

**FACTORS INFLUENCING READING HABITS OF SECONDARY SCHOOL
STUDENTS IN NIGERIA**

BY

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**DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION
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STUDENTS IN NIGERIA**

By

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ZARIA NIGERIA**

OCTOBER 2016

DECLARATION

I hereby declare that the work in this thesis titled Factor Influencing Reading Habits of Secondary School Students in Nigeria was carried out by me in the Department of Arts and Social Science Education. The information derived from the literature has been duly acknowledged in the work and a list of references provided. No part of this thesis was previously presented for another degree in this or any other institution.

Marenga Dinah ORKAA

Date

CERTIFICATION

This thesis entitled **FACTORS INFLUENCING READING HABITS OF SECONDARY SCHOOL STUDENTS IN NIGERIA** by Marenga Dinah ORKAA meets the regulations governing the award of the Degree of Doctor of Philosophy, in Teaching English as a Second Language of Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This thesis is dedicated to my husband, Sir (Arc.) M. Orkaa KAAVE.

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ABSTRACT

Reading is central to learning in schools because all learning activities revolve around it. Owing to its importance in academic work, this study assessed factors influencing reading habits of secondary school students across the major Nigerian tribes. It has become necessary now that the modern school system makes greater use of reading as a tool for learning other subjects as well as acquiring other linguistic skills of listening, speaking and writing. Seven research questions were formulated with their corresponding hypotheses. Secondary school students within the major tribes were used as population for the study. However, the sample was drawn from senior secondary school students where nine hundred students were randomly selected from each of the major tribes. The total sample was two thousand seven hundred students. Questionnaire and observation were used as instruments in collecting data. Frequencies and percentages were used in analysing the results, while ANOVA statistical tool was adopted in testing the hypotheses. The major findings revealed that students claimed they read everyday, yet a large proportion of them did not provide evidence of reading anything. Those who read among the students, concentrated on notebooks and other prescribed texts. However, Yoruba students had the highest percentage of reading highly qualitative materials, while those across Igbo states had the least percentage. The numbers of extensive reading texts were few (Hausa and Yoruba, 6 and Igbo, 3). It means that the quantitative reading level is low. No significant differences were recorded in the reading activities of male and female; urban and rural students across the major groups. Despite the fact that the findings revealed poor reading habits of these students, a few who read indicated that they were encouraged to read to acquire knowledge that would improve them. This knowledge seems to be the one that would enable them to pass examinations since their reading was restricted to notebooks and prescribed literary texts. Laziness and chatting became the major factors that hindered students' development of reading habits. States labelled with educational advantage did not read better. The major recommendations were that senior secondary schools need experts who teach reading in schools. Alternative to a reading teacher and English language teachers are teachers of other subjects. They are to make reading become part of every class and subject. Students who are still ignorant concerning the enormous roles reading plays in the lives of everybody should be enlightened through sensitization workshops by their teachers and parents. Besides, they should be given adequate motivation to read, get them attracted to books and provide adequate books. It becomes necessary to supply students with high quality reading materials in order to develop their reading habits. The curriculum needs to be expanded to incorporate more reading activities. This should transcend to creating more time and space in the scheme of work.

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OPERATIONAL DEFINITION OF TERMS

Extensive Reading is the willingness to read outside academic circles. It is the reading that is not meant to fulfil any obligation but for pleasure. This type of reading is aimed at getting information and it can be through scanning and skimming.

Intensive Reading is a detailed reading. It is geared towards getting implied, evaluative and critical meaning, from a text. This type of reading is aimed at acquiring skills necessary for academic prospects and that is why it also called study type of reading.

Major Tribes in this study are Hausa, Igbo and Yoruba. Each major tribe constitutes a population that covers more than five states of the federation and the language is predominantly spoken by minority tribes around it.

Minority Tribes constitute a population that is less than a state. This informed the reason why most states comprise more than two of these tribes. Most minority tribes adopt the language of a majority tribe close to them. As a result, some of their languages are going into extinction.

Negative Reading Habit is one's dislike or hatred for reading which makes one not read anything. Sometimes the person may read only for examination purposes and abandon the task after graduation.

Positive Reading Habit refers to somebody's positive disposition to reading materials across genres. It is one's likeness for books that makes reading a hobby.

Reading Culture, as used in this study, is the cultivation of positive attitude and interest towards reading; it makes one read regularly for pleasure and for self-education.

Reading Habits refer to the desire for one to constantly read books, magazines, journals and so on. It is one's likeness to read regularly.

Reading Frequency Profile refers to the summary of students' regularity or otherwise of their engagement in reading activities.

Reading Facilitative Variables are factors that enhance reading habits. In other words, they are factors that can make students develop reading habits.

Reading Inhibitive Variables, on the other hand, are the variables that adversely affect reading habits development.

Reading Teacher is not only one who reads, but one who teaches reading in school.

School Location is a reference to whether a school is located in the urban or rural area.

Qualitative Levels of Materials refer to different grades of English language based-texts students read willingly for interest sake. They are classified as high, moderate and low. The high quality materials are the ones capable of improving students' vocabulary and English language structures.

Quantitative Levels of Materials refer to the amount of reading carried out on a regular basis. That is, how many books students read willingly for pleasure. The levels were quantified into high, middle and low. The number of texts determines the level of reading.

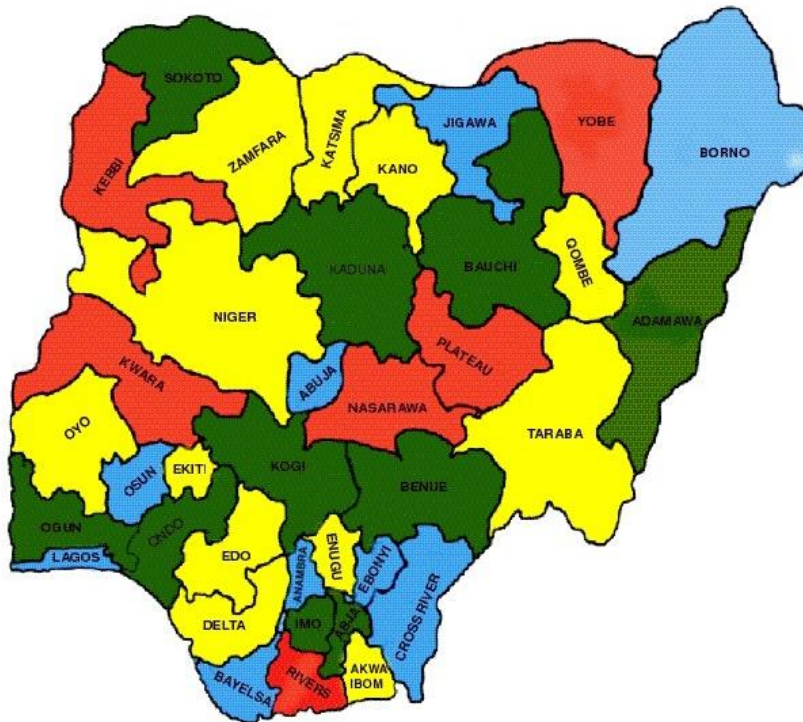
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

This study entitled Factors influencing reading habits of secondary school students in Nigeria centres on the assessment of reading habits of Senior Secondary School (SSS) students in the major tribes of Nigeria. By major tribes the researcher refers to Hausa, Igbo and Yoruba. They are referred to as the major tribes because they constitute a population that covers more than sixteen of the thirty six states of Nigeria. Besides, their languages are predominantly spoken by the minor tribes around them in the country and also in countries outside Nigeria such as Hausa spoken in Niger and Chad, Yoruba in Brazil, Togo and Benin Republic; and Igbo in Sierra Leone. Yoruba tribe constitutes six states of the federation including almost half of Kwara and Kogi States. Hausa tribe equally has six states including northern part of Kaduna state (Zaria) and the language is predominantly spoken in more than eleven states in northern part of the country. Igbo tribe, on the other hand, has five states and the language is spoken in states around them. In addition, the three major tribes constitute half (50.9%) of the population of the country (NPC, 2006). Based on this percentage, they can represent the population of the country. However, the focus of the study is on reading habits of secondary school students who belong to these tribes. The map of Nigeria is presented below to assist those within and outside the country who do not know the states to have some knowledge of the geographical area of the country where the study was conducted, the exact location of the research area and the state.

Figure 1: The Map of Nigeria



Thirty Six States of Nigeria

The states investigated across Hausa tribe (Kebbi, Sokoto and Zamfara) are primarily located in the North West zone of the country. Three states investigated across Igbo (Abia, Enugu and Imo) fall within South East of Nigeria, while those of Yoruba (Lagos, Ogun and Oyo) are from the South West.

In a survey study like this one, the failure rate recorded in reading comprehension is largely a reflection of the failure rate of the major Nigerian tribes. So if students of the major Nigerian tribes exhibit positive reading habits, it means that other minority tribes could easily imbibe and join in reading activities since reading is infectious. Scholars (Parigrahi & Pada, 1996; Dave, 1997 and Cunningham & Stanovich, 1998) admonished that children's early exposure to written literature in indigeneous languages can stimulate love for reading. Since there are print materials in these three major languages, it might be possible that these students were exposed to reading materials early in their indeginous languages. The study

investigated the possibility of these students being able to read widely in the English language and factors that influence their habits.

The study tried to look at the link between reading habits and the issue of educational imbalance in the country to ascertain connectivity between the two. Does the group considered educationally backward read less? On the other hand, does the group considered to have educational advantage read more? What factors influence or hinder development of reading habits of these students? Can qualitative levels of materials influence their habits? These and many others, the study attempted to unravel. Moreover, studies concerning reading habits of these major groups were carried separately. Therefore, the need arises to study them together to compare which group reads more and vice versa. More importantly, those studies did not look at factors that influence reading habits of these students. This becomes imperative as a step forward to unravel if there were discrepancies in the previous studies concerning these groups; and/or if there are certain peculiarities in their reading habits due to location or culture of these major tribes and other issues involved.

The concern of the study also includes a need to uncover, describe and ascertain factors influencing reading habits of students of the major tribes. This means identifying factors that motivate students to read and those that constitute hindrances to development of reading habits. At the same time to see whether their reading pattern is broad-based or narrowed down to only acquiring certificates. It will enable the researcher to explain how significant factors can influence reading habits of students of the major tribes. The discovery would assist in mapping out a plan to improve and incorporate a reading-oriented programme in secondary schools. The depth of the curriculum was examined to see if the content was sufficient enough to promote extensive reading in schools.

The development of any nation depends on education of its citizenry and one of the yardsticks for measuring and categorizing countries these days is their level of literacy.

Reading enables the learner to cope with new knowledge in a changing world – the technological age. Ahmed (1992) asserts that reading plays a key role in the discovery of other technologies. It is the foundation upon which other academic activities are built because it gives an in-depth knowledge of various subjects and issues of life. Reading enhances individual's knowledge base, sharpens intellect and dispels misconceptions (Wallen, 1985). Reading provides students with education and equips the reader with something to do after graduation (Nweke, 1990; Tunner & Paris, 1995). Lawal (2003) describes it as a major key to progress in learning. Owing to its importance in education, the study becomes timely.

Formulation of reading habits refines and adds quality to life (Sisulu, 2004), provides access to culture and cultural heritage (Nkiko and Yusuf, 2006). It enables the reader to acquire knowledge capable of tackling cross-cultural problems (Bright & McGregor, 1970). Students who read high quality materials could be better informed about their cultural differences, and have a better understanding of themselves as well as others. Lewis (1961:141) reacts sharply that reading great literature books enables one to become a thousand men who see with a myriad of eyes, yet remains the same person.

Students of the major tribes' engagement in frequent reading of quality books would help in bringing peaceful coexistence among students of diverse groups. It could also reduce parochialism by avoiding vices that are beastly and alien to Nigerian culture. Exposure of students to reading high quality materials could reduce hostilities, kidnapping, political hooliganism and vandalism of oil pipelines in the country. This would minimize youths' restlessness, curb hostilities and vandalistic tendency experienced in the country.

Reading enhances academic performance of students. Gottfried (1990) attests that reading enables a learner perform better in standardized examinations and get higher grades in school (Sweet, Guthrie & Ng, 1998). This would become a reality among students because constant reading improves vocabulary which enhances communicative skills (Emetaram,

1991; Ibrahim, 2013). In other words, positive reading habits could significantly influence productive skills of speaking and writing thereby expanding students' discourse opportunities.

This study recognizes the major types of reading: intensive or study type of reading and extensive reading. The concern is majorly on extensive. By extensive the study means reading willingly devoid of academic and religious obligations. Students who read extensively for pleasure would experience enhancement of their mental powers. Unoh (1991) lends support to this view that our experiences become better and richer when we read variety of books and materials. Reading high quality books broaden understanding and stretches mental powers to the full. Extensive reading of fiction and non fiction texts outside academic circles helps in building character and maturity, sharpens thinking and widens awareness in social, economic, political and environmental issues (Rumbold, 2006). Reading extensively enables the reader to think rationally and objectively. This could make the reader realize that those who engage in the act of terrorism and vandalism of pipeline and electricity cables would suffer similar consequences.

Reading is of utmost importance to both the Reading Association of Nigeria (RAN) and the International Reading Association (IRA). The goal of these two groups is to promote reading by continuously advancing the quality of literacy instruction and research worldwide. The primary concern of these groups of professionals is to promote lifetime reading habits, empower those who champion the course of literacy and to develop successful readers. Their coming together signals a need to revive reading habits of learners worldwide.

The Chief examiners' reports of both WAEC and NECO (2004 - 2006) express absence of reading culture in Nigerian secondary schools where students from the major tribes are inclusive. These students might not show much interest in reading to pass examinations, yet may engage in extensive reading. However, the researcher noticed that

secondary school students who offered literature in English were reluctant to read prescribed texts. They rather begged their teacher to read and explain to them. It is sad for students to depend solely on teacher's verbal narration of texts and notes. The study became necessary to verify if the reluctant reading habit observed is a common trend that prevails among students of the major tribes or there are peculiarities. The study of the major groups became necessary as the three major tribes are crucial to the national cohesion, educational growth and qualitative national growth. Reading to learn can be one of the ways to achieve qualitative education. The development of positive reading habits by students of the major tribes could help in realizing the national educational goals. If they exhibit negative reading habits, the goals remain elusive.

Apart from high level of illiteracy bedeviling Nigeria as a nation where a sizeable number of people cannot read and write, it becomes more disturbing that among those who can read, the habit is poor (Adetunji, 2007; Elaturoti, 2003). Students are within society and are part of society which determines to an extent their behavioural patterns, beliefs and ideals. So this study tries to find out whether students of the major tribes are influenced by their adult relations/parents and do not read as well. This provoked an intense interest in studying educational experiences of senior secondary school students across the major tribes in the hope to ascertain levels of reading in schools. Cultivating the habits of reading is aimed at trying to dispel the low standard that pervades the Nigerian secondary education.

Studies were carried out separately on reading habits of students did not provide detailed reading profiles of these students. The need arises to investigate students of these three major tribes together to identify the materials they read most, frequency of their reading and factors that motivate or discourage them from reading.

The secondary school level becomes important in this study since a lot of reading activities are expected to take place there. It is assumed that reading skills acquired at primary

school level would be properly used at this level to read to learn independently. Without any doubt, secondary school is a crucial level for the English language learning in Nigeria; hence it has continued to receive much attention even while students' academic performance keeps degenerating. Moreover, senior secondary school level is crucial because advancement to higher level of education depends on success at secondary school level and reading remains a major ingredient. Students' failure to read inadvertently affects their academic advancement. To function effectively as a fully integrated member of society, students of the major Nigerian tribes require an appreciable degree of competence in the English language which can only be acquired through reading to learn.

1.2 Statement of the Problem

There is no concrete empirical study to show the depth and seriousness of reading activities and their impacts on secondary school students in one major tribe in relation to the others in Nigeria. There are reports that reading has been relegated to the background in our secondary schools. The extents to which poor reading habits pervade among students of the three major tribes have not been determined. In other words, the extent of the prevailing poor reading habits among students has not been established. The absence of concrete empirical studies to show reading frequency profiles of one major tribe in relation to the others in Nigeria prompted this study. Besides, the study tried to see whether the major tribes with educational advantaged labels and literacy development levels have better reading habits.

1.3 Objectives of the Study

The main objective underlying the study is to assess factors influencing reading habits of students of the major tribes. Other objectives are to:

- (i) determine reading profiles of these students;
- (ii) assess qualitative levels of reading materials used by these students;

- (iii) determine quantitative levels of materials read;
- (iv) establish implications of gender on reading habits of students of the major tribes;
- (v) determine whether rural and urban factors would have serious consequences on reading habits of these students; and
- (vi) identify variables which have positive or negative influences on reading habits of these students.

1.4 Research Questions

The study intends to answer the following questions:

1. What is the influence of reading frequency profiles on reading habits of secondary school students across the three major tribes?
2. What is the influence of qualitative levels of reading materials on reading habits of secondary school students across the three major tribes?
3. To what extent has quantity of materials read influence reading habits of students across the three major tribes of Nigeria?
4. What is the influence of gender differentials on reading habits of secondary school students across the three major tribes?
5. To what extent has location of a school influence reading habits of secondary school students across the three major tribes?
6. What is the influence of reading facilitative variables on reading habits of secondary school students across the three major tribes?
7. What is the influence of reading inhibitive variables on reading habits development of secondary school students across the three major tribes?

1.5 Research Hypotheses

The following null hypotheses are formulated to guide the study:

- H₀₁: There is no significant difference in reading frequency profiles of secondary school students across the three major tribes of Nigeria.
- H₀₂: The quality levels of materials have no significant influence on reading habits of students across the three major tribes.
- H₀₃: The quantity of materials read has no significant influence on students' reading habits development across the three major tribes.
- H₀₄: Gender differentials have no significant influence on reading habits of secondary school students across the three major tribes.
- H₀₅: There is no significant difference in students' reading habits between rural and urban schools across the three major tribes.
- H₀₆: The reading facilitative variables have no significant influence on reading habits of students across the three major tribes.
- H₀₇: The inhibitive variables have no significant influence in militating against reading habits development of secondary school students across the three major tribes of Nigeria.

1.6 Significance of the Study

The findings of this study are expected to help identify factors that influence reading habits development of students of the three major groups based on the quality levels of materials they read. Those found to have negative attitudes will have implications for students, parents, teachers, the government, curriculum planners, society and researchers.

The study is expected to assist secondary school students to be more proactive in their learning if they have not been reading. This is by reading extensively during leisure time. Those who have been reading only notebooks would reduce the mediocre reading to fiction,

non fiction texts and other quality texts for more profitable learning. The findings may be useful to secondary school teachers and administrators across the three major tribes and beyond whose students are found to have negative attitudes towards reading. They can motivate them to create more time for reading in school. The incorporation of more time and space for reading in the class would encourage habits of reading to be uniform across the major tribes. This may improve learning in secondary schools. The present study could help in creating awareness among teachers on the need to use the yardstick developed in the study to appraise the levels of reading skills and reading habits of their students in order to know if there is need for improvement. It is expected that the findings would enable school administrators to motivate teachers on the need to collaborate with them to initiate policies that could boost reading activities in their schools through sponsorship of competitions and provision of reading materials.

The findings would serve as sensitization on parental roles in encouraging reading in homes. Parents whose children do not read could know what to do to cultivate reading habits in such children. This can be in form of buying books for their children and an establishment of a home library. The study is expected to find out if there were factors that hindered students' reading habits development. The discovery would direct the necessary line of action.

Relevant findings may emerge that can awaken the consciousness of curriculum planners and developers to critically examine the depth of the curriculum to ascertain the extent to which reading habits can be sustained or improved in schools. Besides, the findings from the study are to guide their selection of relevant reading activities to meet the needs of students. Discovery on cultural and environmental differences among students of these groups would be of tremendous benefits in selection of reading activities.

The emergence of certain findings could assist textbook writers in the English language to come up with textbooks capable of stimulating reading habits among students. Lengthy passages with boring contents that may scare away students from reading can be avoided. They could focus on reading comprehension aspects that have local content to aid comprehension. The study would reveal the major tribe that read most or otherwise.

It is hoped that the findings could benefit all levels of government. This is aimed at reminding the government that reading a lot of high quality materials by students of the three major tribes is crucial to the national cohesion, educational growth and qualitative education in Nigeria. It may also provoke new policies geared at improving quality of reading in schools. The findings are supposed to arouse the consciousness of government and entire citizens to the fact that national development is brought about by qualitative education through reading to learn. If the study finds out those students of the major tribes were able to read extensively, it could enhance their level of cognition and subsequent improvement in quality of education. If not, the government can provide adequate reading materials to enhance qualitative reading in schools. If the study is able to contribute to improvement of reading in education, this would reduce restiveness that is experienced among most of the youths. The findings could direct researchers to other relevant areas of investigations.

1.7 Scope and Delimitation of the Study

The study covered Senior Secondary Schools (SSS) within the three major tribes of Nigeria. The emphasis is on tribes and not languages. In other words, the focus was to investigate habits of students who belong to these major groups. The population may seem too broad, yet it becomes necessary to study these three major groups together to compare their reading profiles. There is a need to identify reading habits' peculiarities among the three groups and common trends that prevail. It is imperative to move forward in the area of

reading research to examine frequency of reading and materials that are most read instead of remaining stagnant in knowledge by studying only reading habits.

The study is determined to specifically get reading profiles of students of the major groups in English language based texts. It is believed that those who have read religious books written in other languages or journals written in indigeneous languages could as well read English language based texts. The focus was, therefore, on extensive reading habits in the English language. It did not consider reading habits in indigenous languages because English is the language of formal education in the country. Hence reading in indigenous languages would not help to develop students' English language and communicative skills. It is reading in English that could enhance their vocabulary development and other language skills.

Senior Secondary School students were chosen because it is believed that they have more experiences concerning reading and would be able to read better than both primary school pupils and Junior Secondary School students. Senior Secondary School (SSS) is the level where basic reading skills acquired in primary and Junior Secondary Schools are well - developed and used in reading to learn. Senior Secondary School is thus a crucial level for the English language reading to learn.

The study covered selected urban and rural schools within the three zones. Urban schools in this study were secondary schools within state capitals. Since it was difficult to find secondary schools in real rural areas, those outside metropolitan cities were ranked under rural. These were secondary schools within semi-urban areas.

1.8 Basic Assumptions

This study was based on the following basic assumptions:

1. Students are capable of stating books they have read in a day, week, month and year - even if they cannot give all the details of what was read.

2. Reading habits can be measured on the number of English based texts read outside the academic circles. The number and types of books is crucial in determining quantitative levels and the nature of reading carried out in schools. These exclude obligatory texts such as religious and prescribed books read daily. This is equally reading, but the aim is to see how widely these students have read for pleasure.
3. Free response was adopted to allow students to mention the books they have read. This freedom that is given to them helped in reducing expression of aggression towards certain texts.
4. There is complexity and uniqueness of each person's reading pattern. There is possibility that the choice of books students read may vary according to accessibility of books, interest, customs and attitudes of people around them, influence of friends and relations.
5. Giving students certain books to read, as may be suggested by other people, cannot test their habits. It will compel them to read such books and the objectives of the study would not be accomplished.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The literature related to the study is reviewed under the following sub-headings: Reading habits: theories, concepts and issues; Cultural hindrances to reading habits development of students; Reading habits across the major Nigerian tribes; Assessment of reading habits' profiles on secondary school students; Reading habits among Hausa students; Reading habits among Igbo students; Reading habits among Yoruba students; Reading habits and gender disparity; Reading habits and school location; Reading facilitative variables and Reading inhibitive variables. Fundamentally, the chapter lays a foundation for the research design in chapter three. The chapter ends with summaries of the concepts reviewed including their relevance and examination of theoretical framework relevant to the present study.

2.1 Reading Habits: Theories, Concepts and Issues

Reading is the centre of literacy development and one of the most fundamental skills upon which all formal education within the school system depends. It paves a way for academic success. It is a yardstick for measuring academic progress. Agada (2008) asserts that reading is an indispensable tool for learning in the various hierarchies of modern educational set up. It facilitates learning process and effectively promotes intellectual development in learners. Reading plays a vital role in any worthwhile effort to teach/learn English, the language of instruction at all levels of education in Nigeria. It has relationship with other language skills and that is the more reason why Lawal (2003) describes it as a tool for learning other subjects in the curriculum. Reading is central to learning and its absence has serious consequences on learners. This necessitated the study to look at reading habits of these students.

A habit is a consistently repeated behaviour that is considered normal to the person performing the action. It refers to a disposition to behave or do something in a particular way. Habits are patterns of behaviour which manifest with regularity in what one does and how it is done. This can be good or bad. The desire for a change in behaviour is gradual depending on the resolution and persistency. Habits are easily formed and once formed, become difficult to erase. However, development of a habit is gradual and does not just happen by chance. Reading is one of the habits that can bring great satisfaction and sense of accomplishment to the reader. Hence reading habits are ways of adjusting to routine requirements of daily reading. In other words, the routine of positive reading habits can enhance one's life, sharpen the reader's mind and bring fulfilment everytime it is successfully carried out. Tella and Akande (2007) define reading habits as the behaviour which expresses likeness of reading of an individual. Positive or good reading habits help students in mastering the content of learning. When such a habit is formed, reading becomes a hobby.

A positive reading habit refers to the desire for one to read books across genres, and also learn from reading. It is one's likeness for books which makes one read on a regular basis. A creative and pragmatic education involves habits of personal investigation. This requires self study that manifest in self thinking, evaluation and analysis. This personal investigation, or self education or independent study that involves reading at one's accord is what is described as reading habits.

A reading culture, on the other hand, is the cultivation of a positive attitude and interest towards reading; the type that urges one to read regularly for pleasure and for self-education. Olaofe (2003) asserts that it is the art of inculcating reading habits and interests in learners. This is possible through provision of conducive reading environments and copious reading activities.

Many scholars have examined influence of good reading habits on educational achievements of students. Nssien (2008) and Fatimayin (2012) portend good reading habits to be the single most important determinant of students' success in education as it expands horizons and helps readers to learn (Potter, 2011). Good reading habits are interrelated with entire educational process; hence educational success requires successful reading habits (Palani, 2012). This made Issa, Aliyu, Akangbe and Adedeji (2012) to assert that there is a link between good reading habits and academic improvement. Basil and Matoo (2012) posit that good reading habits act as strong weapon for students to excel in life. They are very essential for creating a literate society in the world.

The school has a vital role to play in inculcating reading habits in students. The school has a fundamental role in the development of a child's cognitive powers, correct thinking processes and methods of enquiry so that whatever the child does or says can be based on reason and understanding (Dada, 1999). The only way these lofty roles can be accomplished is by reading to learn in schools. Children are introduced to basic reading skills in primary schools through the use of instructional reading materials. These are to be adequately developed in the secondary school where students read to learn in the curricular. However, Lawal (2003) faulted the reading that is carried out in secondary schools. He sees it as inadequate since no provision is made to encourage reading for pleasure. Voluntary reading or reading for pleasure contains element of personal motivation that can be developed, and if properly nurtured, would be applied to school learning across the entire curriculum.

There have been different attempts by psychologists (Davies and Green, 1984; Readance, Bean and Baldwin, 1981) to provide a theory of habit formation. Behaviourism (Skinner, 1958 as cited in Olaofe and Masembe, 2006) an empirically based approach to the study of human behaviour, serves as a theoretical framework to habit formation. The theory stipulates that three crucial elements are required for habit formation to occur in an organism:

a stimulus, which serves to elicit behaviour; a response brought by stimulus; and reinforcement, which brings about repetition and consequent habit formation (if positive), or suppression (if negative). The theory sees reinforcement as a vital element in reading process as it increases the likelihood that the positively reinforced behaviour occurs regularly and eventually becomes a habit (Richard and Rogers, 1986). Despite the bold claim which sees reinforcement as means of formulating habits, the outcome can be negative if repetition becomes boring. This implies that a stimulus that is uninteresting would bring discouragement, while interesting stimulus (reading material) could motivate students to read.

Teacher's tasks can serve as stimuli to urge students to read. It means that the teacher, who is able to motivate his students to read, uses a positive reinforcement (interesting tasks) as stimulants to his students' reading behaviour and academic achievement. However, a teacher can as well discourage students from reading if his/her classroom tasks are not supportive to stimulating students to read.

Habits, when formed in relation to reading, manifest in how, what and when one reads. Reading habits can start at home but can be reinforced in school since it (school) occupies a central position in the provision of reading activities. This is the point of view of behaviourism/reductionism theory of reading which posits that the teacher decides and controls *what* and *how* of the reading and learning process on the basis of external stimuli. This depicts that learning is carried out through imitation, rote-learning, repeated practice and reinforcement (Davies and Greene, 1984). In other words, the teacher controls the reading process and directs students on what to read. This negates the issue of voluntary reading because reading is controlled by the teacher. It explains why some students read only when they are given a task, but do not read for pleasure. However, current concepts of education have rejected, with justification, the role of a teacher as a law giver and as a repository of knowledge. The modern concept of teaching is child-centred and teachers' role is guidance.

This does not mean that books and other activities exist to replace teachers; rather teachers' role is to facilitate learning process.

Cognitive Psychological (Constructivism) theory of knowledge or epistemology argues that humans generate knowledge and meaning from an interaction between their experiences and ideas. Reading can be used as a powerful tool to enable students to construct complex knowledge bases. The theory places the ultimate burden of learning on the learner. In other words, for learning to take place, the person must take an active part in reading process (Readance, Bean and Baldwin, 1981; Davies and Greene, 1984; Lunzer, 1979 and Lunzer, Gardner, Davies and Greene, 1982). However, students need external stimulant(s) to trigger their internal state to actively participate in reading activities.

From the theories of learning, one can deduce that reading is intrinsically motivated. Reinforcement could be in terms of intrinsic self-satisfaction. The extent to which reinforcement is used to motivate determines habitual response. Motivation is crucial and it is one of the several factors that helps cultivate reading habits. When students are encouraged to read, they develop intrinsic motivation to read. Reading research devotes much effort to defining and examining multiple dimensions of motivation for reading, including the affective domain of students' attitudes, students' reading self-efficacy, and intrinsic and extrinsic motivation for reading, and social aspects (Wigfield & Guthrie, 1997; Wigfield, Guthrie, Tonks, & Perencevich, 2004). The different dimensions of motivation work in some respects harmoniously with reciprocal effects.

Research in the area of developing reading habits suggests that motivational factors such as opportunity to read, autonomy and choice in reading promote engaged readers, who in turn display more positive affect as well as self-efficacy. Studies by Baker & Wigfield (1999), Guthrie, Schafer & Huang (2001), and Leppanen, Aunola, & Nurmi (2005) have noted that as students' intrinsic motivation increases, so does engagement in reading

activities. Of course, these studies also emphasize dimensions of reading skills and strategies that are critical for sustaining an environment that fosters engaged readers. When a student's interest is aroused, he will seek all kinds of materials related to that subject. In other words, students need to be encouraged to read rather than forced to read. This is because when students are forced to read, they may only oblige during examinations and tests or for assignments, but would abandon the activity and not read for pleasure. When students are guided on the kinds of books to read, they would avoid those books (some romance and adventure books) that would aid them into committing crimes thereby destroying their young minds.

Students need intrinsic motivation to form habits of reading. Intrinsically motivated students read because they gain satisfaction from activities of reading. They read more than other students (Wigfield & Guthrie, 1997), get better grades in school (Sweet, Guthrie & Ng, 1998), and reach other achievement levels in reading (Anderson, Wilson & Fielding, 1998; Cipelewski & Stanovich, 1992). Interesting stimulus motivates learners to read (response). Students' exposure to a wide range of choice of books enables them to explore and read as many as possible. The important factor in development of reading habits is choice as it is highly related to interest. Encouragement boosts students' interest. Moss and Hendershott (2002), lend support to this view that students with positive reading habits were those who had freedom of choosing their reading materials.

Most reading experts agree that both skill and will must be considered in the conceptualization of the ideal reader, one with broad interests who samples widely and deeply from available sources of reading materials and is motivated to read on a regular basis (Guthrie & Anderson, 1999). Students' freedom to choose books can sometimes be disastrous especially when they succeed in reading books that would have adverse effect on their lives. Students require guidance and monitoring on choices of reading materials they make. Failure

to monitor their reading materials could drive them into reading terrorist driven books and the results would have devastating consequences.

Aaronson and Ferres (1986) and Cole (2003) advocate giving students interesting and easy books to read as it could enable them become better readers and enjoy reading. When they read books they enjoy, an emotional response occurs, and this becomes impossible to forget what the mind is involved in the imagination. Johnson (2012) and Bal and Veltkamp (2012) describe the overwhelming experience of someone who reads an interesting book. An interesting book makes the reader to be transported in such a way that he or she becomes absorbed in the reading. Topping (2013), however, indicates displeasure subjecting students to interesting books that are too easy. This is because such books do not only affect reading, but also affect students' intellectual development. Marantina (2012) is of the opinion that students need to be nurtured to develop positive reading habits. Once it is done, they can read a variety of materials even when such materials are neither easy nor intrinsically interested. Despite these arguments, one thing is clear; positive reading habits depend on ability and interest of a reader. The text that grips a reader will carry him along in spite of its content difficulty. Therefore, being easy to read is not the requisite in promoting reading culture, but the books students read need to contribute to their intellectual growth.

Students' guidance on books selection is to exclude the criteria of simplicity, but to focus on the educative and interesting nature of the texts. However, books that are too difficult to comprehend discourage reading because meaning is sometimes lost. Reading interesting books triggers a positive emotional reaction that could induce intrinsic motivation to read. Children are neither born loving good books nor are they born hating to read. They can be encouraged and influenced in either direction.

The idea of Cole (2003) that interesting books are vital for enticing students to read is relevant for this study. When students of the major tribes and others are exposed to

interesting reading materials and are given proper reinforcement, it would elicit positive response. The reinforcement advocated by behaviourism theory enables the researcher to use the views of Guthrie, Schafer and Huang (2001) and other scholars that intrinsically motivated students would engage in more reading activities.

2.2 Cultural Hindrances to Reading Habit Development of Students in Nigeria

People in different cultures have strikingly different construal of self, of others, and of interdependence of the two. These two construals can influence, and in many cases, determine the nature of individual's behaviour including reading. African cultures assume overt connectivity among individuals (Jönsson & Olsson 2008). The culture of the people could interfere with their reading habits. Nigerians are perceived as people who like talking and interacting socially when they are in the company of one another (Sangkaeo, 1999). They prefer listening and chatting to reading. However, there are exceptions where people prefer to keep to themselves. In this regard, the person could disassociate from social interaction and engage in something meaningful (such as reading).

Western cultures do not assume nor value overt connectivity among individuals. In contrast, individuals seek to maintain their independence from others by attending to self, by discovering and expressing their unique inner attributes (Ubahakwe, 1983). Commenting on this phenomenon and its socio-cultural determinants, he (Ubahakwe, 1983:8) stated that "in a culture in which the people tend to keep to themselves and require some formality to break the ice of communication, individuals tend to occupy themselves even in a crowd with activities that call for minimum inter-personal activities." He gave an example that a train in London and any of the Nigerian cities or towns show opposing tendencies that dispose one either towards reading or any other form of engagement. One sees everybody engaged in reading in London and making phone- calls or answering phone-calls in Nigeria. Most literate

adults in Nigeria do not read for pleasure. Therefore, it may not be surprising that their offspring (students) could not show interest in reading.

Other studies conducted on the cultural implications of reading habits development revolve on Africa as a continent. Since these countries share some of the experiences, if not all, Nigeria shares in some of these cultural beliefs. Research on reading culture in the African context has been conducted in the recent past by many researchers (Aliyu & Bilkisu 2012; Doiron & Asselin 2010; Ifedili 2009; Jönsson & Olsson 2008; Kaberia 2012; Nalusiba 2010; Ogwu 2010; Otike 2011; Owusu-Acheaw, 2014; Ruterana 2012a, 2012b). These studies have attempted to assess the reasons for the continued poor reading culture of Africans. Poor reading habits have been attributed to factors such as colonial educational system, limited access to reading materials, effect of mother tongue (Ruterana 2012a), poor government policies, (Aliyu & Bilkisu 2012; Otike 2011), poor parental training and nurturing, limited disposable income, reluctance by teachers to nurture it and the rooted use of oral communication (Doiron & Asselin 2010; Kaberia 2012; Nalusiba 2010). However, some of the beneficiaries of colonial educational system are avid readers. They are role models of reading since they read across genres for academic achievement and pleasure.

Jönsson and Olsson (2008) purported that we are faced with two cultures; the home culture that is dominated by oral communication usually in a local language and the school culture based on colonial education system that centred on reading and writing mainly to pass examinations and for economic gains. Even though the oral culture of Africans allows for interaction within society, reading is a global and dominant culture that must be adopted for effective interaction with other cultures. Government policies in Nigeria are not completely bad to be classified as poor, yet such policies stop with paper work. There is no implementation of the laudable policies. However, it may be possible that lack of

implementation of government policies at both federal and state levels could hinder students' development of positive reading habits.

The African culture is also an oral culture or society where people prefer talking to reading that is considered solitary (Jönsson & Olsson 2008; Kaberia 2012). People come in contact with home culture (Jönsson and Olsson 2008) that affects many aspects of their lives. Most of the reading is assumed to take place in school (Kaberia 2012). Consequently, many schools focus on prescribed texts to enable students pass examinations. This explains the reason many students read such texts in order to pass examinations (Kabeira, 2012; Owusu-Acheaw, 2014). However, reading is not merely a school activity but a life activity because of its ability to enhance successes in school and beyond (Ifedili 2009; Jönsson & Olsson 2008).

Reading in African culture is perceived as a solitary, antisocial and abnormal activity that is reserved for school (Machet 2002 as cited in Jönsson & Olsson 2008). It is also something that is concluded with the end of formal education as people do not see its need and prefer to use oral and performing arts thereafter (Töttemeyer as cited in Nalusiba 2010). It has been reported that the reluctance by teachers to nurture reading among students in school worsens the situation (Doiron & Asselin 2010). Just like the home culture, school culture lends the environment in which individuals make their decision either to read or not. However, in every culture, there are people who observe the social forms gladly and those who flout and ignore them. This could as well apply to reading across students of the major tribes. Some may enjoy the culture of social interaction so as to ignore reading; some may flout the social norms of talking and could engage in reading activities; and others may ignore aggression attached to certain books written in the English language.

The study of the cultural implications on reading habits development of students of the major Nigerian tribes could not be found. In as much as the study agrees with Jonsson and Olsson (2008) that Nigerians enjoy the culture of social interaction, there are students who

can flout and ignore for the purpose of reading their books. It is possible that environmental factors can influence the quality of reading. Besides the environmental factors, is the individual's biological nature, which manifests itself in different qualities of response to reading and learning activities. This may result in modification of the reading pattern ordinarily expected of certain group of people. There is bound to be uniqueness of each person's reading personality.

2.3 Reading Habits across the Major Nigerian Tribes

Literature on studies concerning separate reading culture of students of the major tribes has established that these students have poor reading habits. Researchers' investigations reveal a common trend of poor reading habits of secondary school students. Reports have indicated that students have low reading interest, experience shortage of reading materials and the environment is not conducive (Ogunrombi and Adio, 1995). However, it is possible to discover students who engage in daily reading despite shortage of reading materials and unconducive environment. Such students can borrow reading materials from friends and relations. The inability to identify such students prompted this study.

Ogwu's (2010) study of students in the South East of Nigeria revealed that most of the students read only during examination periods, while only a few make attempts at reading for knowledge and pleasure. The study, however, did not point out the frequency of such reading, the quality levels of materials students read, the number of materials, and did not mention whether female students read more than their male counterparts or the other way round. The researcher did not specify the reason behind the poor reading culture. The concern of this study is to discover whether those few who read for pleasure do it on a regular basis.

Many educated Nigerians have expressed concern over the rising incidence of the absence of reading culture among students. Igwe (2011) expresses sadness at this absence of widespread reading culture in Nigeria. He visualizes lack of reading to be an effective barrier

to development and international competitiveness. He laments that the economic, social and political health of the nation depend on building literate citizens that can read widely and apply it for development. The major tribes can play a prominent role in this regard. This study is concerned with assessing the extent to which poor reading habits prevail in secondary schools across the major tribes to determine the areas of convergence and divergence, or otherwise.

Scholars have written a lot on the twin subjects of literacy and reading. For example, Achebe (1985), Ojo (1982) and Ubahakwe (1983) have observed and written in varying nuances on the state of reading in Nigeria which Achebe (1985) expressed dissatisfaction with the level of reading even among the literates. He wished the attitude to reading were strongly improved among the intellectuals. Ojo (1982), on the other hand, stressed the need to improve the generally poor reading habits of Nigerians. Ubahakwe (1983) expressed displeasure the way reading is carried out in schools and urged that necessary steps be taken to address the situation. This study tried to find out if this situation prevails among secondary school students of the major Nigerian groups.

Researchers attribute students' poor reading habits to parents and other adult relations. Henry's (2004) study revealed that 40 percent of adult Nigerians never read a complete non-fiction book after they graduated from school. The study portrayed an average Nigerian reading a book or none at all per a year, with which only one percent of successful men and women read one non-fiction book per month. The same study showed that 30 million Nigerians graduated from high school with poor reading skills. However, it means the remaining Nigerians have good reading skills, yet it failed to give a detailed statistics of graduates with good reading skills and those who read fiction texts.

Oni (1992) lends support to Henry's (2004) views and reiterated that some homes are characterized by inadequate number of books and encyclopedias. This is in line with the fact

that some Nigerian cultures are given more importance to certain actions and accomplishment than they would accord reading. Therefore, some people's desire to succeed and meet these growing expectations may supercede the desire to read. However, this desire to read is believed to be innate and has no cultural affiliation, yet motivation is vital to spark the internal urge to read. Students can be encouraged and sensitized on the numerous benefits accrue to frequent reading of materials. Despite the plausible claim of Oni (1992) and Henry (2004) that children are susceptible to inheriting poor reading habits of adults' relations and parents, there are exceptional cases where some children from illiterate parents have positive reading habits and are avid readers.

It has been reported that many secondary school students and their teachers restrict their reading to course books (Emenyonu, 1993; Lawal, 1989; Ogbonna, 1999). The observation seems to be in agreement with UNESCO's (1963:78) contention that an African reads first and foremost to learn and to improve himself. This study looked at the extent to which these reports are in conformity with the recent situations in secondary schools across the major Nigerian tribes. This is aimed at confirming or disconfirming the previous reports in order to propose a solution if the need arises.

