph.D. Thesis, Ebonyi State University, Abakaliki
- Ojielo, A. (2001). Promoting good reading habit in our children. *Abuja Journals of Library and Information Services*, 1 (10):9-19
- Okeke, N.E. (2000). Effects of exposure to in text vocabulary recognition strategies on secondary school students' performance on reading comprehension in Awka education zone. M.Ed. project: University of Nigeria, Nsukka.
- Okon, B.A. & Ansa, S.A. (2005). Non effective communication as a result of poor reading habits among Unical students. *Journal of Applied Literacy and Reading* 2. PortHarcourt: Double Diamond Publications.
- Olajide, B. S. (2001). Revitalizing the Nigerian literacy environment. In Adebayo, L., Isiugo-Abanihe, I. & Ohia, I.N. (ed.) *Perspectives on applied linguistics in language and literature*. Ibadan: Stirling Horden Publishers (Nig) Ltd.
- Omojuwa, J.O. (2005). Laying a strong foundation for higher level reading achievements: Problems and Prospects. *Journal of Applied Literacy and Reading* 2, 7-8. PortHarcourt: Double Diamond Publications.
- Omojuwa, J.O. (1997) Promoting independent reading habits in primary schools through a literacy rich classroom environment. In Abe, L., Lawal, B., Onukaogu, E. And Jegede, T. (ed.) *Literacy and Reading in Nigeria*, A Journal of the Reading Association of Nigeria. vol.7, 287-292
- Onukaogu, C.E. (2003). Towards understanding of reading. In Onukaogu, C.E., Arua, A.E., and Jegede, O. B. (ed.). *Teaching reading in Nigeria : A guidebook to theory and practice*. IRA.
- Onukaogu, C.E. (2007). Let's appropriate the pearl in reading that we may live and not barely exist. A lead paper presented at the First Mid-term Conference of Reading Association of Nigeria, held 13-18 October at the Conference Centre, University of Ibadan.
- Onuoha, Unegbu & Umahi, (2013) Reading Habits and Library Use among students of Information Resources Management, Babcock University, Nigeria, in *Journal of Education and Practice* vol.4, No.20.2013. [www.iiste.org](http://www.iiste.org).
- Onwubiko, E.C.N. & Uzoigwe, C.U. (2004). *Library: The home of knowledge*. Enugu: H R V. Publishers. 15
- Otagburuagu, E.J. (2007). Literacy and the Nigerian economy in the 21<sup>st</sup> century: Illusion and disillusion. *Journal of applied literacy and reading*. 3, 1-12
- Oyebola, O. (2004). Gender approach to writing children literature: A study of gender balance in selected general reading books for children authored by Nigerians. *Literacy and Reading in Nigeria*. 10 (1). 136-140. Institute of Education, Ahmadu Bello University

- Oyetunde, T.O. (2001). Teaching learning to read and reading to learn. In teaching in Nigeria: A Dynamic Approach. Agwu, S.N. (ed.) Cheston Ltd.
- Phillips, D.K.(2008) Niagra University. Institute for Learning Centred Education.
- Pooi-Fong, I.O. (2008). A study of the reading habits and interests of urban working professionals, executives and managers. Retrieved September 11, 2008 from [www://http?mgv.mim.edu.my.mmR/0206/02068](http://www.mgv.mim.edu.my/mmR/0206/02068).
- Popoola, B.I., Ajibade, Y.A., and Etim, J. S.E.(2010).Teaching effectiveness and attitude to reading of secondary school teachers in Osun State. Online Journal of the African Educational Research Network,10(4).
- RAN,(2007) Journal of applied literacy and reading ; Nigeria, PaN-AFRIC publication.
- Renninger, K. & Ann, H. S.(2002). Student interest and achievement: Developing issues raised by a case study, in The Developing Motivation. Allan wig-field & Jacquelynnes S (ed.) Ecccles. New York: Academic Press.
- Retrieve, June 25, 2006 from :** [www.literacytrust.org.uk/Research/ReadingConnectsurvey.pdf](http://www.literacytrust.org.uk/Research/ReadingConnectsurvey.pdf).
- Rosenfield, E.(2005) Good news for school libraries in Canada: State aid to education. Teacher Librarian 32:5:55.
- Ross, C.S. (2002). Reading in a digital age, in G.E. Gorman (ed.) The digital factor in library and information services. London: Facet Publishing, 91-111
- Rumelhart ,D.E.(1977).Towards an interactive model of reading. In S. Dornic (ed.), Attention and Performance IV, New York, NY: Academic Press.
- Sadiq, M.(1996). Socialization and gender stereotyping in E.N. Okare(ed.). Gender issues in education and development (APOEN Publication), Nsukka: University Trust Publishers.
