

Reading Habits of Some Secondary School Students in Selected Secondary Schools in Odigbo Local Government Area of Ondo State.

Nathaniel Oyekunle

Abstract

This study aimed at investigating the reading habits of some randomly selected Senior Secondary II students in some selected schools in Ondo State in their natural setting. It also critically examines factors such as home, schools, society and teaching material which have influenced their reading habits. The descriptive research design was adopted. Six schools were randomly selected and 300 hundred students (50 per school) participated in this study. A 13-item questionnaire ($r=0.77$) was used in collecting data. The data collected were analyzed through frequency counts and percentage. Findings showed that students had interests in reading novels, newspapers and love stories. They read often and the volumes of materials read is small. The study also indicated some of the efforts that the language teacher, school authority, curriculum designers can make to improve and encourage efficient reading in our school. Parents were also advised to provide stimulating home that will motivate students to read and comprehend in the school. Based on these findings, recommendations have been made to the curriculum designers, school authority, teachers, parents and guardians and the government towards the development of profitable reading habits in our schools in Ondo State and Nigeria at large.

KeyWord:

Introduction

In many of the studies conducted on reading habits, there have been patterns of direct observations, coloured with varied approaches. However, ethnography is a relatively new approach especially in the study of educational processes. Hara Lamba (1998) defines ethnography as the study of a way of life. Schools ethnography therefore should be seen as the study of a way of life in the natural setting.

Ethnography as a discipline was first introduced into social science by anthropologists who studies small scale Pre-industrial societies. Anthropologists have increasingly recognized the need to get as close as possible to the societies they study. The school as a miniature society cannot be properly understood except by direct observation of the study group, which is the object of ethnographic studies. This present study has therefore endorsed this method of direct observation to enable the researcher capture the real way of life within the student's environment in order to get first hand information concerning the reading habits of students in the secondary schools with particular reference to Odigbo Local Government Area of Ondo State.

Generally speaking, ethnography is a description and interpretation of a cultural or social group of system. The researcher examines the groups

and the learned patterns of behaviours, customs and ways of life. As a process, ethnography involved prolonged observation of the group typical through participant observation in which the researcher is immersed in the day-to-day lives of the students, or through one on one interviews with members of the group. The researcher studies the meanings, behaviours, language and culture of the culture sharing group (Alkinson and Hamersley 1994).

Recently, scientific approaches to ethnography have expanded to include schools. On subtypes of ethnography with different theoretical orientation and aims at structural functionalism, symbolic interactionism, cultural and cognitive anthropology, feminism, ethnomethodology critical theory, cultural studies and post modernism (Alkinson and Hamersley 1994). Wolcott (1994) directed that the ethnographer must begin his study by looking at the people interaction in their natural setting and attempt to discern pervasive patterns such as life-cycle events cultural themes. Surely, there is a pattern of daily living which can be inferred from the words and actions of participants in their natural setting interactions. This way of life or patterns of daily living in their natural environment is the choice of ethnographic direct object observations and participant observational approach. It is expected that this approach will go at least a little further in

natural setting that eventually effect Cognitive, Affective and Psychomotor changes in students reading habits.

As Stated in the Wisconsin Model Academic Standards for English language Arts, reading is a complex interactive process that continues to be a primary means of acquiring and using information. Society regards reading as essential to daily living and because reading is fundamental to the mastery of other school subjects, students at all levels must learn to understand what they read. They must know and use various strategic ways of unlocking the meaning of words and larger blocks of text to become successful readers.

Reading is largely taken for granted, particularly at the junior secondary school (JSS), so that language teachers hardly think of it as a basic skill that requires the most careful attention. Yet if a child fails to master the skills of reading, the rest of his other education is either regarded as a flat failure or not a limping success. Research figures are hardly needed to demonstrate that most secondary school students cannot read with adequate comprehension. It is assumed with that the secondary school teachers as a whole remain relatively unconcerned with the reading process. Quite often, we forget or ignore the fact that the reading skills developed in the early years of the child's schooling are not adequate for the effective reading of the specialized materials in higher classes and beyond. Teachers at the secondary school levels often fail to recognize that improvement in reading is of first importance because it will not only improve learning but also will develop the child's personality.

Leady (1996) writes that reading is a matter of searching for the thought that was in the mind of the author which are before the readers. To read, we must process the author's words, we must distill and extract from the words, as such, the nugget of thought which the author is trying to express. In a nutshell, it is the ability to comprehend the written symbol or sign. Reading is a tool subject and a learner's ability to read is the centre of the education process. Such reading is the major key to progress in learning, in ability to read well, makes a student to fail progressively behind the members of the class.