Literature reveals that secondary school students feel reluctant to read and only read when they have a task such as writing tests and examinations. This attitude of reluctant reading and learning as explained by Unoh (1983) refers to the tendency to limit one's reading and learning to what is specifically required for achievement of one's limited objectives such as success in specific examinations and/or procurement of jobs. The reports, however, on the rising population of reluctant readers in schools are disturbing (Busayo, 2011; Ogwu, 2010). It is either students are not reading, or they do so reluctantly. The number of those who can read but refuse to read keeps increasing and Ilogho (2011), Anderson, Wilson & Fielding, (1988); Campbell, Voelkl & Donahue, (1997); Foertsch

(1992); Greaney & Hegarty (1987) describe the state as “aliteracy” meaning the state of feeling reluctant to read, while Unoh (1983) calls this “reluctant reading and learning syndrome”. Olaofe (2001) expresses sadness that students have displayed signs of inability to engage in intensive and extensive reading which is noticeable in their reluctance to read even notices placed on bulletin boards on lecturers’ doors. There is a need to discover how widespread this negative attitude to reading is, particularly among the students of the major groups in Nigeria, to identify factors responsible for this and to look for ways of surmounting this educational problem

The state of reading in schools becomes worrisome. Emenyonu (1982) laments that students read to pass examinations only. Unfortunately, the tendency in an examination and testing dominated culture is to bombard students who are being encouraged to read with numerous tasks- oriented or mark oriented activities. This distracts students from voluntary reading. It thus raises the issue of whether students really enjoyed reading or simply want to complete tasks set by teachers. This sad situation as it may be, however, is attributed to the Nigerian educational system emphasizing on paper qualification (Abioye 2010a). Emphasis on paper qualification can cause a lot of damage to the educational sector as most students may not likely read wide and may not attempt to read a single book after graduation.

The report on the gap in reading habits between Nigerian students and students from other countries, especially those of the western orientation in the developed world, is glaring. A typical Nigerian student may not pick up a single book to read for weeks. This has attracted comments from educationists, parents, government and individuals who lament on the dwindling reading habits of students across all levels of education (Okon, 2010; Oku, 2010; Adeyemi, 2012). This necessitated the study to assess the reading frequency profiles of students of the major groups.

Researchers have attributed the absence of reading culture among students as the cause of poor performance in both oral and written English, especially in areas of wrong spelling and wrong choice of words. Fabunmi and Folorunso (2010) remembered the good old days when secondary school students' fluency in English language, reading and writing dexterity were evidence of stuff of education received during the period of the missionary. However, due to the reported poor reading habits of students, secondary school students have been envisaged to be incapable of taking minutes of meetings, while primary school leaving certificate is no longer accorded recognition. However, Fabumi and Folorunso (2010) did not consider other things that contributed to the quality of education then. They could not look at so many other factors that contributed to the success in education at that time (the number of students per a class, the quality of teachers, and the conducive environment among other things).

Fatimayin's (2012) survey on reading habits of 180 students from six senior secondary schools in Yagba East Local Government Area of Kogi State revealed that students liked reading and had a measure of reading habits. However, their reading was deficient because they read only prescribed texts. The difference between the study and this present one is that it did not give a detailed reading profile of secondary school students. It also did not mention what motivated or constituted hindrances to students' desire to read.

Lack of reading poses a great challenge to educational sector (Chika, 2009 and Sandars, 2007). As a result, Omo-Ojugo (2005) laments over the report jointly produced by the World Bank and Nigerian Institute for Social and Economic Research, Ibadan in 2001 concerning the Nigerian graduate. It revealed that an average Nigerian graduate either from the university or polytechnic is not worth the qualification which he or she is supposed to have. The conclusion was that an average Nigerian graduate lacks technical skill, has a poor command of the English language, is poorly trained and is largely unemployable. This

corroborates with Lawal's (1995) assertion that if a learner possesses poor reading habits, he suffers serious handicaps not only in school but also later in the world of work.

It may be true that some graduates cannot construct good sentences in English, the language of instruction; lack of reading may not be the sole reason for that. Other reasons may serve as contributory factors to this incompetence. Students who read only notebooks would acquire restricted or inadequate information: the one retrieved from their teachers for examination purposes. This can restrict their acquisition of a wider knowledge on issues around them. They are likely to graduate without acquiring the necessary skills for prospects in life.

The findings of Ogunrombi and Adio (1995), Ogwu (2010), Fabumi and Folorunso (2010), Igwe (2011) and Fatimayin (2012) revealed a deplorable reading situation in secondary schools. Students' reluctance in reading was observed in schools. However, these studies did not give an indepth statistics of the poor reading situations in schools. Moreover, those studies could not present a wider coverage of schools to ascertain the true situation.

Oni's (1992) claim that parents' reading habits would have influence on their children is laudable. This is because it was able to bring out the influence of parents' reading habits on their children. However, it is possible to get a child with positive reading behaviour in a family that parents are illiterate and do not read. Reading is intrinsic and does not depend solely on extrinsic factors. Although in some cases children may be distracted from reading simply because of ignorance of its benefits. Students who engaged in reading that would not enhance their communicative competence and copious reading lifestyle need encouragement to attain an appreciable level of success. This would be through provision of interesting reading materials. When many of them see pictures of characters projected on walls of classrooms and are told inconclusive stories concerning books given to them, they could be willing and eager to know the full story.

The present study supports the views of Oni (1992) and Henry (2004) that the reading examples demonstrated by parents and other adults can have positive impact on students' reading habits. There is probability that Parents' frequent reading activities may have a lot of influence on the lives of their children. This could likely make children become avid readers. It is also possible that students with reading problems can be discouraged from reading (Lawal, 1987). This study wants to determine reading challenges associated with students of the three major groups, if there are any, and how these can be surmounted for better performance.

2.3.1 Assessment of Reading Habit Profiles of Secondary School Students

This present study focuses on assessment of factors influencing reading habits of students of the major groups to determine which group reads most and the least read group. The assessment is informed by Applegate and Applegate (2004) and Marantina's (2012) procedures of assessing reading habits. Marantina's (2012) rating scale proposed five components of placing students' reading habits into levels of performance: failed (0-29%), poor (30-49%), average (50-69%), good (70-85%) and excellent (86-100%). This scale was based on the principles of assessing reading habits of students. The merits of the rating scale are that it can rouse the interests of students who are willing to read for improvement on their intellect. Besides, it helps in identifying their weaknesses in order to aspire for improvement. Its demerits are that categorizing students as failed and poor could weaken their zeal for academic excellence. Moreover, students who are rated as good may decide to relax in their effort and subsequently fall backward. Categorizing students to acquiring the level of excellence is an exaggeration. Despite the demerits, the rating scale can be modified and used in a study of this nature (For applications of reading habit rating scale see Section 3.5, Table 3.4 of Chapter Three).

Applegate and Applegate (2004) also mentioned six scoring components for assessing people's reading habit profiles. The six scoring components are based on readers who:

- (i) do not experience enjoyment with reading;
- (ii) associate little enjoyment with reading;
- (iii) lukewarm readers;
- (iv) like reading;
- (v) enjoy reading; and
- (vi) avid readers.

The categorization of students of the major tribes was based on these components. Students who did not enjoy reading were those who read nothing. Those who associated little enjoyment with reading were seen as lukewarm readers. They did not read regularly and were unable to provide evidence of reading. The group that likes reading actually engaged in reading obligatory materials for the aim of passing examinations. Those who enjoy reading see it as rewarding, yet read only few texts outside prescribed texts. The last category of students falls into the group of avid readers. They tend to read widely in a variety of genres and topics.

The scoring components have their merits. They help in identifying the reading groups students belong. This categorization of groups is capable of motivating students for improvement especially those who aspire for excellence. As interesting as the scoring of this reading profile is, it has its own shortcomings. These are: the categorization is tautological. This is because the separation of readers who experience little enjoyment in reading from those who are lukewarm is not necessary. The same applies to those who like reading and enjoy reading. Those who experience little enjoyment in reading are lukewarm. So also those who like reading enjoy it. Regardless of its shortcomings, it is seen as scoring pattern that can be used in this study to categorize students' reading habits and behaviour.

2.3.2 Reading Habits among Hausa Students

Literature on reading habits of secondary school students in Hausa states depicted poor reading situations in schools. Mohammed's (1991) empirical study on reading achievement of Hausa Junior Secondary School Students revealed a deplorable reading culture. Antwi's (1985) study of reading habits and interest of secondary school students in Bauchi metropolis equally revealed a deplorable reading situation in schools. These findings on reading habits of secondary school students across Hausa states confirm the assertions of Campbell, Voelkl & Donahue (1997) Foertsch (1992) Greaney & Hegarthy (1987). A large proportion of students are alliterates: that is, they choose not to read despite their cognitive ability to do so.

Attempts to improve reading habits of students prompted the United States Agency for International Development (USAID) to work in corroboration with the Nigeria Northern Education Initiative (NEI) for improved reading ability of primary school pupils. They commenced the assessment of pupils' reading activities in Sokoto and Bauchi states. The concern of USAID and NEI is to survey and provide a detailed assessment of pupils' reading ability in Hausa, an overwhelmingly local language of the Northern Nigeria. The Early Grade Reading Assessment (EGRA) was carried out in February and March 2011 among the primary pupils in Bauchi and Sokoto States. The aim is to improve pupils' reading ability in Hausa and subsequent reading in the English language. This provoked an intense interest in both the nature and the statistics of students who read and those who did not read in the hope that we might shed some light on their reading habits.

The concern for reading in the first language (L_1) is in line with the belief that first language promotes cognitive development needed to easily learn a second language. This is because students who are already literate in their first language (L_1) can cope with the task of reading in the second language (L_2) and subsequent formulation of reading habits. The view

stems from the reading universal hypothesis which assumes that there are some learning strategies that can be transferred from L₁ to L₂. The hypothesis, strongly supported by Rigg (1977), Clarke (1979) and Goodman (1979), postulates that learning a second language is easier for someone already literate in another language, regardless of how similar or dissimilar it is. There is a great deal of evidence that children's reading proficiency in their native language is a strong predictor of English language reading performance (Garcia, 2000; Reese, Garnier, Gallimore & Goldenberg, 2000). The theory postulates that bilingualism does not interfere with performance in either language (Yeung, Marsh & Suliman, 2000). Advocates argue that without native language instruction, English language learners are likely to lose their native language. This implies that a possible approach to reading in English for academic purposes is to strengthen students' reading ability in their native language and then to be directed on how the abilities can be transferred onto the Second Language (SL).

Despite the bold claim of reading universal hypothesis in formulation of reading habits, the theory does not provide learners with measures to develop reading habits. Reading and reading habits are two terms. It is not everybody who is a good reader that is an avid reader. Most students who read well may still feel reluctant to read. This study differs from reading universal hypothesis in the sense that it looked at how students of the major tribes who have acquired reading skills use it to read to learn in English.

The literacy statistics of secondary school students within Hausa speaking states in 2008 puts the total number at 1,648,654. However, out of 136,590 students who sat for WAEC in that year, only 5,006 students passed with five credits including English and mathematics (NBS, 2010). It, therefore, implies that only 5,006 (3.7%) students were eligible to get university admission. Table 2.1 presents the results of students across Hausa speaking states.

Table 2.1: West African Examinations Council Results in English Language by State in 2006-2008 (WASCE May/June)

State	2006		2007		2008	
	Total enrolment	Total with five credits	Total enrolment	Total with five credits	Total enrolment	Total with five credits
Jigawa	7, 815	92	10, 787	74	10, 698	60
Kano	29, 543	745	35, 136	879	42, 888	1, 377
Katsina	17, 750	90	22, 133	165	22, 893	183
Kebbi	7, 744	50	8, 996	38	9, 687	98
Sokoto	15, 220	710	12, 843	160	14, 943	577
Zamfara	10, 297	53	12, 405	57	13, 659	43

Source: West African Examination Council, 2006-2008

The poor result of students in WAEC is a seemingly prevalent academic problem that has engulfed the zone. The table above shows that from 2006- 2008, less than one percent of the students who sat for English language examinations were able to pass. It might be that some of the students, who wrote the examinations, were not from Hausa tribe; such students could only constitute about 1% of the population in the states. It points to the fact that about 99% of the students were from Hausa tribe. The results revealed that less than 1% of the students were eligible for obtaining university admission. This is not good for the zone as it limits students' academic prospects. Reading has been advocated to be a contributory factor for the poor performance in schools. An improvement in students' reading habits will contribute to enhancing academic performance.

Olaofe's (2003) study in Zaria, a place dominated by Hausa people of Kaduna state, revealed a deplorable state of reading in schools. Copies of the sole textbooks were in short supply. Hence, children were not allowed to take the books home. Infrastructural facilities were equally lacking in those schools investigated. Students can read but not extensively where there are shortages of reading materials. Bankole (1999) surmised that children, who are exposed to books as they are to other areas of life, would develop positive reading habits.

This may put a challenge to the National Policy objective in inculcating permanent literacy and ability to communicate effectively (NPE, 2004).

The inculcation of reading habits requires students' constant interaction with books, and where books are not available, this objective may be difficult to achieve. Availability of books and infrastructural facilities in schools are crucial factors contributing to the development of positive reading habits. However, children may be exposed to books early but they need motivation to form habits of reading. This is learnt, nurtured and cemented in the school environment. A good school is expected to constantly provide children/learners with things to read, motivate them to read and nurture it to form a habit. The formulation of reading habits is a gradual process that requires patience.

In as much as the present study shares with the USAID/NEI's purpose of collaboration to improve reading ability of primary school children in indigenous language, it differs since the focus is on reading in the English language. In addition, the views of reading universal hypothesis are laudable, yet do not proffer solutions to the problem of poor reading habits among students. The hypothesis focuses only on reading, but neglects the issues of reading habits formation. Hence the desire to carry out this study to assess factors influencing reading habits development of secondary school students across major tribes. Thus, the study looked at all types of reading materials written in the English language. It is expected that students of the major tribes who have positive reading habits can read all types of materials.

2.3.3 Reading Habits among Igbo Students

Studies concerning reading habits of students across Igbo states did not present encouraging results. However, certain peculiarities among states within the zone were noticed. This may be due to environmental factors peculiar to those areas. Scholars within the zone discovered a common trend of poor reading habits and pointed out variables that

hindered students from developing positive reading habits. Maduabuchi's (2006) study in Ebonyi state using 232 students revealed that students' reluctance to read was due to ignorance of the enormous roles of reading in the overall development of man especially in language. Many students do not know the benefits of reading and see it as boring activity with which they are tied down instead of engaging themselves in other activities like watching of football and movies. Students acknowledged watching of movies as more profitable and entertaining than reading books. Watching television cannot be completely condemned in its entirety since programmes watched aid retention due to the involvement of audio-visual senses. However, this does not replace reading hard copies of books and other materials. Hence reading hard copies promotes reflection and meditation on the content. This gives room for transformation of the reader. The act of reflection and meditation are completely absent when watching television.

Emenyonu's (1982) study in Ebonyi state and Anigbogu's (2006) study in Owerri put the blame of poor reading habits of students on teachers. Teachers who are expected to serve as reading models for their students and encourage them by provision of adequate tasks do not read. Teachers' poor reading habits are perceived to have adverse effect on students. These studies could not provide a detailed reading profile of students across Igbo states. Studies outside Igbo states (Popoola, Etim and Oloyede, 2010) place emphasis on the crucial role teachers play in inculcating positive reading habits in students. Scholars (Applegate and Applegate, 2004; Nathanson, Pruslow and Levitt, 2008; Powell-Brown, 2003; Rudland and Kemp, 2004; Hill and Beers, 1993; Drasper, Barksdale Ladd and Radencich, 2000; Quindlan, 2000; Commeyras, 2001; and Omoniyi, 2002) lament that teachers' poor reading habits have adverse effect on students. Despite the fact that these studies provide useful information on the reason behind students' exhibition of poor reading habits, the information is still inadequate. The bold claim that reading teachers produce reading students is insufficient in

producing students who become avid readers. Hence Henri, Warning and Leung's (2007) model of interaction between inputs and processes become crucial in order to get the desirable outputs. Teachers who are avid readers but fail to provide adequate reading tasks would not motivate students to read.

Poor reading habits of secondary school students became a major concern for Dike, Amucheazi and Ajogu (2006) whose study of 96 teachers in Nsukka traced the cause of this upsurge in schools to teaching method. The blame was placed on teachers for their adoption of poor teaching method that was incapable of assisting students with reading problems. This poses a challenge to teacher training institutes because reading difficulty discourages students from reading thereby affecting their reading habits. The present study looked at what discourages students from developing positive reading habits. The study also made attempts to find out if what Dike, Amucheazi and Ajogu (2006) said is true of students across the three major tribes.

The advocacy to translate materials from foreign to indigenous languages as a way of encouraging many people to read became a major concern. Okeogu (2002) advocates the writing and translation of written materials in English and French to indigenous Nigerian languages such as Igbo language for the benefit of those who cannot read in a second language and for those in rural areas. Lawal (1995) and Ike (1999) lend support to this idea and tried to disabuse people's mind of the misconception that reading is an elitist activity. They opined that reading habits cannot be cultivated among illiterates and so children need to be made literate in one or more Nigerian languages. Advocates are calling on the production and development of reading materials based on Nigerian oral literatures to ensure children's early contact with reading materials.

Secondary schools students who have learnt the art of reading are no longer illiterates and so can make use of their skills to read to learn in English. The advocacy of children's first

exposure to first language (Okeogu, 2002; Lawal, 1995; Ike, 1999) sounds plausible. However, this study differs since it emphasises on reading English language-based texts. This is because these students who might have been exposed to reading materials in their indigenous languages are expected to develop habits of reading and be able to read wide including English language based-texts.

The Chief Examiners of WAEC report that students' poor performance in SSCE is a reflection of poor reading habits in schools. The statistics of students within the core Igbo states in 2008 stood at 945,904. Out of this number, 163,094 students sat for WAEC in that year and only 631 (0.39%) students passed with five credits including English and mathematics to qualify them for university admission. The performance revealed an alarming rate of failure in secondary schools in the zone. The results for three consecutive years from 2006-2008 showed that students perform poorly in English language and other subjects. Those who were eligible to get admission in higher institutions constitute less than one quarter of those that wrote the examination. Table 2.2 presents the results of students across Igbo states.

Table 2.2: The Results in English Language by state among the Igbo Students from 2006-2008 (WASSCE May/June)

State	2006		2007		2008	
	Total enrolment	Total with five credits	Total enrolment	Total with five credits	Total enrolment	Total with five credits
Abia	28,041	136	30,052	117	31,654	174
Anambra	27,799	142	28,288	106	28,702	168
Ebonyi	31,143	59	32,209	46	32,575	63
Enugu	39,721	160	40,827	78	41,544	112
Imo	32,588	373	30,091	117	28,619	114

Source: West African Examination Council, 2006-2008

This poor performance of students is alarming and it was partly attributed to poor reading habits. Those who passed the English language were less than one percent. Students with positive reading habits have been identified to perform better in their academics.

Scholars are of the opinion that reading habits can only be inculcated in children during their early age with regularity of practice (Obah, 1980; Delgado-Gaitan, 1990; Stannovich and Cunningham, 1992; 1993; Echols, West, Stannovich and Zehr, 1996). This could make them read throughout their lifetime. To those who would become teachers later in life can read widely to acquire new experiences and methods of instruction. However, adults can as well be encouraged to develop reading habits.

The superficiality of children's exposure to literature in their first language has also been documented by Macauley (1982) and Omojuwa (1991) who emphasize that learners can acquire reading competence in two languages if they are carefully taught. However, reading in one's first language is not a prerequisite for one to have positive attitude to reading unless the person develops habits of constant interaction with books. While the present study shares with Okeogu (2002) and others on the need to develop materials with the Nigerian local content, it differs from them in the sense that students can be encouraged to read materials in the English language. This is because it is the medium of instruction from higher level of primary school to the tertiary level in Nigeria and an official language. So the English language teaching materials may have local content, but could be written in the English language since it is the language of formal education in Nigeria.

The study also agrees with Emenyonu (1982), Anigbogu (2006) and others that reading teachers produce reading students. However, the claim does not consider students with reading problems. Hence, Dike, Anuchiezi and Ajogu's (2006) perception of the cause of poor reading habits traced it to reading difficulty experienced by students. Other educators call for a radically different approach to boost reading activities. Okeogu (2002) and Lawal (1995) advocate translation of reading materials to indigenous languages. Reading in an indigenous language does not eliminate the possibility of students' reading difficulty which can constitute a hindrance to positive reading behaviour. It is therefore the concern of this

study to trace factors that can hinder development of reading habits among students of the major tribes and to look for ways of surmounting the educational problem. Relevant to the study are the views of Emenyonu (1982) and Anigbogu (2006) that teachers need to read for their students to emulate; yet this has to go along with other measures properly put in place such as giving them enough inputs and creating programmes that can motivate them to read.

2.3.4 Reading Habits among Yoruba Students

The reading habits of secondary students within Yoruba zone investigated by scholars seem to have a similar pattern that cuts across all the states in the zone. Each state had a peculiar problem that hindered students' development of reading habits. However, it was noticed that students exhibited poor reading habits across Yoruba states. James's (1981) study in Oyo revealed that secondary school students' poor reading habits start from primary school. Those students, whose only medium of communication in primary school was Yoruba, had little exposure to books. Since little reading was done, these students could not acquire adequate vocabulary to enhance comprehension of texts. Lawal's (1987) study attests to this that students in Oyo town exhibited poor reading habits due to their encounter with difficult words. This hindered their development of positive reading habits that would promote extensive reading.

Similarly, Ogunrombi and Adio's (1995) study in Ogbomosho in the same Oyo state discovered that students' poor reading habits were as a result of their family background and unconducive environment at home. Students' peculiar problems that hindered their development of reading habits were observed.

From the foregoing, students had individual problems that hindered them from developing positive reading habits. In Oshogbo, Osun state, students' poor reading habits were due to distractions from watching television and movies (Adetunji, 2007). Kolawole's (2008) study that covered major Yoruba states of Oyo, Ogun, Ondo, Ekiti, Lagos and Osun

States traced students' poor reading habits to inadequate attention given to the teaching of reading and reading activities in school. Students were not given the desired motivation to strengthen their interest in reading. Besides, the school administrators contributed to poor reading habits in schools because the school policies could not give attention to reading. It was also discovered that no time was allocated to reading in schools across the states. In such situations, students could use their leisure time to engage in other activities. Hence, poor reading habits might have been experienced in those schools. The findings by Adetunji (2007) and Kolawole (2008) did not bring out a substantive percentage of students who did not read neither did they specify the types of reading materials.

In Ekiti state, Fabunmi and Folorunso (2010) decried poor reading habits of students due to the low patronage of libraries. They see it as an indication that most of the students do not engage in extensive reading. However, students who have positive reading habits can read extensively without necessarily going to the library. Some students may read at home or in the classroom if the library is not conducive for reading and not well equipped with modern reading materials.

Reading habits of secondary school students have attracted attention of scholars such as Akorede (2002) who discovered in Ondo State that students did not read as much creative works as expected. The study helps in giving an idea that these students read outside the prescribed texts. In other words, they engaged in a little extensive reading. However, the study did not specify the coverage or percentage of the creative work and/or the number of students who engaged in reading such creative work. Besides, the study failed to provide reasons that hindered students' development of positive reading habits. The findings could not give a detailed of the creative work read by these students whether they were high quality reading materials or low and those mostly read by students. Failure to provide comprehensive reading habits of Yoruba students that cover all types of reading materials

prompted this study. The reading trend in Ondo state differs because students have at least read a little creative work as compared to other states that read only prescribed texts.

The poor reading habits of students are likely to affect their academic performance as was reported by Chief Examiners of WAEC. The total number of students within the core Yoruba states in 2008 was 1,703,897. Out of this number, 382,031 students sat for WAEC that year, but only 4,135 passed with five credits including English language and mathematics. This means that only these students (who constituted 1.1%) met the university admission requirement. The results released by WAEC for May/June which covered a period of three years for the core Yoruba states indicated that more than three quarters of the students who wrote the examination did not pass English language at credit level. Table 2.3 presents the results of students across Yoruba states which covered from 2006 - 2008.

Table 2.3: Result in English language by States among the Yoruba states in 2006-2008 (WASSCE May/June)

State	2006		2007		2008	
	Total enrolment	Total with five credits	Total enrolment	Total with five credits	Total enrolment	Total with five credits
Ekiti	18,852	498	21,037	298	21,439	226
Lagos	159,590	2,323	165,707	1,754	172,916	2,191
Ogun	43,798	839	48,860	520	50,307	679
Ondo	32,267	245	34,139	422	34,751	485
Osun	37,978	262	36,887	162	39,284	345
Oyo	54,979	308	60,679	147	63,334	209

Source: West African Examination Council, 2006-2008

From Table 2.3 the percentage of students who passed SSCE with five credits including English and mathematics was 1.1%. Besides, the percentage keeps decreasing in each of the years except for Ondo and Osun states. It implies that students need attention in order to attain appreciable level of literacy.

The poor reading habits noticed in secondary schools across Yoruba states might be traceable to primary schools due to children's lack of exposure to books. Parigrahi and Panda (1996), Cunningham and Stanovich (1998) and Dave (1997) portend that children who were not exposed to books at the early stage experience difficulty in developing reading habits in their later years of education and outside the school system. These students who did not start reading early can be motivated to develop reading habits in later years. It implies that students' derivation of maximum benefits of reading depends not only on the early start but the level of participation in reading activities even in later years. This sets the stage for future opportunities. This study tried to bridge the loopholes observed to assess the type of reading materials students in this zone engage in; the percentage of those who read and those who did not; and whether the reading was carried out on daily basis. In addition, the study was preoccupied with attempts to unravel the problems confronting students within this zone in the effort to develop positive reading habits.

The review on the major Nigerian tribes discovered that certain areas were left uncovered. These are:

- concrete details to show the depth of poor reading habits that prevail among secondary school students of these major tribes;
- detailed daily reading profiles of students;
- a comparison of reading habits of students from one major tribe in relation to the others in Nigeria;
- factors influencing reading habits development among students; and
- influence of gender and school location on reading habits of these students.

Table 2.4 presents reading habits profile reviewed across the major tribes.

Table 2.4: Reading Profiles of Students across Major Tribes

Major Tribe and Authors Reviewed	Major points raised by the Authors	Common trends noticed in reading habits	Areas of Differences where research is needed
Hausa			
Mohammed (1991)	Students had reading problems and thus could not read.	They exhibited poor reading habits.	The concern of this study is to look at factors that have positive or negative influence on reading habits development.
Antwi (1985)	Students' exhibition of poor reading interest is as a result of difficulty experienced in reading.	Poor reading habits of students	This study focuses on assessing the depth of poor reading habits or the extent to which the habits prevail among students.
USAID & NEI (2011)	The collaboration was to improve reading ability of pupils in Hausa to enhance students reading in the English language.	Pupils had problems of reading even in Hausa Language.	The objective of this study is reading the English language based texts.
Olaofe (2003)	Copies of sole textbooks were in short supply as well as infrastructural decay observed.	Poor reading habits among students were noticed.	The concern is to get the in depth presentation of students reading profiles.
Igbo			
Maduabuchi (2006)	Students were reluctant to read because of ignorance of the benefits of reading. They prefer watching Television.	Students exhibited poor reading habits.	A detailed presentation of reading habits of students is required.
Emenyonu (1982) & Anigbogu (2006)	Teachers' poor reading examples adversely affected students' reading habits development.	Students' reading habits are poor	The blame on teachers alone is insufficient. Other factors have to be considered.
Dike, Amucheazi & Ajogu (2006)	They see poor teaching method as the cause of poor reading habits of students. They conceive teachers' teaching method as insufficient in assisting students with reading problems.	Students' reading difficulty resulted in poor reading habit.	This study wants to see whether students without reading problems were able to read extensively.

Okeogu (2002)	The scholar advocates the translation of materials written in foreign languages to Igbo for the benefit of those who could not read in a SL.	The reading habits of students are poor.	This does not eliminate the possibility of students with reading difficulty which may hinder reading habits development.
Yoruba			
James (1981) Oyo	Students' poor reading habits start from primary school due to little exposure to books.	Students exhibited poor reading habits.	This study tried to uncover if this continues to secondary schools.
Lawal (1987) Oyo	Students' encounter with difficult words hindered them from embarking on a broad-based reading.	Poor reading habits were observed.	This study tried to find out from students what constitute a hindrance to development of reading habits (for those who read nothing).
Ogunrombi & Adio (1995) Oyo	Students' poor reading habits emanate from their family background.	Students had poor reading habits.	This study tried to find out from students what poses a hindrance to reading habits for those who did not read.
Adetunji (2007) Osun	The study discovered that watching TV and movies hindered/distracted students from reading.	Poor reading habits were noticed in schools.	The finding did not provide the substantive percentage of those who did not read.
Kolawole (2008)	Poor teaching of reading and inadequate reading activities in schools were the cause of poor reading habits of students.	Poor reading habits observed among students.	The study did not specify in concrete terms the type of reading noticed in schools investigated across all the Yoruba States.
Akorede (2002) Ondo	Students read less of creative work (little extensive reading	The reading habits of students were poor.	The study failed to give detailed reading profiles of students.

This study tried to bridge the gaps noticed in the previous studies by providing a detailed reading profiles of students of these major groups. It would assist in identifying the group that reads most thereby bringing to the fore the depth of reading habits of students of one tribe in relation to the others. The study was interested in assessing all factors that

influence reading habits development of secondary school students across the major Nigerian tribes.

2.4 Reading Habits and the Quality of Materials Read

The issue of quality of a book is relative. Scholars have different views on assessment of quality books. They have found that social and cultural factors play an important role in acceptance of a work as literary and non literary, or good and bad. However, some characteristics are important in considering whether a text is qualitative or not. Tunnell and Jacobs (2007) place the quality of a book on two levels: the author and content. They surmised that a quality fiction text is written by knowledgeable and skilled authors with elements of literature that are critically analysed. The determination of quality books is based on the evaluation of literary elements such as style and language, characterization, plots, illustrations, setting and so on (p. 13). In other words, a good quality fiction book reveals its story in a powerful language; it contains memorable characters and follows a compelling plot. Assessing quality of a book based on the author is not a strong yardstick. A renowned author can write a book of low quality depending on his target audience. An author who is not famous can write a high quality book.

The second level of quality fiction book is based on taste, that is, the book that can evoke positive feeling. The issue of taste is relative since a book can evoke positive feelings for one person but none for another person. Stephens (2007), on the other hand, considers the quality of a text only on the content. Assessment of quality fiction or non fiction book can be based on elements of style of presentation, language, characters and plot written in such a way that would urge students to continue reading such a book. Good character presentation helps develop the reader's inner eye and gives the depth of characters beyond what is written in words. Effective development of characters is central as it brings originality to the story. A plot of a quality fiction text relates to life. Stephens (2007) emphasizes that a plot should

include sub plots that illustrate people from other cultures so that it can broaden children's awareness of things that are obtainable in other cultures. There is little agreement as to what constitute quality books. Other scholars see quality books as those that affect readers' emotions (Tunnell & Jacobs, 2007; Johnson, 2012 and Bal, & Veltkamp, 2013), Stephens (2007) rejects this criteria.

Reading high quality books is crucial because they contain quality information (Clear, 2010), yet it becomes difficult to identify such books. One of the characteristics of quality books has been given to books that have won awards. However, some books are interesting and can engage a reader to the end, show originality and the plots relate to life, yet have not been fortunate to be award winning books. From the literature, it is pertinent to acknowledge that quality books have plots that relate to life, display originality in the story with impeccable language presentation and brings out effective development of characters that can easily relate to life's experiences.

The quality books that students of the major tribes read can influence their actions, emotions and their intellectual development. High quality books shape children's thoughts, some influence their actions and others continue to influence them throughout their life. When students of the three major tribes are exposed to high quality books (such as fiction, non-fiction, biographies and autobiographies of great men and women), and are encouraged to read them, those books would modify their actions positively. Reading high quality books could promote the level of patriotism and discipline in readers. This may change their perception of life thereby reducing terrorism, bribery and corruption in the country. It becomes important for children and youths to read quality books for self development and for peaceful coexistence with one another. Hence the need to check the books students read. Students who read terrorist-laden materials may evoke such feeling and behaviour in them.

The value of quality books underscores the importance of reading extensively. Reading quality materials can increase students' confidence and ability. Some romance and adventurous books/novels can teach bravery, perseverance, confidence, risk taking and can prepare children for courtship. These romance books may serve as guide to students' selection of future life partners. However, some are not good for the growing minds. This is because such books may bring about students' sexual deviations and violence, and can fuel rape as some would like to practicalize what they had read. Therefore, it becomes necessary to scrutinize the books children read. High quality books provide students with the opportunity to think constructively and critically. The lessons are not explicitly presented but inferred. Hillman (2002) rather describes poor quality literary texts as those whose plots are too predictive, too illogical, or too didactic.

Quality fiction and non fiction books act as impetus in developing reading habits. Education is aimed at complete development of a child and literature could play an important role in achieving this goal. That is the more reason why literature as a subject needs to be made compulsory for every child in school (Bright & McGregor, 1970). The contributions of subjects such as music, history, mathematics, science and philosophy to the making of a whole human being are noted (Bright & McGregor, 1970). However, the study of literature traditionally has a unique effectiveness as it opens the mind, illuminates, purges it of prejudices, and makes it free and active (ibid). Literature books permeate thoughts and emotions, and thus make an impact on the reader. This implies that literature in English offers a wide range of human experiences and a judgement of experience. It aids the development of imagination and enhances human thinking, which otherwise might be lost. Therefore, incorporation of fiction and non-fiction books into the curriculum of English studies would encourage more recreational reading for reluctant readers.

Apart from these values, the philosophy of Nigerian education, as documented in the national policy document (1984), shows that out of the fifteen objectives stated for primary and secondary education in Nigeria, the following can be achieved through the study of literature:

- (i) raising a generation of people who can think reflectively for themselves; the study of literature enables learners to think constructively;
- (ii) helping children to appreciate and understand Nigerian cultures as well as the world's cultural heritage;
- (iii) encouraging students to develop a desire for achievement, continual self education and self improvement both in school and in later life; and
- (iv) fostering clear communication of thoughts and making relevant judgement.

The above named objectives can be realized among students/youths of the major tribes when they fully engaged in reading literature texts. This may likely reduce insurgency in the country, reduce insecurity and promote national cohesion thereby reducing educational imbalance observed in the country.

Scholars have given suggestions which entail that books have to meet certain quality requirements. Christie, Vukelich and Enz (2007) postulate that a quality fiction book needs to have the following:

- (a) exploration of the story to show resolution of conflicts;
- (b) expansion of characters to represent people from a variety of cultural groups and background where both males and females are depicted in leadership roles;
- (c) exploration of values in the story whereby lessons are learnt;
- (d) settings having a variety of environment and culture in a realistic manner; and
- (e) story/stories exposing students to multiple perspectives and values to promote understanding of diverse groups/societies.

As interesting as these criteria are, they have their shortcomings. It will be cumbersome when the characters in a story cover all cultural groups. Students' exposure to

other cultures apart from theirs could give them an opportunity of learning to co-exist with one another. Unresolved conflicts in the play or story can serve as lessons to train readers on resolution of such conflicts and enables them to think critically. It is also important to note that differences exist among cultures, yet writers do not need to portray some cultures as barbaric.

Mason (2009) advises on the choice of quality books which he termed as living books. The idea behind this is that living books make impact on readers' mind by pulling them into the subject. Living books engage emotions so that it becomes easy to remember events and facts. Mason (2009: 1-2) gives criteria for selection of quality books for students.

These are books that:

- (i) make the subject come alive;
- (ii) touch readers' emotions and can make the reader visualize the story through the eyes of the mind (adventure books can do this);
- (iii) have great ideas that can transform readers' life positively;
- (iv) are well written with literary power and style;
- (v) not childish twaddle;
- (vii) are the best you can find. Mason admitted that sometimes it's very hard to find just the right book for the right occasion. In such cases, choose the best you can find and be reminded that those are the exceptions, not the rule. He admonishes looking for the best of what is available at a time.

The merits of these criteria are that books which touch readers' emotions make the story unforgettable. Living or quality books add quality to knowledge thereby having positive transformation on readers' lives. The demerits include the fact that a book engaging readers' emotions is relative. Books that engage someone's emotions may not do so for another. The best you can find may turn up to be the worse book ever read.

Good reading is a valuable and indispensable tool for emotional development. Arbuthnot's (1959) view, though presented long time ago, is still relevant to the present day that reading quality materials enhances a sense of security and achievement in the child.

Hence, reading quality materials by students of the three major tribes can enhance their sense of security and would boost academic achievement. The selection of students' reading materials is for profitable reading to take place. Just as people select friends, books are selected in a similar manner. The selection of books can be carefully carried out. In a similar way books are beneficial and profitable, they could have devastating consequences on the growing mind if not well selected (Edwards, 2004; Patterson, 2004). In other words, books that are not well chosen are poisonous.

High quality reading materials are crucial in reading process. Researchers on reading have suggested that selection of reading materials for students should match readers' interest, abilities and relate to their lives (Guth & Pettengill, 2005). The books are expected to cover a wide variety of subjects. To attain the requisite quality and relevance, teachers, students and parents are supposed to be involved in book selection process to ensure suitability. As good as the idea sounds for inclusion of students in the selection, there is need to include other organizations/groups such as reading specialists and stakeholders in ministry of education. The selection can cover a wide range of books to encourage extensive reading. This could go beyond the curriculum content in order to increase the level of students' leisure reading interest (Krashen, 1993, 2004b).

Scholars have divergent views concerning selection of reading materials, though there are areas of convergence. Bright and McGregor (1970) give the following criteria:

1. The book should be interesting for students to enjoy what they read.
2. The vocabulary must be appropriate and devoid the use of complex grammar and high density of idioms. The book should not rely heavily on local dialect or market eccentricity.

3. The book must have local or familiar, or adequate background to enhance imagination. The background need to be within students' imaginative grasp and must avoid background that is offensive.
4. The text need to interest the students since they believe that literature is "caught, not taught" and as a result, reading should not be effected with boredom. They believe reading could be relevant to students' situation in order to draw them to the book.
5. Students should be exposed to different kinds of books.

Despite the merits of these criteria, books having unfamiliar or foreign background can pose no problem for readers if the story is well presented with adequate development of characters. It would rather expose them to such cultures.

Notwithstanding the divergents in scholars' views, the relevant criteria could be adopted in selection of quality reading materials. This is informed by the fact that secondary school students need to read quality books with:

- plot or plots relating to issues of life;
- story/stories that explore how conflicts are resolved or left for readers to use their discretion;
- plots that illustrate people from other cultural background;
- stories that have strong social values;
- interesting content that can promote reading habits; and
- appropriate vocabulary capable of broadening their intellectual horizon.

The choice of these criteria is informed by views of scholars such as Mason (2009), Bright and McGregor (1970), Dole and Osbon (1989) Tunnell and Jacobs (2007), Christie, Vukelich and Enz (2007). High quality books can create characters so vivid that the reader may feel he or she has known the character. Such books can contain great ideas that would add value to the reader's life. The suggestion that books are to be selected to match readers' interest and ability seems to be relevant to this study (Guth and Pettengill, 2005; Bright and

McGregor, 1970). Books written in unsimplified English language could ill-informed readers. It is misdirection and a mistake to think that all books written in Standard English are good. Books of this kind make reading a burden instead of a pleasure; interfere with smooth acquisition of reading skills and results in overconcentration on items of vocabulary (Bright and McGregory, 1970).

Dole and Osbon (1989) admonish students to engage in frequent reading of newspapers, magazines, manuals as well as a variety of popular books of varying reading difficulty and content area textbooks used in different subjects. They have provided the platform for grading reading materials into different quality levels. The grading is based on the premise that quality materials fall into different categories of high, moderate and low. High quality reading materials are those read willingly outside prescribed books. They are capable of enhancing the vocabulary and English language structures of students. Moderate quality reading materials are categorized as subject area-based reading. The reading materials are capable of developing students' language and communicative skills, yet not in extensive manner. The categorization of their high quality reading materials has been faulted since it includes manuals. The reading of manuals and newspapers is not extensive in nature and therefore, light. They are not elaborate enough to broaden the reader's intellectual horizon. However, the grading system has been modified and adopted for this study (For the application of this, check section 3.6, Table 3.6).

Bright and McGregor (1970), in their own part, classified low quality materials as comics, religious books, cheap literature and other light reading. This study has included reading in indigenous languages and manuals under this category (see Table 3.6). Reading of manuals is light and does not have the capacity of improving the reader's language and communicative skills. The same thing applies to reading in indigenous languages. Since the

concern of this study is reading in the English language, indigenous language texts are classified under low quality level materials.

From the foregoing, it is pertinent to acknowledge that quality books have plots that relate to life; display originality in the story and brings out effective development of characters that can easily relate to life's experience. This could help in solving certain life challenges that ordinarily would not have been possible without reading. The grading of high, moderate and low quality materials for this study is in line with Dole and Osbon (1989) and Bright and McGregor (1970). High quality books remain those read by students outside the academic circles capable of developing their English language and communicative structures. Moderate quality reading materials are aimed at improving academic performance of students. This is mostly done through memorization and regurgitation of such reading in examinations for the purpose of certification.

2.5 Reading Habits and the Quantity of Materials Read

Researchers from different countries indicate that both large volume and range of interesting reading materials are crucial factors for reading habits to thrive (Elley, 1996b; Rodriguez-Trijillo, 1996; Krashen, 2004; Guth & Pettengill, 2005) and further education depends on quantity and quality of reading (Bright and McGregor, 1970). Extensive reading is "quantity reading" (Richards and Schmidt, 2002) and this can happen if students actually have access to reading resources. As a result, the quantity of reading carried out by students counts if the reading is to have an impact in the development of other relevant skills. Also, the amount of/or number of texts students read is important for acquisition of ability to learn and maintain reading skills (Viterek, 2007). Research has revealed that being flooded with leisure reading materials and regular reading of such materials improves not only reading and vocabulary skills but also academic performance (Elley, 1991; Pretorius, 2002). The absence

of these reading materials, according to them, would pose a great challenge for cultivation of positive reading habits among children.

Krashen's (1993) study of "in school and out of school reading" in many countries revealed that free voluntary reading or sustained independent reading results in better reading comprehension, writing style, vocabulary, spelling and grammatical development. Hayashi (1999) as cited in Asraf and Ahmad (2003) studied effects of extensive reading on Japanese University students' proficiency in English. It was discovered that students who read more English books experienced significantly greater improvement ability and vocabulary knowledge than those who read less. This is in line with Isaac (2007) who enumerates the benefits of extensive reading as follows:

- it is an active mental process;
- a fundamental skill builder
- it improves vocabulary; concentration and focus;
- it improves memory, creativity, reasoning skills;
- builds expertise, easy to learn at one's own pace; and so on.

