

Strategies for Promoting a Reading Culture Among Secondary School Students in Kiambu County, Kenya

Lucy Wangechi Muthee¹, Peter Wamae²

¹Student, Degree of Master of Library and Information Science, Kenyatta University, Kenya

²Department of Library & Information Science Department, University, Kenyatta University, Kenya

ABSTRACT

This research looked at reading culture within secondary school students in Kiambu County. It discussed the role that teachers, parents, school librarians and school culture play in the promotion of a reading culture or lack thereof. The specific objectives were; to determine the status of reading culture being promoted by secondary schools and to determine the level of usage of school libraries and their resources to support the development and cultivation of culture of reading among high school learners among secondary school students. This research was based on Lee Vygotsky's cultural historical theory of cognitive development. The study employed descriptive survey design. The target population was 240 students, 24 teachers and 12 librarians from 12 secondary schools within Kiambu County. This research used stratified random sampling. The data was collected using self-administered questionnaires. Through pretest of the questionnaires and subsequent re-modelling, validity of the findings was enhanced. The data collected was analyzed through the aid of Statistical Package for Social Scientists (SPSS). The analyzed data is displayed using charts, graphs, diagrams, tables, frequency tables, matrices, drawings or block diagrams. A significant portion of students loved reading very much at 31%. The hours spent on reading also varied with students (34%) 3-4 hours a day reading, with 30% others spending more than 4 hours a day. All the institutions featured have libraries. Out of the 208 students, 44% use the library hour to read either in class or the library. 20% of others use the allocated hour for private studies. Most of the students (78%) stated being part of a book club or study group. For instance, the study found that out of the 187 students (78%), a significant proportion (49%) used the groups for academic performance. Others benefited through fluency in language, increased vocabulary, better writing, and reading skills, among other reasons. The study proves the popular notion that Kenya's schools and the country have a poor reading culture. Students are forced into reading either by teachers and parents or pressured by the need to pass exams. As such, the most read materials are school textbooks and novels, which also happen to be the most stocked materials in school libraries. Reading should be a personal initiative as opposed to being forced into it. That being the case, students' opinions matter more on making reading more fun and appealing. Therefore, in addition to the importance of school libraries and reading clubs, schools need to encourage peer motivation to read in an effort to improve reading culture. Some of the study recommendations are that there is a need to include an opinion on academic experts on reading culture, government, and parents who play a significant role in the education sector.

Key Words: Reading Culture, Teacher Support, Library Services

DOI 10.35942/ijcab.v5i4.204

Cite this Article:

Muthee, L., & Wamae, P. (2021). Strategies for Promoting a Reading Culture Among Secondary School Students in Kiambu County, Kenya. *International Journal of Current Aspects*, 5(4), 20-32. <https://doi.org/10.35942/ijcab.v5i4.204>

1.0 Introduction

Research demonstrates that reading is not just any other activity because it is at the core of developing the personality and the intellectual capacity of students and eventually enhancing their rational wellbeing. In most cases, the relevance of learning increasing as students embrace reading, learning becomes relevant thus improving their reading ability and self- concept. Elaturoti (2001), posits that achievement of life potentials among young people can be enhanced through embracing reading culture. This is because reading culture enhances the development of the reader and thus acquire massive control, more autonomy, and an increased sense of self-assurance. Libraries keep reading materials and allows students to access them at no cost so that the students are encouraged to read. Additionally, libraries have reading programs, that is, reading initiatives provided by libraries to initiate awareness about availability of materials for reading.

Reading is the groundwork on which academic knowledge is anchored. While reading is perceived to be the extraction of meaning from written content, reading culture is a lifestyle aimed to at making reading common and therefore making it a lifetime culture among people. The ability to read creates a huge difference in academic performance, career potential and personal success. A study by Tella and Akande (2007), demonstrates that reading is the pinnacle of self-education and long term learning, through which a society can be transformed. On the other hand, Sisulu (2004) asserts that reading is one of the elementary pillars learning as it is not only for important for academic performance but for social welfare. At that point, reading in all its variations is imperative to being informed better, have a refined comprehension of others and oneself. At a personal level, reading makes someone not just thoughtful but rather a prolific contributor to a democratic and united society.