Bright and McGregor (1970) are of the view that reading is the core of the curriculum because it is

unique among the school subjects in being both a subject of instruction and tool for mastery of other phrases of the curriculum. Reading is the torchbearer of the mind. It is the gate way to the acquisition of knowledge. According to Bright and McGregor (1970) general knowledge depends on reading as any teacher who has been lumbered with a general knowledge period is painfully aware. The background or the cross cultural problem can only be solved by wide reading. We have here a vicious circle, the more the students read, the more background knowledge they acquire of other ways of life, behavior and thought, the more books they find and the more they can understand.

Brain and Sheldon (1961) also said that reading is the interpretation of reading materials. This interpretation is based on the ability of the reader to understand the purpose of the author as well as what author is saying. In a sense, reading comprehension has not taken place unless the reader is able to interpret what he/she has read.

Educational process all over the world is largely dependent upon the printed word and thus made reading comprehension the centre of the school experiences and the means through which the child learns about his/her environment. For a child to learn and to comprehend what he is being taught, he must have acquired the reading comprehension skills without which he cannot perform effectively as a student. So, reading skill is fundamental to the teaching and learning process, although, it is one of the four language skills. In addition, it is indispensable and imperative to man's daily living. That is, the reason Hulme (1981) States that failure in learning to read is clearly highly detrimental educational and socially. So, it is not a grossly over statement to assert that reading skill is one of the tool that human beings cannot afford to do away with in order to perform effectively in his environment. This closely aggress with a Chinese proverb which says "the world cheats those who cannot read".

Moreover, reading is fast becoming a necessity for survival in our complex social arrangement. In the past, when social arrangement was simple, the primary language skills of listening and speaking adequately served the traditional role of language as a means of social control. With the society become more and more complex, the higher other skills of reading and writing have proved imperative. To develop well as a social being, students need to

cultivate effective reading habits.

Reading has been viewed as the crux of intellectual development (Abe. 1991, Abel and Olajide 1995). At the primary, Secondary and tertiary levels of learning, Students confronts varied printed materials in order to learn effectively. The fact is that for a student to develop mentally reading comprehension is a *sine qua-non*. Fagbemi (1997) conceives reading as the ability to decipher letters and its intricate structures to make meaningful wholes. It is therefore clear from this definition that she sees reading as the ability of the reader to find the meaning of a text in cipher or bad handwriting that may be difficult to understand. That is, the reader must be able to read and understand the information in a text, letter – by – letter and word – by – word. Wilson and charmerneubaner (1988) opined that reading entails the process of information in written and printed materials to be able to make meaning out of the printed materials.

Ezeokoli (1998) observes that reading is more than recognition of graphic or printed symbols and relating them to what they refer to. In his opinion, reading goes beyond the ability to recognize individual words, phrases, and sentences. He opines that reading includes as well as the ability to interact with the written text and creating meaning out of it. In his assertion, therefore, reading is communication, in the process of which the reader interacts with the text or written material, using his prior experiences in order to get the message embodied in the text.

Gbenedio (1996) observes that several centuries ago, reading was determined by the ability to recognize words. The adherent to this view sees reading as decoding the printed page that is recognizing the oral equivalent of the written symbols. This concept of reading as decoding rests on the idea that language is primarily speech and that writing is merely graphic representation of speech. The reading process therefore is seen as discovering the correspondence between the printed/written symbol and the speech sound. Unoh (1991) reading is language processing behaviour that entails interpreting or getting meaning from written or printed materials. According to Jegede (1991) was of the view that the relationship between reading and thinking for the non-literate is either non-existent or not a reality. Reading is thus

intricately woven to the literacy level of any group of individuals. It has also been argue that reading has a morphological basis, others claim that it is psycholinguistically based. Yet some others say, it is simply a communication process. Ezeokoli (1998) is of the opinion that reading involves many sub-skills which we apply in reading in different subject areas. He therefore identifies the following basic common reading skills. Word identification, association of meaning with printed symbols, literal comprehension, interpretation, evaluation and assimilation. However, if all these basic skills are properly utilized, meaningful reading we definitely take place.