However, Green (2005) criticizes an extensive reading scheme that focuses mainly on moving from one completed text to another at the expense of developing students' "target language systems", thus cultivating what he refers to as "superficial fluency" (p.309). He advocates for a balance in intervention programme for best results where students are taught effective comprehension strategies in the classroom to promote extensive reading.

The superficiality of the claim that the more time a student spends on reading and writing, the more s/he learns has been documented by other studies (Elley, 1996b; Guth & Pettengill, 2005), but other researchers call for a different approach to reading. Their proposals of frequent reading materials (across genres) receive a good deal of attention (Elley, 1996). Hence, it is not the number of hours one engages in reading that counts, but the desire to constantly read more (Krashen, 2004) and be able to comprehend.

Extensive reading programme becomes crucial since it actively promotes reading out of school. It is the most effective way of developing reading skills among students and eventually improving their academic performance. Students of the major tribes who read constantly could experience tremendous improvement in their academic performance. The learning would be meaningful to them and entire society. The two approaches to reading (intensive and extensive) are crucial for students' reading development and overall academic achievement (Krashen, 2004; Wu & Samuels, 2004). However, there is deficiency in students' reading when they engage in only academic reading thereby neglecting recreational (extensive) or pleasure reading. Sheorey and Mokhtari (1994) discovered that students spent more time reading academic materials that were required for utilitarian reasons than they did on recreational reading. The only effective way of developing effective reading is through exposure to reading and through reading of different materials.

The development of reading habits is a gradual process that does not happen at once. It takes about three to four weeks to develop a habit. The number of books to be read every day, and the time duration become difficult to locate and are seldom mentioned in literature. Moore, Knight and Kiburz (2014) mention an average of 2 or 3 texts per a week of about 500 to 900 words from a variety of genres for university students at Khalifa. Although the suggestion was meant for university students, senior secondary school students can read 1 or 2 of such texts per a week. This could be a good training for them since they are preparing for higher institutions. However, Zoe (2013) has suggested starting with thirty minutes every day. The scholar contends that using only thirty minutes each day for reading can be of much benefit to the reader. The general idea is that when you do one small thing every day for half an hour and as time goes on, you will gradually improve. It is not talking about the obvious, but actions are to be taken. The belief is that when students succeed in using half an hour for reading every day in a year, this will mean reading an equivalent of twenty four books in a

year. Allotting half an hour daily for reading seems insufficient. More time needs to be dedicated to reading every day both for pleasure and academic purposes.

Other people have varying views on the quantity of reading to be carried out on daily basis. Clear (2010) presents his method of daily reading which does not involve the issue of time but the number of pages. He admonishes that reading habits should not be reactive but proactive. He suggests reading twenty pages of a book every day. It may sound small, yet he feels this could increase as time goes on. The idea would enable a student to read a minimum of 36 books in a year. Scocco (2010) sees this as inadequate and advises that anybody who wants to be in control of his or her life and to attain progress needs to read enough books. To make sure one reads enough, he suggests reading thirty pages daily. He sees this as being realistic since the duration can easily be accommodated in the daily routine. It may be possible that certain people do not read, yet they are in control of their lives and have attained progress. However, the fact still remains that reading a lot of materials enables one to come across information that can affect life positively. Inovery (2010) suggests making a goal that would enable the reader to make a lot of effort by reading forty pages every day. One thing becomes crucial and common in the suggestions: the idea that reading is to be carried out on daily basis. Besides, it could enable students to read a minimum of thirty books in a year.

A career guide support (myedu.ng, 2014) gives suggestions on the basic steps to take in the development of positive reading habits in learners. They are:

- (i) Start with what you have: The excuse most students make is they do not have textbooks. However, one does not need to have all the textbooks in the world before one can start reading. A learner needs to start with books at his disposal and subsequently borrow from friends or from the library.
- (ii) Design a good reading time table: A learner can start with an hour or two daily. Thereafter, s/he can increase the time. It is advisable that weekend may be left out

for other activities such as church programmes, playing games and visiting friends. Students are advised to be conscious of domestic work and avoid distractions thereby scheduling their reading to come up before or after domestic work. Time table is to serve as a guide.

- (iii) Implement or take action: One is expected to try and follow the time table no matter the engagement. Students are expected to notify friends of their reading engagement and need to have time to sleep before embarking on the task to avoid falling asleep while reading.

The idea is that reading is expected to become part of one's life with adequate planning and commitment. The steps become important since it is not good to keep procrastinating on when to start reading. Adequate steps are to be taking to create time. Students need to read at any free time so that it becomes part of their life.

In as much as the present study agrees with Zoe (2013) that the development of reading habits is a gradual process, secondary school students are expected to start with reading at least thirty pages in a day as suggested by Socco (2010). It is only laziness that would make someone to read ten or fifteen pages in a day. To develop reading habits among students of the three major tribes, commitment becomes paramount. Most students complain that they do not have enough time to read. The issue involved is not finding time to read, but making time.

While the love of reading is to be cultivated early in a child's educational life, it can be developed later in life, even at the secondary education or tertiary levels when there is willingness and determination on the part of students. Development of leisure reading habits is ideal for classroom context and so teachers' assistance is crucial in this regard. Macalister (2008) rightly portends that learners are likely to use their free time for other activities rather than reading if recreational reading is not part of classroom practice or programme. So in

order to make reading become part of classroom practice, the study considers some of the online suggestions by myedu.ng (2014) useful to engage students in reading activities. Some of the suggestions relevant for the study and to be used are:

- (i) Students are to set time for reading every day both in school and at home. They can start with a minimum of one hour or more and they can adjust as time goes on.
- (ii) Students need to carry a book wherever they go so that it will serve as a great way to read and pass their time whenever they are required to wait for something or somebody. They are supposed to make reading part of their day to fill up gaps when they are doing nothing.
- (iii) They are to make list of great books they intend reading with the guidance of teachers. Reference can be made to the list from time to time to cross out the ones read. They are to keep the log of the books read, to indicate the date they started reading it, the date they finished, and to put in their thoughts about the books.
- (iv) Students need to find a quiet place so that they would not be interrupted. This means moving away from television or computer to avoid distractions. Quiet environment could enable them to immerse in reading. In other words, watching of television or browsing on internet is to be reduced to create more hours for reading.
- (v) They need to start with books that can grip them and make them read. Thereafter, they can move to more difficult stuff. Once the habit is developed, students would be able to read a lot of books even when some are no longer interesting. Their constant interaction with books would enable them appreciate the world of books and the desire to keep reading.

Although browsing on internet is part of reading, it sometimes does not engage students in serious reading that would broaden their knowledge. Most of the students embark

on chatting on internet instead of engaging in reading that would be more beneficial to them. The method of replying these messages contribute in retrogression in spelling knowledge.

Despite the fact that literature has not been explicit on the exact number of hours to be used in reading per a day or the length of daily or weekly reading, this study considers the idea of Adegbite (2005) relevant. He suggests that over two-thirds of the entire reading schedule is to be dedicated to intensive reading during which time students' reading efficiency, comprehension skills and knowledge of literary criticism and appreciation are improved considerably to pave way for extensive reading that takes one-third of reading time. With this, students can dedicate at least four to five hours to reading every day. Out of these hours, two and half to three hours can be dedicated to academic reading, while one and half to two hours would be for leisure time reading daily so that in a month a student must have read a minimum of four to five books for leisure and also for academic purposes (Adegbite, 2005). Students can start with two hours everyday and could gradually improve on reading to involve many hours a day.

The grading of quantitative levels of reading is informed by Taylor-Powell's (2009) proposal. The ranking of students' reading activities considers five ways. These are poor, average, good, very good and excellent. The proposal is useful in placing students' reading habits in categories, yet it fails to capture the required number of books in the ranking. This prompted the modification of the ranking system for this study. The quantitative levels used for this study were three: high, moderate and low in order to ascertain the number of materials read. The major tribe that has over 70% of students with evidence of extensive reading of over twenty books is ranked having very good reading habits. The tribe could be rated having high quantitative levels of reading materials. It is believed that the students of that particular tribe are able to read well and could not have the time and space to mention all the books (For details see chapter 3 Table 3.7).

The yardstick for considering the number of books read in a day, a week or month is not necessarily the right metric. This is because books vary in sizes or volumes. A 350 or 400 page book cannot be read within the same time frame with a 150 or 200 page book. So a student who read a 400 page book may not be able to read the same number of books with the student who reads a book of 200 pages. Literature has revealed that when students read more than twenty pages of a book every day, they are expected to read a minimum of thirty six books in a year. This implies that they are able to read approximately one to two books in a week depending on the volume of the book and the reading speed. While the impact of reading a lot of texts has been established by previous studies (Krashen, 2004) the present study has tried to see the quantity of texts students read across the major tribes. In doing so, the gap identified has been successfully addressed. For instance, this study could not find previous investigations bringing into concrete terms the number of reading materials read by students. Besides, separate studies conducted could not attempt to look at the quantity of reading materials students used outside the academic circles.

2.6 Reading Habits and Gender Disparity

Reading has increasingly been the subject of empirical and theoretical investigations for a long time. Norvell (1950) identifies that sex and age are the two principal factors affecting reading habits. Studies have revealed that females read more than males (Moyes, 2000; Stenberg, 2001; Ross, 2002; and Abram 2007). Clark and Foster (2005) have remarked that girls enjoy reading more than boys and boys tend to hold more negative attitudes towards reading than girls. Harkrader and Moore (1997) have added another area of concern describing bias attitudes of boys towards reading books. As males enjoy reading texts whose main characters are males, girls read books with either male or female main character. The discrimination further extends to types and authors of books. These differences have further influenced studies on the types of materials both male and female read most.

Gender difference in reading habits is closely observed by scholars whereby a clear difference between the attitudes of boys to reading and that of girls is noticed (Ilogho, 2011; Mitchell and Ley (1996). Scholars have reiterated that females demonstrate more positive attitudes in extensive reading than males (Mullis, Martin, Gonzalez, & Kennedy, 2003; Meece, Glienke, & Burg, 2006). While fewer girls may be categorized as reluctant readers, more boys are. Boys had been observed to engage less in recreational reading than girls. They were also identified as problem readers compared with girls and as a group with lower reading achievement (Kush & Watkins, 1996; Diamond & Onwuegbuzie, 2001; Wagemaker, 1996; Mullis, Martin, Gonzalez & Kennedy, 2003; Perie, Grieg, & Donahue, 2005). This has been attributed to evidence of higher school dropout rate among male students.

Hartlage –Striby (2001) discovered that while boys were not reading books, they were reading baseball cards, newspapers, comic books and magazines. Henri, Warning and Leung (2007) noted that reading comic books, magazines and newspapers for fun is part of leisure reading and can lead to critical thinking. However, this type of reading is not extensive enough to improve students' vocabulary and communicative skills.

Similar, the bulk of literature on gender difference in attitudes towards reading have emanated from studies on reading habits between male and female students. McKenna, Kearn and Ellsworth (1995) and Hassell and Rodge (2007) have advanced that girls have more favourable attitudes than boys for both recreational and academic reading. It is noticed that in the context of reading, individual differences are observed which may not be solely based on gender. Hopper (2005) remarks that a higher percentage of girls (67%) were discovered reading compared with boys (54%). However, he could not mention the types of materials where these differences were noticed. The findings of Sahai's (1970) and Kendrick (1999) revealed that the percentages of females who read different materials were higher than male students.

With regard to online reading, however, Abidin, Mohammadi and Jesmin (2011) opine that males spend more hours on internet reading than females. This may be probably due to African culture that subjects girls into engaging in more in-door activities as compared with boys. Since internet facilities are not available in many homes, boys may have more opportunities of going out than girls. More importantly the content of their internet reading has not been disclosed by Abidin, et al (2011). They might have been browsing for irrelevant things outside reading such as watching pictures and chatting on facebook.

Literature on gender differentials in reading habits is bias in favour of female. Earlier studies present female students as a group that has more positive attitude towards reading than males. This study wants to find out the group that reads more (male or female). The criteria for assessing gender reading were based on daily, weekly, monthly and yearly reading frequency of different materials: extensive reading materials, prescribed texts, notebooks and others. The assessment considered types and number of such texts read to ascertain the group that read more.

2.7 Reading Habits and School Location

Studies have revealed that rural schools are at disadvantage. They lack some of the basic facilities and do not have adequate number of books to give to students to read (Fatimayin, 2012). In terms of academic standard, there is a tendency for compromise since inspectors rarely visit rural schools (Emejulu and Udengwu, 2006). Qualified teachers who are posted or transferred to such schools, who would have encouraged students to read, have been reported to reverse their transfer back to cities (Ibid).

Literature on reading habits of rural and urban college students of the 21st century show a more prevalence of poor reading culture among rural than urban students. The data from the study carried out by Loan (2011) show that rural students from China read more than their urban counterparts for education (47.50% versus 38.92%) and urban students read

more than rural for information (43.04% versus 37.78%) and recreation (13.29% versus 9.72%). The students of both categories do not have positive attitudes towards recreational reading as majority of students read mainly for examinations. Loan (2011) explained that the variation is as a result of lack of adequate information centres, inadequate reading materials and absence of basic infrastructure in rural schools. His study further revealed that parents of urban students play better roles in cultivating reading culture in their children than their rural counterparts. These parents of the urban students (33.54%) play better role in developing reading habits of their children than parents of rural students (24.17%).

On the contrary, most literate parents in urban areas in Nigeria have been accused of being preoccupied with businesses, official duties and other social engagements that prevent them from encouraging children to read (Ofodu, 2011). Since the study was conducted outside Nigeria (China), this would confirm if urban students of the three major tribes of Nigeria read more than their rural counterparts or reverse is the case.

Momoh (2010) noticed that parents of rural students have negative impact over their children's reading habits. She points out that parents in rural areas often attempt to integrate their children into craft or farm work. Such students who join their parents in the farm after school may not have enough time to read. This may be probably due to absence of electricity in such places that prevented them from reading at night or tiredness after work.

Some scholars are of the view that environment in which the school is located helps in shaping reading habits of students. Environmental factors that help in influencing students' reading habits include home, school setting/location, infrastructural facilities, parents' educational background and socio-economic status (Eyo, 2007; Ofodu, 2011). They observed that 70% of the problems associated with poor reading culture of children are traceable to many social and environmental factors including parents and school environment.

Since environmental conditions in rural schools may not be the same with urban's, it could likely affect reading habits of students. Emejulu and Udengwu (2006) discovered in a workshop jointly organized by UNICEF and Ebonyi State Primary Education Board that conditions in rural schools would not allow training to yield any desirable results. According to them, some of such conditions include lack of conducive classrooms; absence of/ill equipped libraries and parents-aided truancy. This implies that students in rural schools would face the challenge of reading regularly with this type of unconducive environment. Etuk (1997) asserts that government development plans have not paid adequate attention to development of library facilities generally and especially in rural schools. This triggered reaction from Bamberger (1993) who states that where there are insufficient provisions of libraries in rural schools, there is bound to be a gulf between urban and rural learners' reading achievement.

Fatimayin's (2012) study revealed that provision of library facilities can only be found in major cities as this situation does not encourage cultivation of reading habits. Moreover, where there are libraries in rural areas, they are so poor/ill equipped that they impede rather than promote reading and learning. Scholars, however, tend to focus on the use of libraries to assess reading habits. They usually neglect ways leisure reading habits are cultivated. For example, they do not take account of the full range of reading activities and sources of reading materials that students can access. They can borrow books, newspapers and other reading materials from friends or may use those purchased by parents, uncles and other grown up adults.

The reviews give some insight into issues that are of interest to the present study. This study shares the views of Emejulu and Udengwu (2006), Eyo (2007) and Ofodu (2011) on influence of social and environmental factors, yet the need arises to compare reading habits of rural and urban students of the major tribes of Nigeria. Loan's (2011) criteria

become relevant in determining the quantity of both academic and extensive reading activities in schools to identify the group that reads more. Since other studies were carried out in single locations and presented a partial picture of the situation, this study looks at the major groups together.

2.8 Reading Facilitative Variables

Literature has revealed that children's development of positive reading habits depend on their earlier exposure to books (Gayle, 2010). They need to be taught and motivated to read. Panagrahi and Panda (1996) and Dave (1977) have remarked that children, who are taught to read and develop love for books, can explore the wealth of human experiences and knowledge. They reiterate that children, who miss opportunity of getting in touch with books at the early stage, find it difficult to acquire reading habits in their later years. Reading is envisaged as an intellectual action achievable only when students have formed such habits and practise it since childhood. Okoro (2004) emphasized that children need to be introduced to reading before they start formal education so that they can see reading as means of enjoyment and self-development. It could enable them develop love for literature and learning. Those who did not have this opportunity can be encouraged through adequate provision of reading materials. Besides, exposure to books without proper encouragement would not make any difference.

This explains why Geske and Ozola (2008) emphasize that actions taken by parents at pre-school age are of great importance in students' reading attainment. This is based on the existing belief that reading children become reading adults. When children do not read regularly, they experience reading problems; it thus, affects their intellectual development. Students who experience difficulty in reading are those who were no read at home (Pioneer House, 2011). However, this cannot be applicable to every student since there are students who were not read at home by parents, yet become good readers. Etuk (2002) sees students'

reading difficulty as emanating from teachers' reluctance to teach such students reading related problems.

Reading is infectious, and as a result, when children see their parents read at home, it could have positive effect on them. That is why research has revealed that parents of successful readers read more frequently themselves (Heilman, Blair & Rupley, 1998; Snow, Burns & Griffin, 1998; Geske and Ozola, 2008). As they read, they will as well influence other students to read. Also, a study in Hong Kong indicates that parental support for reading is highly correlated with adoption of active reading habits by children (Henri, Warning & Leung 2007). Parents who read in front of their children act as exemplars of good reading habits and demonstrate that reading is enjoyable (Partnership for Family Involvement in Education, 2001). However, these habits have been reported as dwindling in Nigerian schools. This may be as a result of the fact that parents are not reading enough for their children to emulate, or other factors might have contributed.

Researchers are of the view that the best form of reading is in literature. Children who are exposed to reading literature texts are trained to read constantly and have personality transformation. Osisanwo (1981) reacts to this assertion that a literature book that is well read nurtures the mind and helps in building the personality of the reader. Literature is believed to facilitate emotional development and provides diverse learning experiences that are capable of motivating the reader to have right self-esteem. This becomes a prerequisite for manifestation of total personality. Literature is described as an embodiment of language and serves in making teaching of English more realistic and interesting. It thus exposes students to the beauty and potentials of language (Cullinan, 1992; Onukaogu and Ohia, 1997).

Motivation for reading is seen as an element that activates and maintains students' engagement throughout entire reading process. It is a link between engagement and achievement in reading. Some researchers believe that students can be motivated by

increasing their reading competence and increase in belief of their reading abilities. This can increase reading activity and in turn, increase knowledge and academic success (Guthrie, Wigfield, Metsala & Cox, 1999). Motivation is a driving force that engages a reader in persistent reading process (Eccles, Wigfield & Schiefele, 1998). However, unmotivated students will develop negative attitude towards reading and may not read when other choices such as video viewing (Martin, 1984) and chatting are available. Students who avoid reading rarely become skilled readers (Guthrie, Schafer & Huang, 2001) as it adversely affects their ability to read (Roberts, Torgesen, Boardman & Scammacca, 2008). Motivated students are mentally prepared to acquire knowledge which would eventually enlarge their perception and appreciation (Baker & Wigfield, 1999; Guthrie, Schafer & Huang, 2001; Leppanen, Aunola & Nurmi, 2003).

Previous studies (such as Bright & McGregor, 1970; Lehman, 2007) have shown that interesting books act as strong forces that draw students to reading. Interesting books can engage students from beginning to end. Students who share interesting books which they had read would encourage others to read. This would keep them engaged as they enjoy the text (McElvain, 2005; Lehman, 2007). As students continue reading, the habit will gradually develop. However, a few students who are lazy may prefer to be told about a story rather than reading it.

The reading facilitative variables reviewed that are relevant to the present study are adequate facilities in schools, availability of books and other reading materials. Others are provision of reading in the curriculum and interesting nature of fiction, non fiction texts, biography, autobiography and scientific texts (Aaronson & Ferres, 1986).

2.9 Reading Inhibitive Variables

Certain variables constitute hindrances to children's development of positive reading habits. Language is seen as one of such obstacles. Nzealo (1984) views language as one of

the major impediments which affects reading habits of an individual. For a student to be able to read in a language, such a student must understand the language, think in that language and be able to construct sentences in that language. This explains why oracy skills (listening and speaking skills) come first before literacy skills (reading and writing).

The poor reading habits in schools is reported to be an indication that children are not exposed to books during their childhood and are still not properly taught (Etuk, 2006; Okon, 2010). This lack of opportunity to start reading with the building up of verbal learning underlies the problem of reading difficulty of an average Nigerian student. The delay affects intellectual development. This may be as a result of the non availability of books both in English and in indigenous Nigerian languages to kick start reading process. Darko-Ampem (2005) complains that lack of culturally relevant materials in indigenous languages contribute to poor reading culture in many African communities. In Nigeria, it has been reported that the cause of poor reading culture is non availability of reading materials (Eyo, 2007; Fadero, 2007; Unagha, 2008; Igwe, 2011). It is expected that students of the three major Nigerian tribes could exhibit positive reading habits since there are materials available in these indigenous languages to kickstart early reading process. However, Darko-Ampem (2005) and Okeogu (2002) assertions that availability of materials in indigenous languages can provide students with something to read does not seem to provide solutions to poor reading habits in schools.

Reading difficulty hinders development of positive reading habits. It may occur as a result of students' encounter with difficult words and expressions. This leads to slow reading and subsequently resulting to students' negative attitude towards extensive reading. The difficulty of a text makes students to indulge in the process of back-track and re-read of words and/or expressions for more understanding. This slows down the pace of reading. When a learner has a lower reading ability, the desire to read is low. The less extensive reading a

student does, the fewer the benefits in terms of reading skills and ability. Nuttall (1982) identifies that many people fail to make progress in reading because they are trapped in a vicious circle. The vicious circle of reading by Nuttall is presented in Figure 2.1.

Figure 2.1: The Nuttall (1982) vicious circle of a weak reader

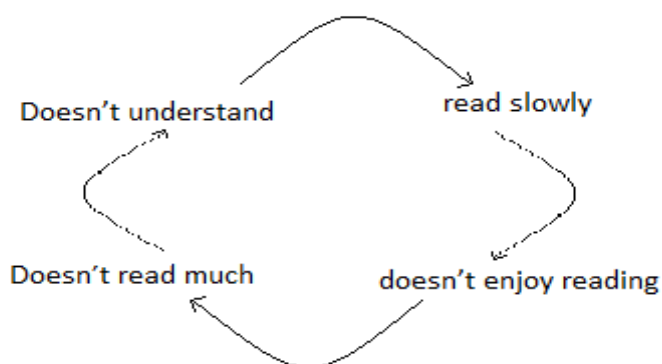


Figure 2.1 shows that a reader who has problem with comprehension of a text reads slowly by the process of back-tract and re-reading the text to get meaning. This makes the task of reading boring and less enjoyable exercise. When students read less, they acquire little vocabulary. This hinders comprehension and the vicious circle continues.

Difficulty in reading makes a child to abscond from attending lessons. The ability to read better, fast and with full understanding require the need to read more. There is a reciprocal link between the reader's positive attitude towards reading and the resultant gains in skills. The improved reading skill inculcates confidence and high self-esteem in the reader and this invariably leads to increased reading activity (Martino & Hoffman, 2002). Green, (2002) corroborates with this view that the issue of reading, whether it is for learning or leisure, is important since it helps broaden young people's experiences and knowledge.

Researchers have attributed students' poor reading habits to poor reading skill. McKenna and Kear (1990) elucidate that children who have reading problem often exhibit negative attitude to reading. Geske and Ozola (2008) are in consonance with the idea that

students who are competent in reading usually like reading for their own enjoyment and come from families where parents spend a lot of time on reading. However, there are exceptional cases; hence some students are avid readers yet do not come from families where parents read a lot.

Other factors have been identified to pose hindrances to cultivation of reading culture. Aina, Ogingbemi, Adigun and Ogundipe (2011) points out that many students accord reading a solitary act that is unattractive as compared with interactive activities on internet and watching or playing of football. Students prefer engaging in more lively activities such as watching home videos and games (Kolawole, 1997; Ogwuegbu, 2000; Ambigapathy, 1997). However, watching videos can be educative and can enhance children's understanding of concepts if such videos have potentials to educate, yet it does not give room for critical thinking.

It has also been pointed out that most people in Sub-Saharan Africa have less access to books or other learning resources. It is hard to establish reading culture without proper access to reading materials. To Makotsi (2005), the challenge is fundamental. Children and adults, according to him, need access to a wide range of reading materials to help them acquire and maintain fluent reading skills, broaden horizons, and think independently and critically. When students do not have access to textbooks, it prevents them from participating actively in the class. However, library facilities that would have encouraged these habits are lacking. Daniel (2004) observes that the library remains a power house of educational institution and that an educational institution without a library is like a motor car without an engine and a body without a soul.

Smith (2002) reiterates that a school library is the backbone of functional education without which academic excellence cannot be achieved. Obviously speaking, both the library and the school are inseparable twins that one ceases to function well without the other. Erinle

(1997) elaborates that a school educates students through the help of teachers while a library on its own offers tutorial lecture materials to aid verbal classroom teaching. The library functions silently through provision of materials for reading pleasure of students. Parents can as well assist by providing reading materials to their children. However, it is possible in Nigeria to find some primary and secondary schools among the major tribes being run without libraries. This hinders effective reading activities in schools.

The current low levels in reading proficiency and the absence of reading culture have been attributed to underfunding of libraries and their services (Eyo, 2007; Fabunmi and Folorunso, 2010). Scholars have lamented on the poor state of libraries and stress that it is a general disease that is plaguing education in Nigeria. Most school libraries do not have relevant information materials for students to read. The library therefore complements the school by encouraging private study, which is required by students who want to attain academic height. A school on its own cannot achieve the laudable goals of Nigerian Education Policy without the library (Gbadamosi, & Omotayo, 1995).

Students' cause of negative attitudes towards recreational reading (Obah, 1980; Daraman, 2000; Ojielo, 2001; Gojeh, 2004; Ikpaahindi, 2010) has been attributed to parents' level of education, socio-economic position of the family and cultural beliefs concerning reading and learning activities (Purves, 1973; Guthrie, 1978; Bourdieu, 1986; Taube, 1988; Elley, 1994; Lehmann, 1996; Lietz, 1996; OECD, 2002 and Fredriksson, 2002). While it is true that parents who are illiterates may not be supportive to children's reading activities, teachers are required to play complementary roles.

Teachers' poor reading habits have been reported to have hindered students' engagement in reading activities. There are reports that teachers exhibit poor reading habits (Akorede, 2003). Teachers have significant influence upon students' development of habits of engaged reading (Allington, 1994; Ruddell, 1995; Skinner & Belmont, 1993), as well as

motivate students to read (O'Flahavan, et al, 1992). The influence of teachers upon students has made Ruddell (1995) to categorize them into two groups: influential and non influential. Influential teachers are those who use highly effective and motivating teaching strategies and create a sense of excitement about what they teach. They adhere strictly to Rosenblatt's (1978) aesthetic stance whereby students are made to become absorbed in a text and live through experiences of others. However, reports have indicated that non influential teachers adopt efferent stance whereby students are taught mere collection of facts from texts to be memorized and retrieved (Ruddell, 1995; Ruddell, Draheim & Barnes, 1990). This would not encourage students to read constantly.

A teacher's aesthetic reading strategy is a motivation that is fostered in classrooms where s/he is a reading model (Gambrell, 1996). Teachers become reading models by sharing their experiences with students and emphasizing how reading enhances and enriches their lives. Lundberg & Linnakyla (1993) link students' achievement with amount of reading done by their teachers. It is pertinent that teachers' acknowledgement of benefits of reading and their reading habits can motivate students to engage in reading. Oyeronke (2009) advises that teachers must be avid readers in order to ignite lifelong reading habits in students.

The National Policy on Education (NPE, 1982) tacitly underplays the importance of reading in educational development of the country. The NPE broad aims of secondary education as contained in section 14:17 (1, 2) are to prepare students for useful living in society and to prepare them for higher education. However, progress to that level depends on success at the secondary school level, yet reading seems not to be given prominent attention required in the curriculum. The reading activities in the curriculum are not adequate to inculcate positive reading habits among students. Scholars have lamented about poor reading habits of secondary school students and have pointed out some inadequacies in English studies curriculum of secondary schools. They attribute it as the cause of poor reading habits

of students. Orisawayi (1984) laments that the unproductive dichotomy made between language and literature aspects of English language curriculum at senior secondary school level is not conducive for proper learning of the language. He sees it as the cause of poor reading habits in schools.

The curriculum separates literature and treats it in isolation as an optional subject. Adegbite (2005) opposes this dichotomy between language and literature whereby literature is made optional and describes the situation as unhealthy. He also faults evaluation of literature in examinations. He observes that the syllabus gives impression that many books are to be read by students. However, the questions set are restricted to a few of those books thereby making teachers not to encourage students to read all the texts. They rather exploit the situation by spoon-feeding their students to pass examinations after reading a few texts. This poses problems for students reading literature in higher institution who encounter difficulty in coping with the usual sizeable number of texts they are expected to read in their first year. This results to poor performance in schools and the vicious circle continues.

Poor reading habits have a lot of consequences on students. One of such is creating self-esteem problems later in life (Fosudo, 2010). Anti-social behaviour: delinquency, school violence, bullying, hacking computers, and even examination malpractice have a correlation with poor reading habits (Rubin, 2002). The researcher holds tenaciously to the view that if students who are preparing for both internal and external examinations read their notebooks, textbooks and other relevant texts diligently, incidences of cheating: impersonation and other forms of examination malpractice and cultism could be eradicated in Nigerian schools.

The present study agrees with the fact that children are to be exposed to reading books early. However, those who may not have opportunity of early exposure to reading can as well form habits of reading by regular practice. Reading daily is capable of improving students' proficiency and would broaden their knowledge and enhance language skills. The study

differs from Darko-Ampem (2005) in the sense that students need to be exposed to reading materials in the English language, the medium of instruction at all levels of education in Nigeria. The materials may have local content, but could be written in English language. The view of Orisawayi (1984) that literature in English can be made compulsory for every student and to be integrated into English studies is useful.

The view of Nzealo (1984) that language forms an obstacle to the development of reading habits is fundamental. Students who experience difficulty in construction of sentences in English would have difficulty in reading. The situation seems to worsen in schools where literature in English becomes optional at senior secondary school level. Students are made to read less and the vicious circle persists. The inhibitive variables identified in this review that are relevant for the present study are chatting, shortage of reading materials and the depth of the curriculum.

Table 2.5 summarizes all the concepts reviewed in Chapter Two.

Table 2.5: Summaries of Concepts Reviewed and their Relevance

Topics Reviewed	Summary of the concepts reviewed in the topic	Aspects that are relevant to the present study and where they will be used.
2.1. Reading Habits: Theories, Concepts and Issues	Two theories were reviewed concerning development of reading habits. Behaviourism theory stipulates that there are three crucial elements required for reading habits development: stimulus, response and reinforcement (Skinner, 1958). Reinforcement with the use of an interesting stimulus can ignite a positive response. Constructivism theory sees formulation of reading habit as an act that can be intrinsically motivated (Lunzer, 1979; Davies & Green, 1984). Students who are motivated and given interesting books would	The study support the idea of behaviourism, though rejects the total dominance of teachers. It sees interesting reading materials and motivation of students to read as crucial in cultivating reading culture in students (Cole, 2003).

	experience positive emotional reaction that can urge their internal state to read.	
2.2 Cultural Hindrances to Reading Habits Development	Literature on cultural implications to reading habits development was broad and covered the entire African continent. However, Nigerians are portrayed as people who enjoy social interaction and oral transmission of information as against reading (Sangkaeo, 1999). However, it is believed individual's disposition to reading is paramount.	The study tried to look at the reading pattern of students of the major tribes to identify if they read more books in their indigenous languages than English. This will uncover whether or not they display aggression to reading in a second language.
2.3. Reading Habits across the Major Nigerian Tribes	Researchers have expressed sadness concerning the reluctant reading syndrome among Nigerians and students in particular which adversely affects students' academic performance (Unoh, 1983). Previous studies have attributed poor reading habits exhibited by students to parent's poor reading habits (Oni, 1992) and shortage of reading materials in schools (Olaofe, 2003).	The area of concern for the study is to find the percentage of students across the major tribes who read; those who did not read, and the types of materials they read.
2.3.1 Assessment of Reading Habits Profiles of Students of the Major Tribes	The scoring patterns reviewed to place students in different reading categories were that of Marantina (2012) and Applegate and Applegate (2004). Marantina used five levels, while Applegate used six to place readers in different reading levels.	The researcher adopted and modified Marantina (2012) and Applegate and Applegate (2004) rating scales to grade students' reading habits.
2.3.2 Reading Habits among Hausa Students	The cause of students' poor reading habits is traced to difficulty experienced in reading. As a result, USAID/NEI is working in collaboration to improve primary pupils reading ability in Hausa to further enhance their reading proficiency in English in their later years and subsequent improvement of their reading habits. Research also shows books are inadequate in	The study is interested in investigating what constitute hindrances to students' reading habits in the zone. The investigation on the types of reading materials is to unravel the causes of poor reading habits reported in secondary schools within the zone.

schools for reading habits to thrive (Olaofe, 2003).

- 2.3.3 Reading Habits among Igbo Students Literature has shown that there is poor reading habits noticed in both students and teachers. The reasons for the poor reading habits were peculiar to each state. Some of the reasons were ignorance of the benefits of reading, shortage of books and others. So there is advocacy of translation of books into indigenous languages which will serve in making books available for reading culture to thrive (Okeogu, 2002). The concern of the present study is to look at reading in the English language and to trace the factors that would encourage reading among students.
- 2.3.4 Reading Habits among Yoruba Students Poor reading habits of students start from primary school due to children's lack of exposure to books. (James, 1981) This creates reading problems and it discourages them from reading (Cunningham and Stanovich, 1998). Other reasons were students' family background, unconducive environment, watching of television (Adetunji, 2007), poor teaching and lack of motivation. The aspects that are relevant to this study are the detailed reading habits of students from Yoruba zone. The investigation targeted all types of reading materials, those who read and the percentage of those who refused to read. In other words, the study is concerned with the detailed percentage of those who fall into different categories of students' reading and not reading anything.
- 2.4 Reading Habits and Quality of Materials used Quality of reading materials are crucial for they are not limited to increase students' knowledge, but build maturity and character, sharpen thinking and widens awareness on social, economic, political and environmental issues. However, the issue of quality is relatively adjudged. Dole and Osbon (1989) provided the platform of grading quality materials as high and moderate, while Bright and McGregor (1970) enumerated materials that fall under low quality level. High quality materials are supposed to have the following literary elements: good style of High quality fiction books looked at were those written in English language and read outside academic circles. These could be educative, interesting, improve students' intellectual ability and enhance their vocabulary development. Others are moderate quality (prescribed books) and low quality books read.

presentation; impeccable use of language, good character presentation and plots that relate to life experiences.

- 2.5 Reading Habits and Quantity of Materials used. The number of texts students read add quality to one's life, improve the reader's skill, enhances vocabulary development and academic performance (Elley, 1991; Pretorius, 2002 & Zoe, 2013). Different scholars have suggestions on the quantity of daily reading. The suggestion on the time and amount of reading range from twenty pages to forty. (Clear, 2010; Inovery, 2010). However, Moore, Knight and Kiburz (2014) suggest students reading 2 to 3 texts in a week. One thing is common and crucial. Students are to read daily. The determination to read every day during students' leisure time is important. Reading every day no matter the quantity, can gradually lead to students becoming avid readers (Zoe, 2013). Taylor-Powell's ranking system, although did not provide the number of texts to be read in a day or week, has been adopted and modified for use. Based on this, students, who read 20 texts or more outside the academic circles, would be rated as having good reading habits (high). Those who read 15 and above would possess average reading habits, while those with below 15 are considered as poor and low.
- 2.6 Reading Habits and Gender Disparity Literature on reading habits and gender disparity is biased towards girls. However, researchers have identified that gender is a principal factor that affects reading habits. Investigations have revealed that females have more positive disposition towards reading than males (Moyes, 2000; Ross, 2002). However, males are reported to love reading comic books and newspapers. The study needs to establish which gender group reads more of academic and leisure books and which one reads less. The strong criteria were used to determine gender disparity in reading through assessing all types of reading materials.
- 2.7. Reading Habits and School Location Studies have revealed that the location of a school affects the reading habits of students. In urban schools students are made to read more than their counterparts in rural schools (Emejulu & Udengwu, 2006; Fatimayin, 20012). Scholars have reported that physical The is a need to compare the reading habits of rural and urban students across the major tribes using Loan (2011)'s criteria to determine which group reads more of academic and leisure books and which reads less.

environment shapes the reading habits of students (Eyo, 2007; Ofodu, 2011). The difference in environment between rural and urban schools is bound to affect reading habits of students.

2.8 Facilitative Variables	Reading	Children's exposure to reading of books is expected to start early (Panagrahi & Panda, 1996; Choudhung, 1990). Scholars express their views that students, who always see their parents reading, would develop reading habits (Geske & Ozola, 2008). Others see the best form of reading in literature and suggest more time to be created on the time-table for reading to thrive in schools (Adegbite, 2005). Other variables that can facilitate reading in schools are conducive environment, motivation of students and by giving them interesting books.	The facilitative variables relevant to this study are availability of books, motivation of students (Baker & Wigfield, 1999) and conducive environment in schools.
2.9	Reading Inhibitive Variables	Scholars have observed that when children do not start reading early, it would distort their formulation of reading habits. They envisaged that children's poor reading habits come as a result of non availability of reading materials in indigenous languages to kick start reading process (Darko-Ampem, 2005). Reading difficulty slows down the pace of reading, makes reading boring and discouraging (Nuttall, 1982). The absence of libraries makes students read less, leaving their language problem unimproved. The vicious circle continues as adults too do not have positive attitude towards reading and do not encourage children to read (Nzealo, 1984). Students who do not read regularly would have poor reading skills (McKenna & Kear, 1990).	The relevant inhibitive variables identified are non availability of reading materials, unconducive environment and inadequate provision of reading in the curriculum. The study investigated to see what hinders students' development of reading habits.

Other inhibitive variables are the dichotomy of literature from English language. Adegbite (2005) faults the separation of literature from English studies as a key factor that hinders the development of reading habits.

2.10 Theoretical Framework for the Study

The theoretical framework adapted for this study draws from a number of different frameworks that deal directly with development of reading habits. The models are theory of Vygotsky (1978), McKenna (2001), Mathewson (2004) and Scalable model of reading habits (Henri, Warning & Leung, 2007) which are aimed at inculcating reading culture in learners. Vygotsky (1978)'s social constructivism proclaims that students can master ideas and concepts that they cannot understand only with the help of knowledgeable adults. Parents, teachers and other adults are viewed as responsible for facilitating children's cognitive growth.

Teachers are to provide students with tasks that would engage them to participate in reading activities. They can initiate reading activities and direct students on what to read. Parents, on the other hand, are expected to scaffold experiences of their children in school with what they provide at home and motivate them to read. It is advised that family members can share, discuss and interact with each other for learning to be functional (active). The theory focuses only on external motivation as a factor for development of reading habits. However, intrinsic or internal motivation is a primary determinant for formulation of reading habits. Despite the bold claim by social constructivists of the model that learning is interactional; students' over-reliance on adults could reduce their self confidence. It makes learning to be adult driven and structured and does not create room for independent study. Children need adults for direction and assistance yet, they have to initiate their reading activities for self education.

McKenna's (2001) model of reading attitude acquisition expands on Vygotsky's model, yet it seems insufficient for promotion of reading habits. The model suggests that one's beliefs regarding reading outcomes and each reading experience makes a difference to one's attitude towards reading. Furthermore, cultural beliefs regarding reading also contribute to development of reading attitudes. McKenna (2001:141) asserts: "... where reading is negatively valued by people from whom a student seeks approval, the student is unlikely to develop positive reading attitudes" and would most likely have negative reading habits. This line of reasoning emphasises the tripartite nature of influence of reading attitudes in the life of a learner by parents in the home, teachers at school and cultural setting that encourage and develop culture of reading. The model emphasises that external motivators are crucial in enhancing reading behaviour. The model is endowed with laudable ideas, yet its loopholes prompted Mathewson (2004) to come up with reading habit model which dwells on internal and external motivators.

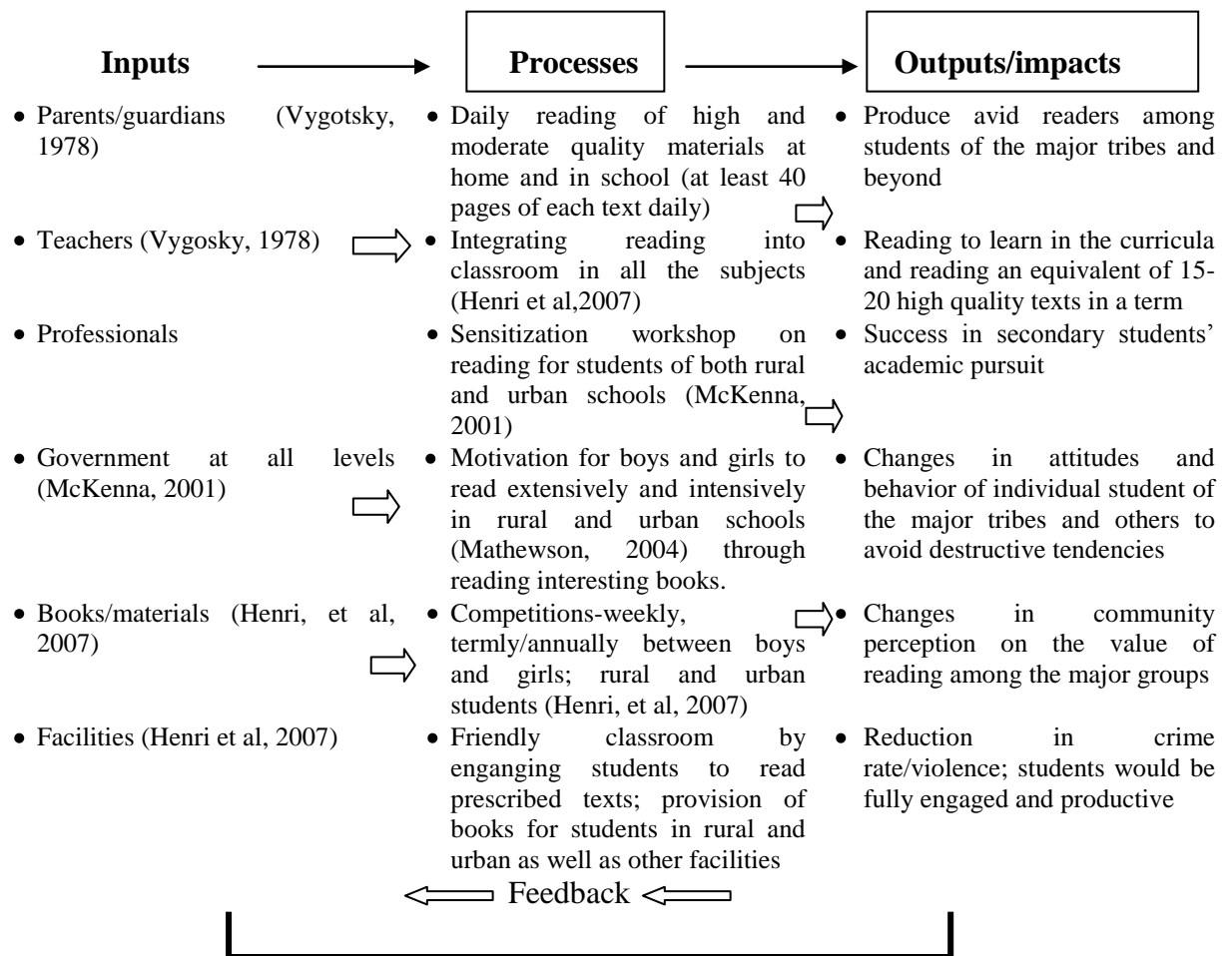
Mathewson's (2004) model emphasizes indispensability of attitude in reading process, yet sees it as inadequate. He considers positive attitude as insufficient in cultivating reading culture. In line with his argument, there has to be some influence exerted on the positive attitude by intention to read and keep on reading. Hence attitude on its own does not directly influence reading; rather, behaviour as intention is the mediating factor in one's decision to read. He views measuring attitudes as irrelevant because one's attitude may be positive but one may lack aspect of intention to read, resulting to one's decision not to read. The model dwells on external motivators manifesting in the form of "incentives, purposes, norms, and settings outside readers" (2004: 436).