- Sangkaeo,A.J.(1999). *How to increase reading ability*. New York: David Mikay.co
- Satija, M.P. (2002).Reading and book culture. Herald of Library Science, 41(1/2)pp.5-59
- Saturday SUN (2001) October 8. Dismal NECO SSCE results.
- Schraw, G.(2001) Increasing situation interest in the classroom. In Educational Psychology Review 13. Portsmouth,NH: Boynton/Cook.
- Shabi,I.N., & Udofia, E.P.(2009).Role of the library in promoting reading culture in Nigeria. International Journals of Research in Education, 6(1-2): 259- 269.
- Shokken, A. (2005) Promoting a love for reading. ILA Bulletin, 41(1),pp.5-9
- Smith, M.(2002).”Reading don’t fix no Chevys” Literacy in the lives of young men. Portsmouth, NH:Boynton/Cook,1-20.
- Stenberg, C. (2001).Reading research in Sweden-a short survey.67<sup>th</sup> IFLA Council and General Conference. August 16-25, 2001. Boston. Retrieved 4 June, 2006 from <http://archive.ifla.org/iv/ifla67/papers/181-113e.pdf> recreational reading habits of adolescent readers: A case study. (Masters Dissertation, University of Pretoria, South Africa)
- Tella, V.C. & Akande O.U. (2007). *A manual for school libraries on resources management*. Ibadan: Oxford University Press.
- The Hindu (2004). Whither the reading habit? Online India’s National Newspaper, Monday, July 12. Available: <http://www.hinduonnet.com/thehindu/mp/2004/stories/200407120250300.htm>
- The SUN Newspaper, November 25, 2006.

- Thorndike, R.L., (1973) Reading Comprehension Education in Fifteen Centuries: An empirical study. New York: Wiley, 215-320,420p.
- Todd Oppenheimer (1997). The Computer Delusion: Atlantic Monthly Company (Online: [www.theatlantic.com/://computer.htm](http://www.theatlantic.com/://computer.htm))
- Toit, C.M. (2001). The recreational reading habits of adolescent readers: A case study. (Masters Dissertation University of Pretoria, South Africa.
- Tumusiime, J. (2003) "A multipronged approach to promoting a reading culture: The East African Experience. In Arua, E. Arua (ed.) Reading for all in Africa. Building communities where literacy thrives. Botswana. Pan-African Voice for Literacy/ International Reading Association.
- Turkle, S. (1995) Life on the screen: identity in the age of the internet. Amazon. Com.
- Udom, G. I. (2002) "Developing proper skill among primary school pupils for sustainable development" Eastern. COEASU Journal of Teacher Education (ECOJOTE) 1(1)46-54.
- Umaru, F.C. (2004) "Poor reading comprehension in our secondary schools and its pedagogical implications". Journal of languages and literature 1(1), 32
- UNESCO, (2004) Role of Libraries in the Creation of Literate Environments IFLA .[www.iflaorg/files/assets/literacy](http://www.iflaorg/files/assets/literacy)
- Uno,S.O. (1987) Problems and prospects of promoting recreational reading for life long education. Reading for Leisure and Recreation. Reading Association of Nigeria: Monograph series E. Ibadan: Heinemann
- Uwatt, L.E., Odey, J. & Ebam, O. (2007) An analysis of the reading content of the Nigerian primary English language curriculum: A case for reading as a core subject. Nigerian journal of curriculum studies, 2(1) 179-187.
- Uya, B. (2004) *Reading for national development*. Ibadan: Oxford University Press.
- Uzoigwe, C.U. (2007). The library and functional literacy in Nigeria. *Journal of applied literacy and reading*. Vol. 3. pg. 39-44
- Uzoigwe, C.U.(2004) The role of the library in promoting reading culture for national development in Nigeria, Journal of Research and Production. Enugu: Nigerian Researchers Forum
- Vanguard Education Weekly, (2004).The link between education and good library facilities. Lagos: Vanguard, Thursday, 26,23
- Weaver, R. (2003) :The Greatest Gift" let us all celebrate the Joy of helping children and young people become enthusiastic and invisible readers" NEA Today. The Magazine of the National Education Association 21(5)
- [www.flipkart.com](http://www.flipkart.com)
- Yetunde, A. (2002) Environmental factors and positive pleasure reading: A case study of the reading habits of secondary school students in Ondo Local Government Area. In Literacy and Reading in Nigeria(9)1. Ibadan: FEYESETAN Press.
- Yusuf, M.A.(2003). "A study of reading habits of students in boarding secondary schools in Kontagora Town Niger State" Coclin Journal of Librarianship.vol.3. N01, Sept.2003.