According to Okwilagwe (1998) the reading process involves the acquisition of the meaning intended by the writer and the readers own contributions in the form of Interpretation, evaluation and reflection about these meanings. This implies that when you are reading, you should be thinking, predicting, questioning, evaluating, defining and redefining what is being read. Omojua (1997) sees reading as the ability of the reader to obtain information, develop vocabulary, make inferences, classify, observe, analyze, criticize, identify relationships, differentiate styles, draw conclusions and make generalization. Lawal (1997) sees reading as the tool used in learning other subjects in the school curriculum. The implication here is that certain reading skills are basic to all areas of the curriculum and these skills can be introduced most effectively in the regular reading lessons, without which learning will not take place.

According to the Michigan Reading Association, reading is the process of constructing meaning through the dynamic interaction among the readers existing knowledge, the information suggested by the text and the context of the reading situation. The UNESCO (World Congress on Book 1992) has emphasized the need for the production of appropriate books and the creation of reading environment in all types and all levels of society. Stating that reading environment should be created to achieve a society aware of the benefit to be derived from reading and in which books are accessible to all. There is no doubt that reading is the key that opens the door to formal education. Therefore, preparing the child adequately for reading should be seen as an essential part of his education. Reading helps to improve the status of students by giving minimum

education needed to improve one's way of living. Reading also helps to eradicate illiteracy which in turn will help to solve personal problems as well as group problems that are within the society. Galda and Cullinan (2000) confirm this position in their assertion that reading:

increases children store house of experience
books offers children opportunities for
experiencing people, place, and events that
are not part of their actual lives as well as for
gaining knowledge about things that
interested them (P.13)

Reading enhances one's language competence for it enables one to master the language of the written text. It is for instance, increases children vocabulary" (Anderson, Herbert Scott and Willinson (1985) Gald cullinan(2002) also take a similar position for according to them, reading introduces new words and presents a variety of forms of language styles of written language and sentence patterns.

Readers also read because of the opportunity of relation and entertainment, a means of empowering the mind, broading the vision, Deeping the horizon and reaching out to other place, places and events. It could also be because of its unique link to the supernatural (Arua and Onukaogu, 1997)

Despite the importance attached to reading in Nigeria and all over the world, it is an open secret today that the performance of Nigerian secondary school students in reading comprehension is highly deteriorating. This has been a great concern to educators, educational administrators, teachers, parents, guardians and indeed the researchers.

There are both pedagogical and environmental reasons for the Nigerian secondary school students reading disabilities and consequent undesirable reading habits. The environmental reasons have to do with the use of English language in the child's home as well as in his immediate society. The pedagogical reasons for reading disabilities and the resultant dislike for extensive reading are related to the quality of reading instruction and the caliber of teachers in secondary schools, non- availability of appropriate materials for the teaching of reading, the near total absence of

libraries and children's readers of appropriate content and standard.

Dada (2002) in his inaugural lecture lamented that students both primary and secondary have suffered so much linguistic attack from their teachers who have not been made sufficiently aware of their roles especially as potential teachers of reading. Many of these teachers often start their career without a good understanding and appreciation of the enormity of the reading task. In the same view, Lawal (1995) and Olajide (1991) found that majority of students could not read beyond the literal level of comprehension which both researchers agree comprises the lower order skills. To Unoh (1983) has equally observed that students of Nigerian tertiary institutions manifest inefficient reading habits and behaviour that call for urgent attention.

Thus, the attitude of learners towards reading at both the secondary and tertiary levels is suggested to be one of the factors responsible for the poor situation, Massquid (1969) strongly believes that a learner's attitude to the language he/she is learning can determine how she/he performs in the language. According to him, a learner needs a generally good linguistic background and favourable disposition if he must perform creditably in a second language. Unless, he is mentally, emotionally and physically ready, he may not learn the language successfully.

Jegede (1997) describes one's environment as the home, the community and the school, an important incentive for reading and development. When one reads, one is able to acquire knowledge about one's environment that which existed, which is existing and which will or might exist. This knowledge aids fame not only to individual nations but also to the entire universe (Ajayi 1998)

The cumulative effect of the attitude, pedagogical and environmental problems illustrated in the foregoing discussion is the production of dropout by our school system which more or less serves to give official seals to various forms and leve ls of ignorance and illiteracy in the society.