Internal emotional state involves a reader's maximum concentration on a text, barring out all other distractions that may hinder cultivation of reading habits. These two areas, external motivators and internal emotional states, Mathewson (2004) argues, require the

school context and teachers to exert pressure on learner's intention to read. However, reading is an act of personal experience that needs to be shaped by one's attitudes; hence positive attitudes assist in cultivating exceptionally good reading ability (Tse, 1996; Kim & Krashen, 1997). It seems that the so-called negative attitudes to reading affect students' desire to read during their leisure time, with the consequences that their reading ability and habits deteriorate with time.

Scalable model of reading habits (Henri, et al, 2007) is an attempt to work on the loopholes of other models by stressing that external factors need to come in form of inputs. The learner needs inputs such as availability of reading materials and facilities, parents and teachers, conducive environment, enlightenment from professionals and so on. In addition, good designed processes need to go along with inputs to arrive at desirable outcome (output). The model has been adopted and modified for this study. It is tagged an eclectic Scalable model of reading habits. The theoretical framework for this study is presented diagrammatically below:

An Eclectic Scalable Model of Reading Habits (Henri, Warning & Leung, 2007).



Parents/guardians, teachers, professional bodies, government educational policies, provision of conducive environment, availability of reading materials and adequate teaching of reading skills (for rural and urban students) can serve as inputs (facilitative variables) in reading habits development. Inputs have to go with processes (such as sensitization workshop on importance of reading; integrating reading in classrooms, and so on) for rural and urban students. The integration of reading in the classroom could be in all subjects. Parents' role is to encourage their children to read at home daily after school. Students' engagement in regular reading activities could come in daily reading at home, in the class and organization of competitions. The competitions between boys and girls, rural and urban students are ways of engaging students in constant reading activities. The manifestation will be the functionality of education whereby students' attitudes and behaviour could have

positive change. The desired change will become visible if students are given adequate inputs and the processes involved are sufficiently and effectively carried out. Feedback is used to check inputs and processes where outcomes (outputs) of reading activities are not favourable or productive enough.

2.11 Gains from the Review of Literature

The related literature reviewed and cited involving all aspects of this study is wide. Areas include assessing factors that inhibit reading habits development; those that facilitate reading, the quality levels of materials, the number of such materials read daily, influence of gender and school location on reading habits development. It is clear from the review that reading habits development associated with strategies proposed for the research are achievable through a variety of activities. These include giving students adequate inputs such as enough interesting books and proper reinforcement. Interesting books are capable of boosting students' morale to engage in reading activities. Reinforcement, sensitization of students and motivation are required processes. This means adopting proper processes in handling inputs for positive reading habits development in students.

Next stage includes quality of materials, their levels and how many of these to be read daily. The required number of books to be read daily, as reviewed in the relevant literature, is to assist in coming up with a reading programme in secondary school. This is for quality reading required for further scholastic achievement and for extensive reading programme. The literature reviewed is, therefore, a basis for the research design adopted for the study as activities are sequentially outlined in the research procedure in chapter three of this study.

The reviewed literature in this present study has also dwelled on other components of the research such as male and female, location of the school and reading profiles of students. Inhibitive variables identified from the review become useful in checking their applicability

in the context of students of the major tribes. This can give students ample opportunities to use free time both in school and at home for meaningful activities (such as reading) rather than chatting that does not add value to life.

2.12 Summary

The preceding sub-sections have reviewed and cited literature relevant to the present study. In light of the review, it is established that students need to engage themselves in daily reading activities. This includes extensive and intensive reading of English language based texts. Teachers and parents' roles are crucial in achieving this.

Other factors that have positive influence on reading habits development such as availability of reading materials, conducive environment and others have been discussed. However, chatting, language development problem (target language), shortage/lack of reading materials and inadequate provision of reading in the curriculum are considered to adversely affect reading habits development in students. Cultivating the culture of reading in students - male and female, rural and urban - require restructuring the curriculum to create adequate time for reading in schools. It also involves reorientation of students on the benefits that accrue to daily reading activities. To achieve this, collaboration of parents, teachers, reading specialists and government agencies are needed. Literate parents and teachers are to serve as reading models, while reading specialists and government educational agencies are to reorientate and provide facilities in schools respectively for students.

CHAPTER THREE

RESEARCH METHODOLOGY

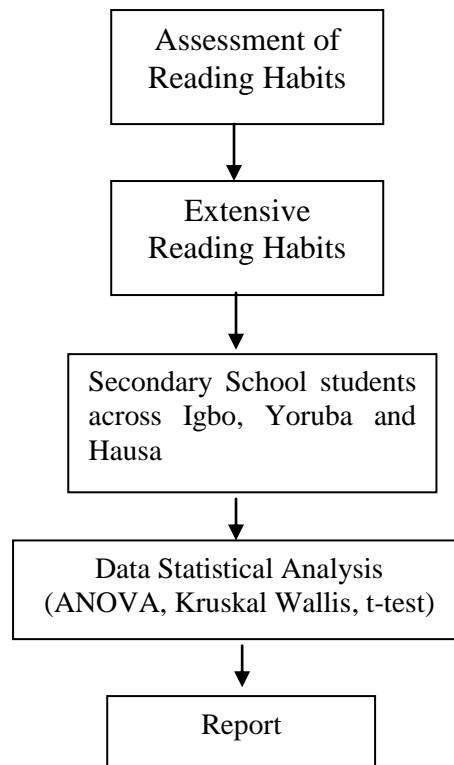
3.0 Introduction

This chapter deals with design and procedures of the study. It is organized under the following sub-headings: Research design, Population size, Sample and sampling technique, Instruments for data collection, Validation of instrument, Reliability of instrument, Procedures for data collection, Scoring procedures, and Data analysis procedures. The research design, procedures and analyses of the study are informed by the literature reviewed in chapter two of this work.

3.1 Research Design

The design for this study was a descriptive survey based on specific assessment criteria for determining influence of availability of books, environment and culture on reading habits of secondary school students across the three major tribes of Nigeria. The adoption of survey method was in adherence with Viterek (2007) and Acheaw and Larson (2014) style of collecting data for reading habits of students. The study made use of questionnaire to gather data on students' habits and their reading frequency profile across the major tribes of Nigeria. The questionnaire items were completed by students and were meant to assess influence of reading habits variables on students. The Reading Assessment Test (RAT) adopted adhered to Ofoedu's (2011) style of self designed questionnaire meant to assess factors that influence extensive reading habits development. Below is the structure for the research design:

Figure 3.1: Research Design



The choice of design was informed by the need to assess factors influencing reading habits of secondary school students in determining their reading profiles. The study was mainly quantitative, exploring various questions and hypotheses regarding students reading habits. Students from the three major tribes were also subjected to observation to get their reading habits profile. Observation was carried out for a period of two weeks. This became necessary in order to prove students' claim concerning their reading habits. The questionnaire, together with observation, was used to assess students' reading habits. The design can also be presented in this form below:

Figure 3.2: The Design Structure

S1	X	O1
S2	X	O2
S3	X	O3

S stands for randomly selected subjects who were investigated through the use of questionnaire; **X** is the instrument of data collection, the questionnaire, and **O** stands for a subset of measurement (observation). The subscripts against **S** represent the three major tribes investigated through questionnaire (S1, S2 and S3) and **O** for observation (O1, O2 and O3). The numbers are not meant to place one major tribe above another, rather they are for identification. Hence, S1 and O1 refer to students investigated across Hausa tribe, while S2, O2 and S3 and O3 stand for students investigated across Igbo and Yoruba tribes respectively.

3.2 Population Size

The population for the study comprised entire senior secondary school students within core Hausa states from the Northern part of the country; core Igbo states of the South East and core Yoruba states of the South West of Nigeria. The total number of students within these zones in 2008 stood at 4,298,155 cutting across gender. Information from the Federal Ministry of Education (FME, 2008) reveals that the North had the total number of 1,648,354 students; South west had 1,703,897 students and South east had the population of 945,904 students. The population comprises male and female students. The students investigated were from Senior Secondary Schools two (SSS 2), who were assumed to have more experiences in reading.

Since the English language is a core subject, all the secondary school students in these zones constituted the target population. Table 3.1 presents the total number of students and the number of secondary schools per state across the major tribes.

Table 3.1: The Population of Students and Senior Secondary Schools across the Major Tribes in 2009/2010

	Sampled States	No. of Schools	No. of SSS Students
Hausa Speaking States			
	Jigawa	122	11, 813
	Kano	479	47, 262
	Katsina	189	27, 129
	Kebbi	92	14, 252
	Sokoto	69	13, 518
	Zamfara	68	13,448
Total	6	1,019	127,422
Igbo speaking states			
	Abia	540	13,071
	Anambra	548	9,866
	Ebonyi	270	26,550
	Enugu	388	24,919
	Imo	502	63,176
Total	5	2,248	137,582
Yoruba Speaking States			
	Ekiti	300	13, 333
	Lagos	658	65, 759
	Ogun	628	41, 423
	Ondo	545	28, 778
	Osun	595	38, 338
	Oyo	775	38, 474
Total	6	3,501	226,105

Source: Federal Minisrty of Education, Nigeria 2006-2010 (P.167)

The number of Senior Secondary Schools in Sokoto and Zamfara States did not include private Senior Secondary Schools since there was no data on them. The choice of students was informed by the fact that the research was basically designed to identify factors influencing reading habits development of secondary school students of the major tribes. So the students mentioned in Table 3. 1 refer to only those in Senior Secondary School.

3.3 Sample Size and Sampling Procedure

The selection of sample from the population was through cluster sampling before a further random selection of each tribe. The idea of cluster sampling was because the subjects were distributed in clusters-North, South East and South West (Asika, 1991). Asika (1991:45) identifies steps to be taken in cluster sampling as follows:

Step 1: identification of the population to be sampled;

Step 2: identification of salient characteristics such as gender, tribe and school location that would enhance representation;

Step 3: location of areas where subjects with the characteristics are and to know their respective sizes (population subsets); and

Step 4: use of random sampling procedure in selection of sample units or subjects from each cluster.

In order to reduce sampling errors, stratified random sampling was adopted. This was aimed at making the samples more representatives (Sambo, 2005) and took into cognizance the issue of gender (male and female) and location of the school (urban and rural). The stratification was to allow variability of elements selected within each stratum to be more homogeneous (Emaikwu, 2013). Each stratum was assigned equal number of samples as informed by Nworgu (1991).

The adoption of accurate sample size became difficult since researchers have varying views regarding selection of sample size. Kreje and Morgan (1970) suggested 384 for a population of 100,000. Since some of the suggestions have not been backed up by statistics in terms of whether such percentage is a true representation of the population, a sample of such type remains biased. Besides, Boll and Gall (cited in Afolabi, 1993:57) suggest 20% as an adequate sample for a population of 1,000 and 10% for 5,000. This is based on the fact that the sample size reduces as the population increases. In conformity with standard and the sample size that would represent the population, the study adopted Yaro- Yamen's formula (cited in Emaikwu, 2013) in the selection of sample size. The formula is given as:

$$n = \frac{N}{1 + N E^2}$$

Where n= the sample size required,

N= the population size, and

E= level of significance

The total number of Senior Secondary School students across the zones stood at 491,109. From this, 2,700 students constituted sample for the study. Three states were randomly selected from each zone, whereas 300 students were drawn from each of the three states for investigation. This means that a total number of 900 students were drawn from each tribe considering issues of gender and school location. Table 3.2 illustrates the sampling procedure.

Table 3.2: Sample Selected across the Major Tribes

Major Tribes	Total No. of SS Schools	Sampled Schools	%	Total No. of SSS Students	Sampled Students	%
Hausa	1,019	18	1.76	127,422	900	0.71
Igbo	2,248	18	0.80	137,582	900	0.65
Yoruba	3,501	18	0.51	226,105	900	0.40
Total	6,768	54	0.80	491,109	2,700	0.55

Randomization procedure was adopted in selection of states, schools and subjects. The states studied were Abia, Enugu and Imo from the east; Kebbi, Sokoto and Zamfara from the north, Ogun, Oyo and Lagos from the west. The selection of eighteen schools from each zone was approximated to 1%. However, the percentages of sampled students from the three zones were approximated to 1% (0.55%). The percentage of students from Yoruba was less (0.40%) because they had the highest number of SSS students. The choice of the same number of students and schools from each zone considered uniformity of sample size based on the idea of Nworgu (1991). This informed the reason behind the selection of the same number of schools and students, despite differences in the number of such schools and students across the major tribes. At the end, 0.55% of the students across the major tribes were investigated.

The statistics of students given here were based on those enrolled in public schools only. The reason for making use of statistics of public schools alone was because other states did not have complete data on private schools.

A summary of sampling procedure is illustrated in Table 3.3.

Table 3.3: The Total Population and Sample

Area	Total Population	Total Sampled	%
Zone	6	3	50
States	18	9	50
Schools	6,768	54	0.80
SSS Students	491,109	2,700	0.55

Source: Federal Ministry of Education, Nigeria (2010)

The sampled zones and states constituted 50% of the population, while total number of schools investigated was approximated to 1%. This was an attempt in reducing sample size. It was simply to eliminate cost accrued to a very large sample size. Since the selection was based on the principle of randomization, it explains why Anambra, a highly populated Igbo state with the highest case of boys' drop out of school was not investigated. The same thing applied to Kano, one of the most populated Hausa states in the North.

3.4 Instrument for Data Collection

The research instruments used were a researcher-designed questionnaire and observation. Data were collected from students through questionnaire titled **Students' Reading Habits Inventory** (SRHI) informed by Tella and Akande (2007) and modified by the researcher. Thereafter, observation was equally employed using a checklist of types of materials read, the qualitative levels of materials and the number of materials read. It looked at variables that facilitate and inhibit reading habits development. This was consistent for a period of two weeks in order to establish habits. During the process of observation, activities of students were videotaped concerning what they did during their leisure time by an assistant researcher.

The questionnaire was divided into three parts. The first part was structured to elicit demographic information such as respondents' tribe, sex, class and location of the school. The second and the last part sought information concerning reading habits. This included what they did during their leisure, how frequent they read, the quality of materials and how many of them were read. In other words, the questionnaire was a form of **Reading Assessment Test (RAT)**, that is, the number of books read, the nature of materials, evidence of reading, and lessons derived from reading those books- fiction and non-fiction books, autobiographies, biographies, articles from books, newspapers, and magazines.

3.5 Validation of Instrument

The validation of instrument was done by the researcher's supervisors and other experts in the field. After scrutiny of questionnaire items, a pilot test was carried out based on Grunland's (1986) idea in achieving validity and reliability of the instrument. Validity refers to whether a test or an instrument measures exactly what it purports to measure (Hughes, 2003: 26). However, Seliger and Shohamy point out that validity can never be "proven" but evidence of its consideration must be provided (1989: 188). This necessitated carrying out the test of the instrument in order to provide evidence for its consideration. The validity of the research instrument for the study was judged on its face value to discard ambiguous statements, clarity of instruction and its logicity. It was intended to ascertain the content validity for the adequacy of content coverage of variables in the research topic.

3.6 Reliability of Instrument

Reliability is a serious concern related to accuracy and consistency of the instruments. It guides the researcher in adoption of appropriate data collection procedures of a study (Seliger & Shohamy, 1989: 185). To improve reliability of the research instrument, the questionnaire was pilot tested on similar but smaller group from Government Day Secondary

School Madala, Niger State during second term of 2014/2015 academic year. This was to prove the feasibility of the research procedures (Olaofe, 2010:97). Observed errors, corrections and re-wordings discovered were effected and incorporated into the main instrument.

The first and the second sets of questionnaires were administered within an interval of two weeks and results were correlated to determine “the consistency of the instrument” (Nunan, 1992: 14). The discovery made in administration of instrument was in conformity with a Rasch model (1960) which states that a person with a given ability level will always have a higher probability of responding correctly to any item than would a person with a lower level of ability.

The descriptive statistics indicated slight differences in the percentages of students in the areas investigated: reading frequency profiles in all types of materials and their reading profiles during leisure. The detail is presented in Appendix 3. Thereafter, Coefficient alpha (also known as “Cronbach’s alpha”) was used to test the reliability as it is perhaps the most widely used reliability coefficient (Field, 2005). The Cronbach’s Alpha reliability of results from pilot study was used to ascertain the reliability of the instrument. The result gave a Cronbach’s alpha of 0.834. This according to George and Mallery (2003) is good based on their rule of thumb ($\alpha > .9 = \text{Excellent}$, $\alpha > .8 = \text{Good}$, $\alpha > .7 = \text{Acceptable}$, $\alpha > .6 = \text{Questionable}$, $\alpha > .5 = \text{Poor}$, and $\alpha < .4 = \text{Unacceptable}$) and this was considered good enough for use.

3.8 Procedures for Data Collection

The research instrument was administered with the permission of school administrators. Teachers in schools under study assisted in distribution and collection of questionnaires. Subsequently, fifty students from each of the schools investigated were observed for a period of two weeks by an assistant researcher using a checklist of observable

characteristics of students such as what they did during break time and free period in school, and the type of materials read during such periods. The investigation was carried out and activities of students were videotaped during their leisure time or free period on the school premises (see the observational checklist in Appendix 2). The decision was informed by the fact that the same figure investigated could be observed. However, other schools did not allow their students to be videotaped for safety reasons and as a measure to curb invasion of insurgents in their school.

3.9 Data Analysis Procedures

The questionnaire items were analysed using descriptive statistics of frequency counts and percentages. Thereafter, ANOVA statistical tool was used in testing hypotheses one, four, five, six and seven to see whether there was a significant difference in students' reading habits among the three major tribes. However, Kruskal Wallis statistical tool was used to test hypotheses two and three, while the researcher made use of t-test to establish gender difference in reading habits development.

The rating scale used in this study was a modified idea of Marantina's (2012) reading habits ranking scale which makes provision for failed (0-29); poor (30-49); average (50-69); good (70-85) and excellent (86-100) reading habits. Based on this idea, the tribe with a score of 0-49% on the students' positive reading habits scale was considered to have poor reading habits. It means that less than half of their students engaged in reading. The tribe, with the score range of 50-59% comprising students with evidence of extensive reading was classified as average reading habits group. The tribe with 60-69% of students with evidence of extensive reading habits was classified as good reading habits group, while the tribe whose 70-100% of students with evidence of extensive reading was classified as avid readers with very good reading habits. Table 3.4 presents the modified rating scale.

Table 3.4: Reading Habit Rating Scale Adopted in this Study

Rating	% of Respondents
Poor reading habit group	0-49 with evidence of extensive reading
Average reading habit group	50-59 with evidence of extensive reading
Good reading habit group	60-69 with evidence of extensive reading
Very good reading habit group	70-100 with evidence of extensive reading

Rating scale was, therefore, used to categorise reading habits of students of the major tribes during leisure time.

3.9.1 Scoring Procedures

The scoring was done using five components based on the scoring system of Applegate and Applegate (2004). They classified readers into two groups: unenthusiastic and enthusiastic with six components. Instead of using six components, this study adopted five components: No enjoyment of reading; lukewarm readers; liked some reading, enjoyed reading and avid readers. No enjoyment in reading category was the read nothing group, or those who could not identify anything read. The lukewarm readers were those who claimed they read something but unable to provide evidence of reading, while those who liked reading were those that read obligatory texts and notebooks for the purpose of passing examinations. The fourth group captured those who enjoyed reading. They were respondents who engaged in extensive reading and provided evidence of such materials, yet did not read many texts. For instance, those who stated that they read *Lord of the Flies* were able to provide enough evidence such as characters (Piggy, Ralph, Simon, etc). Those with evidence of reading prescribed texts and notebooks were rated as those who have positive reading tendencies, but avid readers were those who read regularly and extensively. They provided proof of intensive and extensive reading and considered reading as a hobby. Those students could read more texts outside academic circles. The scoring procedure is presented in Table 3.5.

Table 3.5: Scoring Procedure for Each State

Category	Unenthusiastic readers	→			Enthusiastic readers
	1	2	3	4	5
Classification of readers	No enjoyment of reading	Lukewarm readers	Like some reading	Enjoy reading	Avid readers
% of students					
Total					

Numbers were assigned to each response to symbolically serve as scores to indicate which category the student belonged. The response, **no enjoyment in reading** took the symbolic figure of 1; **lukewarm**, 2; **liked reading**, 3; **enjoyed reading**, 4 and **avid readers**, 5. Enthusiastic readers were classified as those who liked reading (reading only prescribed texts); enjoyed reading (reading prescribed and few texts outside the academic circles) and avid readers (reading across genres). Unenthusiastic readers were those who did not enjoy reading and lukewarm readers. The overall frequency of students from each extensive reading habit group was converted to percentages for comparative purposes.

The quality of books and topics were classified under high, moderate and low. High quality books were assessed based on texts that are willingly read, not under obligation by examination or religious demand to read them. Such texts engage readers in critical and constructive reading; reading that would enable them to analyze, synthesize and evaluate information thereby arriving at a conclusion. Such books are *Lord of the Flies* by Goldings, *Purple Hibiscus* by Adichie, etc that were not read for the purpose of writing examinations. Moderate quality books were prescribed texts in all fields, newspapers and magazines that required limited reading demands, prone to skimming and scanning type of reading. The type of reading that is not extensive as such, but reading takes place that could develop students' language and communication skills. The low quality books and topics were comics' books, cheap literatures (Onitsha market), indigenous language based texts, Bible and Koran

which are read to fulfil religious obligations and not necessarily willingness to read extensively. The quantity of materials was measured considering the total number of materials, topics and articles read. However, it was difficult to get the quantity of newspapers/magazines that students of the major tribes read since they did not mention where they got those articles. They mentioned only titles of articles. Table 3.6 presents the classification of qualitative levels of materials.

Table 3.6: The Qualitative Levels of Materials Read

Levels	Characteristics of Materials
High quality materials	English language-based novels, fiction, non fiction, scientific books, non scientific, poems, drama texts, story books not in the syllabus, but read for interest sake willingly by students outside their academic reading circles. These are English language-based books capable of extending the vocabulary and English structures of the students.
Moderate quality materials	English language- based materials; literary texts set in WAEC and NECO; textbooks in different fields; newspapers and magazines not extensive as such but reading takes place; the type of reading that is subject area-based. Although this could develop students' language and communication skills, yet not in extensive manner.
Low quality materials	Materials such as the Koran, the Bible and other religious books that are read for religious obligations are rated under this group. These are read to fulfill religious obligations and not because of interest sake. Others in this category are comics, cheap literature, indigenous language- based texts and light reading such as manuals, bills, pamphlets, and so on. The reading in this category is light and some of the materials have doubtful language effectiveness.

The classification of high and moderate quality was partly in adherence to Dole and Osbon's (1989) classification. They considered newspapers, variety of popular books of

varying reading difficulty, fiction and non fiction texts read for pleasure as high quality materials. They saw moderate quality reading materials as magazines, manuals, content based textbook used in different subjects. However, this study has reviewed the ranking system and considers newspapers and magazines as moderate quality reading materials. Although newspapers and magazines can help in developing students' language and communication skills, it is not in extensive manner. The low quality classification was based on Bright and McGregor's (1970) criteria that suggests cheap literature, pamphlets and manuals.

Table 3.7 presents the criteria for determining quantity of materials read by secondary school students in this study. This is based on the concept of quantitative reading suggested by Moore, Knight and Kiburz (2014) reviewed in Chapter 2 of this study.

Table 3.7: Quantity of Materials Read

Quantitative Levels of Materials	The No. Materials Read/ % of Students
High Quantity	The quantity of reading would be considered high when students have the evidence of extensive reading of over 20 high quality materials.
Moderate Quantity	This refers to reading over 15 high quality texts.
Low Quantity	The low quantity materials refer to reading over 10 or less high quality materials.

Students' responses were further subjected to statistical analysis using ANOVA to test hypotheses for the study. However, students who did not read a single book in a year for pleasure were not different from those who are illiterate. Students who were regarded as avid readers were capable of reading materials across genres for pleasure. He or she read for academic purpose as well.

Summary

The foregoing sub-sections present the design for the study (descriptive survey), the target population (senior secondary school students across the major groups), instruments used for the study (questionnaire and observation) and procedures for data collection. The chapter also brings analyses of data and grading of reading materials into quality and quantitative levels. The samples were drawn from three out of six states in the North, three out of five states from the Eastern part of the country and three out of six states in the Western part of Nigeria. The study adopts random sampling technique whereby 300 students were drawn from the states investigated. A total number of 2700 students across these major tribes were studied. Six senior secondary schools were investigated in each of the three states making a total of eighteen schools within a zone.

Next was the validation of the instruments which was done by the researcher's supervisor and other specialists in the field. A pilot study was conducted within an interval of two weeks to ascertain reliability of the instrument. The result gave a Cronbach's alpha of 0.834 and this was considered good enough to use. Assessment of students was based on Applegate and Applegate (2004) and Marantina's (2012) scoring and grading method using percentages of students. ANOVA, Kruskal Wallis and t-test statistical tools were used in testing hypotheses. Qualitative and quantitative levels of reading materials considered were: high, moderate and low levels.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSES

4.0 Introduction

This chapter presents results and analyses of findings from the study. The presentations were based on research questions raised in 1.4 and the corresponding hypotheses in 1.5 of chapter one. The hypotheses were analysed on the basis of total number of students and percentages. Summary tables were employed for the questionnaire analyses. The first strand of the findings was based on questionnaires' exploratory questions on students' reading habits inventory which depicts students' reading profiles.

The second strand, which was intertwined with the first, focused on observation of students. This is presented simultaneously with questionnaire data. Results of data collected were analysed and are presented in tables in the form of frequencies and percentages.

The discussion section highlights main trends that emerge from the study. Finally, conclusion ties the strands together in light of the findings. The chapter comprises the following sub sections: data presentation and analyses; overall findings; discussion of findings; contribution to knowledge and summary.

4.1 Data Presentation and Analyses

Students' responses across states from the three zones are presented in this chapter in consonance with research questions and subsequently hypotheses.

The first research question was aimed at identifying reading frequency profiles of secondary school students across the major tribes. The corresponding hypothesis for achieving the solution to this question is:

Hypothesis 1: There is no significant difference in reading frequency profiles of secondary school students across the major tribes. Responses to items were quantified using five levels. Level one captured respondents who read nothing. The second level included responses of

students who claimed to read without evidence of reading such texts. The third level involves responses with reading evidence of only prescribed texts and notebooks. The next level captured responses of those who read both prescribed and non prescribed texts. This group of students could be classified as those who read outside prescribed academic reading, yet their reading was not extensive enough. The last level refers to students who read all types of materials willingly. The type of reading that covered all genres.

The reading frequency profile of students of the major tribes was captured from questionnaire item seven (7) which sought to know how often they read in a day, a week, a month, a year or never read anything. Students' responses indicated only daily reading. They all claimed to read daily even when they could not provide evidence. As such, there were no data for weekly, monthly and yearly reading materials.

Table 4.01 presents data for reading profile of students across Igbo states.

Table 4.01: Reading Frequency Profile across Igbo States: N=900

How often you read in a day	Schools	Type of materials read	Proof of reading N	of Proof of reading %	Without proof of reading N	of Without proof of reading %
Everyday	Abia 1-6 N=300	Textbook	9	15	22	4
		Notebook	64	21.33	51	7
		Fiction/non fiction	47	5.67	33	1
		Magazines	3	1		5
		Newspapers	8	2.67	0	0
		Extensive reading	16	5.33	0	0
		Total			147	49
		Read nothing	32	10.67	0	0
	Imo 7-12 N=300	Textbook	7	6.67	24	11.33
		Notebook	31	6	40	13.33
		Fiction/non fiction	29	4.67	31	12
		Magazines	10	3.33	3	1
		Newspapers	12	4	5	1.67
		Extensive reading	0	0	0	0
		Total			89	29.67

	Read nothing	108	36	0	0
Enugu 13-18 N=300	Textbook	14	4.66	2	0.66
	Notebook	106	35.33	6	2
	Fiction/non fiction	49	16.33	13	4.33
	Magazines	2	0.66	2	0.66
	Newspapers	6	2	5	1.67
	Extensive reading	4	1.33	0	0
	Total	177	59	28	9.33
	Read nothing	91	30.33	0	0
Overall Total N=900	Textbook	30	3.33	48	5.33
	Notebook	201	22.33	97	10.77
	Fiction/non fiction	125	13.89	77	8.55
	Magazines	15	1.67	20	2.22
	Newspapers	26	2.89	10	1.11
	Extensive reading	20	2.22	0	0
	Read nothing	231	25.66	0	0

Table 4.01 indicates that students from Igbo states claimed to read every day, yet it appears students wanted to be seen as those who read daily. This is because the percentages of those with evidence of reading for academic purposes (notebooks and prescribed fiction texts were 22.33% and 13.89% respectively) and extensive reading texts (2.22%) were below fifty percent of the total percentage of students investigated in the zone. All these percentages fall within poor reading habits group. Hence, no student was considered as an avid reader. Enugu state came first with the highest percentage of students (35.33%) who read notebooks, while Abia state came first with the highest percentage of students with evidence of extensive reading (5.33%). Imo state recorded the least percentage (0%) in extensive reading. However, the overall results across Igbo states revealed that those who read nothing had the highest percentage (25.66%) and were closely followed by those who read notebooks (22.33%). The reading of magazines recorded the lowest percentage (1.67%). This depicts very poor reading habits of students from Igbo group judging by 60% benchmark established in Chapter Three.

Table 4.02 presents data for the responses of students across Yoruba states.

Table 4.02: Reading Frequency Profile across the States in Yoruba: N=900

How often you read in a day	Schools	Type of materials read	Proof of reading		Without proof of reading	
			N	%	N	%
Everyday	Oyo 1-6 N=300	Textbook	5	1.66	13	4.33
		Notebook	39	13	38	12.67
		Fiction/non fiction	18	6	44	14.67
		Magazines	2	0.67	3	1
		Newspapers	7	2.33	40	13.33
		Extensive reading	15	5	0	0
		Total	71	23.67	138	46
	Read nothing	76	25.33	0	0	
	Ogun 7-12 N=300	Textbook	8	2.67	50	16.66
		Notebook	19	6.33	44	14.67
		Fiction/non fiction	11	3.67	13	4.33
		Magazines	3	1	6	2
		Newspapers	10	3.33	16	5.33
		Extensive reading	8	2.67		
Total		51	17	129	43	
Read nothing	112	37.33				
Lagos 13-18 N=300	Textbook	11	3.67	38	12.67	
	Notebook	57	19	34	11.33	
	Fiction/non fiction	15	5	36	12	
	Magazines	5	1.67	2	0.67	
	Newspapers	16	5.33	22	7.33	
	Extensive reading	2	0.67	0	0	
	Total	104	34.67	132	44	
Read nothing	62	20.66	0	0		
Overall Total N=900	Textbook	24	2.67	101	11.22	
	Notebook	115	12.78	116	12.88	
	Fiction/non fiction	44	4.89	93	10.33	
	Magazines	10	1.11	11	1.22	
	Newspapers	33	3.67	78	8.66	
	Extensive reading	25	2.78			
	Read nothing	250	27.78			

From Table 4.02, the findings revealed that Lagos state had the highest percentages of students in daily reading of notebooks (19%), textbooks (3.67%), newspapers (5.33%) and magazines (1.67%), but recorded the lowest percentage in extensive reading (0.67%). Oyo state had the highest percentage of students in daily extensive reading (5%). The overall results from Yoruba states investigated showed that students who did not read anything had the highest percentage (27.78%), while daily reading of notebook came second in ranking (12.78%). Extensive reading recorded a low percentage (2.78%) and magazines had the lowest (1.11%). This depicts poor reading habits of students across Yoruba states judging by over 60% benchmark for students' percentage established in Chapter Three. It seems students did not have interest in reading.

Table 4.03 presents reading frequency profile of students across Hausa states.

Table 4.03: Reading Frequency Profile across Hausa States: N=900

How often you read in a day	Schools	Type of materials read	Proof of reading Prescribed texts		Without proof of reading	
			N	%	N	%
Everyday	Kebbi 1-6 N=300	Textbook	5	1.67	12	4
		Notebook	20	6.67	87	29
		Fiction/non fiction	39	13	50	16.66
		Magazines	4	1.33	8	2.67
		Newspapers	12	4	9	3
		Extensive reading	22	7.33	0	0
		Total	102	34	166	55.33
	Read nothing	52	17.33	0	0	
	Sokoto 7-12 N=300	Textbook	3	1	13	4.33
		Notebook	14	4.67	38	12.67
		Fiction/non fiction	12	4	10	3.33
		Magazines	2	0.67	6	2
		Newspapers	6	2	8	2.67
		Extensive reading	4	1.33	0	0
		Total	37	12.33	75	25
	Read nothing	184	61.33	0	0	
	Zamfara 13-18 N=300	Textbook	3	1	42	14
		Notebook	21	7	90	30
		Fiction/non fiction	13	4.33	14	4.66
		Magazines	4	1.33	6	2
		Newspapers	11	3.67	10	3.33
		Extensive reading	1	0.33	0	0
		Total	52	17.33	162	54
	Read nothing	85	28.33	0	0	
Overall Total N=900		Textbook	11	1.22	67	7.44
		Notebook	55	6.11	215	24.11
		Fiction/non fiction	64	7.11	74	9.33
		Magazines	10	1.11	20	2.22
		Newspapers	29	3.22	27	3
		Extensive reading	27	3	0	0
		Total	321	35.67	0	0

The data in Table 4.03 portrays a similar trend of poor reading habits of students across Hausa states. However, Kebbi state had the highest percentage of students who read textbooks (1.67%), notebooks (6.67%), fiction/non fiction texts (13%), newspapers (4%) and extensive reading (7.33%). Sokoto state came second in extensive reading (1.33%), but last in reading notebooks (4.67%), prescribed fiction texts (4%), magazines (0.67%) and newspapers (2%).

The overall results revealed that percentages of those without evidence of reading textbooks (7.44%); notebooks (24.11%) and prescribed fiction texts (9.33%) were alarmingly higher than those with reading evidence across the zone. Also, the percentage of students who indicated that they did not read anything was high (35.67%). The findings revealed deplorable reading activities of students across Hausa states judging by the over sixty percent (60%) benchmark established in chapter three for good reading habits. Table 4.04 presents reading frequency profiles of students across the three major tribes. It revealed that Yoruba students had the highest percentage of students with proof of daily extensive reading (2.78%). This was followed by Hausa students (2.33%), while Igbo students were last (2.22%).

Below is Table 4. 04 with data on students' daily reading frequency of major tribes.

Table 4.04: Reading Frequency of Students across the Major Tribes

No. of Samples	Type of materials read	Proof of reading		Without proof of reading	
		N	%	N	%
Igbo 900	Textbook	30	3.33	48	5.33
	Notebook	201	22.33	97	10.78
	Fiction/non fiction	125	13.89	77	8.55
	Magazines	15	1.67	20	2.22
	Newspapers	26	2.89	10	1.11
	Extensive reading	20	2.22	0	0
	6		417	46.33	252
	Read nothing	231	25.67	0	0
Yoruba 900	Textbook	24	2.67	101	11.22
	Notebook	115	12.77	116	12.88
	Fiction/non fiction	44	4.88	93	10.33
	Magazines	10	3.33	11	1.22
	Newspapers	33	4.77	78	8.66
	Extensive	25	2.78	0	0
	6		251	27.89	399
	Read nothing	250	27.78	0	0
Hausa 900	Textbook	11	1.22	67	7.44
	Notebook	55	6.11	215	24.11
	Fiction/non fiction	42	4.67	74	9.33
	Magazines	10	1.11	20	2.22
	Newspapers	29	3.22	29	3.22
	Extensive	21	2.33	0	0
	6		174	19.33	405
	Read nothing	321	35.67	0	0
2700	Total	842	31.18	1056	39.11
	Read Nothing	802	29.70	0	0

The summary of reading various texts is presented in Table 4.04.1.

Table 4.04.1: Daily Reading Frequency Profile of Students of the Major Tribes

Materials	Igbo		Yoruba		Hausa		Total	
	N	%	N	%	N	%	N	%
Extensive reading	20	2.22	25	2.78	21	2.33	66	2.44
Academic reading	397	44.11	225	25	153	17	775	28.70
Reading without proof	252	28	399	44.33	405	45	1056	39.11
Read nothing	231	25.67	250	27.78	321	35.67	802	29.70
Total	900	100	900	100	900	100	2700	100

Igbo tribe had the highest percentage of students with evidence of daily reading for academic purposes (44.11%). This was followed by students in Yoruba states (25%), while students in Hausa states had the lowest percentage (17%). Students who engaged in extensive reading were the least (2.44%; see Table 4.04.1), while students who read nothing were 1% more than those who read prescribed/academic books (29.70% and 28.70%, see Table 4.04.1). The percentage of students without reading evidence was alarmingly high (39.11%). Judging by the benchmark set up in chapter three, students from the major groups fall into poor reading habits group. They exhibited poor reading habits considering the fact that students who read for academic purposes were less than half (28.70%). The chart in figure 4.1 presents reading frequency profiles of students across the Major Tribes.

Figure 4.1: Reading Frequency Profile of Students across the Major Tribes

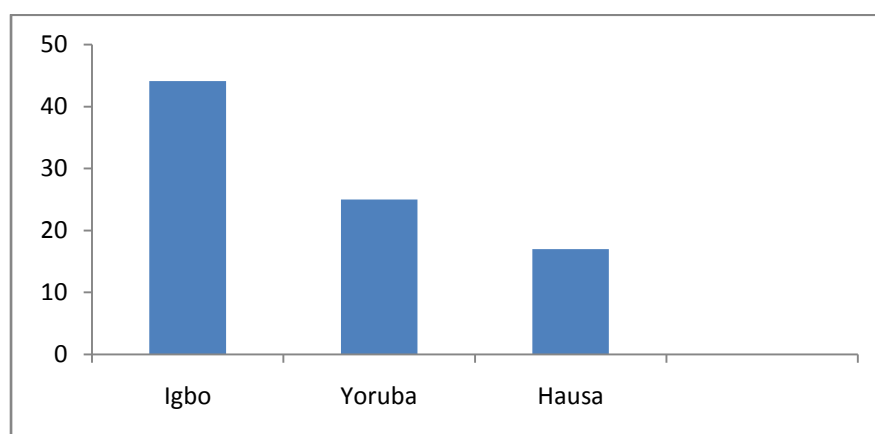


Figure 4.1 presents data which include academic and extensive reading activities. It reveals that Igbo students had the highest percentage (44.11%) of students with evidence of reading compulsory materials such as textbooks, notebooks, fiction/non fiction, newspapers and magazines. This was followed by students from Yoruba states (25%), whereas Hausa students had the least percentage of students with proof of daily reading academic materials (17%). It shows that students' claim of daily reading was not actually true since the number of those who read, together with levels of reading (qualitative and quantitative), does not

meet up with the benchmark set up for this study. They fall into the poor reading habits group. Table 4.05 presents reading frequency profile during students' leisure time.

Table 4.05: Students' Activities during Leisure Time (Igbo Group)

Type of materials	Abia (N=300)		Imo (N=300)		Enugu (N=300)		Total (N=900)	
	N	%	N	%	N	%	N	%
Read a textbook	11	3.67	6	2	19	6.33	36	4
Read a notebook	16	5.33	20	6.67	25	8.33	61	6.78
Read novels	31	10.33	14	4.67	37	12.33	82	9.11
Read newspapers/ magazines	3	1	2	0.67	8	2.67	13	1.44
Sub total	61	20.33	42	14	89	29.66	192	21.33
Chat with friends	27	9	49	16.33	37	12.33	113	12.56
Watch T.V/movies	80	26.67	67	22.33	34	11.33	181	20.11
Play video games	48	16	31	10.33	29	9.67	108	12
Play football	52	17.33	43	14.33	28	9.33	123	13.67
Internet chatting	11	3.66	25	8.33	19	6.33	55	6.11
Listen to music	8	2.67	0	0	0	0	8	0.89
Sleep	13	1.44	43	14.33	51	17	107	11.89
Visit friends/ relations	0	0	0	0	13	4.33	13	1.44
Sub total	239	79.66	258	86	211	70.33	708	78.67
Total	300	100	300	100	300	100	900	100

The data in Table 4.05 present types of activities students engaged in during leisure time across Igbo states. Enugu state had the highest percentage of students who used leisure time for reading (29.66%), while the remaining 70.33% used such time to engage in other activities mentioned above. Imo state recorded the lowest percentage of those who used leisure time to read (14%). The data across Igbo states showed that 21.33% of students from the zone used leisure time to read different materials as against 78.67% who used such time for other activities. This implies that other activities such as chatting, playing football, etc are competing with students' reading time and have succeeded in taking most of their reading time. The data in Table 4.06 presents students' leisure activities across Yoruba states.