Research also shows that leading democracies pride themselves in the ability of their citizens to read and what successive governments have done to promote a reading culture. Notable reading ability is perceived as a key resource of their attractiveness and full growth. Lack of large scale habite of reading in Africa says a lot about the culture that people have towards reading (Igwe, 2011). The home environment is essential because they hold bigger function in the growth of reading habit among students. According to Akong (2014), reading culture among school children and even parents is being replaced by television, home video viewing and internet exploration, also known as viewing culture. This stiff competition of reading verses viewing culture has made students lose interest in leisure reading as viewing seems ‘easier.’ Parents contribute a lot because those who do not like reading are likely not to buy books for their children to read when they themselves are not leading by example, rather endorse the viewing culture (Softkenya.com).

Teachers are the ones who spend a lot of time with students just like their parents thus playing a major role in student reading culture. A study conducted by Mwangi (2012) on teaching and learning, indicates that students strive to live up to their teachers’ expectations. As long as teachers expect a lot from learners, they would work hard to get much In this case, if teachers expect much from their students, they will usually get much but if they expect little, the reverse is true. In most jurisdictions, just as is the case in Kenya, teachers encourage and envisage their students to study their learning materials textbooks and pass their examinations. No wonder at the end of their school leaning process, some students burn their school books in celebration of the end of what they consider to be a form of enslavement in so doing, they swear never again to touch a book. Schools hardly encourage students to read even after sitting for their national examinations. Many students who clear secondary school hate close association with books because such triggers up unpleasant memories of rote memorization not because of comprehension but reproduction in order to perform well in examinations (Mbae, 2012).

In a sense, schools expected to enlighten students about reading for life only focuses on their examinational success. The Francis Bacon - English philosophy, said that “while speaking makes a ready man, and writing an exact man, reading makes a full man” (Popova, 2012, 23). Subsequently, there is achievement through involvement in the reading habit. While the issue of poor reading habit in Kenya cannot be overemphasized, school libraries can be used as strategic places to encourage students develop reading habits. The reading culture in Kenya is hugely wanting due to the examination-oriented culture. Statistics from literacy level assessments indicate that in a group of Kenyans reading, 75 percent are likely to be expecting examinations (Mwangi, 2012). This shows the seriousness with which reading is taken particularly for academic purposes. Examination malpractice has been on the increase due to some lazy students’ ill preparation for competitive examination, resulting to cheating in order to pass. In 2015 for instance, there was an unprecedented 70 percent increase in cases of examination irregularities such that 75,000 individual KCSE results were cancelled up from 2,975 the previous year. All counties had cases of examination irregularities apart from Isiolo County. This was such a serious issue which needs addressing which could be eliminated if students took reading seriously (Daily Nation, 2016). The student environment greatly influences their reading culture which means learning the value of reading in school and getting support from their parents. In a bid to teach students how to pass examinations, teachers, parents and school administrations have limited learners a day’s supply of fish instead of teaching them fishing so that they get regular supply of the same (Mwangi, 2012). It is against this backdrop that the study seeks to improve reading culture among students in secondary school in Kiambu County by identifying strategies that can be used to create a positive reading culture.

1.1 Statement of the Problem

Reading culture is a grave anathema in Kenya partly due to the education system which focuses on grades rather than student talent thus leading to rote learning over comprehension. However, if left unchecked, the poor reading culture will culminate into intellectual bankruptcy because schools will be graduating students that are not independent minded and holistic. To curtail this anomaly, there is need to cultivate a culture of reading in secondary schools. When students understand the art of reading, they develop their mental faculties, and yet with a broad knowledge base, they attack life with youthful vigor and determination. Again, reading empowers the intellectual wellbeing of students who are able to address individual and social challenges. While there is need to move away from an examination-oriented curriculum, teacher and parental involvement in creating a reading culture remains paramount. In the same breadth, school libraries can help propagate this notion of reading among secondary school students. If the student reading culture is not addressed with the seriousness it deserves and measures taken to improve it then Kenya’s poor reading culture continues to be a growing concern among scholars despite having the most educated population in East Africa.