However, it has been observed that from 1990 up till date, the reading habits of students in in Odigbo Local Government Area of Ondo State is not

only waning but woeful. The hope and aspirations of many parents and guardians have been dashed. This was due to the inability to have a good reading comprehension skill often spells doom on the students writing **WAEC/NECO**. It closely follows that the parents or guardians paid exorbitant fees annually on education. Students are also tired, dejected and see no glorious days coming ahead of them. As such, this study aims at studying and analyzing the term reading habits among secondary school students in Odigbo Local Government Area of Ondo State. This is because reading and students interest have been found to be relatively low in the local government.

Statement of problem

In order to have the necessary first-hand information about the reading habits in secondary schools, this study attempted an ethnographic study of reading habits of secondary schools students in Odigbo Local Government Area of Ondo State.

Significance of the study

It is hoped in this study that students will be able to improve on reading habits in Odigbo Local Government of Ondo State. Also, it is believed that teachers of English language in general will see how important the teaching of reading is, and that the school will see the necessity of making use of good method to teach the students effectively and efficiently in inculcating reading habits in the students. It is hoped that the findings of this study would be made known to the curriculum designers, local government and the State in general. This study has equally shown that educational grief is not only traceable to school alone but to environmental factor (the home and the society) in enhancing reading. Also, this study would expose the teachers in training to those teaching factors which hinder or facilitate the development of desirable reading habits in our students. The study would also enable the parents, guardians especially the literate ones realize the need to provide a stimulating home / environment for the reading growth of their children. Lastly, the study would make the local, State and federal government aware of the need to provide well – stocked libraries in our communities especially in the rural areas other than State headquarters so as to create reading environment at all levels.

Research Questions

This study is basically designed to find answers to the following questions:

- (i) What specific materials do the students read?
- (ii) How often do students read these materials?
- (iii) What volumes of materials do students read?

Scope of the study

This study was limited to a few secondary schools in Odigbo Local Government Area of Ondo State. The study focused on the ethnographic study of reading habits of secondary school students in the local government due to environmental factor (home and society) and pedagogical factor (school, teacher and text). The study therefore examines and focuses on the environmental, pedagogical and reading problems.

Methodology

The study which is an ethnographic research has used observational technique to study reading habits of senior secondary schools students in selected schools in Odigbo Local Government Area of Ondo State. The population is made up of all the students in selected secondary schools in Odigbo Local Government Area of Ondo State. There are eighteen (18) public secondary schools in Odigbo Local Government Area of Ondo State. Ten schools were randomly selected from the local government area, while 30 students were randomly selected from each school making a total of 300 students who participated in this study. Data collection lasted two weeks. The researcher observed the activities of the students in a close range for some minutes and went to libraries and classrooms for observation to find out what the students read. The researcher, having observed the students in their natural and respective libraries and classrooms, interacted with the students by asking some cogent questions on their reading behaviour and activities. In the same vein, the students interacted with were given copies of the questionnaire to respond. Data collected were analysed using frequency counts and percentage.

Results

Research Question 1: What specific materials do the students read?

Table 1: Students Reading Interest

| S/N | STATEMENT | OPTION | FREQUENCY | PERCENTAGE % |
|-----|--|--------------------------------------|-----------|--------------|
| 1 | WHAT KIND OF MATERIALS DO YOU READ? | NOTEBOOKS | 48 | 16.1 |
| | | NOVELS | 86 | 28.2 |
| | | TEXTBOOKS | 141 | 47.5 |
| | | NEWSPAPERS | 13 | 4.3 |
| | | MAGAZINES | 11 | 3.9 |
| 2 | WHAT MATERIALS DO YOU LIKE TO READ? | NOVELS – FICTION/NON FICTION STORIES | 89 | 30.2 |
| | | TEXT BOOKS | 151 | 49.8 |
| | | NOTEBOOKS | 59 | 20.0 |
| 3 | WHAT TYPES OF BOOKS DO YOU READ FOR PLEASURE | BIOGRAPHY/AUTOGRAPHY | 175 | 59.3 |
| | | CRIME/DETECTIVE STORIES | 21 | 6.9 |
| | | ROMMANCE(LOVE STORIES | 13 | 4.3 |
| | | ADVENTURE STORIES | 04 | 14.3 |
| | | NOVELS – FICTION/NON FICTION | 68 | 22.3 |
| | | NONE | 18 | 5.9 |

Table 2 shows that 141 (47.5%) read textbooks, novels 86 (28.2%) student, 48 students (16.1%) read notebooks. Thirteen (13) students (4.3%) read newspapers and Eleven (11) students (3.9%) read magazines.