Table 4.06: Students' Activities during Leisure Time (Yoruba)

Type of materials	Lagos (N=300)		Ogun (N=300)		Oyo (N=300)		Total (N=900)	
	N	%	N	%	N	%	N	%
Read a textbook	20	6.65	21	7	20	6.67	61	6.78
Read a notebook	61	20.33	48	16	63	21	172	19.11
Read novels	12	4	8	2.67	19	6.33	39	4.33
Read newspapers/ magazines	14	4.67	3	1	10	3.33	27	3
Sub total	107	35.67	80	26.67	112	37.33	299	33.22
Chat with friends	2	0.67	3	1	4	1.33	9	1
Watch T.V/movies	69	23	76	25.33	52	17.33	197	21.89
Play video games	27	9	42	14	12	4	81	8.78
Play football	45	15	31	10.33	24	8	100	11.11
Recite Quran	5	1.67	0	0	2	0.67	7	0.78
Internet chatting/ Whatsapp/facebook	0	0	0	0	31	10.33	31	3.44
Listen to music	27	9	0	0	0	0	27	3
Sleep	18	6	25	8.33	31	10.33	74	4.89
Just relax	0	0	0	0	24	8	24	2.67
Sell in the shop	0	0	43	14.33	8	2.67	51	5.67
Sub total	193	64.33	220	73.33	188	62.67	601	66.78
Total	300	100	300	100	300	100	900	100

The data presented in Table 4.06 indicates a common trend in reading habits of students in Yoruba speaking states. From the data, Oyo state had the highest percentage (37.33%) of students who used leisure time to read various materials (ranging from textbooks, notebooks, novels, newspapers and magazines). Ogun had the lowest percentage (26.67%). When the data from Yoruba states are put together with regard to what they did during leisure time, 33.22% of the students claimed they used the time to read, whereas 66.78% used such time to do other things like watching movies, chatting on internet and so on. The lower percentage of (33.22%) students who engaged in reading activities implied that

only such students used leisure time to read and the reading seemed to be centred more on notebooks.

Below in Table 4.07 is data on students' leisure activities across Hausa states.

Table 4.07: Students' Activities during Leisure Time (Hausa Group)

Type of materials	Kebbi (N=300)		Sokoto (N=300)		Zamfara (N=300)		Total (N=900)	
	N	%	N	%	N	%	N	%
Read a textbook	34	11.33	31	10.33	18	6	83	9.22
Read a notebook	37	12.33	21	7	29	9.67	87	9.67
Read novels	26	8.67	16	5.33	11	3.67	53	5.89
Read newspapers/ magazines	11	3.67	6	2	4	1.33	21	2.33
Sub total	108	36	74	24.67	62	20.67	244	27.11
Chat with friends	38	12.67	56	18.67	61	20.33	155	17.22
Watch T.V/movies	19	6.33	24	8	17	5.67	60	6.67
Quran Recitation	67	22.33	71	23.67	63	21	201	22.33
Sleep	10	3.33	35	11.67	38	12.67	83	9.22
Visit friends/ relations	58	19.33	40	13.33	59	19.67	157	17.44
Sub total	192	64	226	75.33	238	79.33	656	72.89
Total	300	100	300	100	300	100	900	100

As shown in Table 4.07, Kebbi had the highest percentage (36%) of students who used leisure time to read. Sokoto state followed closely with 24.67%, while Zamfara had the lowest percentage (20.67%). Considering what students in Hausa states did with their free time, data indicated that 27.11% of the entire students investigated used the time to read different materials as stated in the table (Table 4.07), while 72.89% indulged in other activities outside reading. However, a sizeable number of students (22.33%) indicated that they used the time to recite the Holy Quran. Reading Holy books are aimed at fulfilling religious obligations, whereas the focus of this study is on reading willingly devoid of obligations. The recitation of verses of the Holy books is not regarded extensive reading as such. The hypothesis which states that there is no significant difference in reading frequency profiles of secondary school students across the major tribes was tested using ANOVA

statistical tool. Table 4. 07.1 presents analysis of reading frequency profiles of students of the major tribes.

Table 4.07.1: ANOVA Analysis on the reading frequency profiles of students across the three major tribes of Nigeria

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	91.000	2	45.500	.002	.998
Within Groups	393427.000	21	18734.619		
Total	393518.000	23			

A one-way between groups analysis of variance was conducted to explore differences in reading frequency profiles of secondary school students across the three major tribes of Nigeria as shown in Table 4.07.1. Participants were divided into three groups according to tribe (Igbo, Yoruba and Hausa). There was no statistically significant difference at $\alpha = 0.05$ level of reading frequency profiles for the three groups $F(2, 21) = 0.002$, $p = .998$. A post-hoc comparison was not necessary because the p-value (0.998) was greater than significance level (0.05). The descriptive statistics shows that the mean and standard deviation for Igbo students ($M = 117.25$, $SD = 110.652$) was different from Hausa students ($M = 115.25$, $SD = 155.709$) and Yoruba students ($M = 112.50$, $SD = 140.409$). Despite these, the differences were not significant. This implies that there is no significant difference in reading frequency of different types of materials used by students across the three major tribes of Nigeria. Therefore, the null hypothesis is retained.

The finding implied that there was a seemingly similar trend in poor reading habits of secondary school students across the three Nigerian major tribes. The percentage of students without evidence of reading was substantial. Although there were differences in percentages of those who engaged in reading activities across the major groups, the overall results showed

that their reading profile is poor. Students do not seem to care to read much during leisure time. The results indicate that there is little reading in schools across the major tribes.

The Actual Observation of Activities of Students during Leisure Time

The second strand of the study, observation, was embedded into the first strand and it examined students' claim of their reading habits by watching them during school hours.

Table 4.08.1 presents observational data of students across Abia state.

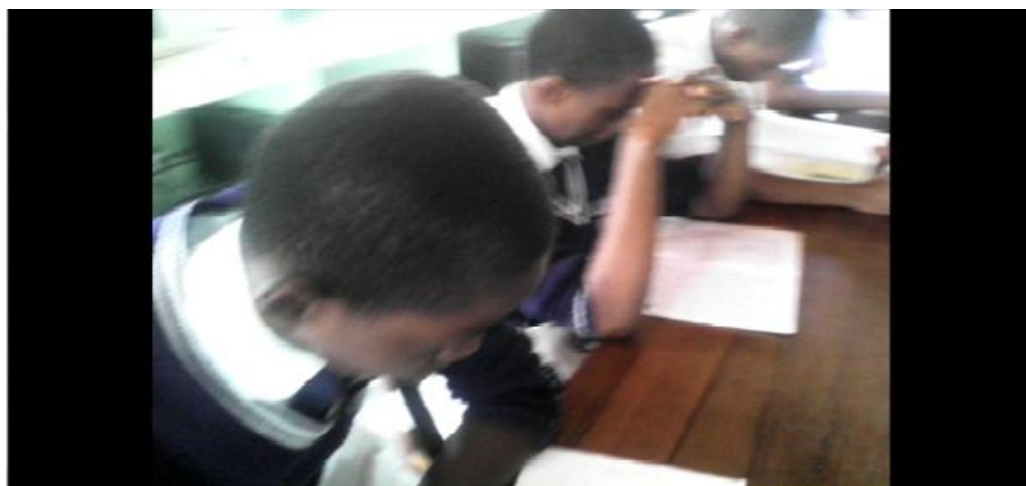
Table 4.08.1: Observation of Students Activities across Abia State

State	Activities During Leisure Time	Total Number	%
Abia (N=300)	Reading textbook	2	0.66
	Reading notebook	72	24
	Reading fiction/non fiction text	5	1.67
	Sub total	79	26.33
	Roaming about school premises	112	37.33
	Playing truant	109	36.33
	Sub total	221	73.67
Total	5	300	100

Those who played truant absconded classroom lessons. They either sat down outside the school premises or engaged in playing football while lessons were in progress. The observation revealed that the percentage of students roaming about school premises during free time was the highest (37.33%). Despite the fact that some of the schools observed in the state were preparing for their mid-term examinations, only 26.33% of the students read textbooks, notebooks and fiction texts while the remaining 73.67% did not bother to read anything.

The data were videotaped in different locations and the clips are presented in each of the sections or groups. Figure 4.2, presents a cross section of students from one of the schools in Abia state in the library during free period. The students were reading for the mid-term examination.

Figure 4.2: Students from Abia State



Students in the Library

The students in figure 4.2 were reading in preparation for their mid-term examinations. From observation, the percentages of those who read notebooks (24%), textbooks (0.66%) and prescribed fiction texts (1.67%) were less (making a total of 26.33%). The percentage of reading did not meet up with the benchmark set in chapter three. As a result, they fall in poor habits reading group.

Below is Table 4.08.2 with data of students observed in Imo state

Table 4.08.2: Students Observed in Imo State

State	Activities During Leisure Time	Total Number	%
Imo (N=300)	Reading notebook	57	19
	Reading fiction/non fiction text	5	1.67
	Reading magazines/newspapers	3	1
	Sub total	65	21.67
	Roaming about school premises	113	37.67
	Playing football/chat	122	40.67
	Sub total	235	78.33
Total	6	300	100

The data across Imo state showed that 40.67% of students abandoned lessons and were playing football and chatting outside school premises. However, 37.67% of the students

observed were seen roaming about the school premises during free period, while only 21.67% of the students were reading in the library and in the classrooms. Figure 4.3 presents one of the video clips captured during their free period.

Figure 4.3: A School in Imo State



Students outside the classrooms

Figure 4.3 presents one of the instances where students were seen roaming about the school premises. The researcher inquired in one of the schools to know why those students (37.67%) were roaming about but no cogent reason was given. However, it was observed that some of the classes did not have teachers.

Table 4.08.3 presents data of students' activities during free time in schools across Yoruba speaking states.

Table 4.08.3: Students Activities during Free Time across Yoruba States

State	Activities	Total Number	%
Oyo N=300	Reading textbook	1	0.33
	Reading notebook	69	23
	Reading fiction/non fiction text	12	4
	Extensive reading	4	1.33
	Sub total	86	28.67
	Roaming about school premises	127	42.33
	Playing truant	87	29
	Sub total	214	71.33
Total	6	300	100

From the observation, roaming about school premises chatting and playing during free period had the highest percentage of students (42.33%) across Oyo state. The percentage of those who read various materials for both academic and leisure reading was the lowest (28.67%). Table 4.08.4 has data for students across Ogun state.

Table 4.08.4: Students Activities during Free Period across Ogun State

State	Activities	Total Number	%
Ogun N=300	Reading textbook	2	0.67
	Reading notebook	78	26
	Reading fiction/non fiction text	7	2.33
	Extensive reading	2	0.67
	Sub total	89	29.67
	Roaming about school premises	132	44
	Playing truant	79	26.33
	Sub total	211	70.33
Total	6	300	100

The data from Ogun state showed that roaming about school premises during free period had the highest percentage of students (44%) while reading textbooks and extensive

reading of fiction texts had the lowest percentage (0.67%) each. Those who engaged in reading activities were less (29.67%) as compared with others who did not read (70.33%).

Figures 4.4 and 4.5 present picture of activities of students from schools across Yoruba states during leisure time in school.

Figure 4.4: Students from a School in Ogun State



Students in figure 4.4 were standing at the back of their classes where no teacher could see them easily. Lessons were going on in all the classes, yet these students were outside the classroom. The response to the question why they were outside when lessons were in progress was that they came late to school and did not want to fall into trouble with their teachers. So they decided to remain behind the classroom blocks. The researcher inquired from students why they did not go to the library to read. The response was that the teacher on duty would beat them for coming late to school if he saw them. Only 7.67% of these students had writing materials, but had no textbook. This was around 9.46 am. Figure 4.5 presents a school in Oyo state.

Figure 4.5: A School in Oyo State



In Figure 4.5, 10% of the students in a school in Oyo state were seen standing outside their classroom because they were disturbing in class. Their teacher asked them to leave the class. So instead of going to the library to read, they decided to stand leaning on the wall of the classroom block. It implied that those students were not serious with their academic work and that was why they were disturbing in the class.

Below is Table 4.08.5 with observed data of students in Kebbi state.

Table 4.08.5: Activities of Students in School in Kebbi State

State	Reading Activities	Total Number	%
Kebbi N=300	Reading notebook	52	17.33
	Reading fiction/non fiction text	5	1.67
	Extensive reading	4	1.33
	Reading magazines	2	0.67
	Sub total	63	21
	Recitation of Koran	73	24.33
	Roaming about school premises	98	32.67
	Playing truant		22
	Sub total	66	79
		237	
Total	8	300	100

Activities of students in schools across Kebbi state were observed and recorded. Students roaming about school premises recorded the highest percentage (32.67%), while those who read magazines took the lowest percentage (0.67%). Those who read different materials including extensive reading materials were less (21%) as compared with those who read nothing (79%). Figure 4.6 has data of students in another school in Kebbi state in the principal's office.

Figure 4.6: A School in Kebbi State



Students in the principal's office

These students from Kebbi state were called from their classrooms to be interviewed in the principal's office. The principal refused the researcher's access to students due to the fear of exposing them to people who might be collaborating with insurgents. She insisted that anything to be done to the students had to be under her presence. These students were interviewed on what they did anytime they had a free period in school. Below are data of their responses:

Table 4.08.6: Students' Activities during Leisure in Kebbi State

State	Activities during Leisure	Total Number	%
Kebbi	Chatting	18	36
	Recitation of Koran	13	26
	Relaxtion	9	18
	Reading	10	20
Total		50	100

A substantial percentage (36%) of students stated that they used free periods in school to chat; 26% responded that they used the time to recite the Koran, while 18% and 20% used the time to relax and read respectively. Table 4.08.7 presents students' data in school during free period in Sokoto state.

Table 4.08.7: Students' Activities during Free Period in Sokoto State

State	Reading Activities	Total Number	%
Sokoto N=300	Reading notebook	46	15.33
	Reading fiction/non fiction text	2	0.67
	Extensive reading	3	1
	Reading magazines	1	0.33
	Sub total	52	17.33
	Recitation of Koran	58	19.33
	Roaming about in school	91	30.33
	Playing football	99	33
	Sub total	248	82.67
Total	8	300	100

Sokoto state recorded the highest percentage of students (33%) playing football in school. However, 17.33% of the students used free lesson to read notebooks, prescribed fiction texts, biography of Sadauna of Sokoto and magazines. The still pictures of students in a school in Sokoto state is presented in Figure 4.7.

Figure 4.7: A School from Sokoto State



These students (30.33%) were observed roaming about within the school premises. However, when asked why they were not reading, their response showed their ignorance of embarking on independent reading. The response was that they did not know what to read and had no textbook to read. The data got from observation across the states investigated are presented in Appendix 4.

It was also discovered that only 23.74% of students read during free time. Observation was to further confirm students' responses on what they did during leisure time. It was noticed that students of the major groups used most of their leisure time for other activities apart from reading. However, significant differences were noticed when students' questionnaires were compared with the observational data for Yoruba and Hausa students. The percentages in their claims that they read different materials during leisure time were more than the ones observed (see Appendix 4).

The second research question looked at qualitative levels of materials read by secondary school students across the three major tribes. Students' responses were captured using questionnaire item numbers 9, 10, 11 and 12. The qualitative levels of materials mentioned were non fiction, fiction texts and biography texts read for academic purposes and leisure. The books were judged on how they were capable of extending the vocabulary and

the English language structure of students. The criteria for grading quality levels of reading materials were mentioned in Chapter Three (see section 3.6).

Table 4.09 presents frequencies and percentages of students from Igbo group with reading evidence and those without evidence. Some indicated that they did not read anything. Table 4.09 presents the data for such Igbo students.

Table 4.09: Qualitative Levels of Materials Read (for Igbo Group)

Quality levels of materials	List of materials read	Abia State		Imo State		Enugu State		Total proof of reading
		Proof of reading	Without Proof of reading	Proof of reading	Without Proof of reading	Proof of reading	Without Proof of reading	
High Quality	Arms and the Man	9	11	0	0	0	0	9
	Gifted Hands	6	7	0	0	4	0	10
	Things Fall Apart	1	0	0	0	0	0	1
Total	3	16	30	0	0	4	1	20
Moderate Quality	The Blinkards	10	8	3	4	11	6	24
	Purple Hibiscus	11	12	7	2	17	8	35
	Lord of the Flies	14	10	9	1	10	5	33
	The Women of Owu	11	9	8	16	9	21	28
	A Woman in her Prime	0	0	9	8	0	0	9
	The Tempest	1	12	1	0	2	1	4
	Lonely Days	2	3	17	3	15	16	34
	Out of His Mind	2	2	3	12	9	1	14
8	51	56	57	46	73	58	181	

Low Quality	The Karate Princess	3	1	2	3	7	8	12
	Oja Dufuo Dike	2	6	6	9	4	3	12
	Native Son	1	2	2	8	6	5	9
	Zumji and Uchenna	7	6	7	15	10	7	24
	The TV Kid	3	1	0	0	0	0	3
	Too Late to Weep	3	10	0	0	7	5	10
	The Old Man and the Sea	9	5	0	0	15	1	24
	Sugar Girl	0	0	2	10	6	13	8
	Total	28	105	19	94	55	142	102
	Read		100		130		26	
	Nothing							

Table 4.09.1 summarises qualitative levels of materials read by students across Igbo states.

Table 4.09.1: The Summary of Qualitative Levels of Materials across Igbo States

Levels of Reading	Abia		Imo		Enugu		Total %		
	N	%	N	%	N	%			
High Quality	16	5.33	0	0	4	1.33	20	2.22	5 th
Moderate Quality	51	17	57	19	73	24.33	181	20.11	3 rd
Low Quality	28	9.33	19	6.33	55	18.33	102	11.33	4 th
Without Proof of Reading	105	35	94	31.33	142	47.33	341	37.89	1 st
Read Nothing	100	33.33	130	43.33	26	8.67	256	28.44	2 nd
Total	300	100	300	100	300	100	900	100	

Data from Table 4.09.1 showed that Abia had the highest percentage of students (5.33%) with proof of reading highly qualitative materials, whereas Imo state recorded the lowest percentage (0%). The investigation revealed that Imo state had the highest percentage of students (43.33%) who read nothing, while Enugu state had the lowest percentage (8.67%). The overall findings showed that reading highly qualitative levels of materials comes last (5th) on the ranking (2.22%), while those without evidence of reading are first on the ranking (37.89%). This was followed by those who did not read anything (28.44%). The total percentages of students with reading evidence across the three quality levels (2.22+ 20.11+ 11.33 =33.66%) does not meet up with the benchmark of 60% set up in chapter three. It means that these students have poor reading habits.

Table 4.10 presents qualitative levels of reading materials by students across Yoruba states.

Table 4.10: Qualitative Levels of Materials Read (Yoruba Group)

Quality Levels of Materials	List of Materials read	Oyo State		Ogun State		Lagos State		Total reading proof
		Proof of reading	Without Proof of reading	Proof of reading	Without Proof of reading	Proof of reading	Without Proof of reading	
High Quality	Arms and the Man	8	10	0	0	6	10	14
	Romeo and Juliet	0	0	2	1	0	0	2
	Vanity (Poem)	6	4	0	0	0	0	6
	Macbeth	1	2	0	0	0	0	1
	She Stoops to Conquer	0	0	2	1	0	0	2
	King Solomons' Mines	0	0	4	2	0	0	4
	Sub-Total	6	15	16	8	4	6	10
Moderate Quality	The Tempest	4	8	0	0	6	10	10
	The Blinkards	0	0	8	14	4	14	12
	Purple Hibicus	0	0	16	12	14	17	30
	Lord of the Flies	0	0	0	0	18	12	18
	The Women of Owu	0	0	13	17	8	14	21
	A Woman in her Prime	14	40	0	0	11	7	25
	Harvest of Corruption	6	12	0	0	0	0	6
	Lonely Days	8	10	8	6	12	20	28
	Out of His Mind	6		4	2	0	0	
	Sub-total	9	38	86	49	51	73	94
Low Quality	Zumji and Uchenna	0	0	8	11	0	0	8
	Like Father Like Son	0	0	0	0	10	12	10
	The Beautiful Daughter of	0	0	11	7	0	0	11

Abimbola								
The Last	0	0	9	5	0	0	9	
Goodman								
Moremi the	16	8	10	8	13	15	39	
Courageous								
Girl								
Behind the	18	3	9	11	16	12	43	
Clouds								
The Rich	2	4	0	0	0	0	2	
also Cry								
Sugar Girl	0	0	4	2	16	0	4	
The Slum	0	0	2	7	0	0	2	
Boy								
The Old	6	8	7	9	0	0	13	
Man and								
the Sea								
Dizzy	4	14	8	13	0	0	12	
Angel								
High	2	1	9	5	0	0	11	
School								
Girls								
Sub-total	48	38	77	78	55	39	353	
Read	67			33		39		
nothing								

The summary of quality levels of reading materials is presented in Table 4.10.1.

Table 4.10.1: The Summary of Quality Levels of Reading Materials across Yoruba States

Quality Levels	Oyo		Ogun		Lagos		Total	
	N	%	N	%	N	%	N	%
High	15	5	8	2.67	6	2	29	3.22 5 th
Moderate	38	12.67	49	16.33	73	24.33	160	17.78 3 rd
Low	48	16	77	25.67	55	18.33	180	20 2 nd
Without Proof of Reading	132	44	133	44.33	143	47.67	408	45.33 1 st
Read Nothing	67	22.33	33	11	39	13	139	15.44 4 th
Total	300	100	300	100	300	100	900	100

In Table 4.10.1, Oyo had the highest percentage of students (5%) with reading evidence of high quality materials, while Lagos state had the lowest percentage (2%). Students within this zone exhibit poor reading habits since the percentage falls below the

already set benchmark in chapter three. The overall results showed that students who could not provide evidence of reading were ranked first (45.33%). Those who read low quality levels of materials came second (20%), while high quality level materials came last (3.22%). This means that students' qualitative reading level is not capable of broadening their intellect.

Table 4.11 presents data on students' qualitative levels of reading materials across Hausa states.

Table 4.11: Qualitative Levels of Materials Read (Hausa)

Quality levels of materials	List of materials read	Kebbi State		Sokoto State		Zamfara State		Total proof of reading
		Proof of reading	Without Proof of reading	Proof of reading	Without Proof of reading	Proof of reading	Without Proof of reading	
High Quality	Arms and the Man	4	10	0	0	0	0	4
	A Man for All Seasons	4	20	0	0	0	0	4
	Our Husband has Gone mad Again	2	3	0	0	0	0	2
	Biography of Sadauna Dr. Faustus	8	2	4	9	1	0	13
	The Gods Must be Crazy	2	0	0	0	0	0	2
	Sub total	22	36	4	9	1	0	27
	Moderate Quality	The Blinkards	0	0	2	5	1	8
Lord of the Flies		14	18	0	0	6	22	20
The Women of Owu		0	0	3	11	0	0	3
A Woman in her Prime		18	32	1	7	4	26	23
The Tempest		0	0	1	2	2	4	3
Lonely Days		2	23	0	0	6	28	8
Out of His Mind		4	12	12	24	2	5	18
Sub total	38	85	19	49	21	93	78	

Low Quality	Zumji and Uchenna	6	12	3	11	2	6	11	
	Like Father Like Son	4	14	4	10	5	7	13	
	The Wizard of Law	3	6	0	0	0	0	3	
	Moremi the Courageous Queen	12	9	2	6	0	0	14	
	The Lazy Woman	2	8	0	0	0	0	2	
	The Honest Child	2	6	0	0	0	0	2	
	A True Friend	1	8	0	0	0	0	1	
	The Precious Child	2	4	0	0	0	0	2	
	Nnenna the Obedient Child	2	6	0	0	3	5	5	
	Adventure of Arium the Tortoise	1	4	0	0	0	0	1	
	African Night Entertainment	0	0	3	2	0	0	3	
Total		24	95	188	35	87	32	113	160

Summary of data on qualitative levels of reading materials is presented in Table 4. 11.1

Table 4.11.1: Summary of Quality Levels of Reading Materials across Hausa States

Quality Levels	Kebbi State		Sokoto State		Zamfara State		Total		
	N	%	N	%	N	%	N	%	
High	22	7.33	4	1.33	1	0.33	27	3	5 th
Moderate	38	12.67	19	6.33	21	7	78	8.67	3 rd
Low	35	11.67	12	4	10	3.33	57	6.33	4 th
Without Proof of Reading	198	66	87	29	111	37	396	44	1 st
Read Nothing	7	2.33	178	59.33	157	52.33	342	38	2 nd
Total	300	100	300	100	300	100	900	100	

The data across Hausa states investigated showed that Kebbi state had the highest percentage (7.33%) of those who read highly qualitative materials, while Zamfara had the lowest percentage (0.33%). Besides, Sokoto state had the highest percentage of students (59.33%) who read nothing, while Kebbi state had the lowest (2.33%). Ironically, Kebbi state had the highest percentage of those who could not provide evidence of reading (66%). The overall findings from the zone show that students who could not provide evidence of reading usually had the highest percentage and are ranked first (44%), and those who read high quality level materials came last (3%). Judging by the 60% benchmark established for the study in chapter three, the results portray deplorable reading habits of students in schools within the zone.

Table 4.12, however, presents overall data for qualitative reading materials by students of the major groups.

Table 4.12: Qualitative Levels of Materials Read (Pooled)

Variables	Igbo		Yoruba		Hausa		Total		
	(Freq.)	%	(Freq.)	%	(Freq.)	%	N	%	
High Quality	20	2.22	29	3.22	27	3	76	2.81	5 th
Moderate Quality	181	20.11	160	17.78	78	8.67	419	15.52	3 rd
Low Quality	102	11.33	180	20	57	6.33	339	12.56	4 th
Without Proof of Reading	341	37.89	408	45.33	396	44	1145	42.41	1 st
Read Nothing	256	28.44	139	15.44	342	38	737	27.30	2 nd
Total	900	100	900	100	900	100	2700	100	

The data from Table 4.12 show that Yoruba students had the highest percentage of reading highly qualitative texts (3.22%), while students across Igbo states recorded the lowest percentage (2.22%). The overall results portrayed that students who could not provide reading evidence had the highest percentage (42.41%) and were ranked first, while those who read nothing came second (27.30%). Among those who read different levels of materials,

moderate rated materials had the highest percentage (15.52%), while highly qualitative reading texts recorded the lowest percentage (2.81%) and came fifth and last on the ranking. It therefore, means that students of the major tribes read mostly subject area-based materials to pass examinations.

The quality levels of topics read based on questionnaire items 13 and 15. Those levels fell into three categories- high, moderate and low quality topics. However, students across Igbo states read only topics from SSCE syllabus.

Table 4.13: Quality of Topics Read (Igbo Group)

Abia State						
Quality Levels of Subjects	Topics	Proof Reading		of Without Proof		
		N	%	N	%	
ModerateQuality	Biology	Plant hormones	11	3.67	8	2.67
		Transport system	9	3	6	2
		Adaptation	5	1.67	4	1.33
		Cell	4	1.33	7	2.33
	Maths	Statistics	8	2.67	9	3
		Bearing	5	1.67	6	2
	F/Maths	Surds	6	2	2	0.67
	Government	Citizenship	7	2.33	4	1.33
		Franchise	6	2	7	2.33
		Public Opinion	8	2.67	3	1
	Geography	Environmental resources	4	1.33	6	2
		Migration	6	2	2	0.67
		Volcanoe	3	1	8	2.67
		Money	7	2.33	3	1
	Economics	Concept of Utility	4	1.33	2	0.67
		World Trade	6	2	5	1.67
	English	Vowel Sounds	9	3	5	1.67
		Phrases	6	2	3	1
	Agric	Factors of Production	8	2.67	7	2.33
	Chemistry	Oxidation	4	1.33	5	1.67
		Electrochemical series	3	1	2	0.67
	Physics	Machine	3	1	2	0.67
		Optics	2	0.67	5	1.67
	Civic	Cultism	6	2	7	2.33
		Drug abuse	4	1.33	1	0.33
	Food and Nutrition	Water Soluble	5	1.67	4	1.33
		Vitamin				
		Read nothing	28	9.33	0	0
	Total	149	49.67	123	41	

Imo State

Quality Levels of topics	Subjects	Topics	Proof of reading		Without reading	
			N	%	N	%
Moderate Quality	English	Pronouns	14	4.67	12	4
		Clauses	6	2	9	3
	Maths	Number bases	5	1.67	6	2
		Simultaneous equation	2	0.67	9	3
	Biology	Basic ecological system	8	2.67	4	1.33
		Water pollution	2	0.67	11	3.67
		Conservation of natural resources	13	4.33	2	0.67
	Government	Public finance/revenue	3	1	11	3.67
		Formation of political parties	5	1.67	9	3
	Geography	Environmental hazards	8	2.67	3	1
		Population	10	3.33	4	1.33
		Volcanic	2	0.67	6	2
	Chemistry	Electrolysis	3	1	5	1.67
		Matter	6	2	3	1
	Physics	Friction	3	1	7	2.33
		Light	4	1.33	6	2
	Economics	Banking system	12	4	7	2.33
		Money	2	0.67	10	3.33
	Civic	Cultism	8	2.67	6	2
		Human rights	12	4	3	1
Read Nothing		39	13	0	0	
Total			128	42.67	133	44.33

Enugu State

Quality Levels of topics	Subjects	Topics	Proof of reading		Without reading		
			N	%	N	%	
Moderate Quality	Maths	Angles	15	5	10	3.33	
		Bearing	11	3.67	8	2.67	
	English	Adjectives	19	6.33	7	2.33	
		Narrative essay	12	4	14	4.67	
		Sentence construction	13	4.33	6	2	
	Chemistry	Atoms	8	2.67	6	2	
		Electrolysis	5	1.67	7	2.33	
	Biology	Enzymes	16	5.33	7	2.33	
		Respiration	19	6.33	8	2.67	
	Physics	Wave	7	2.33	6	2	
		Force	8	2.67	12	4	
	Commerce	Entrepreneurship	5	1.67	8	2.67	
		Read Nothing	63	21	0	0	
	Total			138	46%	99	33%

The summary of qualitative levels of topics read by students across Igbo states is presented in Table 4.13.1.

Table 4.13.1: Qualitative Levels of Topics (Igbo Group)

Levels of Reading		Frequency per State						Total	
		Abia	%	Imo	%	Enugu	%	N	%
Moderate quality Topics	Proof of reading	149	49.67	128	42.67	138	46	415	46.11
	Without proof	123	41	133	44.33	99	33	355	39.44
	Read	28	9.33	39	13	63	21	130	14.44
	nothing								
Total		300	100	300	100	300	100	900	100

The data revealed that no highly qualitative topics were read across the major tribes. The topics read by students were only moderate quality and these cut across different subjects. The data revealed that Abia state had the highest percentage of students (49.67%) who read different moderate quality topics, while Imo recorded the lowest percentage (42.67%). Enugu state is placed second (46%). The percentage of those who could not provide evidence was equally high (41% for Abia; 44% for Imo and 33% for Enugu states). It is possible that those who did not provide evidence of reading did not read the topics taught. The overall results across Igbo states showed that 46.11% of the students read moderate quality topics. Since less than half of the students actually read these topics; it means that students from Igbo exhibited poor reading habits judging by the 60% and above benchmark established for good reading habits.

Table 4.14 presents qualitative levels of topics read by Yoruba students across the states investigated.

Table 4.14: Qualitative Levels of Topics Read by Students across Yoruba States

Oyo State

Quality levels of topics	Subject	Topics	Proof of Frequency		Without Proof	
			N	%	N	%
Moderate qualitative materials	Maths	Angles	6	2	12	4
		Statistics	10	3.33	4	1.33
	English	Adverbs	14	4.67	13	4.33
		Computer	Word processing	10	3.33	11
	Physics	Microsoft office	12	4	3	1
		Electrolysis	3	1	5	1.67
		Wave	4	1.33	6	2
	Econs	Optics	5	1.67	4	1.33
		Elasticity	6	2	11	3.67
	Biology	Excretion	7	2.33	12	4
		Reproduction	10	3.33	19	6.33
		Structure of ear	8	2.67	0	0
		Endocrine gland	6	2	4	1.33
		Water purification	13	4.33	6	2
	Geography	Earth structure	4	1.33	5	1.67
		Population	15	5	9	3
	Home economics	Time management	4	1.33	3	1
	Read Nothing	29	9.666	0	0	
	Sub total	137	45.67	127	42.33	
Low rated qualitative topics	Odo Iwoyi		3	1	4	1.33

Ogun State

Quality levels of topics	Subject	Topics	Proof of Frequency		Without Proof	
			N	%	N	%
Moderate quality	Chemistry	Acid bases	7	2.33	9	3
		Salts	9	3	3	1
		Atoms	6	2	11	3.67
	English	Nouns	10	3.33	15	5
		Pronouns	7	2.33	8	2.67
		Prefixes	2	0.67	6	2
		Letter writing	11	3.67	25	8.33
	Biology	Human digestive system	14	4.67	15	5
		Habitat	10	3.33	9	3
		Micro organisms	10	3.33	7	2.33
	Physics	Electric current	5	1.67	7	2.33
	Economics	Elasticity	9	3	8	2.67
		Money	11	3.67	2	0.67
		Demand	7	2.33	4	1.33
	Geography	Map Reading	4	1.33	5	1.67
	Mathematics	Quadratic Eq.	8	2.67	3	1
		Angles	9	3	6	2
		Read nothing	25	8.33	0	0
		Total	139	46.33	136	45.33

Lagos State

Quality levels of topics	Subject	Topics	Proof of Reading		Without Reading		Proof of		
			N	%	N	%	N	%	
Moderate quality	English	Concord	7	2.33	4	1.33			
		Intonation	2	0.67	12	4			
		Verbs	6	2	7	2.33			
		Phrasal verbs	8	2.67	5	1.67			
	Maths	Sine rule	5	1.67	3	1			
		Simultaneous equation	4	1.33	7	2.33			
	Chemistry	Atoms	7	2.33	11	3.67			
		Acids	9	3	10	3.33			
	Physics	Light	5	1.67	8	2.67			
		Force	4	1.33	5	1.67			
	Biology	Human skeleton	8	2.67	7	2.33			
		Reproductive system	16	5.33	5	1.67			
			Respiratory system	8	2.67	9	3		
	Econs	Elasticity	10	3.33	8	2.67			
		Money	5	1.67	3	1			
	Civic education	Drug abuse	6	2	7	2.33			
	Agric. Sc.	Factors of Production	12	4	9	3			
	Government	Party System	7	2.33	3	1			
			Read nothing	48	16	0	0		
		Total	129	43	123	41			

Summary of data on qualitative levels of topics read by students across Yoruba states is presented in Table 4.14.1.

Tables 4.14.1: Summary of Qualitative Levels of Topics Read by Yoruba Students

Levels of Reading	Frequency per State							Total	
	Oyo	%	Ogun	%	Lagos	%	N	%	
Moderate Quality Topics									
Proof of reading	137	45.67	139	46.33	129	43	405	45	
Without proof	127	42.33	136	45.33	123	41	386	42.89	
Read Nothing	29	9.67	25	8.33	48	16	102	11.33	
Low Quality									
Proof of Reading	3	1	0	0	0	0	3	0.33	
Without Proof	4	1.33	0	0	0	0	4	0.44	
Total	300	100	300	100	300	100	900	100	

The data indicated that Ogun state had the highest percentage of reading moderate quality topics (46.33%), while Lagos states had the least (43%). The results implied that students from Oyo state (42.33%), Ogun state (45.33%) and from Lagos state (41%) could not provide evidence of their readership and were assumed not to have read the topics taught. Those who read were able to provide evidence of reading. The overall results from the zone revealed that less than half of the students across Yoruba states (45%) read moderate quality topics while no student attempted reading high quality topics capable of enhancing their intellect on broad-based issues.

Table 4.15 presents data on qualitative levels of topics students read across Hausa states. Those topics fall under moderate and low quality groups since no student attempted reading outside academic circles.

Table 4.15: Qualitative Levels of Topics Read by Hausa Students

Kebbi State

Quality levels of topics	Subject	Topics	Proof of Reading		Without Proof	
			N	%	N	%
Moderate quality topics	English	Parts of speech	10	3.33	2	0.67
	Maths	Letter writing	7	2.33	1	0.33
		Summary	8	2.67	2	0.67
		Number bases	9	3	5	1.67
		Quadratic equation	8	2.67	2	0.67
		Plane shapes	6	2	7	2.33
		Square and square roots	7	2.33	4	1.33
		Statistics	4	1.33	12	4
	Geography	Solar system	5	1.67	4	1.33
		Ocean	3	1	8	2.67
		Rock	2	0.67	3	1
	Biology	Population census	6	2	7	2.33
		Classification of living things	4	1.33	14	4.67
		Ecosystem	6	2	11	3.666
	Agric	Thermal capacity	3	1	5	1.666
		Agric devt in W/A: prospects and problem	5	1.67	9	3
	Econs	Forestry	4	1.33	0	0
		Money	6	2	2	0.67
		Marketing/ merchandising	3	1	1	0.33
	Government	Inflation	0	0	2	0.67
		Political aparthly	5	1.67	0	0
		Public cooperation	2	0.67	5	1.67
	Chemistry	Arms of government	4	1.33	6	2
		Acid base	6	2	4	1.67
		Salts	0	0	3	1
	Physics	Periodic table	6	2	5	1.67
		Friction force/energy	3	1	2	0.67
		Read Nothing	42	14	0	0
Total			132	44%	126	42%

Sokoto State

Quality levels of topics	Subject	Topics	Proof of Reading		Without Proof	
			N	%	N	%
Moderate quality	English	Intonation	4	1.33	7	2.33
	Physics	Machine	3	1	5	1.67
		Optics	2	0.67	11	3.67
	Biology	Excretion	6	2	9	3
		Reproductive system	11	3.67	6	2
		Tissues and supporting systems	8	2.67	2	0.67
		Pollination	7	2.33	4	1.33
		Aquatic habitat	4	1.33	8	2.67
	Regulation of internal	5	1.67	3	1	

		environment				
	Maths	Sine rule	11	3.67	6	2
	Chemistry	Oxidation	2	0.67	7	2.33
		Electrolysis	1	0.33	12	4
	Civic	Cultism	4	1.33	3	1
		Drug abuse	3	1	4	1.33
		Law and order	0	0	12	4
		Human right	12	4	13	4.33
	Home mgt.	Flour covering	7	2.33	6	2
	Sub total		90	30	118	39.33
Low quality	Hausa	Tunanin bahausha	5	1.67	8	2.67
	IRS	Jihad	21	7	8	2.67
		Read nothing	50	16.67	0	0
	Sub total		76	25.33	16	5.33

Zamfara State

Quality levels of topics	Subject	Topics	Proof of Reading		Without Proof	
			N	%	N	%
Moderate quality	English	Sentence construction	11	3.67	15	5
	Chemistry	Matter	2	0.67	13	4.33
		Motion	3	1	14	4.67
		Elements	5	1.67	17	5.67
		Water	4	1.33	19	6.33
	Maths	Number base	9	3	11	3.67
	Biology	Skeleton	10	3.33	6	2
		Digestive system	11	3.67	12	4
		Living things	14	4.67	9	3
		Tissue and supporting systems	16	5.33	8	2.67
		Cell and its environment	10	3.33	2	0.67
	Sub total		95	31.67	126	42
Low Quality	IRS	Jihad	22	7.33	3	1
	Sub total		22	7.33	3	1
		Read nothing	54	18	0	0

Table 4.15 presents frequencies and percentages of students in Hausa states who read different levels of quality topics across subjects taught in schools. However, Table 4.20.1 brings the summary of data collected.

Table 4.15.1: Summary of Quality Topics Read by Hausa Students

Levels of Reading		Frequency per State						Total	
		Kebbi	%	Sokoto	%	Zamfara	%	N	%
Moderate	quality topics								
	Proof of reading	132	44	90	30	95	31.67	317	35.22
	Without proof	126	42	118	39.33	126	42	370	41.11
	Read Nothing	42	14	50	16.67	54	18	146	16.22
Low Quality									
	Proof of Reading	0	0	26	8.67	22	7.33	48	5.33
	Without proof	0	0	16	5.33	3	1	19	2.11
Total		300	100	300	100	300	100	900	100

The results from Table 4.15.1 indicated that Kebbi state had the highest percentage (44%) of students who read moderate quality level topics, while Sokoto came last (30%). The overall results from Hausa showed that the total number of 317 students (35.22%) across Hausa states provided evidence of reading moderate quality topics. It shows the poor reading habits in schools since less than half of the students actually read the topics taught in school. This was below the average benchmark of 60% and above.

Below is Table 4.16 with the number and percentages of students across the three major tribes who read different qualitative levels of topics.

Table 4.16: Quality of Topics Read across the Major Tribes (Pooled)

Quality of topics		Igbo		Yoruba		Hausa		Total	
		N	%	N	%	N	%	N	%
Moderate	Proof of Reading	415	46.11	405	45	317	35.22	1137	42.11
	Without proof	355	39.44	386	42.89	370	41.11	1111	41.15
	Read nothing	130	14.44	102	11.33	146	16.22	378	14
Low quality									
	Proof of reading	0	0	3	0.33	48	5.33	51	1.89
	Without proof	0	0	4	0.44	19	2.11	23	0.85

The data of the major tribes pooled together indicated that students from Igbo states had the highest percentage of students (46.11%) who read moderate quality topics. This was followed by Yoruba (45.0%), while Hausa had the lowest percentage (35.22%). The overall results indicated that only 42.11% of students across the major tribes read topics taught in schools. It means that majority of the students did not read topics taught in school for academic progress. The summary of the second hypothesis is presented in Table 4.16.1 below.

Table 4.16.1: Summary of Kruskal Wallis Statistics, Mean Ranks in Quality levels of Materials across the Major Tribes

Tribes	N	Mean Ranks	H-test (Chi-square)	dF	P	Remark
Igbo	5	8.00	0.080	2	.961	N.S
Yoruba	5	8.40				
Hausa	5	7.60				

Not Significant at $P > 0.05$

The result of the analysis revealed that at $\chi^2_{(2)} = .080$, $p = .961$, there is no statistically significant difference ($p = .961 > 0.05$) among the three tribes with a mean rank of 8.00 for Igbo, 8.40 for Yoruba and 7.60 for Hausa. This implies that the quality levels of materials have no significant impact on the reading habits of students across the three major tribes.

This implied that the quality levels of different materials read by students were not enough to significantly influence their reading habits and improve their English language structures. The high quality level materials that are capable of influencing students' reading habits were the least read by few students. Students' insufficient reading was grossly manifested in their responses both in structure and spelling. Samples of such responses are presented below.