1.2 Objectives of the Study

The specific objectives of this study were:

- i. To ascertain the current status of reading culture in secondary schools in Kiambu County.
- ii. To establish the level of usage of school libraries and their resources to support the development and cultivation of reading culture among high school students.

2.0 Literature Review

2.1 Theoretical Framework

This research will be anchored on Vygotsky's cultural historical theory of cognitive development. Cognitive development is the facet of development which focuses on the solving problems, thinking, language and intelligence. The theory emphasizes the crucial function of collective relationship the advancement of cognizance (Vygotsky, 1978). Vygotsky stresses that the community takes a center stage in attempts of understanding. He further reasons that "learning is a necessary and universal aspect of the process of developing culturally organized, specifically human psychological function." (1978:90). That is to say, social gaining of knowledge most likely heralds personal development. Secondly, Vygotsky's theory states that the ability for rational advancement relies on the "zone of proximal development" (ZPD): a profile of social growth achieved when students indulge in communal behaviour. Resonant advancement of the ZPD hangs on complete social communal relationship. The scope of skills which can be advanced with mature assistance in the form of teachers, parents and librarians or contemporary co-operation surpasses what can be accomplished alone.

Vygotsky's theory was an effort to expound on realization as the long run outcome of socialization. For instance, in language learning, the first statements with colleagues or elderly people are for sharing information purposes but once grasped, they get adopted and initiates development of "inner speech." This theory attempts to explain how reading habits can be nurtured in secondary school students while still young through schools, teachers, school libraries and parents thus resulting in good reading culture which helps them beyond school life. Vygotsky (1978) focuses on the function of ethos in the enhancement of advanced intellectual characteristics such as, such as speaking and rational expression of thoughts in students. Often, this theory is argued to have a sociocultural standpoint, which implies the theory put emphasis on the worth of the social order and ethos for encouraging rational development. Vygotsky believes that mature people in a society are role models for children's development of perceptive profile in a premeditated and logical way by involving them in puzzling but profound activities. Subsequently, the habit of reading in a civilization implies that reading is practiced by a majority of its members, i.e., that they practice reading in their homes and in times of leisure. Then reading becomes a custom that can hardly disappear. Dempsey asserts that reading will be compared to eating peanuts, since one will not feel like stopping (Dempsey, 2010: xviii). In essence, reading culture is promoted within schools by teachers and school librarians, while at home the parents should take up the role. The society of which the students are part influences them to read, not only for academic performance, but also for self-development and leisure, hence the relevance of Vygotsky's theory to the current study.

2.2 Conceptual Framework

In the words of Smyth (2004), a conceptual framework assists a researcher to organize his/her thoughts and be able to accomplish it successfully. It explains the relationship between the main concepts of the study and how the variables influence each other. It thus helps answer the why in the research questions. The effectiveness of a conceptual framework is measured when analysis shows that the set objectives have been addressed.

The causes or contributing factors (independent variables) of the dependent variable (reading culture) are displayed in Figure 1 showing the injection of interventions, also known as intervening variables resulting in an expected outcome