Also the table reveals that 151 students (49.8%) read textbooks, 89 students (30.2%) read fiction and No-n fiction stories and 59 students (20.0%) read notebooks as materials students like to read.

Finally, the table shows that 175 (59.3%) students read biographic /autobiographic materials, 68 students (22.3%) read novels, 21 students (6.9%) read crime and detective stories, 13 students (4.3%) read Romance and 4 students (14.0%) read adventures stories as the types of books read for pleasure

Research Question 2: How often do students read these materials?

Table 2: Students Reading Frequency

| S/N | STATEMENT | OPTION | FREQUENCY | PERCENTAGE |
|-----|--|-----------------|-----------|------------|
| 1 | How often do you read newspapers and magazines | Regularly | 129 | 43.2 |
| | | Occasionally | 101 | 33.1 |
| | | Once in a while | 57 | 19.3 |
| | | Hardly ever | 12 | 4.6 |
| 2 | How often do you read novels, plays and other works of fiction | Regularly | 152 | 50.8 |
| | | Occasionally | 123 | 40.7 |
| | | Not at all | 024. | 8.5 |

Table 2 shows that 129(43.0%) students read newspapers and magazines regularly, followed by

101 (33.1%) students who claimed reading newspapers and magazines occasionally while 57

(19.3%) indicated reading newspapers and magazines once in a while and 12 or 4.6% students admitted that they hardly ever read newspapers and magazines. Also the table shows that 152 (50.85) read novels and plays regularly and 123 (40.7%) students indicated reading Novels and Plays occasionally while 24 students (4.6%) claimed not reading novels and plays at all.

Research Question 3: What volume of materials do students read?

| STATEMENT | OPTION | FREQUENCY | PERCENTAGE |
|--|--------|-----------|------------|
| How many books do you normally read in a month/year? | 1 – 2 | 40 | 13.1 |
| | 3 – 5 | 142 | 47.2 |
| | 6 – 7 | 107 | 36.1 |
| | NONE | 10 | 3.6 |

Table 3 shows that 142 students(47.2%) claimed that they normally read between 3 – 5 books within a month /year while 107 (36.1%) students read between 6- 7 books within a month/year. The table also indicates that 10 students (3.6%) claimed not reading any book at all.

Discussion

From the results of the study, table 7 revealed that majority of the students with a frequency of 151 which is 49.8% indicated that textbooks were the materials they love reading frequently. The implication is that 50.2% of the students love to read notebooks. The findings showed that students preferred biography as types of books read for pleasure in their leisure hours. This implies that about 52.8% students do not read books effectively. The table also shows that 147(49.2%) hardly read works of fiction.. Result further revealed that 170 students with 59.8% never read newspapers and magazines. This finding shows how the environment has negative impacts on the students' attitude towards reading. The table also reveals that 147(49.2%) students hardly read novels. It was also found that the volume of books students read within a month/year. The result indicates that 52.8% of the students read less than four (4) books within a year. This reveals how the environment greatly constituted hindrance to students reading habits. Findings also revealed the strategies students employed in reading. The table shows that 154(51.5%) students use dictionary to check meaning of words in the process of reading while a total of 145(48.5%) students do not have access to dictionary. This therefore means that 48.5% hardly check the meaning of words in their dictionary and this has attributed greatly to the ineffective reading habits.

Conclusion.

Based on the results and findings in this study, it can be concluded that there is the need to effect changes in the reading situation in the secondary school in Odigbo Local Government Area of Ondo State. This reading situation is attributed to the environmental factor that is instrumental to the students reading habits. Furthermore, concerning the reading habits, all the students sampled for the study recorded very high negative frequency and percentage toward extensive reading. It should be noted that interest toward intensive reading is more related to environmental factors. Therefore, this finding establishes that majority of the students showed a positive interest towards intensive reading while biographic materials formed the preferred books read for pleasure which was as a result of environment factors.

Recommendations

Examining all the findings discussed in the study, it could be asserted that the reading development of most Nigerian secondary school students especially the senior secondary school students is to a large extent worrisome for the fact that reading is central to learning. This situation is undesirable since this problem affects the whole society. Therefore, recommendations are made to as many sections of the society as possible.

It is natural for parents to be involved in the reading habits of their children. Parents who assist their children to understand and interact with their children are preparing them to become good readers. Parental involvement is consistently cited as an important correlate of effective reading. Nearly 25 years research on parental involvement has documented that parents can do much to reinforce positive attitude towards reading habits. There is no

doubt that when parents become involved with the reading of their children, students not only become more motivated to achieve but actually achieve significantly better. Therefore, parents are expected to encourage their children by showing interest in their reading habits.