Sample1: Students' Responses

Types of materials read		What was read		Prove of reading
English	1	Islamic	Eng	Englis
Bio		Agric	Physic	Maths
Che	7	Aric	Chemistry	Che
Math	30		Biology	
Physic	12			
Never read	Education			

Sample 2: Students' Responses

Types of materials	What was read	Prove of reading	I read nothing
Story book	Joke death	No	No
Story book	Bisi birthday	No	No
Novel	Nightmare	No	No
Textbook	Exam malpractice	No	No

From these responses above, it is believed that students whose responses are used as samples 1 and 2 above are not supposed to be in secondary school judging from errors of spelling and grammar. The responses have no connection with the questions asked. These were picked randomly across the major tribes. Based on this finding, the null hypothesis which states that the quality levels of materials have no significant influence on reading habits of students across the three major tribes is therefore accepted. It implied that the quality level of materials read was insufficient in improving their language skills. Students did not read enough high quality materials that would improve their English language structures to enable them read more. Their reading is concentrated mostly on notebooks.

The third research question captured the quantitative levels of materials students of the major tribes read for leisure. In other words, the research question tried to look at how

much reading students in secondary schools across the three major tribes engaged in. This research question captured students' responses to questionnaire items 9, 10 and 11. Table 4.17 presents the number of fiction and non fiction texts students claimed to have read across the states of the major tribes.

Table 4.17: Quantity of Materials Read by States across the Major Tribes

State	No. of prescribed fiction/non fiction texts	Proof of Reading Prescribed Texts		No. of Extensive Reading Texts	Total Reading	Proof of Reading		Rank
		N	%			N	%	
Abia	14	79	26.33	3	16	5.33	2 nd	
Imo	13	76	25.33	0	0	0	9 th	
Enugu	14	128	42.67	1	4	1.33	6 th	
Oyo	11	86	28.67	3	15	5	3 rd	
Ogun	15	126	42	3	8	2.67	4 th	
Lagos	11	112	37.33	1	6	2	5 th	
Kebbi	14	73	24.33	6	22	7.33	1 st	
Sokoto	9	31	10.33	1	4	1.33	6 th	
Zamfara	9	31	10.33	1	1	0.33	8 th	

The overall data from Igbo states indicated that students read 3 (15%) fiction and non fiction texts for leisure. The total percentage of students who engaged in extensive reading within the zone was 2.22% (see Table 4.12). This does not portray positive reading habits among students of this zone judged by the number of texts and students who read them.

The data from Yoruba states showed that students from Oyo and Ogun states read 3 (15%) fiction texts each for leisure, while the percentages of students who provided evidence of reading were 5.0% and 2.67% respectively. Students from Lagos state read one text (5%) outside the prescribed texts and only 2.0% read the text for leisure. The overall results revealed that 3.22% of students across Yoruba states engaged in extensive reading of fiction texts (see Table 4.12). However, quantitative level of materials read is low since students read less than ten books outside the academic circles (instead of 20 taken as standard). This

depicts deplorable reading habits in the zone since the percentage of those who read is below the average level of 50% and above of the entire students investigated in the zone.

From Hausa states, the results revealed that students from Kebbi state had the highest number of those who read [fiction and biography texts (6) equivalent of 30%] outside prescribed texts. However, the percentage of those who engaged in extensive reading was 7.33%, the highest across the states. This portrays Kebbi having the highest percentage of students who engaged in extensive reading among the states. However, the percentage falls within the low reading level, while Zamfara state had the least percentage of students in extensive reading category (0.33%). The overall percentage from the zone shows that the number of extensive reading texts in the zone was below ten (instead of 20 taken as standard). Judging by the number of texts read outside academic circles (below 10), the reading level was low. It means that the reading habits of students across the major tribes are poor.

Table 4.17.1 summarises quantitative levels of reading materials of students across the major tribes.

Table 4.17.1: Quantitative Reading Levels

Major Tribes	Prescribed Texts	No. of Extensive Texts Read	% of Extensive Reading Texts	% Reading Evidence	of Quantitative Reading Levels
Hausa	14	6	30	3.0	Low
Igbo	14	3	15	2.22	Low
Yoruba	15	6	30	3.22	Low
Total	15	15		2.81	Low

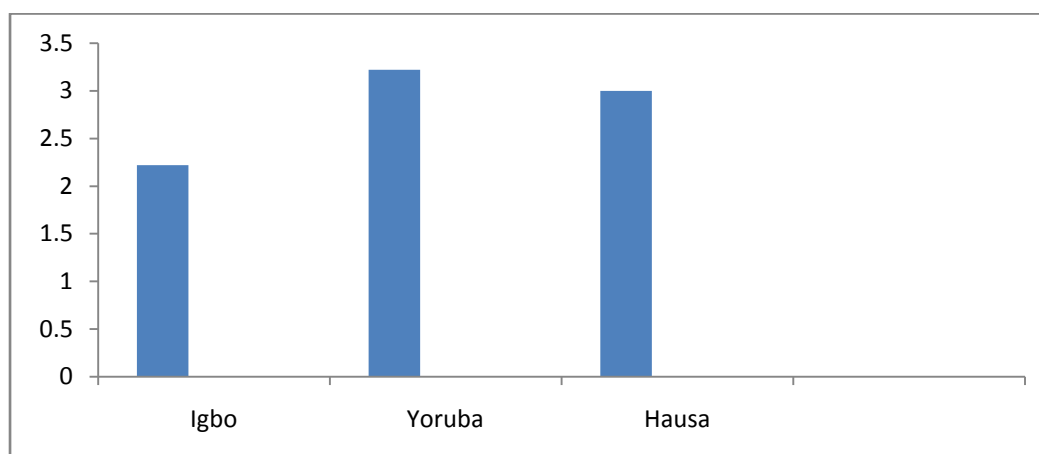
The total number of prescribed texts mentioned by students was 14 for Igbo and Hausa, while 15 for Yoruba. The texts were the same since all of them prepare for the same examinations

(SSCE). However, the questions set during examinations do not normally cover all the texts. Some schools select few of these texts to prepare their students for examinations. This may be the reason behind a difference in number of texts selected as was noticed in Yoruba zone where students mentioned 15 prescribed texts. The number of texts read for leisure across the three tribes was below ten and it implies that the quantitative reading level of these students is low. Besides, the prescribed texts read by each group did not exceed fifteen.

Articles read from newspapers did not cover a wide range of issues. It was difficult to determine the quantity of newspapers and magazines students read since they did not mention the sources of the articles. However, the number of texts read for pleasure was below ten and does not meet up with the benchmark of twenty and above for high quantitative reading (see Section 3.6 of Chapter 3).

The percentage of students who engaged in extensive reading in Nigerian secondary schools across the major tribes is presented in Figure 4.8.

Figure 4.8: The Quantitative Extensive Reading across Major Tribes



The chart represents quantitative extensive reading carried out by students of the major tribes. Yoruba states had the highest percentage of students (3.22%) and were closely followed by Hausa (3%). However, the number of texts read for pleasure by students in each group was not commendable (Hausa-6; Igbo-3 and Yoruba 6). This falls under the low

quantity reading level established as benchmark in chapter three. Hypothesis three which predicted that the quantity of materials students read has no significant impact on their reading habits was then tested using Kruskal Wallis statistical tool. The result is presented in Table 4.17.2.

Table 4.17.2: Summary of Kruskal Wallis Statistics, Mean Ranks in Quantity levels of Materials across Major Tribes

Tribes	N	Mean Ranks	H-test (Chi-square)	dF	P	Remark
Igbo	5	7.80				
Yoruba	5	8.20	0.020	2	.990	N.S
Hausa	5	8.00				

Not Significant at $P > 0.05$

The findings revealed that at $\chi^2_{(2)} = .020$, $p = .990 > 0.05$ alpha level of confidence. Therefore, the null hypothesis is retained. This implies that the quantity of materials read has no significant impact on students' reading habits across the three major tribes. Since the overall K-W test is not significant, there is no need to conduct a **series of Mann-Whitney** tests to compare the groups (to investigate which groups significantly differ). It implies that the quantity of different materials read by students does not have significant influence on their reading habits. This is because the texts read were too few to have impact on students' intellectual prowess thereby influencing their reading habits. It explains why some of the responses to the questionnaires were meaningless. Some of the responses are hereby used as samples.

Sample3: Books you have read- "English studies, maths, chemistry".

Sample 4: Major characters from the texts- "important, large or great one of the major problems facing our plant. The major attraction is a huge clock in the entrance hall".

Sample 5: Things you can remember from a fiction text read-"English book, maths book, biology book"

Sample 6: Lessons learnt from reading a text-"doctorate".

The response in sample 3 show complete absence of knowledge contrary to what was expected; this was one of the illiterate responses. English studies, maths and chemistry are not titles of books but subjects that are learnt in school. Students who read constantly would be able to differentiate subjects learned in school from titles of books. Samples 4 and 5 are complete nonsensical responses. The response on sample 6 indicates that such a student did not read neither did he learn anything from the much acclaimed reading. Students, who provided evidence of reading high quality texts, could not learn lessons from those texts. This depicts that the reading is insufficient to broaden students' knowledge to think critically and evaluate the text read. When students read a lot of materials, it will enhance their level of cognition and could bring intellectual growth. The manifestation would be students' success in academics which will bring qualitative and educational growth in the country.

Therefore, the null hypothesis which states that the quantity of materials read has no significant influence on students' reading habits across the three major tribes is therefore accepted. The quantity of reading was insufficient in improving students' cognition that could ignite the habits of reading widely.

The fourth research question sought to find the gender differentials in reading habits of secondary school students across the three major tribes. The data in Table 4.18 presents frequencies and percentages on reading gender differentials across Igbo states.

Table 4.18: Reading Gender Differentials (Igbo)

State	Type of materials Read	Male (150)		Rank	Female (150)		Rank
		N	%		N	%	
Abia N=300	Textbooks	14	9.33	3 rd	6	4	5 th
	Notebooks	75	50	1 st	74	49.33	1 st
	Fiction/Non fiction	44	29.33	2 nd	40	26.67	2 nd
	Newspapers	2	1.33	5 th	1	0.67	6 th
	Magazines	1	0.67	6 th	8	5.33	4 th
	Read nothing	14	9.33	3 rd	20	13.33	3 th
Total		150	100		150	100	
Imo N=300	Textbooks	12	8	4 th	8	5.33	4 th
	Notebooks	66	44	1 st	62	41.33	1 st
	Fiction/Non fiction	39	26	2 nd	33	22	3 rd
	Newspapers	8	5.33	5 th	4	2.67	6 th
	Magazines	4	2.67	6 th	6	4	5 th
	Read nothing	21	14	3 rd	37	24.67	2 nd
Total		150	100		150	100	
Enugu N=300	Textbooks	6	4	5 th	8	5.33	4 th
	Notebooks	63	42	1 st	75	50	1 st
	Fiction/Non fiction	52	34.67	2 nd	47	31.33	2 nd
	Newspapers	10	6.67	4 th	7	4.67	5 th
	Magazines	1	0.66	6 th	3	2	6 th
	Read nothing	18	12	3 rd	10	6.67	3 rd
Total		150	100		150	100	
Total	Textbooks	32	7.11	4 th	22	4.89	4 th
	Notebooks	204	45.33	1 st	211	46.89	1 st
	Fiction/Non fiction	135	30	2 nd	120	26.67	2 nd
	Newspapers	21	4.67	5 th	13	2.88	6 th
	Magazines	5	1.11	6 th	17	3.78	5 th
	Read nothing	53	11.78	3 rd	67	14.89	3 rd
Total		450	100		450	100	

As indicated in Table 4.18, the data showed a slight gender difference in reading of textbooks, newspapers and magazines by students across Igbo states. Despite the fact that literature accords female students a more positive attitude towards reading than male, the reverse was the case in favour of male students from Abia state who were found to have read different materials more than their female counterparts (textbook 9.33% for male, 4% for female; fiction texts 29.33% for male while 26.67% for female). However, female across the

states in the zone seemed to read more magazines than their male counterparts. In Imo state, the reading of newspapers and magazines are ranked differently (fifth and sixth for male) as against female students (sixth and fifth). Those who read nothing were third for male but second for female students in the state. The difference in ranking was equally noticed in Enugu state in reading textbooks and newspapers as they occupy the fifth and fourth position for male, but fourth and fifth positions (4th and 5th) for female students.

The findings depicted poor reading habits of students including reading materials within academic circles. Table 4.19 presents the number and percentages of the gender groups across Yoruba states who read different materials.

Table 4.19: Reading Gender Differentials (Yoruba Group)

State	Type of materials Read	Male (150)		Rank	Female (150)		Rank
		N	%		N	%	
Oyo	Textbooks	4	2.67	6 th	6	4	5 th
	Notebooks	67	44.67	1 st	73	48.67	1 st
	Fiction/Non fiction	40	26.66	2 nd	55	36.66	2 nd
	Newspapers	11	7.33	4 th	6	4	5 th
	Magazines	1	0.66	7 th	1	0.67	6 th
	Extensive reading	7	4.67	5 th	8	5.33	4 th
	Read nothing	27	18	3 rd	9	6	3 rd
	Total	150	100		150	100	
Ogun	Textbooks	2	1.33	6 th	3	2	6 th
	Notebooks	70	46.67	1 st	62	41.33	2 nd
	Fiction/Non fiction	65	43.33	2 nd	72	48	1 st
	Newspapers	6	4	3 rd	4	2.67	5 th
	Magazines	1	0.67	7 th	2	1.33	7 th
	Extensive reading	3	2	5 th	5	3.33	4 th
	Read nothing	6	4	3 rd	7	4.67	3 rd
	Total	150	100		150	100	
Lagos	Textbooks	6	4	5 th	7	4.67	3 rd
	Notebooks	61	40.67	1 st	68	45.33	1 st
	Fiction/Non fiction	59	39.33	2 nd	60	40	2 nd
	Newspapers	9	6	4 th	7	4.67	3 rd
	Magazines	2	1.33	7 th	3	2	6 th
	Extensive reading	4	2.67	6 th	2	1.33	7 th
	Read nothing	13	8.67	3 rd	5	3.33	5 th
	Total	150	100		150	100	

Total	Textbooks	12	2.67	5 th	16	3.55	5 th
	Notebooks	198	44	1 st	203	45.11	1 st
	Fiction/Non fiction	153	34	2 nd	169	37.56	2 nd
	Newspapers	26	5.78	4 th	17	3.78	4 th
	Magazines	4	0.89	7 th	6	1.33	7 th
	Extensive reading	14	3.11	5 th	15	3.33	6 th
	Read nothing	46	10.22	3 rd	21	4.67	3 rd
Total	7	450	100		450	100	

Table 4.19 shows a similar pattern of reading with regard to gender in Yoruba states. The only difference noticed was in percentages and ranking of reading materials. In Oyo state, the difference in reading habits of male and female students was observed in textbook (5th in case of male students but 4th with the females). So also reading of materials such as notebooks, fiction texts and newspapers in Ogun state (as 1st, 2nd and 3rd for male, but 2nd, 1st and 4th for female respectively).

A similar situation was noticed in Lagos state in reading textbooks and newspapers (5th and 4th for male, but 3rd and 5th for female students respectively). The overall results from Yoruba states showed a similar reading pattern of the two groups and fell below the fifty percent average benchmark.

The data on reading habits of students from Hausa states with regard to gender difference is presented in Table 4.20.

Table 4.20: Reading Gender Differentials (Hausa Group)

State	Type of materials Read	Male (150)		Rank	Female (150)		Rank
		N	%		N	%	
Kebbi	Textbooks	2	1.3	6 th	3	2	5 th
	Notebooks	55	36.67	1 st	77	51.33	1 st
	Fiction/Non fiction	36	24	3 rd	59	39.33	2 nd
	Newspapers	7	4.67	5 th	5	3.33	4 th
	Magazines	1	0.67	7 th	3	2	5 th
	Extensive reading	8	5.33	4 th	14	9.33	3 rd
	Read nothing	49	32.67	2 nd	3	2	5 th
Total		150	100		150	100	
Sokoto	Textbooks	1	0.67	5 th	2	1.3	5 th
	Notebooks	51	34	2 nd	65	43.33	1 st
	Fiction/Non fiction	14	9.33	3 rd	21	14	3 rd
	Newspapers	4	2.67	4 th	2	1.3	5 th
	Magazines	0	0	6 th	2	1.3	5 th
	Extensive reading	0	0	7 th	4	2.67	4 th
	Read nothing	80	53.33	1 st	58	38.67	2 nd
Total		150	100		150	100	
Zamfara	Textbooks	1	0.67	6 th	2	1.3	5 th
	Notebooks	54	36	2 nd	63	42	1 st
	Fiction/Non fiction	12	8	3 rd	18	12	3 rd
	Newspapers	7	4.66	4 th	4	2.67	4 th
	Magazines	3	2	5 th	2	1.3	5 th
	Extensive reading	0	0	7 th	1	0.67	6 th
	Read nothing	73	48.67	1 st	61	40.67	2 nd
Total		150	100		150	100	
Total	Textbooks	4	0.89	6 th	7	0.78	6 th
	Notebooks	160	35.55	1 st	205	22.78	1 st
	Fiction/Non fiction	54	12	3 rd	79	17.56	2 nd
	Newspapers	18	4	4 th	11	1.22	5 th
	Magazines	4	0.89	6 th	7	0.78	6 th
	Extensive reading	8	1.78	5 th	19	4.22	4 th
	Read nothing	202	22.44	2 nd	122	13.56	3 rd
Total		450	100		450	100	

In Kebbi state, reading habits difference between male and female students were noticed in extensive reading materials (5th for male but 3rd for female students). The percentage of male students in the state that did not read (32.67%) alarmingly surpassed

female students (2%). The difference in reading behaviour of male and female students in Sokoto was noticeable in percentages. Male students who did not read anything (53.33%) were more than female (38.67%). Those who read nothing were ranked first on the list of reading materials. However, extensive reading came 7th on the ranking of male as against 4th for female students.

In Zamfara state, the percentage of female students with evidence of reading notebooks was higher (42%) than males (36%). The overall data from the zone showed that percentage of female who read different materials was more than male students. However, differences were more noticeable in reading fiction/non fiction texts (ranked 3rd for male as against 2nd for female students). So also extensive reading ranked 5th for male and 4th for female. The reading behaviour of students is very poor judged by the percentage of those who actually read. Below in Table 4. 21 are data on gender difference across the major tribes.

Table 4.21: Reading Gender Differentials across the Major Tribes

Types of Materials	Igbo		Yoruba		Hausa		Total	
	Male %	Female %	Male %	Female %	Male %	Female %	Male %	Female %
Textbook	7.11	4.89	2.67	3.55	0.89	0.78	3.56	3.33
Notebook	45.33	46.89	44	45.11	35.55	22.78	41.63	45.85
Prescribed fiction	27.44	24.44	34	37.56	12	17.56	26.74	30
Newspaper	4.67	2.88	5.78	3.78	4	1.22	4.81	3.04
Magazines	1.11	3.78	0.89	1.33	0.89	0.78	0.96	2.22
Extensive reading	2.56	2.12	3.11	3.33	1.78	4.22	2.30	3.33
Read nothing	11.78	14.89	10.22	4.67	22.44	13.56	22.30	15.56

Female students across Hausa states had the highest percentage in extensive reading (4.22%) and were followed by Yoruba female students (3.33%). However, Hausa male students had the least percentage in extensive reading (1.78%). Female students across Yoruba states came first in reading prescribed fiction texts (37.56%), while the group with least percentage was Hausa male students (12%). Igbo female students had the highest percentage in reading notebooks (46.89%), while female students from Hausa states had least percentage (22.78%)

The differences between reading habits of students based on gender differentials were noticed in the ranking of reading materials. The percentage of male students who read newspapers was higher (4.81%) and ranked fourth (4th) as against female students' (3.04%) that was ranked fifth (5th). The percentage of male students who read textbook was ranked fifth (3.56%), while female students' reading of textbooks was placed fourth (3.33%). Extensive reading places male students on 6th position, but 4th for female students. The differences in percentages between the groups were less than 3% and believed to happen by chance. The hypothesis was tested with responses of male and female students. This was carried out along with the fourth objective of this study which sought to establish possible significant differences between male and female students' reading habits. The gender of students was used as independent variable. The summary of analysis presented in Table 4.21.1 is a clear indication that the difference in reading habits based on gender was not so pronounced.

Ho₄: Gender differentials have no significant difference in reading habits of secondary school students across the three major tribes.

Table 4.21.1: 2-Way ANOVA on Reading Habits Gender Differentials of Students across the Major Tribes

Tests of Between-Subjects Effects						
Dependent Variable:Response						
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	
Corrected Model	880.286 ^a	5	176.057	.034	.999	
Intercept	152643.429	1	152643.429	29.651	.000	
Gender	672.000	1	672.000	.131	.720	
Tribe2	104.143	2	52.071	.010	.990	
Gender * Tribe2	104.143	2	52.071	.010	.990	
Error	185328.286	36	5148.008			
Total	338852.000	42				
Corrected Total	186208.571	41				

a. R Squared = .005 (Adjusted R Squared = -.134)

A two-way ANOVA was conducted that examined the impact of gender and major tribes on reading habits. There was no statistically significant interaction between the effects of gender and major tribes on reading habits, $F(2, 36) = .010, p = .990$. From Table 4.21.1, there was no statistically significant difference in mean reading habits between males and females across the major tribes at ($p = 0.990$). The implication is neither gender nor tribe has impact on the reading habits of students.

Therefore, the null hypothesis which states that Gender differentials have no significant impact on the reading habits of secondary school students across the three major tribes is accepted. Table 4.21.1b presents t-test results of the two groups

Table 4.21.1b: Independent t-test for Impact of Gender difference on Reading Habits

Gender	N	Mean	Std. Dev.	df	t-cal	t-crit	p-value	Remark
Male	21	57.67	63.58	40	0.311	2.021	0.758	Not Sig.
Female	21	64.29	74.10					

Not Significant at $P > 0.05$

Table 4.21.1b revealed that the t-calculated (0.311) is less than t-critical (2.021) with p-value = 0.758 is greater than α level (0.05). The implication of this is neither gender nor tribe has influence on the reading habits of students. Students' poor reading habits cut across gender difference. It seems students have lost interest in reading and as a result, do not want to read anything. Therefore, the null hypothesis which states that gender differentials have no significant influence on reading habits of secondary school students across the three major tribes is retained.

The data on location of school was aimed at providing an answer to the fifth research question of the study which sought to determine if any difference exists in reading habits of rural and urban students across the three major tribes. The study investigated one hundred and fifty students from urban and the same number in rural schools in each of the states. Table 4.22 presents the frequencies and percentages of students from rural and urban schools across Igbo states.

Table 4.22: The Reading Habits Profile of Urban and Rural Students (Igbo Group)

State	Type of Materials you read	Urban: Proof of Reading (N=150)	%	Rank	Rural: Proof of Reading (N=150)	%	Rank
Abia	Textbook	7	4.67	6 th	12	8	4 th
	Notebook	73	48.67	1 st	76	50.67	1 st
	Fiction/Non fiction (prescribed)	14	9.33	3 rd	35	23.33	2 nd
	Newspapers	8	5.33	5 th	1	0.67	7 th
	Magazines	5	3.33	7 th	2	1.33	5 th
	Extensive reading	14	9.33	3 rd	2	1.33	5 th
	Read nothing	48	32	2 nd	24	16	3 rd
Total		150	100		150	100	
Imo	Textbook	13	8.67	4 th	7	4.67	4 th
	Notebook	55	36.67	1 st	73	48.67	1 st
	Fiction/Non fiction	43	28.67	2 nd	29	19.33	3 rd

	Newspapers	9	6	5 th	3	2	5 th
	magazines	7	4.66	6 th	3	2	5 th
	Read nothing	23	15.33	3 rd	35	23.33	2 nd
Total		150	100		150	100	
Enugu	Textbook	9	6	4 th	5	3.33	4 th
	Notebook	68	45.33	1 st	70	46.67	1 st
	Fiction/Non fiction	51	34	2 nd	48	32	2 nd
	Newspapers	12	8	3 rd	5	3.33	4 th
	magazines	3	2	6 th	1	0.67	5 th
	Extensive reading	3	2	6 th	1	0.67	5 th
	Read nothing	7	4.67	5 th	21	14	3 rd
Total		150	100		150	100	
Overall Total	Textbook	29	6.44	4 th	24	5.33	4 th
	Notebook	196	43.56	1 st	219	48.67	1 st
	Fiction/Non fiction (prescribed)	127	28.22	2 nd	108	24	2 nd
	Newspapers	26	5.78	5 th	9	2	5 th
	Magazines	16	3.55	7 th	6	1.33	6 th
	Extensive reading	17	3.78	6 th	3	0.67	7 th
	Read nothing	40	8.89	3 rd	80	17.78	3 rd
		450	100		450	100	

Rural and urban reading characteristics were noticed in the frequencies and percentages. Though the percentages were low, they revealed that the percentage of rural students (48.67%) who read notebooks was higher than the urban students (43.56%) across Igbo states. However, the percentage of urban students who provided evidence of extensive reading and prescribed fiction texts slightly outnumbered those students from rural schools (urban - 3.55%; rural - 0.89%; urban - 28.22%; rural - 24.89% respectively). This difference in percentages of students between urban and rural students is not significant. In any case, a difference of only 2.66% of those who read for pleasure may not be so significant to have been influenced by any factor other than chance. Table 4.23 presents data on reading habits of students from urban and rural schools in Yoruba states.

Table 4.23: The Reading Habits Profile of Urban and Rural Students (Yoruba Group)

State	Type of materials you read	Urban: Proof of reading (N=150)	%		Rural: Proof of Reading (N=150)	%	
Oyo N=300	Textbook	7	4.67	5 th	3	2	5 th
	Notebook	59	39.33	1 st	81	54	1 st
	Fiction/Non fiction	54	36	2 nd	41	27.33	2 nd
	Newspapers	14	9.33	3 rd	3	2	5 th
	Magazines	2	1.33	6 th	0	0	6 th
	Extensive reading	10	6.66	4 th	5	3.33	4 th
	Read nothing	14	1.33	6 th	22	14.67	3 rd
Total		150	100		150	100	
Ogun N=300	Textbook	3	2	6 th	2	1.33	5 th
	Notebook	67	44.67	1 st	65	43.33	2 nd
	Fiction/Non fiction	63	42	2 nd	74	49.33	1 st
	Newspapers	7	4.66	4 th	3	2	4 th
	Magaiznes	2	1.33		1	0.66	6 th
	Extensive reading	7	4.66	4 th	1	0.66	6 th
	Read nothing	8	5.33	3 rd	5	3.33	3 rd
Total		150	100		150	100	
Lagos N=300	Textbook	4	2.67	6 th	9	6	3 rd
	Notebook	61	40.67	1 st	68	45.33	1 st
	Fiction/Non fiction	57	38	2 nd	62	41.33	2 nd
	Newspaper	10	6.67	4 th	6	4	4 th
	Magazines	4	2.66	6 th	1	0.67	6 th
	Extensive reading	5	3.33	5 th	1	0.67	6 th
	Read nothing	14	9.33	3 rd	4	2.67	5 th
Total		150	100		150	100	
Overall Total	Textbook	14	3.11	6 th	14	3.11	4 th
	Notebook	187	41.56	1 st	214	47.56	1 st
	Fiction/Non fiction(prescribed)	152	33.78	2 nd	170	37.78	2 nd
	Newspapers	31	6.89	4 th	12	2.67	5 th
	Magazines	8	1.77	7 th	2	0.44	7 th
	Extensive reading	22	4.89	5 th	7	1.56	6 th
	Read nothing	36	8	3 rd	31	6.89	3 rd
		450	100		450	100	

The data of students from urban and rural schools within Yoruba states revealed a reversal trend of reading habits. Slight differences were noticed in percentages which indicate that 47.56% of students from rural schools across Yoruba states read notebooks as compared

to their urban counterparts (41.56%). The reading of prescribed fiction texts recorded a similar difference (37.78% of students from rural schools and 33.78% from urban schools). However, the data showed that 6.89% of students from urban schools read more newspapers as against 2.67% from rural schools. This simply means that reading habits of these students are poor. However, students from rural schools read more prescribed texts and notebooks than those in urban schools. It might be that they experienced less distraction from television and internet browsing. The frequency and percentages revealed that there was a link between the location of a school and the reading habits of students. The data of Hausa students on the location of school is presented in Table 4.24.

Table 4.24: The Reading Habits Profile of Urban and Rural Students (Hausa Group)

State	Type of materials you read	Urban Proof of reading (N=150)	%		Rural Proof of reading (N=150)	%	
Kebbi	Textbook	3	2	7 th	2	1.33	5 th
	Notebook	68	45.33	1 st	64	42.67	1 st
	Fiction/Non fiction	46	30.67	2 nd	49	32.67	2 nd
	Newspaper	10	6.67	5 th	2	1.33	5 th
	Magazines	4	2.66	6 th	0	0	7 th
	Extensive reading	18	12	4 th	4	2.66	4 th
	Read nothing	19	12.66	3 rd	33	22	3 rd
Total		150	100		150	100	
Sokoto	Textbook	2	1.33	6 th	1	0.67	4 th
	Notebook	70	46.67	1 st	46	30.67	2 nd
	Fiction/Non fiction	19	12.67	3 rd	16	10.66	3 rd
	Newspapers	6	4	4 th	0	0	6 th
	Magazines	2	1.33	6 th	0	0	6 th
	Extensive reading	3	2	5 th	1	0.67	4 th
	Read nothing	51	34	2 nd	87	58	1 st
Total		150	100		150	100	
Zamfara	Textbook	3	2	6 th	0	0	6 th
	Notebook	61	40.67	1 st	56	37.33	2 nd
	Fiction/Non fiction	17	11.33	3 rd	13	8.67	3 rd
	Newspapers	9	6	4 th	2	1.33	4 th

	Magazines	5	3.33	5 th	0	0	6 th
	Extensive reading	0	0	7 th	1	0.67	5 th
	Read nothing	55	36.67	2 nd	79	52.67	1 st
Total		150	100		150	100	
Overall Total	Textbook	8	1.78	7 th	3	0.67	6 th
	Notebook	199	44.22	1 st	166	36.89	2 nd
	Fiction/Non fiction (prescribed)	57	12.67	3 rd	76	16.89	3 rd
	Newspaper	25	5.56	4 th	4	0.89	5 th
	Magazines	11	2.44	6 th	0	0	7 th
	Extensive Reading	21	4.66	5 th	6	1.33	4 th
	Read nothing	125	27.78	2 nd	199	44.22	1 st

The data in Table 4.24 presents certain characteristics common to both rural and urban students (urban - 12.67% and rural students - 16.87%). However, differences in the percentages were observed between the groups for those who did not read anything (urban - 27.78%, but rural students - 44.22%); those who read notebooks, urban (44.22%) and rural students (36.89%); a difference of 7.33% is significant and can be influenced by a factor- the location of a school. The data for school location across the major tribes is summarized in Table 4.25 below.

Table 4.25: The Reading Habits Profile of Urban and Rural Students (Pooled)

Type of Materials you Read	Urban: Proof of reading			Rural: Proof of Reading		
	N	%	Rank	N	%	Rank
Textbook	51	3.78	6 th	41	3.04	4 th
Notebook	582	43.11	1 st	599	44.37	1 st
Fiction/Non fiction (prescribed)	336	24.89	2 nd	354	26.22	2 nd
Newspaper	82	6.07	4 th	25	1.85	5 th
Magazine	35	2.59	7 th	8	0.59	7 th
Extensive Reading	63	4.67	5 th	13	0.96	6 th
Read Nothing	201	14.89	3 rd	310	22.96	3 rd
Total	1350	100		1350	100	

From Table 4.25, it is observed that both students of the major groups in urban and rural areas read mostly notebooks (43.11% in urban and 44.37% in rural) followed by prescribed fiction texts (29.56% urban and 27.19% for rural students). The least materials read were magazines (2.59% in urban and 0.59% in rural). Of course a large proportion of students did not read anything in both urban and rural locations (14.89% in urban and 22.96% in rural areas) and that is where there is a remarkable difference; that is, a difference of 8.07%.

Despite similarity in reading habits between the two groups, differences were recorded in the percentages of students who read Newspapers (6.07% for urban and 1.85% for rural students) and extensive reading (4.67% for urban and 0.96% for rural students).

The fifth hypothesis was tested for influence of school location on reading activities of students by looking at the possible differences between the two locations involved in the study. The analysis on this is presented in Table 4.25.1.

Table 4.25.1: 2-Way ANOVA on Reading Habits of Urban and Rural Schools across the Major Tribes

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	49.333 ^a	5	9.867	.002	.998
Intercept	176930.381	1	176930.381	28.765	.000
Location	7.714	1	7.714	.001	.972
Tribe	28.619	2	14.310	.002	.998
Location * Tribe	13.000	2	6.500	.001	.999
Error	221434.286	36	6150.952		
Total	398414.000	42			
Corrected Total	221483.619	41			

a. R Squared = .000 (Adjusted R Squared = -.139)

Table 4.25.1 shows a two-way ANOVA conducted to discover differences in reading habits between students from urban and rural schools across the three major tribes. The

analysis revealed that there was no statistically significant difference between reading habits of students from urban and rural schools across the three groups, $F(2, 36) = .001, p = .0998$. From Table 4.25.1, there was no statistically significant difference in mean of reading habits between students from urban and rural schools ($p = .972$). Similarly, there was no statistically significant difference in mean of reading habits among the tribes ($p = .998$). This implies that location of students' schools (urban or rural) as well as their tribes have no impact on their reading habits. They both exhibited poor reading habits. It is possible that there is no provision for reading to thrive in secondary schools. The null hypothesis which states that there is no significant difference in students' reading habits between rural and urban schools across the three major tribes is accepted.

The sixth research question tried to look at reading facilitative variables influencing reading habits of secondary school students across the three major tribes.

The data collected were based on exploratory research question item 19 which investigated variables that had positive influence on students' reading behaviour. Table 4.26 presents those variables that had positive influence on their reading behaviour. The variables emanated from students' responses.

Table 4.26: Reading Habits Facilitative Variables (Igbo Group)

State	What motivates students to read	Freq.	%	Rank
Abia N=300	Read for Knowledge	109	36.33	1 st
	Read for self development	69	23	2 nd
	Read to pass exams	65	21.66	3 rd
	Read when others are reading	26	8.67	4 th
	Read when the environment is conducive	20	6.67	5 th
	When the content is interesting	9	3	6 th
	When books are available	2	0.67	7 th
Imo N=300	Read for Knowledge	79	26.33	2 nd
	Read for self development	70	23.33	3 rd

	Read to pass exams	83	27.67	1 st
	Read when others are reading	29	9.67	4 th
	Read when the environment is conducive	22	7.33	5 th
	When the content is interesting	16	5.33	6 th
	When books are available	1	0.33	7 th
Enugu	Read for Knowledge	96	32	1 st
N=300	Read for self development	60	20	2 nd
	Read to pass exams	57	19	3 rd
	Read when others are reading	57	19	3 rd
	Read when the environment is conducive	19	6.33	5 th
	When the content is interesting	11	3.67	6 th
Overall	Read for Knowledge	284	31.56	1 st
Total				
N=900	Read for self development	195	21.67	3 rd
	Read to pass exams	209	23.22	2 nd
	Read when others are reading	112	12.44	4 th
	Read when the environment is conducive	61	6.78	5 th
	When the content is interesting	36	4	6 th
	When books are available	3	0.33	7 th
		900	100	

From the overall total in Table 4.26, reading to acquire knowledge (31.56%), self development (23.22%) and passing examinations (21.67%) had the highest percentages. It means that these students across Igbo states desire to acquire knowledge that could improve their lives and to pass examinations. These variables that have higher percentages seem to effectively facilitate development of positive reading habits among Igbo students. The students saw acquisition of knowledge as the primary facilitating factor for them to read. The least facilitating factors were availability of books, interesting content of a book and conducive environment as revealed in Table 4.26. This implies that when students are made

to understand the benefits of reading by constantly seen adults around them read books, they can imbibe habits of reading regularly and could value availability of reading materials.

Table 4.27 presents the summary of variables that facilitate development of reading habits among Yoruba students.

Table 4.27: Reading Habits Facilitative Variables (Yoruba Group)

State	What motivates students to read	Freq.	%	Rank
Oyo N=300	Read for Knowledge	97	32.33	2 nd
	Read for self development	112	37.33	1 st
	Read to pass exams	58	19.33	3 rd
	When content is fascinating	20	6.67	4 th
	When books are available	13	4.33	5 th
Ogun N=300	Read for Knowledge	99	33	2 nd
	Read for self development	101	33.67	1 st
	Read to pass exams	48	16	3 rd
	When content is fascinating	34	11.33	4 th
	When books are available	18	6	5 th
Lagos N=300	Read for Knowledge	66	22	3 rd
	Read for self development	108	36	1 st
	Read to pass exams	77	25.67	2 nd
	When content is fascinating	23	7.66	5 th
	When books are available	26	8.66	4 th
Overall Total N=900	Read for Knowledge	262	29.11	2 nd
	Read for self development	321	35.67	1 st
	Read to pass exams	183	20.33	3 rd
	When content is fascinating	77	8.56	4 th
	When books are available	57	6.33	5 th
		900	100	

These variables, similar to those of Igbo students, had higher percentages of students across Yoruba states: self development (35.67%), knowledge (29.11%) and passing examinations (20.33%). This implies that these three variables equally served as facilitating factors for Yoruba students. The least motivating factors remained almost the same as those of Igbo group except with omission of conducive environment among the variables of Yoruba students. It means that these highest facilitating factors are crucial in stimulating

students to read and subsequently developing reading behaviour. Table 4.28 presents data from Hausa states on facilitative variables.

Table 4.28: Reading Habits Facilitative Variables (Hausa Group)

State	What motivates students to read	Freq.	%	Rank
Kebbi N=300	Read for knowledge	117	39	1 st
	Read to develop self	74	24.67	2 nd
	Read to pass exams	51	17	3 rd
	Read when others are reading	38	12.67	4 th
	Read when books are available	7	2.33	6 th
	When the content is interesting	9	3	5 th
	Read when the environment is conducive	4	1.33	7 th
Total		300	100	
Sokoto	Read for knowledge	105	35	1 st
	Read to develop self	66	22	2 nd
	Read to pass exams	58	19.33	3 rd
	Read when others are reading	40	13.33	4 th
	Read when books are available	13	4.33	6 th
	When the content is interesting	18	6	5 th
	Total		300	100
Zamfara	Read for knowledge	96	32	1 st
	Read to develop self	48	16	3 rd
	Read to pass exams	73	24.33	2 nd
	Read when others are reading	34	11.33	5 th
	Read when books are available	39	13	4 th
	Read when the environment is conducive	10	3.33	6 th
	Total		300	100
Overall Total	Read for knowledge	318	35.33	1 st
	Read to develop self	188	20.89	2 nd
	Read to pass exams	182	20.22	3 rd
	Read when others are reading	112	12.44	4 th
	Read when books are available	59	6.56	5 th
	When the content is interesting	27	3	6 th
	Read when the environment is conducive	14	1.56	7 th
			900	100

The major facilitating factors cut across the three zones. The only difference is in the percentages of students. From the data across Hausa states, these variables had higher percentages of students: reading to acquire knowledge (35.33%), self development (20.89%) and passing examinations (20.22%). The least motivating factors are the same as those of Igbo group. Table 4.29 presents facilitative variables of the major tribes.

Table 4.29: Reading Habits Facilitative Variables of the Major Tribes

Variables	Igbo		Yoruba		Hausa		Total		Rank
	N	%	N	%	N	%	N	%	
Read for knowledge	284	31.56	262	29.11	318	35.33	864	32	1 st
Read to develop self	209	23.22	321	35.67	188	20.89	718	26.59	2 nd
Read to pass exams	195	21.67	183	20.33	182	20.22	560	20.74	3 rd
Read when others read	112	12.44	0	0	112	12.44	224	8.30	4 th
Read when the environment is conducive	61	6.78	0	0	14	1.56	75	2.78	7 th
Read when the content is fascinating	36	4	77	8.56	27	3	140	5.19	5 th
Read when books are available	3	0.33	57	6.33	59	6.56	119	4.40	6 th

The three common major variables, knowledge (32%), self development (26.59%) and passing examinations (20.74%) were identified effective reading habits facilitating variables among students of the major tribes. The least facilitating factors were consistent: external influence from parents and friends, conducive environment, fascinating content and availability of books. The hypothesis was tested with responses of students on factors that facilitate their reading activities. Table 4.29.1 presents the analysis of results.

Table 4.29.1: ANOVA on Influence of Facilitative Variables on Reading Habits of Secondary School Students of the Major Tribes

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	91.467	2	45.733	4.376	.031
Within Groups	233591.667	18	12977.315		
Total	233683.143	20			

Table 4.29.1 shows a one-way between groups analysis of variance conducted to explore impact of reading facilitative variables on reading habits of students across the three major tribes in Nigeria. The table revealed that there was a statistically significant impact at the $p < 0.05$ level in reading facilitative variables for the three tribes ($F(2, 18) = 4.476, p = .031$).

A Tukey post-hoc test was used to identify the influence between groups. This is presented in Table 4.29.1b.

Multiple Comparisons

Facilitative Variables

Tukey HSD

(I) Tribe	(J) Tribe	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Igbo	Yoruba	3.60000*	1.452	.048	.0523	7.1455
Yoruba	Igbo	-3.60000*	1.452	.048	-155.44	-7.1455
Hausa	Igbo	-3.80000*	1.452	.036	-155.44	-7.3455

The result revealed that facilitative variables have significant impact on reading habits of Igbo and Yoruba students ($p = 0.048$), as well as between Igbo and Hausa students ($p = 0.036$). However, there were no differences between Yoruba and Hausa students ($p = 0.798$). By implication, reading facilitative variables have significant impact on students' reading habits across the three major tribes of Nigeria.

It means that reading facilitative variables with higher percentages (Knowledge, self development and passing exams) have influence on students' reading habits across the three major tribes. However, the least factors such as availability of books, conducive environment and others do not have significant influence. Students' ignorance of the benefits of reading books made them not to value its availability and conducive environment. Therefore; the null hypothesis which states that reading facilitative variables have no significant influence on reading habits of students across the three major tribes is therefore rejected. It implies that some variables have significant influence on students' reading habits development. This means that students have desire to acquire knowledge for development as well as to pass examinations. However, the reading pattern is so deficient that it becomes impossible to

achieve such objectives since their reading is limited to notebooks and other prescribed texts only.

The Seventh Research Question sought solution to the seventh objective of this study. This was reading inhibitive variables militating against reading habits development of secondary school students across the three major tribes. Table 4.30 presents the data for Igbo states.