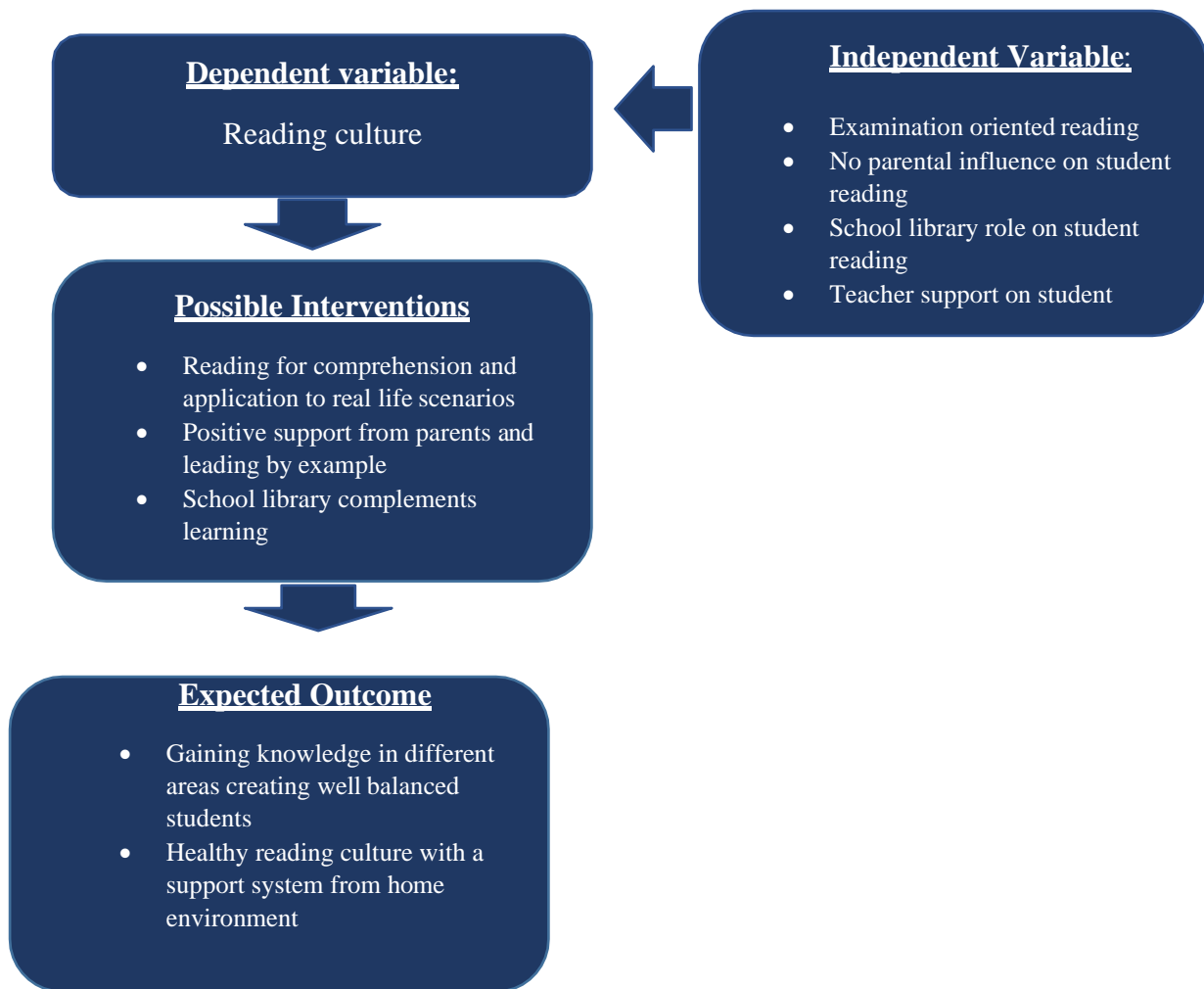


Figure 1: Conceptual Framework

3.0 Research Methodology

This study was hinged on a descriptive survey design. The preferred design sought to collect information from respondents on reading culture among students in secondary school and how it can be enhanced. The issues under examination were whether the school administration, libraries, teachers and parents encourage a reading culture. In this study, the dependent variable was reading culture while the independent variables were school support, teaching methods, usage of library resources and parental reading habits. This means that any alteration of the independent variables influences the dependent variable. Reading culture is dependent on the different strategies and was affected positively or negatively depending on the support it received from the four independent variables.

The research was conducted in Kiambu County. Kiambu County has a population of approximately 1,623,282 people according to the 2009 National Census, with a total of twelve sub counties. The choice of Kiambu County was influenced by its central location and it has also a number of top, average and poor performing schools which will be a fertile ground for research on the students reading culture. The study was restricted to six of the twelve sub counties as a representation of the whole. The targeted population included all the 360 secondary schools with a total population of approximately 89,065 students, 360 school librarians, 178,130 parents and 3,479 teachers working in Kiambu County. The target

respondents included 240 students, 24 teachers and 12 school librarians. In this research, stratified random sample selection procedure was utilized to select both the schools and the targeted interviewees for the study. Categories of schools were formed based on their academic performance resulting to three strata namely: the best, the average and poor performing schools. In selecting the respondents, another set of four strata formed were for the students, school librarians and teachers. Simple random sampling was then carried out in each stratum to generate sub-samples. All these sub-samples were brought together to form the main sample to be used for the study. The choice of stratified random sampling technique was used to guarantee that the important units of the study were involved.