Parents need to re-orientate their children to spend less hours watching television programmes and video but have more time for reading. The language teachers are expected to be efficient, veracious, fast and extensive reader. Therefore, every language teachers in the nation's secondary school should be registered member of the Reading Association of Nigeria where they will be exposed to sound knowledge on how to promote reading in their schools. There is need for the Federal and State Governments to embark upon a mass literacy and reading campaigns. The minds of Nigerians should be disabled from the misconceptions that reading and examination go hand in hand. Well stocked libraries with relevant and quality books should be established and maintained in the nation's secondary schools. Seminars, symposia on various aspects of reading should be frequently organized not for language teachers alone also for all teachers of other subject's area to foster their continuous education in this age of knowledge exposition and constant changes and innovations. A new curriculum and syllabus should be designed where a separate course in developmental reading can be incorporated so that secondary and primary schools in Nigeria can improve their performance. Reading should be offered by pupils and students in Nigerian schools as a core subject.

References

- Abe, E.A. 1991. Reading problems at the tertiary institution in Adegbija, E. E. Effective Communication skills in Teaching and learning: Basic Principles IGS, Ilorin.
- Adebayo Lawal 1998. A multi – contextual Approach to reading failure in the Nigerian ESL Context in Journal of English studies Vol. VII September, 1998.
- Arua, A. E. et al 1997. Teaching reading in Nigeria: A guidebook to theory and Practice, Ile – Ife, Nigeria.
- Braam, L. S. et al 1961. Developing Efficient reading, O. U. P, New York.
- Bright and McGregor 1970. Teaching English as a second language, London, Longman Group.
- Ezeokoli, F. O. 1998. A Practical Guide to Effective study. Stirling – Horden Publishers (Nig.) Ltd. Lagos, Ibadan, Benin City, Jatta – Uzairne.
- Ezeokoli, F. O. 2005. Home Language as Discriminant of Reading interest of senior secondary school students in Oyo State, Nigeria in Issues in Language communication and Education. University of Ibadan, Ibadan.
- Fagbemi, O. 1997. Literacy and Reading in Nigeria, 5 Lagos NERDC.
- Fagbemi, O. 1997. Literacy, the Reading culture and National Development: Lessons from Nigeria in Journal of Literacy and Reading in Nigeria Vol. 7 Gbadeksol Nigeria Ent. Ile - Ife, – Nigeria.
- Gbenedio, B. U. 1996, Teaching and Learning English as a second language. New Era Publications, Ughelli, Benin, Lagos.
- Jegede, O. 1997. Reading and Thinking skills on analysis of Nigeria Integrated Science Project pupils Book in Literacy and Reading in Nigeria Vol. 5. Pp 297 – 305.
- Lawal et al 1997. A comparative Assessment of the Reading Skills Components of Two Textbooks for the Nigeria Junior Secondary School. Journal of literacy and Reading in Nigeria. Gbadeksd Nigeria Ent. Ile-Ife, Nigeria.
- Leedy 1996. P. D. Reading Improvements for Adults. McGraw Hill Book co. , New York.
- Lexicon Webster dictionary 1980. Literacy and Reading in Nigeria Vol. 6. 1997 P. 467 – 474. The Reading Association of Nigeria (RAW).
- Oku, E 1995. Literacy Activities: Reading Habits of the Nigeria Library Chentele.
- Okwilagwe, O. A. 1998. A new Approach to Reading Comprehension and Summary for schools and Colleges. Ibadan, Stirling – Horden Publishers (Nig.) Limited.
- Omojua, O.T. 1997. Enhancing Reading and Writing skills in the JSS Through the newspaper, Journal of literacy and Reading in Nigeria Vol. 7. Gbedikso. Nigeria
- Unoh, S. O. 1983. Reading Improvement in Nigerian as a Multilingual Nation: problems and Prospects in literacy and Reading in Nigeria Vol. 1.
- Unoh, S. O. 1991. Studies on Reading in English Ibadan, Heinemann Educational Books (Nigeria) Plc.
- Wilson, J. J. & Charmernbancer 1988. Reading Strategies for Improvement. Students' work in the Chemistry Laboratory: Journal of Chemistry Vol. 5, 11.