Table 4.30: Reading Inhibitive Variables across Igbo States

Variables	Abia		Imo		Enugu		Total		Rank
	N	%	N	%	N	%	N	%	
Watching Tv/Movies	62	20.67	71	23.67	42	14	175	19.44	1 st
Chatting	54	18	60	20	39	13	153	17.60	3 rd
Difficulty of text	51	17	31	10.33	40	13.33	122	13.55	5 th
Distractions from friends/parents	35	11.67	27	9	42	14	104	11.78	6 th
Laziness	47	15.67	52	17.33	31	10.33	130	14.44	4 th
Unconducive environment	20	6.66	11	3.67	7	2.33	38	4.22	7 th
No reason	3	1	2	0.67	10	3.33	15	1.67	8 th
When forced to read	0	0	3	0.33	0	0	3	0.33	9 th
2g0/whatsapp/facebook	28	9.33	45	15	89	29.67	160	17.77	2 nd
Total	300	100	300	100	300	100	900	100	

The findings revealed that watching television and movies recorded the highest percentage of students (19.44%) across Igbo states and were followed by internet chatting-2go/whatsapp/facebook (17.77%) - and verbal chatting (17.60%). Variables with higher percentages seemed to hinder students' development of reading habits among Igbo students. A proper handling of inhibitive variables could probably bring a change in reading behaviour of students across Igbo states.

Table 4.31 presents variables that militate against development of reading habits among Yoruba students in the states investigated.

Table 4.31: Reading Inhibitive Variables across Yoruba States

Variables	Oyo		Ogun		Lagos		Total		Rank
	N	%	N	%	N	%	N	%	
Watching Tv/Movies	21	7	18	6	33	11	72	8.00	5 th
2go/whatsapp	12	4	13	4.33	14	4.67	39	13	4 th
Difficulty of text	4	1.33	21	7	18	6	43	4.78	7 th
Laziness	81	27	83	27.67	114	38	278	30.89	1 st
Unconducive environment	8	2.67	21	7	20	6.67	49	5.44	6 th
No fun/boring	61	20.33	43	14.33	41	13.67	145	16.11	3 rd
When forced to read	2	0.67	0	0	2	0.67	4	0.44	8 th
Chatting	111	37	101	33.67	57	19	269	29.89	2 nd
Total	300	100	300	100	300	100	900	100	

Variables such as laziness (27% for Oyo, 27.67% for Ogun, 38% for Lagos states), chatting (37% for Oyo, 33.67% for Ogun, 19% for Lagos states) and no fun in reading (20.33% for Oyo, state) recorded higher percentages of students. These were perceived to constitute major hindrances in development of reading habits of students in the zone. The least inhibitive factors were forcing students to read books, difficulty of books, unconducive environment and watching television. The overall results from Yoruba states ranked laziness as first militating factor against development of reading habits (30.89%). This was followed by chatting (29.89%) and ‘reading as a boring activity’ came third (16.11%). It may be that laziness is the cause of chatting, which does not require effort from students. The data in Table 4.32 present inhibitive variables of Hausa states.

Table 4.32: Reading Inhibitive Variables across Hausa States

Inhibitive Variables	Kebbi		Sokoto		Zamfara		Total		Rank
	N	%	N	%	N	%	N	%	
Laziness	47	15.67	93	31	87	29	227	25.22	2 nd
Chatting	57	19	48	12.33	76	25.33	181	20.11	3 rd
Watching Tv/movies	36	12	52	17.33	25	8.33	113	12.56	4 th
Distractions from friends/parents	103	34.33	71	23.67	96	32	270	30	1 st
Difficulty of text	43	14.33	12	4	0	0	55	6.11	5 th
Domestic chores	14	4.67	24	8	16	5.33	49	5.44	6 th
Total	300	100	300	100	300	100	900	100	

The findings revealed that major variables that recorded highest percentages of students across Hausa states were distractions from friends and parents (30%), laziness (25.22%) and chatting (20.11%). These hindered students' development of reading habits. However, difficulty of text content (6.11%) did not feature as an inhibitive variable among students in Zamfara state. The findings are indications that students within the zone had problems of distractions from friends/parents and laziness as major factors that hindered their development of reading habits and preferred chatting to reading books. Table 4.38 presents the inhibitive variables across the three major tribes.

Table 4.33: Reading Inhibitive Variables across the Major Tribes (Pooled)

Variables	Igbo		Yoruba		Hausa		Total		Rank
	N	%	N	%	N	%	N	%	
Watching Tv/Movies	175	19.44	72	8.00	113	12.56	360	13.33	4 th
Chatting	153	17.00	269	29.89	181	20.11	603	22.33	2 nd
Difficulty of text	122	13.55	43	4.78	55	6.11	220	8.15	5 th
Distractions from friends/parents	104	11.55	0	0	270	30	374	13.85	3 rd
Laziness	130	14.44	278	30.89	227	25.22	635	23.52	1 st
Unconducive environment	38	4.22	49	5.44	0	0	87	3.22	8 th
No reason	15	1.67	0	0	0	0	15	0.55	10 th
When forced to read	3	0.33	4	0.44	0	0	7	0.26	11 th
Reading is boring	0	0	145	16.11	0	0	145	5.37	7 th
2go/whatsapp/facebook	160	17.77	39	13	0	0	199	7.37	6 th
Domestic chores	0	0	0	0	49	5.44	49	1.81	9 th
Total	900	100	900	100	900	100	2700	100	

Laziness (23.52%) and chatting (22.33%) were identified as major militating factors against development of reading habits among students of the three major tribes. The least factors were force (0.26%), domestic chores, (1.81%), unconducive environment (3.22%), no fun in reading (5.37%) and others. The data showed areas of divergence as no reason (0.55% only for Igbo), domestic chores (1.81% only for Hausa students) and no fun in reading books (5.37% for Yoruba students). The seventh hypothesis tested factors that seemed to militate against reading habits development of students. The result is presented in Table 4.33.1.

Table 4.33.1: ANOVA on Influence of Inhibitive Variables on Reading Habits of Secondary School Students of the Major Tribes

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.273	2	.636	3.461	.036
Within Groups	261008.364	30	75366.945		
Total	261009.636	32			

Table 4.33.1 shows a one-way between groups analysis of variance conducted to explore the impact of reading inhibitive variables on reading habits development of students across the three major tribes. The table revealed that there was a statistically significant impact at the $p < 0.05$ level in reading inhibitive variables for the three tribes ($F(2, 30) = .3461, p = .036$).

A Tukey post-hoc test used to find where a statistical significant influence was observed is presented in Table 4.33.1b.

Multiple Comparisons

Inhibitive Variables

Tukey HSD

(I) Tribe	(J) Tribe	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Igbo	Yoruba	-3.368*	1.211	.007	-97.96	98.14
Yoruba	Igbo	3.368*	1.211	.007	-98.14	97.96
	Hausa	3.495*	1.146	.003	-97.69	98.41
Hausa	Yoruba	-3.495	1.146	.003	-98.41	97.69

It was discovered that there was a significant impact of inhibitive variables on reading habits of Yoruba students and Igbo students ($p = 0.007$), as well as between Yoruba students and Hausa students ($p = 0.003$). However, there were no differences between Igbo students and Hausa students ($p = .910$; see appendix 1V for details). By implication, reading inhibitive variables have significant impact on students' reading habits across the three major groups.

It means that major reading inhibitive variables such as laziness and chatting have significantly influence students negatively on reading habits development across the major tribes. Therefore, the null hypothesis which states that inhibitive variables have no significant influence in militating against reading habits development of secondary school students across the three major tribes of Nigeria is rejected. This means that when schools have made provision for students to read and are motivated to do so, there would be a change in students' attitudes towards reading. The curriculum has neglected provision of more reading activities, which transmits to scheme of work. This results to laziness since students have not been committed to serious reading in school. The absence of engagement in reading activities makes them to resolve to chat as a sign of idleness. Table 4.34 presents summary of all the variables tested in this chapter.

Table 4.34: Overall Summary of Variables Tested in this Study

Variables	Igbo	%	Yoruba	%	Hausa	%	Total	%	Rank
Reading frequency									
Daily reading of textbooks	30	3.33	24	2.67	11	1.22	65	2.41	7 th
Reading of notebooks	201	22.33	115	12.78	55	6.11	371	13.78	3 rd
Reading fiction/non fiction	125	13.89	44	4.89	64	7.11	233	8.63	4 th
Reading magazines	15	1.67	10	1.11	10	1.11	35	1.30	8 th
Reading newspapers	26	2.89	33	3.67	29	3.22	88	3.26	5 th
Reading without any proof	290	32.22	399	44.33	405	45	1094	40.52	1 st
Extensive reading items	20	2.22	25	2.78	27	3	72	2.67	6 th
Not reading anything profile	231	25.67	250	27.78	321	35.67	802	29.70	2 nd
Total	900		900		900		2700	100	
Activities during leisure									
Reading textbook	36	4	61	6.78	83	9.22	180	6.66	8 th
Reading notebook	61	6.78	172	19.11	87	9.66	320	11.85	2 nd
Reading fiction/non fiction	82	9.11	39	4.33	53	5.89	174	6.44	10 th
Reading Newspaper/magazines	13	1.44	27	3	21	2.33	61	2.26	13 th
Chat with friends	113	12.56	9	1	155	17.22	277	10.26	3 rd
Watch movies	181	20.11	197	21.89	60	6.66	438	16.22	1 st
Play video games	108	12	81	8.78	0	0	189	7	7 th
Play football	123	13.67	100	11.11	0	0	223	8.26	6 th
Browse on internet	55	6.11	31	3.44	0	0	86	3.18	12 th

Sleep	107	11.89	44	4.89	83	9.22	234	8.66	5 th
Listen to music	8	0.89	27	3	0	0	35	1.30	14 th
Visit friends	13	1.44	7	0.78	157	17.44	177	6.55	9 th
Recite Holy Quran	0	0	41	4.55	201	22.33	242	8.96	4 th
Read a Bible	0	0	2	0.22	0	0	2	0.07	16 th
Sell in the shop	58	6.44	51	5.67	0	0	109	4.04	11 th
Just relax	0	0	24	2.67	0	0	24	0.89	15 th
Total	16	900	100	900	100	900	100	2700	100

Quality of Reading

High quality (Freq.)	20	2.22	29	3.22	27	3	76	2.81	5 th
Moderate quality (Freq.)	181	20.11	160	17.78	78	8.67	419	15.52	3 rd
Low quality (Freq.)	102	11.33	180	20	57	6.33	399	12.56	4 th
Without proof of reading	341	37.89	408	45.33	396	44	1145	42.41	1 st
Read nothing (Freq.)	256	28.33	139	15.4	342	38	737	27.30	2 nd
Total	5	900	100	900	100	900	100	2700	100

Quality of Topics Read

Moderate quality	415	46.11	405	45	317	35.22	1137	42.11	1 st
Without reading proof	355	39.44	390	43.33	389	43.22	1134	42	2 nd
Low quality	0	0	3	0.33	48	5.33	51	1.89	4 th
	Igbo	%	Yoruba	%	Hausa	%	Total	%	
Read nothing	130	14.44	102	0.44	146	16.22	378	14	3 rd
Total	4	900	100	900	100	900	100	2700	100

Quantity of Reading

No. of prescribed fiction texts	15		15		14		15		
Proof of reading prescribed texts	235	26.11	329	36.56	133	14.78	697	25.81	2 nd
No. of extensive reading texts	3		6		6		12		
Proof of extensive reading	20	2.22	29	3.22	27	3	76	2.82	3 rd
Read nothing profile	645	71.67	541	60.11	740	82.22	1926	71.33	1 st
Total	5	900	100	900	100	900	100	2700	100

Gender difference

	Igbo	%	Yoruba	%	Hausa	%	Total	%	
Male									
Reading Textbooks	32	7.11	12	2.67	4	0.89	48	3.55	5 th
Read notebooks	204	45.33	198	44	160	35.55	562	41.62	1 st
Fiction/non fiction texts	127	28.22	150	33.33	54	12	331	24.52	2 nd
Read newspapers	21	4.67	26	5.78	18	4	65	4.81	4 th
Read magazines	5	1.11	4	0.89	4	0.89	13	0.96	7 th
Extensive reading	8	1.78	14	3.11	8	1.78	30	2.22	6 th
Read nothing	53	11.78	46	10.22	202	22.44	301	22.30	3 rd
Total	7	450	100	450	100	450	100	1350	100

Female									
Read Textbooks	22	4.89	16	3.55	7	0.78	45	3.33	5 th
Read Notebooks	211	46.89	203	45.11	205	22.78	619	45.85	1 st
Read Fiction/non fiction	108	24	169	37.56	79	17.56	356	26.37	2 nd
Read newspapers	13	2.88	17	3.78	11	1.22	41	3.04	6 th
Read magazines	17	3.78	6	1.33	7	0.78	30	2.22	7 th
Extensive reading	12	2.67	18	4	19	4.22	49	3.62	4 th
Read nothing	67	14.89	21	4.67	122	13.56	210	15.55	3 rd
Total	7	450	100	450	100	450	100	1350	100
School Location									
Urban									
Read Textbooks	29	6.44	14	3.11	8	1.78	51	3.78	6 th
Read Notebooks	196	43.56	187	41.56	199	44.22	582	43.11	1 st
Read fiction/non fiction	127	28.22	152	33.78	82	18.22	361	26.74	2 nd
Read Newspapers	26	5.78	31	6.89	25	5.56	82	6.07	4 th
Read Magazines	16	3.55	8	1.77	11	2.44	35	2.59	7 th
Extensive reading	17	3.78	22	4.89	21	4.66	60	4.44	5 th
Read nothing	40	8.89	36	8	125	27.78	201	14.89	3 rd
Total	7	450	100	450	100	450	100	1350	100
Rural									
Read Textbooks	24	5.33	14	3.11	3	0.67	41	3.04	4 th
Read Notebooks	219	48.67	214	47.56	166	36.89	599	44.37	1 st
Read fiction/non fiction	108	24	170	37.78	76	16.89	354	26.22	2 nd
Read Newspapers	9	2	12	2.67	4	0.89	25	1.85	5 th
Read Magazines	6	1.33	2	0.44	0	0	8	0.59	7 th
Extensive reading	3	0.67	7	1.56	6	1.33	16	1.18	6 th
Read nothing	81	18	31	6.89	199	44.22	311	23.03	3 rd
Total	7	450	100	450	100	450	100	1350	100
Facilitative Variables									
Read for knowledge	284	31.56	262	29.11	318	35.33	864	32	1 st
Read for self development	209	23.22	321	35.67	188	20.89	718	26.59	2 nd
Read to pass examinations	195	21.67	183	20.33	182	20.22	560	20.74	3 rd
Read when others read	112	12.44	0	0	112	12.44	224	8.29	4 th
Read when the environment is conducive	61	6.78	0	0	14	1.56	75	2.78	6 th
Read when the content is interesting	36	4	77	8.56	27	3	140	0.05	7 th
Read when books are available	3	0.33	57	6.33	59	6.56	119	4.41	5 th
Total	7	900	100	900	100	900	100	2700	100
Inhibitive Variables									
Watching Tv/movies	175	19.44	72	8.00	113	12.56	360	13.33	4 th

Chatting	153	17.00	269	29.89	181	20.11	603	22.33	2 nd
Difficulty of Text	122	13.55	43	4.78	55	6.11	220	8.15	5 th
Distractions from friends/parents	104	11.78	0	0	270	30	374	13.85	3 rd
Laziness	130	14.44	278	30.89	227	25.22	635	23.52	1 st
Unconducive environment	38	4.22	49	5.44	0	0	87	3.22	8 th
No reason	15	1.67	0	0	0	0	15	0.55	10 th
When forced to read	3	0.33	4	0.44	0	0	7	0.26	11 th
No fun in reading/boring	0	0	145	16.11	0	0	145	5.37	7 th
2go/whatsapp/facebook	160	17.78	39	4.33	0	0	199	7.37	6 th
Domestics chores	0	0	0	0	49	5.44	49	1.81	9 th
Total	11	900	100	900	100	900	100	2700	100

Findings from the study indicated that Igbo students had the highest percentage of daily reading profiles (46.33%). The proportion of students who do not read during leisure time is alarming (76.26% see Table 4.08.8). Among students who read, Yoruba had the highest percentage of students reading high quality materials (3.22%) and were closely followed by Hausa students (3%). 42.11% of students across the major tribes read moderately rated topics such as the topics in the SSCE syllabus, while 2.55% read lowly rated quality topics from religious books and indogenous language based topics. Similarities were noticed in reading habits of male and female students across the major tribes, yet male students read more newspapers (4.81%) and textbooks (3.56%) than females (3.04% and 3.33%). Although the reading habits of urban and rural students across the major tribes fell in poor reading habits group, urban students read more newspapers (6.07%) than rural students (1.85%). The percentage of rural students who did not read was more (22.96%) than rural (14.89%).

The major facilitating reading factors identified were consistent across the students of the major tribes: knowledge (32%), self development (26.59%) and reading to pass examinations (20.74%). However, the major factors that militated against development of reading habits were laziness (23.52%) and chatting (22.33%).

4.3 Overall Findings

This section summarizes the overall findings in the study. These are based on the research questions (see section 1.4) and hypotheses (section 1.5) as advanced in chapter one.

The following are the findings.

1. Students claimed that they read daily except those who stated that they did not read anything (29.70%). However, the percentages of those with evidence of daily reading of different materials for academic purposes (28.70%) and pleasure were less (2.44%); see Table 4.04).
 - a) Yoruba students had the highest percentage of daily extensive reading materials (2.78%) followed by Hausa students (2.33%; see Table 4.04).
 - b) Igbo states had the highest percentage of students reading prescribed materials (44.11%).
 - c) Students of the major tribes used more of their leisure time for other activities such as chatting (10.26%), watching movies (16.22%), and so on (See Table 4.05, 4.06 and 4.07).
2. The qualitative levels of reading materials by students across the major tribes were grouped into three:

Level 1: Highly qualitative English language based materials students read willingly outside the academic circles. The books are capable of expanding their vocabulary and English language structure. 2.81% of the students across the major tribes read these materials (see Table 4.12).

Level 2: Moderate quality reading materials are obligatory reading for academic achievement. These are the prescribed textbooks and notebooks students are obliged to read for academic purposes. Only 15.52% of students across the major tribes read such books (see Table 4.12).

Level 3: Lowly quality reading materials also recorded little percentage of students (12.56%) across the major tribes (see Table 4.12). This means that students are reluctant to read.

3. The quantitative levels of materials read by students were ranked into three: high, middle/moderate and low. Unfortunately no student fell into the high quantitative reading level nor did they fall into the second level because nobody provided evidence of reading more than twenty or fifteen books outside the prescribed texts. They all fell into low quantitative reading level by reading 6 texts outside academic circles (instead of 20 taken as standard). Low quantitative level accommodated all the students with evidence of reading different texts since no student provided evidence of reading more than ten books (see Table 4.17.1).
4. The findings showed that there were similarities between male and female students' reading habits across the major tribes. However, reading was insufficiently carried out because it did not go much beyond academic circles. Moreover, a sizeable number of students across the major tribes did not read anything (see Table 4.21).
5. It was discovered that school location did not affect much of students' reading habits. Although students' reading behaviour was poor, more urban students read extensively (urban - 4.67%; rural - 0.96%) and newspapers (urban -6.07%; rural - 1.85%) than rural. Differences in reading behaviour might be due to challenges faced by rural students in having access to literary texts and newspapers (see Table 4.25).
6. The variables that effectively facilitated students of the major tribes to read were reading to acquire knowledge (32%), self development (26.59%) and passing examinations (20.74%; see Table 4.29). The variables were grouped into:
 - (i) high facilitating factors had the highest percentages of students within the range of 20% and above;

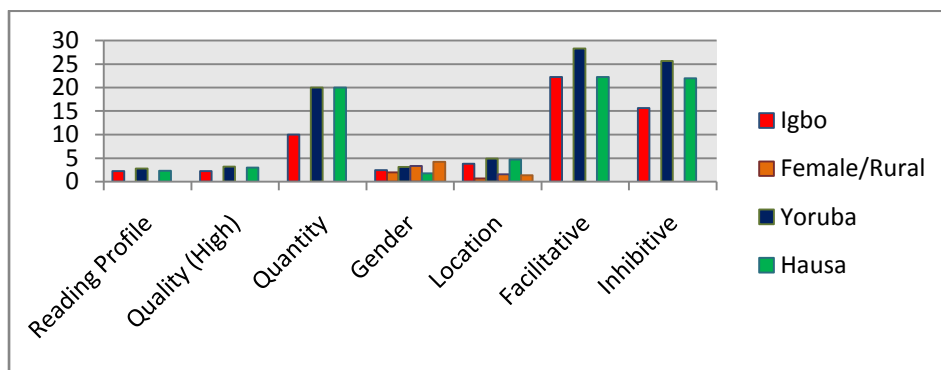
- (ii) the middle facilitating factors were those whose percentages were within the range of 11%-19%; these have moderate facilitating capacity; and
- (iii) low facilitating factors had the least percentages and least capacity to facilitate reading habits. Their range starts from 0-10%.

The variables that can facilitate students' reading habits development are every student wants to acquire knowledge for self- development that would extend to passing examinations. So the three variables (knowledge, self development and passing examinations) are crucial in facilitating reading habits development of students.

7. The variables that militated against reading habits development were identified as laziness (23.52%) and chatting (22.33%), while the next level includes variables with moderate percentages (mid or average group; see Table 4.33). These were difficulty of content (18.15%), distractions from friends and parents (13.85%) and watching of television (13.33%; see Table 4.33). Variables with low percentages showed least factors militating against reading habits development. The variables had less than 10% of students. Some of the variables in this group were forcing one to read (0.26); no reason (0.55%), which presents a mark departure from an answer to the item. Others were unconducive environment (3.22%) domestic chores (1.81%) and reading is boring (5.37%).
8. The findings that emanated from observation confirmed students' response in the questionnaire item 8. These students used more of leisure time to chat, watch movies, visit friends, play games and football and do other things. It was discovered that 23.74% of students used this time to read their books, while the remaining 76.26% did not read (see Table 4.08). Students who claimed they read during leisure time were not seen reading when they were free in school. The percentages of those who

claimed to read in the questionnaire were higher (Yoruba - 33.22%; and Hausa - 27.11%) than those observed (Yoruba - 28.11% and Hausa students - 19.33%). The difference of 5.11% for Yoruba and 7.78% for Hausa cannot happen by chance. It implies that some of the reading claims during leisure were not true. The bar graph in Figure 4.9 presents reading habits continuum for the major tribes.

Figure 4.9: Reading Habit Continuum of the Major Tribes



The results emanating from the study concerning reading continuum of students of the major tribes revealed that in terms of reading profiles, students claimed they read daily. However, their reading habits are poor since no group could meet up with the over 60% and above benchmark for good reading habits.

The quality of reading materials is grouped in three levels: high (2.81%), moderate (15.52%) and low (12.56%). Students of the major tribes concentrated mostly on reading prescribed fiction texts and notebooks. However, Yoruba had the highest percentage of students (3.22%) with evidence of extensive reading, while Igbo had the least (2.22%). The quantity of reading materials tends towards low. Students read less than 10 texts for pleasure.

Gender reading differentials were not significant across the major tribes. Each group exhibited poor reading habits. The poor reading habits cut across the location of a school. The reading habits of students from urban schools were not better than their counterparts from rural schools. The pattern of reading for each group across the major groups was prescribed texts and notebooks.

Students' desire to acquire knowledge for self development and to pass examinations facilitated their reading habits. These became the major factors that urged them to read different materials. However, the pattern of reading discovered was to enable them pass examinations since they concentrated on notebooks and prescribed texts. On the contrary, chatting and laziness became the major inhibiting factors militating against reading habits development of these students. The averages of major facilitative and inhibitive factors across the major tribes were used for the chart. The finding revealed a deplorable reading situation in secondary schools across the major tribes. Table 4.35 presents the summary of findings.

Table 4.35: Summary of Findings

Research Question	Major Findings	Sub-Findings
1. What is the influence of reading frequency profiles of secondary school students across the major tribes?	Students across the major tribes claimed that they read daily. However, only 28.70% provided evidence of daily reading of textbooks, notebooks, fiction texts, newspapers and magazines (see Table 4.04). Other students engaged more in different activities during leisure time rather than reading (see Tables 4.05; 4.06 and 4.07). The discovery revealed that since only few students (28.70%) read daily, it had no influence on their reading habits. Therefore, the hypothesis that there is no significant difference in the reading frequency profiles of students across the three major tribes is retained.	Igbo students had the highest percentage of students (46.33%) with evidence of daily reading. This was followed by Yoruba students (27.89), while Hausa students read the least (19.33%) (see Table 4.04).
2. What is the influence of qualitative levels of materials read on secondary school students across the three major tribes?	The qualitative level of materials mostly read by students across the major tribes was moderate (15.52%). This was followed by low quality (12.56%; see Table 4.12). However, 2.81% (see Table 4.12) of the students read high quality materials capable of expanding their vocabulary and building up their intellect. The quality level of reading materials was insufficient and did not prompt students to read as they were incapable of influencing them to read. The hypothesis that the qualitative levels of materials have no significant influence on the reading habits of	The findings showed that Yoruba students had the highest percentage of students with evidence of reading high quality materials (3.22%) and low quality (20%; see Table 4.12).

- students across the three major tribes was retained.
3. To what extent has the quantity of materials read influence reading habits of students across the three major tribes? The quantification of texts read by students of the major tribes had significant influence on their reading habits development. The quantity of texts read by each student fell in the lower category of low reading habits since the number was below ten. The hypothesis that the quantitative levels of materials have no significant influence on students' reading habits across the three major tribes was retained. It means that the quantity of materials students read were too few to influence their reading activities. Hausa and Yoruba students had the highest number of texts read outside the prescribed ones (6 each), while Igbo had the least number of texts, 3 (see Table 4.17.1).
4. What is the influence of gender differentials on reading habits of secondary school students across the major tribes? There were similarities identified in reading habits of male and female students across the major tribes. These include reading of textbooks, notebooks, fiction, newspapers and magazines (see Table 4.21). The differences noticed in percentages and ranking were not significant. Reading activities were insufficiently carried out, and reading of newspapers and textbooks was discovered to be male gender biased. However, the hypothesis that there is no statistical gender differential in secondary school students' reading habits across the three major tribes was accepted. Across Igbo states, there was evidence of male students reading more than female students. However, across Yoruba and Hausa zones, the reverse was the case.
5. To what extent has the location of a school influence reading habits of secondary school students across the three major tribes? Significant differences between reading habits of rural and urban students across the major tribes were noticed in newspapers, extensive reading and those The overall results across Yoruba states showed that the percentages of rural students who read notebooks and fiction texts were higher than those of urban students

who did not read anything (see Table 4.25). Although reading habits of both groups are insufficient, urban students seemed to read more newspapers than rural students and had less percentage of those who did not read anything. The hypothesis that there is no statistical significant difference in students' reading habits between rural and urban secondary schools across the major tribes was retained.

6. What is the influence of reading facilitative variables on reading habits of secondary school students across the three major tribes?

The findings showed three categories of facilitating factors influencing reading habits development of students of the major tribes: major, mid and low. Major factors were reading to acquire knowledge, for self development and to pass examinations. They had the highest percentages (see Table 4.29). The low or least facilitating factors were conducive environment, fascinating content and availability of books. The hypothesis that the reading facilitative variables have no significant influence on the reading habits of secondary school students across the major tribes was rejected. It means the major facilitating factors are capable of influencing students to read if students are adequately guided.

Students desired to read for self development. Ironically, reading activities carried out were capable of passing examinations only. This was noticed when they read more prescribed texts and notebooks.

7. What is the influence of reading inhibitive variables on reading habits development of secondary school students across the three major tribes?

The major variables that militated against reading habits development of students of the major tribes were laziness and chatting. Those in the mid group were watching of television,

Watching television was considered to be in the category of least inhibitive factors among Yoruba students, whereas it became a mid group factor across Igbo and Hausa students.

	<p>difficulty of text and distractions from friends and parents (see Table 4.33). Reading as a boring activity and others formed the low or least factors. These variables, especially the major ones hindered students' cultivation of reading culture. The hypothesis that there are no inhibitive variables militating against reading habits development of secondary school students across the three major tribes was rejected.</p>	<p>However, reading as a boring act was considered as an inhibitive factor in the mid group for Yoruba students, yet was not perceived as an inhibitive factor by Igbo and Hausa students (see Table 4.33).</p>
<p>8. Findings emanating from observation</p>	<p>The observation of students of the major tribes confirmed claims that they used more of leisure time to do other activities instead of reading books. These activities include chatting, roaming about school premises and playing football. It was discovered that only 23.74% used leisure time to read, while 76.26% used such time for other activities (see Table 4.08).</p>	<p>Hausa students had the highest percentage of students who did not read anything during leisure time (80.67%) and the lowest percentage of those who read different books (19.33%; see Table 4.08).</p>

4.4 Discussion of Findings

The present study investigated factors influencing reading habits of senior secondary school students across the major tribes of Nigeria. The finding showed that students of the major tribes who read different English language based-texts daily were very few (28.70%). However, students across Igbo states had the highest percentage of those who engaged in daily reading of textbooks, notebooks, and prescribed fiction texts, while Hausa had the least percentage (17%). It is shocking to discover that a substantial percentage of students (68.81%) did not provide evidence of reading English language based-texts and did not read anything. Students' reluctance to reading may not be a way of rejecting English language

based-texts. They equally did not bother to read texts in indigenous languages. It simply based on the fact that students are ignorant of the numerous roles of reading in humans' life. Reading does not seem attractive to them. That is the reason why they go for more other attractive activities such as watching movies, chatting and playing football rather than reading books. They need to get attracted to books.

Moreover, students have not been exposed to extensive reading since the curriculum and scheme of work in schools do not make adequate provision for that. The finding supports studies of Emenyonu (1982 &1993), Ogwu (2010) and Fatimayin (2012) that students read mainly for examination purposes. This informed why the reading discovered in students was mainly prescribed texts. Based on the results obtained, hypothesis one, which predicted that there is no significant difference in the reading frequency profiles of secondary school students across the three major tribes was retained.

The strength of the findings lies with the fact that the number of students who engaged in daily reading was quantified statically as well as those who did not read anything. The finding was able to establish statistically that reading habits of secondary students across the three major tribes are poor. Positive attitude to reading has not been successfully inculcated in students. Reading underdevelopment spells doom for the three tribes in terms of qualitative and educational growth of the country. Students' leisure time was used for chatting, playing games, watching movies and so on rather than reading texts as was observed. The percentage of students who did not read anything was alarming.

The finding that 68.81% of students did not provide evidence of daily reading has broken a new ground by providing an alarming percentage of students who did not read anything. Moreover, Yoruba tribe that comes first on the literacy table having 81% of literacy population (NBS, 2010) and labelled as an educationally advantage zone, comes second in the daily reading activities (see Table 4.04). Igbo from the South East that is placed second

with 76% literacy level comes first in daily reading of prescribed materials (see Table 4.04). It implies that the pattern of reading observed did not fully reflect the issue of educational imbalance neither does it have culture as a hindrance in reading English language based-texts. This is because poor reading habits of students cut across educational advantaged or disadvantaged labels and literacy development levels.

The second finding on qualitative levels of reading materials by students across the major tribes shows that students who read high quality level materials (extensive reading materials) constituted only 2.81% (see Table 4.12). However, students who read moderate quality materials comprising mainly notebooks were more (15.52%; see Table 4.12). Students' low reading interest has crippled their comprehension ability and skills. This has reduced the rate of engagement in reading activities such as reading for pleasure. Students with poor comprehension ability read less and the vicious circle of reading continues. This is in line with the views of Clark and Dezoya (2011) that children who read more are better readers. The more they read, the more they acquire new vocabulary that would enable them understand certain concepts.

The second finding is in support of Fatimayin (2012) and Jegede (2010) that students read mainly prescribed texts. This explains why those who read the prescribed texts had the highest percentage (15.52%) of students. The strength of this finding lies in providing exact percentage of students who engaged in reading different quality levels of materials. It also helps in identifying a reading group these students fall into-the unenthusiastic readers. They are lukewarm readers based on Applegate and Applegate (2004) assessment. While previous studies (Unoh, 1983; Emenyonu, 1982, 1993; Ogbonna, 1999; Abioye, 2010a; Fatimayin, 2012) only dwell on the fact that students read mostly prescribed texts for the purpose of passing examinations, the present finding has stepped out of the level of making a general statement to quantifying, in empirical terms the statistics of those who provided evidence of

reading different qualitative levels of materials. Also, previous studies covered one major tribe at a time, but the present study has covered the three major tribes and studied reading habits of one tribe in relation to the others.

Students of the major groups read very few texts outside the academic circles. The finding from the third research question showed that the number of books read by students fell into the category of low quantitative reading level. Those few students that read focused more on notebooks. The finding confirms Jegede's (2010) observation that students preferred reading teachers' notes rather than the text itself. However, part of the problem lies with the syllabus that makes provision for reading few books by students who offer literature in English. Students have not been given the opportunity to read extensively and this could result to laziness. The present study has moved from general statement concerning reading activities to bringing out the concrete percentages of those who read prescribed texts, notebooks and the number of texts read both within and outside prescribed ones.

The third hypothesis which predicted that the quantity of materials has no significant influence on students' reading habits across the three major tribes was accepted. It implies that the type of texts students read and the quantity was not sufficient enough to influence their reading habits and stimulate them to read. Students who are restricted to reading only prescribed materials and less of such materials would find it difficult to develop positive reading habits. This limited level of reading is not capable of fulfilling the statement in NPE which expects secondary education to be capable of raising people who think for themselves, respect the views as well as feelings of others and appreciate the national values specified in the broad goals. Students who provided evidence of reading texts did not learn any lesson from reading activities. This informed the reason why they could not provide any lesson learnt as was depicted in sample 6.

Many of the students, who are not encouraged to read and have not been provided with tasks that would involve reading extensively, may resolve to reading only for the sole aim of passing examinations. It was discovered that the quantitative levels of reading in secondary schools cannot raise a generation that can think constructively. The finding that the quantitative level of reading materials fell in low category has been able to establish empirically the number of texts students read for extensive reading activities and those read for examination purposes.

The results emanating from the fourth research question showed similarity in reading activities of male and female students. The differences in the percentages of students from both groups were not significant. Therefore, the hypothesis that there are no gender differentials in the secondary school students' reading habits across the major tribes was retained since no significant difference actually existed. However, the finding revealed that more male students across Igbo states read than females in the zone, yet the difference in percentage was not significant. The finding differed from earlier assertions (McKenna, Kearns and Ellsworth, 1995; Moyes, 2000; Stenberg, 2001; Ross, 2002; Clark & Foster, 2005; Hassel and Rodge, 2007; Abram, 2007) that female students read more than males. The difference may be as a result of the location of the study. Other previous studies concerned about gender difference were mostly foreign. This study, unlike those cited above, found that whereas reading all types of materials such as notebooks, fiction and non fiction texts, etc is concerned, male students read newspapers more than their female counterparts.

Furthermore, instead of relying on reading habits of only one major tribe as was the practice in other studies mentioned earlier on, the present investigation compared factors influencing reading habits of students of one major group in relation to the others. The strength of the finding is in terms of the quantification of differences and similarities in reading habits of the two groups. Moreover, the study discovered that as more male students

read newspapers, more female students read magazines. The reading of magazines by female students was probably because of articles on fashion, beauty tips, etc that are of interest more than acquiring qualitative knowledge of the world.

The fifth finding relates to reading habits of students in urban and rural settings across the major tribes. Significant differences were discovered only in newspapers and extensive reading of urban and rural students. However, rural students across Igbo and Yoruba states read more notebooks than their urban counterparts. Moreover, the percentage of rural students who did not read anything was more than that of urban schools. This result was obvious owing to the fact that newspapers and extensive reading materials are not easy to come across in rural areas.

The hypothesis that predicted there is no significant difference in students' reading habits between rural and urban schools across the three major tribes was retained. This means that reading habits of both groups are poor. Although the finding is in contrast with Loan's (2011) that urban students read more than rural counterparts, it agrees with Loan (2011) that more rural students read for academic purposes than urban. The new ground broken comes from types of materials that these students read. Students from rural schools read more of materials within academic circles than their urban counterparts.

The sixth findings showed that variables such as acquisition of knowledge, self development and passing examinations, in order of importance, facilitated reading habits of students of the major tribes. Therefore, the hypothesis that predicted reading facilitative variables have no significant influence on reading habits of students of the major tribes was rejected. Students of the major tribes have strong desire to read in order to acquire knowledge for self development, the development which can transcend to the nation. This desire is, however, not realized in practical terms because the reading pattern of students is limited to prescribed texts and notebooks that do not have wide information.

By inference, most of the respondents engaged in reading mainly to pass examinations. This was informed by their reading of mostly notebooks and prescribed texts. Students generally do not enjoy reading voluntarily unless it is geared towards performing academic task. This situation can have negative influence on their academic performance and may not broaden their intellectual horizon through wide informative reading activities. The materials read are insufficient of giving them adequate knowledge. It is only by reading enough high quality materials that they can expand their socio-cultural and political horizon. Reading limited number of texts cannot expose them to deep, critical and creative thinking; and that would not broaden their horizon enough to be liberated from social ills such as parochialism, or narrow mindedness, violence, corruption, vandalism, robbery, and so on.

The finding supports the earlier studies by Emenyonu (1982) and Fatimayin (2012) that students in Nigeria read for the sole aim of passing examinations. There is a discovery of students' strong facilitative factors that could help develop reading habits. This discovery revealed that factors such as acquiring knowledge, self development and passing examinations are strong reasons for reading, although students are ignorant of what to read to actualize their dreams. The finding has established in concrete terms, students' needs in order to facilitate reading habits development.

The study in its reading inhibitive finding shows that laziness and chatting formed the major factors militating against reading habits development. Other mid - level inhibitive variables are distractions from friends and parents and watching of television. Those at the low reading level habits inhibitive factors are difficulty of texts, no fun in reading, unconducive environment, non availability of reading materials, engagement in domestic chores and art of forcing students to read.

The present study has improved on Sangkaeo's (1999) assertion that Nigerians prefer talking and social interaction to reading. Chatting (talking) has been ranked second to

laziness under the major variables. Besides, the percentages of students of the major groups who perceived these variables to pose hindrance to their reading habits development are more than those who did not mention them. The findings seem to be in contrast with the earlier assertions of Darko-Ampem (2005), Okeogu (2002), Elley (1991) and Elley and Mangubhai (1983) that insufficient reading materials pose a major hindrance to students' development of reading habits. Students of these major tribes are ignorant of the benefits of extensive reading. Hence, they did not value availability of reading materials and did not consider conducive environment as important. The study has made a discovery of major factors such as laziness and chatting that give warning signals to students' development of reading habits. These are in addition to variables postulated by researchers. The variables that prevented students from reading as established in this study become its strength in that they give sign as caution and provide the necessary steps in eradicating non reading ugly trend among students of the major tribes.

The researcher is optimistic that since students across the major tribes were allowed to freely express themselves, in a friendly environment, their views on obstacles to the cultivation of reading habits would be true. They do not read mainly because of laziness, and as a result, prefer chatting with friends rather than reading a book since chatting requires less critical thinking skills. They, therefore, fall in the group of unenthusiastic readers who must be made enthusiastic by all means through radically re-designed reading programmes across all educational levels.

The summary of discussion of findings is presented in Table 4.4.1.

Table 4.4.1: Summary of Discussions of Findings

	Finding/sub-finding	Finding in Relation to other Findings	New ground Broken
Finding 1(Res. Q.1)	It was discovered that few students (28.70%) across the major tribes read various materials daily. Igbo students had the highest percentage of students who read prescribed materials daily. The poor reading habits were due to students' use of leisure time to indulge in other activities.	The findings confirm deplorable reading habits lamented by Akorede (2005), Okon (2010) and Fabunmi and Folorunso (2010).	The study discovered a shift from the Yoruba tribe that is considered to have educational advantaged over other major tribes to Igbo and provided a more realistic data on students who read daily. Also, the pattern of reading did not reflect the issue of educational advantaged or disadvantaged labels.
Finding 2 (Res.Q 2)	Students who read high quality texts were less (2.81%). Yoruba tribe had the highest percentage of students who read extensively (3.22%). However, those who read moderate quality materials such as notebooks and prescribed texts had a higher percentage (15.52%) across the tribes.	The finding confirms results of previous studies (Emenyonu, 1982; Ogbonna, 1999; Fatimayin, 2012) that students read mainly prescribed texts.	The study discovered the actual number and percentage of students who read high quality materials was low. This is probably a pointer to the reason why students are less critical broad minded and innovative.
Finding 3	The finding showed that the quantitative level of reading by student across the major tribes was low. The level of reading did not exceed ten	The finding is in relation to Jegede's (2010) observation that students prefer teachers' notes to prescribed literary texts.	The results revealed that the real percentages of students who read prescribed and extensive reading texts were abysmally

	literary texts outside the prescribed texts.		low, while those who read nothing were relatively high. In terms of quantity of reading materials students are exposed to fall into low level category.
Finding 4 (Res.Q 4)	Similarities were found in reading activities of male and female students across the major tribes. However, findings from states across Igbo showed that male students had higher percentages of those who read materials ranging from prescribed texts to extensive reading texts.	The results differed from the earlier findings of McKenna, Kearns and Ellsworth (1995), Hassel & Rodge (2007) and others that females read more than male students.	A new discovery was made in the types of students' reading materials. Male students read more newspapers, while females were more comfortable with textbooks and magazines (see Table 4.21).
Finding 5 (Res.Q 5)	The finding revealed that urban students read more than rural students. Differences were noticed in the types of materials. Urban students read more texts outside academic circles and newspapers than rural students. However, the finding from Yoruba states showed that rural students read more notebooks than their urban counterparts.	The results confirm Loan's (2011) earlier findings that urban students read more than rural students. The exceptional case was the discovery in reading notebooks more in rural schools than in urban across Igbo and Yoruba states.	The new ground is broken in types of reading materials. The urban students read extensively and newspapers more than the rural students.
Finding 6 (Res. Q 6)	Variables ranked high as those that	The finding agreed with	The study has discovered reading

influence reading assertions for knowledge, self activities of students (Emenyonu, 1982; development and were reading for Fatimayin, 2012) that passing examinations as the major knowledge, self students read more facilitating factors for development and for the sole aim of development of passing examinations. This is because the type of reading habits. Others such as external influence, fascinating materials students content, availability read were mainly of reading materials prescribed. These and conducive could only give environment were students limited ranked mid way and knowledge and are low. inadequate in achieving the objectives of acquiring knowledge for self development and passing examinations.

Findings 7 (Res. Q 7) The variables that hinder the inculcation of reading habits among students of the major tribes as found in this study are mainly laziness and chatting. These are ranked under high or major factors. Others such as distractions from friends/parents and watching movies were placed under mid and difficulty of text, no fun in reading, unconducive environment, and engagement in domestic chores as The finding disconfirms the earlier claims by Baker and Wigfield (1999), Guthrie, Schaffer and Huang (2001), Makotsi (2005), Eyo (2007) and Fadero (2007) that unavailability of reading materials and environmental factors are major hindrances to inculcation of reading habits among students. Students' ignorance due to laziness has made them not appreciate availability of reading materials and Laziness and chatting were identified as the overall main cause of deplorable reading behaviour among students of the major groups.

		low or least factors conducive reading that hinder reading environment as habits development factors militating among students of reading habits the major tribes. development.
Finding 8 Observation	from	The finding revealed that students use most of their lecture time to chat, roam about school premises, play football etc. only 23.74% use leisure time to read
		The finding is in consonance with Macalister's (2008) assertion that students who are not engaged in classroom reading tasks would have another alternative to engage themselves.

4.5 Contributions to Knowledge

The major contribution of this study emanates from identification of those who did not read anything. Statistics shows that 39.11% of students in the major tribes could not identify that they read anything vis-à-vis those who boldly stated they did not read anything (29.70%). If these figures are put together, one can say that 68.81% of the students fell in the high non reading category. This poses a great risk to educational sector in Nigeria.

In fact, to the best of the researcher's knowledge, there was no previous investigation that combined the reading habits of students of the major tribes in a single study like the present one. The finding from this new outlook is that no significant difference existed in reading habits of students of these groups. This is because all of them exhibited poor reading habits. With the attempt to improve on reading habits of these students, a reading profile for secondary school students is developed in this study.

Another contribution is informed by the discovery in order of importance, reading habits facilitative and inhibitive factors. Factors that facilitate reading habits formation of students of the major tribes are: reading for knowledge, self development, and passing

examinations. Other factors considered as low and least are: conducive environment, a book with fascinating content and availability of reading materials (see Table 4.29). These major variables were identified as having influence on reading habits of students of the major tribes. The findings have pedagogical value and provided additional inputs to other research findings that have suggested ways of improving reading habits of secondary school students. The study has suggested that while students aspire to acquire knowledge for self development, they need sensitization on the numerous roles and benefits accruing to reading extensively.

On the contrary, those factors that can inhibit the development of reading habits were discovered in order of importance. These inhibitive reading habits development factors are laziness and chatting (see Table 4.33). They are of pedagogical value. In this regard, the current study has enriched research in the country with regard to the potential stumbling blocks that cripple reading activities; and the need to eradicate laziness among students and reduce chatting for a better focus on reading extensively through inclusion of more reading tasks in school and at home.

The findings of the study have contributed to the discovery that educational advantaged and disadvantaged labels and literacy development levels across the major tribes are not accurate reading habit labels. This is because the poor reading habits of students classified under lower category cut across the educational advantaged and disadvantaged sectors of the country. Moreover, cultural differences do not constitute hindrances to reading habits development of English language – based texts. Students’ poor reading habits cut across all types of materials. They did not read obligatory texts written in indigeneous languages and most of them did not bother to read religious texts written in indigeneous languages.

4.6 Summary

This chapter answered research questions on secondary school students' reading habits across the major tribes as they are prospective candidates for tertiary institutions and future leaders. The finding from the study shows that a large number of students across the major tribes never read any book - neither textbook nor notebook. Hence reading habits of these students are poor. States considered to be in educationally advantage position did not so much prove to have better reading habits. Thereafter, several hypotheses were tested with regard to daily reading habits: quality and quantity of materials read, gender differentials in reading habits, location of schools as well as variables that facilitate and inhibit development of reading culture in schools.

The chapter concludes with discussions of the findings which culminated to the reading habits continuum and brings out the contribution it affords to knowledge.

CHAPTER FIVE

SUMMARY, IMPLICATIONS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This final chapter summarizes the study and its main findings. It discusses the implications of the study for reading and reading curriculum, reading teacher, students' reading habits, and textbook writers. The chapter proposes solutions in the form of recommendations. Thereafter, the researcher identifies limitations of the study in terms of challenges encountered during the course of research and proposes areas for further studies.

5.1 Summary

The topic of this study is factors influencing reading habits of secondary school students in Nigeria. The purpose emanates from the researcher's desire to investigate, uncover and describe reading habits of secondary school students across the major Nigerian tribes with a view to improve and establish a reading oriented programme in schools. The belief is that if students of the major tribes have positive reading habits, it will be transferred to other students from minority tribes because reading can be infectious. Since major tribes constitute over fifty percent of Nigerian population and if their students fail to read, it means there would be a failure in reading in Nigerian secondary schools.

The investigation was carried out through formulation of seven research questions with their corresponding null hypotheses. The research questions were designed to find out reading frequency profiles of students of the major tribes, qualitative levels of reading materials and the number of such materials. The research questions also sought to find out whether there were gender differences in reading habits of students and whether school location could influence reading habits of such students or not. The extent to which facilitative and inhibitive variables contribute to influencing reading habits of secondary school students across the major tribes was also investigated.

Seven corresponding hypotheses were formulated for the study. Data collection was carried out through administration of questionnaire and observation. Interview was used where the researcher was denied capturing students' activities during leisure time. Three hundred students were randomly selected from each of the three states in three zones. Questionnaires were administered to nine hundred students of each of the major tribes which culminated to a total number of two thousand and seven hundred students. In addition, fifty students were observed in each of the schools making a total of three hundred students observed in each state. ANOVA was used in testing hypotheses one, four, five, six and seven, while Kruskal Wallis and statistical tool was used in testing hypotheses two and three.

The findings did not authenticate students' claim of daily reading because it failed to provide evidence of such reading activities. It appears students wanted to be seen as those who read daily. Thus, questionnaire claims of daily reading did not tally with evidences of such reading. The evidence proved that only few students across the major tribes actually embarked on daily reading (Table 4.04). Igbo students had the highest percentage (44.11%) of students who read prescribed materials daily (Table 4.04).

With regard to the quality of topics read, the findings showed that students of the major groups read more of notebooks than other materials. Students across Yoruba states had the highest percentage of reading high quality materials (3.22%), followed by Hausa (3%), while Igbo came last (2.22%). However, only twenty fiction and non fiction texts were identified as read by students across the major tribes and only a few students read those few texts. No student from any zone provided evidence of reading more than ten literary texts. Moreover, no gender reading differentials was observed in reading habits of these students.

The study on influence of school location on reading habits of students revealed no significant difference in habits of students in urban and rural schools. The location of a school did not affect reading habits of students of the major tribes; although students in rural schools

tended to read more prescribed texts and notebooks than their counterparts in urban schools. Students in urban schools engaged in more extensive reading materials and newspapers than their colleagues in rural schools.

The variables that facilitated reading behaviour of students of the major tribes were reading for knowledge, self development and passing examinations. On the contrary, variables that inhibited development of reading habits were laziness and chatting. Watching of movies and distractions from friends and parents became mid factors.

5.2 Implications of the Study

The theoretical framework for this study firmly holds to the need to provide students with adequate inputs. This could be accompanied by articulated processes to achieve desirable outputs. The implications of the study are presented in the following sub-headings.

5.2.1 Reading and Reading Curriculum

In light of the study, it is imperative that superficial literacy that aimed solely at reading for passing examinations is to be discouraged. Passing examinations is also important but should not be the sole aim of reading. There is a need to raise awareness that reading has to move beyond concentrating only on notebooks or only prescribed texts to reading extensively. The curriculum, the syllabus and scheme of work need to be expanded to accommodate wider reading activities. At the moment, students in schools are encouraged to focus only on some selected texts from the syllabus to pass examinations. Reading across curriculum needs to be promoted beyond intensive reading to extensive reading for growth and development; the reading directed towards eliminating ignorance and narrow mindedness in order to tackle the Nigerian socio-economic and political ills.

The English studies at secondary school level are to be strengthened with an extensive reading intervention programme that can effectively engage students in a regular reading schedule. On the basis of reading average of two or three texts from a variety of genres

suggested by Moore, Knight and Kiburz (2014), the researcher develops the following programme to enable secondary school students to regularly engage in reading.

Table 5.1: A Designed Reading Intervention Programme for Secondary School

Week	Type of Reading	Objectives	Reading Duration	No.of Texts to read	Examples of Texts
Day 1-5 Every week	Intensive	To improve students' academic performance; acquire in-depth knowledge of various subjects; to expose students to reading that would help them cope with academic study	2 ½-3hrs daily	All subjects offered in school and other reading texts that can expose students to relevant genres	Textbooks, notebooks and other texts across genres
	Extensive	To improve on extensive reading skills; intellectual enhancement; to acquire broad-based knowledge; improve mental imagination and constructive thinking; get better understanding of other cultures; positive reading attitude and pleasure in reading in later life.	1 ½-2hrs daily	1-2	Fiction/non fiction, poetry, biography, short stories, articles from newspapers and quality magazines, topics related articles from internet, etc.

Relevant tasks need to be given to students that would be within their learning and comprehension ability levels. They could be first exposed to academic texts in all genres to help them cope with academic study in the English language. Thereafter, they can get extensive reading texts to improve their comprehension and grammar. Reading extensively increases their breadth of vocabulary to acquire greater self-confidence and have a greater insight into human nature and decision making. Reading activities can take place even during school hours when students have free lessons. This takes place from Monday to Friday. Saturday and Sunday are left out for other weekend engagements. Students are expected to

read texts which are to cut across all subject areas. Every class or lesson is a reading class and all teachers are to join to engage students in reading activities.

Extensive reading in all genres across curriculum is being advocated to include more and wider range of extensive reading texts compulsory for every student. At home, students can continue reading those books they started in school but could not finish. The exposure of students to a wider range of genres such as fiction and non fiction, biography, autobiography, poetry, scientific and other texts would help them to choose the kind of books that appeal to them. These books are not supposed to be assessed but students need encouragement to read them for knowledge. When students are groomed and guided to read more books, laziness that has crippled their reading habits including the prescribed texts and notebooks would give way to other reading activities. The curriculum of English language need to incorporate extensive reading of literature in English studies across all educational levels with more books to give room for more reading activities. The provision in the curriculum to read only seven books for a three year programme of Senior Secondary School (SSS) is highly inadequate. With this arrangement, students who read at least two texts in a week as suggested by Moore et al (2014) would succeed in reading a minimum of twenty texts per academic session.

5.2.2 Reading Teacher

A reading specialist is required in each school. The duty of a reading specialist is to teach reading to all students especially at SSS level. S/he becomes an alternative to all English language teachers. In addition, all SSS teachers are to be reading teachers. They are to make students read in every class and subject. Every teacher is supposed to be a reading model in school. S/he needs to be conscious of his or her role in the classroom as that of a facilitator, mentor and motivator of students to learn. A teacher who reads frequently is endowed with adequate knowledge on affective domain of teaching reading and promoting

extensive reading. Research has suggested that perception and attitude influence reading behaviour (Cho & Krashen, 1994; Mason & Krashen, 1997). Ingrained attitudes towards reading can be entrenched in students' life by inculcating reading habits in them. Therefore, reading teachers need to find ways to persuade students to read using what Mason and Krashen (1997) calls affect- oriented persuasion techniques. These techniques are teacher-students' conversation to know the reading problems confronting students. The teacher can also be aware of students' problems through their performance.

A teacher can assess students' reading abilities and assist those with reading difficulty. This is because students with reading difficulty in a second language situation can result to aggression towards reading in the target language. Thereafter, they could adopt idea of Henri, Warning and Leung's (2007) Scalable Model which suggests that students need adequate inputs through well designed processes such as integration of reading into classroom; students' sensitization on the benefits of reading and through engaging students in frequent reading tasks. Secondary school teachers can restructure the timetable to make reading become an integral part of each lesson. The scheme of work needs to be restructured and strengthened with more reading activities such as students' engagement in regular reading schedule, inclusion of reading in every lesson, inter class and inter school quiz competition, etc. Teachers are to teach students higher reading skills and provide weekly guide on silent reading to help them develop those skills. When students are made to appreciate the value of reading, then they could be self-driven to engage in more reading activities.

5.2.3 Students' Reading Habits

It has become imperative for students' academic experience to be more proactive. This means moving from low and mediocre reading habits to high quality reading that can expand students' entire intellectual life. Since many students of the major tribes do not

possess positive reading habits, they appear to lack what Mathewson's (2004) calls the intention to read. It, therefore, means that SSS students need to be motivated to read by narrating to them stories about certain characters in the texts and presenting them with more reading tasks. This could spark the zeal to read a book to know what happens to such characters in the story.

Students' quest for knowledge for self- improvement depends on both intensive and extensive reading since all study skills require quick, efficient, creative, critical and imaginative reading. A successful and good reading habit enhances readers' life and sharpens their mind. This is capable of positively transforming the entire reader making him or her better person and bringing a sense of accomplishment. However, refusal to read brings in the following consequences:

- lack of in-depth knowledge of various subjects and issues of life;
- intellectual ability impairment;
- limitations in students' mental imagination and constructive thinking as well as mental stagnation; and
- fewer opportunities for self development and envision of a dim future.

Reading becomes the foundation of all learning since all forms of learning revolve around it.

5.2.4 Implications for Textbook Writers

Textbook writers are challenged to come up with books that could cater for the different reading needs of learners. Reading needs of students include captivating books that can challenge their intellect in order to think creatively and constructively to develop their young minds. Students need books that would hook them onto reading. Based on the findings, students of the major tribes are captivated to read in order to gain additional knowledge that would make them improve on themselves. They need to read books that enable them to move from their parochial way of thinking to the level that brings about

individual and societal development. Textbook writers need to come up with such books that move students beyond reading limited passages intensively to reading a lot of books extensively. They need to produce books which can challenge students' intellectual capability.

The content of some of the extensive reading texts need to have cultural settings that students are familiar with. It is believed that textbooks which reflect Nigerian culture can aid comprehension and make students acquainted with wide range of information. Since there are peculiarities among the regions, cultural aspects of the content of such texts need to cover every aspect of Nigerian culture instead of sectional culture that only few of them will be familiar with. Texts with foreign cultural content are also needed in order to widen the academic horizon of students.

5.3 Conclusion

Based on the analysis of the data collected and the findings emanating from the analyses, this study arrives at the following conclusions:

1. It is obvious that reading habits of students across the major tribes have deteriorated. Out of the entire students investigated, a large proportion did not engaged in daily reading activities.
2. The reading activities are limited to prescribed literary texts and notebooks. A downward trend in reading habit was discovered. Less than 3% of the students engaged in extensive reading that could broaden their academic horizon.
3. Among the few who read, the pattern of reading was directed towards notebooks. This increases aversion to reading which reduces the chances of students' wide and broadbased knowledge that would improve them. Although knowledge comes in many forms, it best comes in pages of books.
4. Students have a strong desire to read to acquire knowledge that could develop them, yet they are ignorant of the materials to read. Moreover, they are crippled with

laziness and the only option left is chatting. Students in both urban and rural schools do not bother much to read.

Besides, the fact that many of the students across the major tribes did not read, indicates that there has become a polarization between increase number of students that do not read at all and those who read one to two reading materials. The increase aversion to reading reduces the desire to read and with reduced reading, competency worsens.

5.4 Recommendations

Emanating from the study is deplorable reading habits in Nigerian secondary schools. There is a need for a holistic restructuring of reading activities in secondary schools within the major tribes and beyond. The proposal emerges from the researcher's call to total break from reading only for examination purposes, to reading for acquisition of knowledge. The recommendations are largely for students of the major research area. It is, however, projected beyond the study area to include all students.

McKenna (2001:139) suggests that "if we are to be successful in changing children's attitudes towards reading, we must target factors that affect those attitudes". The first thing is to develop reading habits plan on the school time-table. There is an urgent need to have a reading specialist teacher for SSS. Alternative to English language teachers are all SSS teachers. They are to serve as reading teachers in their various subjects and classes. A reading specialist and teachers of English language studies should pay attention to the teaching of extensive reading skills in schools so as to develop higher reading skills in students. Once these students are able to acquire the skills, they would make adequate use of them to read extensively.

Reading specialists are lacking in schools. Therefore, teacher training becomes crucial to equip them with teaching skills strategies. Training of teachers to acquire reading habits development comprehension skills is paramount. This helps in motivating students to read for

academic purposes and for pleasure. It increases students' reading interest enhancing strategies, silent reading strategies that would enhance extensive reading activities, rapid reading techniques, critical and evaluative reading techniques that could make reading beneficial to students.

The most crucial thing to consider is giving students tasks that are relevant to their learning and to their comprehension ability. Teachers can encourage students to read in school by taking the following steps:

- (a) To start with the materials at their disposal. Subsequently, they can borrow books such as fiction, non-fiction texts, biography, autobiography, scientific texts, journals and so on from friends, or library.
- (b) Teachers can encourage students to make sure they start with reading at least 40 pages of a book every day as suggested by Inovery (2010). Subsequently, they can increase to reading 100 or 200 pages or a complete book in a day.
- (c) Those students who miss a day or two should try to cover the time missed and be conscious not to allow a day pass without reading a book.

With poor reading trend of secondary school students, teachers are expected to:

- (i) assess students' reading skills;
- (ii) teach them reading skills and strategies of silent reading (Green, 2005);
- (iii) attract children to reading by projecting reading on walls and around the classroom;
- (iv) draw pictures of characters and project on walls to attract students to reading;
- (v) instil in children the belief that reading has intrinsic value;
- (vi) tell them inconclusive stories about books and characters; this could trigger them to read;
- (vii) present them with such books;
- (viii) provide interesting books for them by creating a class library; it can be through donation of books by students, organizations, publishers, and so on.
- (ix) create time for reading on the time-table to include all subjects offered in school;
- (x) motivate them to read by increasing their reading competence and belief; this prepares them mentally; and
- (xi) punish a student by giving him/her a book to read, and many other strategies.

Teachers can monitor and evaluate the above measures by using reading diary and charts. Monitoring and evaluation of students reading habits becomes important in order to assess progress in reading. This can be done as follows:

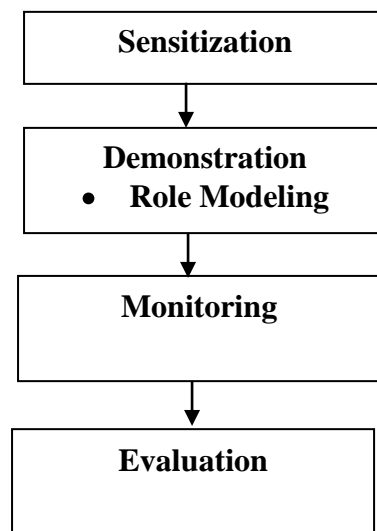
- (i) ask students questions on what they have read;
- (ii) keep track on students' reading by keeping a weekly reading log to record dates, titles of books read and the duration of reading; and
- (iii) assess students' likes and dislikes in reading.

The information got would help to tailor the kind of support to be given to students.

Students should be exposed to highly qualitative reading materials that would challenge their intellect, think critically, constructively and creatively. This avails them the opportunity to develop themselves and their country. Such materials include fiction and non-fiction texts, scientific texts, biographies and autobiographies that could challenge students to emulate characters of noble, innovative and patriotic attributes.

Parents' reading examples could encourage children to develop reading habits. The literate ones should serve as reading models for their children to emulate because examples are better than precepts. They need to provide texts for children to read at home and in school. The illiterate parents can make provisions for their children's reading materials as well as inform them of how those who read have contributed to societal development. A package developed for parents, would serve as spur for children's development of reading habits. This is presented below.

Parental Role in Reading Habits Development



Parents who acknowledge the benefits of reading can sensitize their children to the benefits of reading to human life. The following can be achieved through reading:

- discoveries that cure outbreak of diseases and other prevailing illnesses;
- improvement in transportation system such as innovations in construction of planes, etc
- improved means of communication, etc.

Parents can sensitize children to know that reading enables one to attain appreciable level of success. This is better than people who acquire wealth through mischievous scamp. Children need enlightenment on values that are acceptable to society thereby avoiding deceit. It is through reading that discoveries are made in different facets of life. Parents can demonstrate to their children that reading is good by being role models. Role modeling can be directly or indirectly. The direct role modeling is when literate parents read for children's emulation. They could develop the habits of visiting the library with the children where it is available. The indirect modeling is through story telling. Parents' story telling to their children that are linked with great literature is of benefits. This creates emotional development that trigger the

development of reading skills and subsequently, development of reading habits (Mudzielwana).

Children's reading activities are to be monitored by parents to sustain the culture. This could be through asking them questions on what they have read in a day either in school or at home. Frequent monitoring by parents would compel those who had been absconding reading to get fully involved. Parents can praise children's effort to serve as impetus to read more.

Secondary school students are expected to read a minimum of one qualitative non-fiction and one qualitative fiction text every day or at least in a week in addition to reading other materials such as textbooks, notebooks, newspapers and magazines. Reading high quality materials daily makes students actualize their dream of acquiring knowledge. This would not be limited to knowledge of passing examinations only, but also to solve private, socio-political and economic problems of the nation.

In order to increase the quantity of books students read, literature in English should be integrated into English studies and be made compulsory for all students. When students are encouraged to read interesting books daily across genres, it could ignite the zeal to read. Interesting books (such as Adichie's "Purple Hibiscus" and Golding's "Lord of the Flies" involving children), could draw students' attention when they are asked to express their views concerning activities of certain characters in the text. The books mentioned above have moral lessons and are capable of dissuading children with evil tendencies to desist from such acts. Other texts such as "Our Children are Coming" by Chukwuemeka Ike and "She Stoops to Conquer" are interesting and could grasp students' attention. There are many other such books that are capable of motivating students to read. By making provision for reading of more books, students would be compelled to read and continue reading.

Holistic restructuring of the curriculum is advised to include more reading texts, more space and time for reading. Students should dedicate enough time to reading self-selected

texts outside the prescribed ones. Engaging student fully in reading activities could eliminate laziness, make education functional and reduce restiveness among the students.

There is a need to motivate and get male and female students attracted to books. Since male students are attracted to newspapers, they should be given five newspapers to read as many as five articles in each of the newspapers that touch all aspects of life (politics, health, economy, security, etc). Female students need motivation to read fiction and non-fiction texts. Thereafter, they can read those books that are peculiar to the opposite sex. This rekindles the urge to read books.

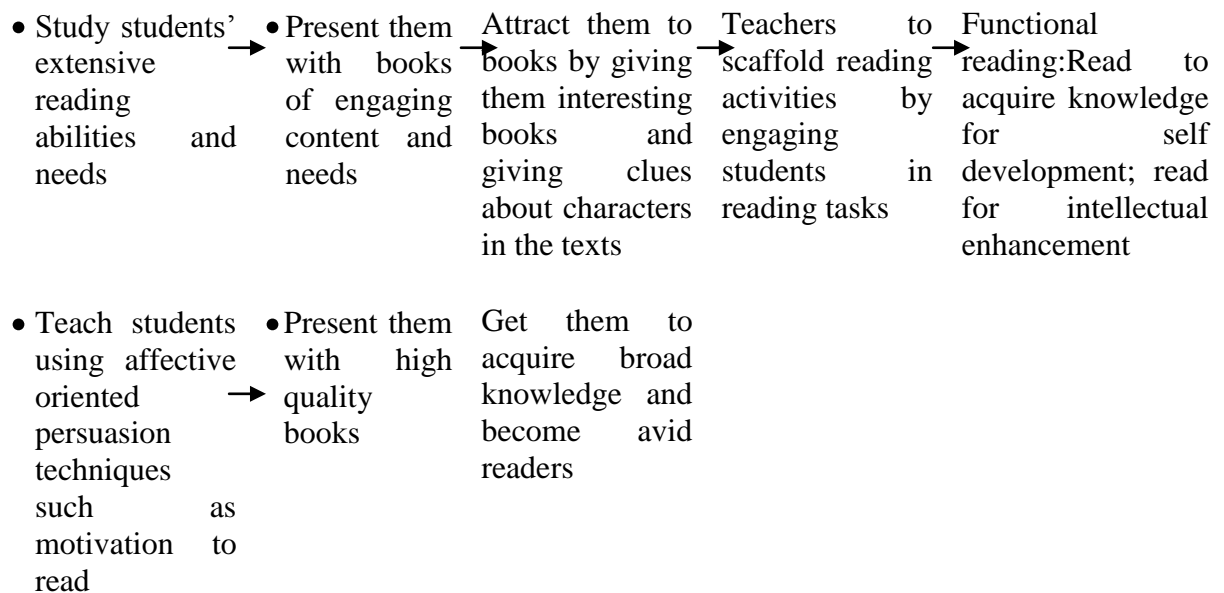
Students from rural schools, who may not easily have access to reading materials such as newspapers and extensive reading texts everyday, should be guided to borrow reading materials from the library and adults relations. Improvisation of class library by teachers from rural and urban schools is of much benefit. Equipping a class library through soliciting books from individuals, groups and from the school management is necessary. It is easier to get donations of books in urban schools since there are more elites in urban areas. Teachers and school administrators can solicit books from some of the publishers who would be willing to create a good relationship for future patronage. Schools should take stringent measures to make sure students possess basic texts.

Those students in urban schools who are so addicted to watching television could be made to watch some of the drama texts and thereafter, read hard copies. Creation of more activities such as the use of internet/ICT motivates students to read and reduce chatting on facebook, whatsapp and 2go. These activities help to scaffold reading both in school and at home. Internet offers abundance of reading materials for both teachers and learners. A teacher can copy a text from internet and adapt it for assignments and reading tasks. Introduce students in urban schools to e-books as a way of looking for reading materials on

internet. This reduces internet chatting to focus on reading. Engaging students in both urban and rural schools in more meaningful reading widens their intellectual horizon.

Educated parents and teachers can encourage students to read outside the syllabus to acquire knowledge for development. In addition to recitation of the Holy Quran, and Holy Bible, reading Islamic and Christian books written in English need to be encouraged. For Muslim students who use Arabic for reciting the Holy Qur'an, emphasis can be on Islam-Western Education integration involving reading the English versions of the Holy Qur'an and many other Islamic related texts widely for intellectual and spiritual growth.

Teachers should serve as reading models for their students to emulate. They can encourage and instill in students belief that reading has intrinsic value. Since the bulk of reading to learn takes place in school, foundations of English learning for communicative and academic purposes could be laid there. The process of encouraging students to read is diagrammatically presented below:



Teachers can study their students' extensive reading needs through enquiry and students' performance. Effective use of affective oriented persuasion techniques could produce reading habits strategies in students. Motivation is highly fostered in the classroom

where teachers are reading models. When teachers share their reading experiences with students and emphasize how reading enriches their lives, students could be encouraged to read regularly. Presentation of high quality books with engaging content is another way to foster reading habits. Students can get attracted to reading when exposed to interesting books. The support students get from their teachers encourage them to read thereby making education functional. A reality comes when students read to acquire knowledge for self development that transcends to national development.

The school system should create an environment that nurtures intrinsic motivation and provides instruction in reading skills and strategies required for a learner to thrive as an independent reader. Reluctant readers can be motivated to view reading as an academic task as well as a thing of joy. Since every student wants to be successful in life, the discovery that readers are always successful could change their attitude.

5.5 Limitations of the Study

As it is the case with all research studies, the current study undoubtedly, has its limitations. The major limitation is that the research was carried out during the peak of insecurity in the country. As a result, many school administrators refused allowing research in their schools. Some schools refused video coverage of their students because they suspected the researcher might be working for insurgents. This affected video coverage, especially in the northern part of the country. Also, because of huge financial involvement, the observation was cut short from three to two weeks.

The study is restricted to three out of the six zones in the country. The sample selected for the study is less than 2% of the entire population for financial constraints. As a result, generalizations cannot be projected too far. Students could not respond much to fiction and non-fiction texts. Some mentioned only the major characters and this became impossible for the researcher to examine them on the knowledge of specific texts. However, those who

mentioned correctly some characters from the texts were classified among the readers of such texts. Students of the major groups expressed that they were motivated to read in order to acquire knowledge. It was impossible to ascertain the knowledge they desired whether it was solely to pass examinations. The questions elicited from the students had to be reduced to avoid boring them with answering many questions.

5.6 Suggestions for Further Studies

In line with limitations of the study highlighted above and the new areas that the present study has thrown open, more research efforts are needed in the following:

1. Reading habits of secondary school students across the minority tribes of Nigeria;
2. Reading habits and its impact on the English language structures of secondary school students in Nigeria;
3. Reading Habits and the Time Spent on Extensive Reading Daily:A case study of secondary school students of the Major Tribes; and
4. The use of ICT in enhancing reading habits of secondary school students in Nigeria.

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Appendix I: Questionnaire

Bio Data

1. Type of school: Public Private
 Day Boarding
2. Class:
3. Gender: M F
4. Tribe: Hausa Yoruba Igbo
5. Where is the location of your school? Rural urban

Students' Reading Habits Inventory Items

Responses

6. Mention the things you do during your leisure time in order of preference.
7. How often do you read?

How often do you read	The type of materials you read	What you read in the materials	Prove that you really read what you have stated that you read	I read nothing
A day				
A week				
A month				
A year				
Never read Anything				

8. When waiting for a teacher to come into your class, or you have a free period, what do you do with your free time?
- Continue with a novel I am currently reading
 Read a textbook
 Read my notebook
 Chat with my friends
 Read any newspaper available
 Read a magazine
 Others (specify) -----

9. Mention the books you have read and the major characters in the books.

Books you have read	Major characters
1.	
2.	
3.	
4.	
5.	

10. Mention five things you can remember from the books read: non-fiction, fiction, biographies, scientific books, autobiographies, etc.

Materials	Five things you can remember
Non-fiction texts. Name of the books	1. 2. 3. 4. 5.
Fiction texts: name of the book	1. 2. 3. 4. 5.
Biography text:name of the book	1. 2. 3. 4. 5.
Scientific books: name of the book:	1. 2. 3. 4. 5.
Autobiography books: name of the book:	1. 2. 3. 4. 5.

11. Articles you have read from newspapers/magazines

Articles you have read	Five things reported in the articles
1.	1. 2. 3. 4. 5.
2.	1. 2. 3. 4. 5.
3.	1. 2. 3. 4. 5.
4.	1. 2. 3. 4. 5.
5.	1. 2. 3. 4. 5.

12. Lessons learnt from reading those articles:

The article	What do you learn from the articles about yourself	What lessons do you learn about your country	What lessons do you learn about the world	Lessons about life
1.				
2.				
3.				
4.				
5.				

13. Mention the topics you have read from your textbooks and state the subject:

Topics you have read/ subject	State five things said on each of the topics
1.	
2.	
3.	
4.	
5.	

14. State the lessons acquired from reading those topics:

The topics	Lessons learnt			
	About yourself	About your country	About the world	About life generally
1.				
2.				
3.				
4.				
5.				

15. Mention the topics you read from different subjects.

16. What knowledge do you gain from reading those topics?

17. What do you learn from what you have read from books and newspapers?
18. State where you get materials to read
19. What inspires you to read?
20. What discourages you from reading?
21. Mention all the books you have for the past one year and two things you can remember from each of the books.

Appendix II: The Observation Checklist

Students' activities during free period in school
The frequencies of students who engaged in the activities below were recorded.

Reading textbooks-----

Reading notebooks-----

Reading fiction/non-fiction texts-----

Extensive reading-----

Reading magazines-----

Reading newspapers-----

Playing truant-----

Roaming about school premises-----

Playing football-----

Appendix III: Reliability Statistics

Reliability Statistics

	Cronbach's Alpha Based on Standardized Items	N of Items
Cronbach's Alpha	.834	3

Item Statistics

	Mean	Std. Deviation	N
Materials Read	4.00	2.075	14
Category	1.50	.519	14
Frequency	7.14	5.216	14

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	4.214	1.500	7.143	5.643	4.762	7.995	3

Appendix IV: Analysis Outputs

Oneway HO1

Descriptives

Frequency of Reading

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Igbo	8	117.25	110.652	39.121	24.74	209.76	15	290
Yoruba	8	112.50	140.409	49.642	-4.88	229.88	10	399
Hausa	8	115.25	155.709	55.052	-14.93	245.43	10	405
Total	24	115.00	130.803	26.700	59.77	170.23	10	405

ANOVA

Frequency of Reading

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	91.000	2	45.500	.002	.998
Within Groups	393427.000	21	18734.619		
Total	393518.000	23			

Oneway HO2

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
Quality_Material_Reading	15	180.00	137.283	20	408	52.00	139.00	341.00
Tribe	15	2.00	.845	1	3	1.00	2.00	3.00

Kruskal - Wallis Test

Ranks

	Tribe	N	Mean Rank
Quality_Material_Reading	IGBO	5	8.00

	YORUB	5	8.40
	A		
	HAUSA	5	7.60
	Total	15	

Test Statistics^{a,b}

	Quality_Material_Reading
Chi-Square	.080
Df	2
Asymp. Sig.	.961

a. Kruskal Wallis Test

b. Grouping Variable: Tribe

HO3

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
Quantity_Material_Reading	15	183.67	258.309	3	740	14.00	27.00	329.00
Tribe	15	2.00	.845	1	3	1.00	2.00	3.00

Ranks

	Tribe	N	Mean Rank
Quantity_Material_Reading	IGBO	5	7.80
	YORUBA	5	8.20
	HAUSA	5	8.00
	Total	15	

Test Statistics^{a,b}

	Quantity_Material_Reading
Chi-Square	.020
Df	2
Asymp. Sig.	.990

a. Kruskal Wallis Test

b. Grouping Variable: Tribe

Univariate Analysis of VarianceHO4

Between-Subjects Factors

		Value Label	N
Gender Difference	1	Male	21
	2	Female	21
Language	1	Igbo	14
	2	Yoruba	14
	3	Hausa	14

Descriptive Statistics

Dependent Variable:Response

Gender	Language	Mean	Std. Deviation	N
Male	Igbo	52.43	51.465	7
	Yoruba	56.29	62.763	7
	Hausa	60.14	77.439	7
	Total	56.29	61.529	21
Female	Igbo	64.29	73.972	7
	Yoruba	64.29	83.852	7
	Hausa	64.29	76.159	7
	Total	64.29	74.101	21
Total	Igbo	58.36	61.529	14
	Yoruba	60.29	71.278	14
	Hausa	62.21	73.820	14
	Total	60.29	67.392	42

Tests of Between-Subjects Effects

Dependent Variable:Response

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	880.286 ^a	5	176.057	.034	.999
Intercept	152643.429	1	152643.429	29.651	.000
Gender	672.000	1	672.000	.131	.720

Language2	104.143	2	52.071	.010	.990
Gender * Language2	104.143	2	52.071	.010	.990
Error	185328.286	36	5148.008		
Total	338852.000	42			
Corrected Total	186208.571	41			

a. R Squared = .005 (Adjusted R Squared = -.134)

Group Statistics

Gender	Difference	N	Mean	Std. Deviation	Std. Error Mean
Response	Male	21	57.67	63.581	13.874
	Female	21	64.29	74.101	16.170

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Response Equal variances assumed	.651	.424	-.311	40	.758	-6.619	21.307	-49.682	36.444
Response Equal variances not assumed			-.311	39.097	.758	-6.619	21.307	-49.713	36.475

Univariate Analysis of Variance HO5

[DataSet1] C:\Users\Dell\Documents\Mmm\Mmm\Frequency of reading.sav

Between-Subjects Factors

		Value Label	N
Location	1	Urban	21
	2	Rural	21
Tribe	1	Igbo	14
	2	Yoruba	14
	3	Hausa	14

Descriptive Statistics

Dependent Variable:Response

Location	Tribe	Mean	Std. Deviation	N
Urban	Igbo	64.43	69.701	7
	Yoruba	64.29	73.195	7
	Hausa	67.29	72.468	7
	Total	65.33	68.134	21
Rural	Igbo	64.29	79.540	7
	Yoruba	64.29	88.620	7
	Hausa	64.86	85.195	7
	Total	64.48	80.197	21
Total	Igbo	64.36	71.849	14
	Yoruba	64.29	78.086	14
	Hausa	66.07	75.995	14
	Total	64.90	73.499	42

Tests of Between-Subjects Effects

Dependent Variable:Response

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	49.333 ^a	5	9.867	.002	1.000
Intercept	176930.381	1	176930.381	28.765	.000
Location	7.714	1	7.714	.001	.972
Tribe	28.619	2	14.310	.002	.998
Location * Tribe	13.000	2	6.500	.001	.999
Error	221434.286	36	6150.952		
Total	398414.000	42			

Tests of Between-Subjects Effects

Dependent Variable:Response

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	49.333 ^a	5	9.867	.002	1.000
Intercept	176930.381	1	176930.381	28.765	.000
Location	7.714	1	7.714	.001	.972
Tribe	28.619	2	14.310	.002	.998
Location * Tribe	13.000	2	6.500	.001	.999
Error	221434.286	36	6150.952		
Total	398414.000	42			
Corrected Total	221483.619	41			

a. R Squared = .000 (Adjusted R Squared = -.139)

Estimated Marginal Means

1. Location

Dependent Variable:Response

Location	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Urban	65.333	17.114	30.624	100.043
Rural	64.476	17.114	29.767	99.186

2. Tribe

Dependent Variable:Response

Tribe	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Igbo	64.357	20.961	21.847	106.868
Yoruba	64.286	20.961	21.775	106.796
Hausa	66.071	20.961	23.561	108.582

3. Location * Tribe

Dependent Variable:Response

Location	Tribe	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Urban	Igbo	64.429	29.643	4.310	124.547

	Yoruba	64.286	29.643	4.167	124.405
	Hausa	67.286	29.643	7.167	127.405
Rural	Igbo	64.286	29.643	4.167	124.405
	Yoruba	64.286	29.643	4.167	124.405
	Hausa	64.857	29.643	4.738	124.976

Post Hoc Tests

Tribe

Multiple Comparisons

Response

Tukey HSD

(I) Tribe	(J) Tribe	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Igbo	Yoruba	.07	29.643	1.000	-72.38	72.53
	Hausa	-1.71	29.643	.998	-74.17	70.74
Yoruba	Igbo	-.07	29.643	1.000	-72.53	72.38
	Hausa	-1.79	29.643	.998	-74.24	70.67
Hausa	Igbo	1.71	29.643	.998	-70.74	74.17
	Yoruba	1.79	29.643	.998	-70.67	74.24

Based on observed means.

The error term is Mean Square(Error) = 6150.952.

Homogeneous Subsets

Response

Tukey HSD

Tribe	N	Subset
		1
Yoruba	14	64.29
Igbo	14	64.36
Hausa	14	66.07
Sig.		.998

Means for groups in homogeneous subsets are displayed.

Based on observed means.

The error term is Mean Square(Error) = 6150.952.

Oneway HO6**ANOVA**

Facilitative Variables

	Sum Squares	of Df	Mean Square	F	Sig.
Between Groups	91.467	2	45.733	4.376	.031
Within Groups	233591.667	18	12977.315		
Total	233683.143	20			

Post Hoc Tests**Multiple Comparisons**

Facilitative Variables

Tukey HSD

(I) Tribe	(J) Tribe	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Igbo	Yoruba	3.60000*	1.452	.048	.0523	7.1455
	Hausa	3.80000*	1.452	.036	-155.44	.2523
Yoruba	Igbo	-3.60000*	1.452	.048	-155.44	-7.1455
	Hausa	.20000	1.452	.798	-155.44	-3.3255
Hausa	Igbo	-3.80000*	1.452	.036	-155.44	-7.3455
	Yoruba	-.20000	1.452	.798	-155.44	-3.7455

ANOVA

Inhibitive Variables

	Sum Squares	of Df	Mean Square	F	Sig.
Between Groups	1.273	2	.636	3.461	.036
Within Groups	261008.364	30	75366.945		
Total	261009.636	32			

Multiple Comparisons

Inhibitive Variables

Tukey HSD

(I) Tribe	(J) Tribe	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Igbo	Yoruba	-3.368*	1.211	.007	-97.96	98.14
	Hausa	.128	1.123	.910	-97.60	98.51
Yoruba	Igbo	3.368*	1.211	.007	-98.14	97.96
	Hausa	3.495*	1.146	.003	-97.69	98.41
Hausa	Igbo	-1.28	1.123	.910	-98.51	97.60
	Yoruba	-3.495	1.146	.003	-98.41	97.69

Appendix V: Data on Observation of Students across Igbo States

	Activities	Abia N	%	Imo N	%	Enugu N	%
	Textbook	2		0		1	
	Notebook	62		57		70	
	Fiction/non fiction	11		4		3	
	Extensive reading	2		0		2	
	Newspapers	2		2		0	
	Magazines	1		2		0	
	Play truant	79		60		24	
	Play football	40		113		109	
	Roam about	101		62		91	
Total	9	300		300		300	

Yoruba Speaking States

	Activities	Oyo N	%	Ogun N	%	Lagos N	%
	Textbook	1		2		3	
	Notebook	69		78		88	
	Fiction/non fiction	12		7		6	
	Extensive reading	4		2		1	
	Newspapers	0		0		0	
	Magazines	0		0		2	
	Play truant	68		53		74	
	Play football	57		103		89	
	Roam about	89		55		37	
Total	9	300		300		300	

Hausa Speaking States

	Activities	Kebbi N	%	Sokoto N	%	Zamfara N	%
	Textbook	0		0		0	
	Notebook	52		46		58	
	Fiction/non fiction	5		2		1	
	Extensive reading	4		3		1	
	Newspapers	0		0		4	
	Magazines	2		1		0	
	Play truant	66		88		59	
	Play football	40		11		53	
	Roam about	73		91		86	

	Recitation of Koran	98		58		38	
Total	10	300		300		300	

Summary of Observational Data of Students across the Major Tribes

Major Tribe	Activities	Abia		Imo		Enugu		Total	
		N	%	N	%	N	%	N	%
Igbo	Reading Activities	79	26.33	65	21.67	70	23.33	214	23.78
	Reading Nothing	221	73.67	235	78.33	230	76.67	686	76.22
	Total	300	100	300	100	300	100	900	100
Yoruba		Oyo		Ogun		Lagos			
	Reading Activities	86	28.67	89	29.67	78	26	253	28.11
	Reading Nothing	214	71.33	211	70.33	222	74	647	71.89
	Total	300	100	300	100	300	100	900	100
Hausa		Kebbi		Sokoto		Zamfara			
	Reading Activities	63	21	52	17.33	59	19.67	174	19.33
	Reading Nothing	237	79	248	82.67	241	80.33	726	80.67
	Total	300	100	300	100	300	100	900	100
Overall Total	Reading activities	228	25.33	206	22.89	207	23	641	23.74
	Reading nothing	2059	76.26						