Self-administered questionnaires were the main research instruments. A questionnaire with open and close ended questions based on each objective of the study was used to collect required information. This enabled data to be gathered over the large sample and at different institutions and sites. As Mugenda and Mugenda (1999), recommends, open ended questions allow the respondent to give unlimited views. Close ended questions were used to seek definite information. Therefore, this study used questionnaires to collect respondents' opinions about the status of reading culture among Kiambu Secondary School students. The questionnaire was appropriate for this study because it was crucial to responding to research objectives as well as questions.

The data collected was analyzed through qualitative and quantitative techniques. Survey data was presented through descriptive statistics, bar charts, pie-charts and frequencies. It was computed with the aid of Statistical Package for Social Scientists (SPSS) and used to summarize each dependent variable for each independent variable grouping. The results were used for comparisons and to establish any relationships between the variables. Analyzed data is displayed using charts, graphs, diagrams, tables, frequency tables, matrices, drawings or block diagrams.

4.0 Study Results

4.1 Findings Student's Survey

Table 1: How Much Students Love Reading

Very very much	14%
Very much	31%
Much	18%
Not much	21%
Don't like	15%

The study found that a significant portion of students loves reading very much at 31%. However, as the table indicates, the smallest group of the participants did not love reading very, very much. Also, 15% of the respondents indicating that they did not love reading is concerning. Purposes of reading varied between the respondents, as Table 2 demonstrates. A vast majority of the respondents read to pass examinations followed by self-development and pleasure. A significantly few students read for spiritual nourishment.

Table 2: Motivation for Reading

Self-development	22%
Pass examinations	35%
Pleasure (enjoy reading)	17%

Current awareness (news)	15%
Spiritual nourishment	2%
Unavailable literature	4%
Lack of time	5%

The hours spent on reading also vary between students across the 12 schools. Most students (34%) 3-4 hours a day reading, with 30% others spending more than 4 hours a day. The rest spend either 1 to 2 hours or less than an hour, as shown in Figure 1. Accordingly, information sources also vary. However, a considerable proportion of students prefer school textbooks followed closely by novels, as shown in Figure 2 below.

Figure 1 : Hours Spent Reading

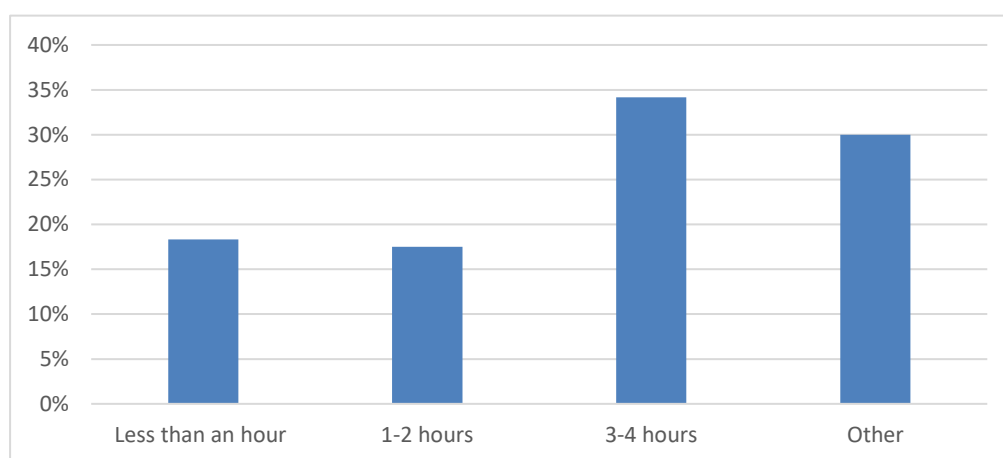
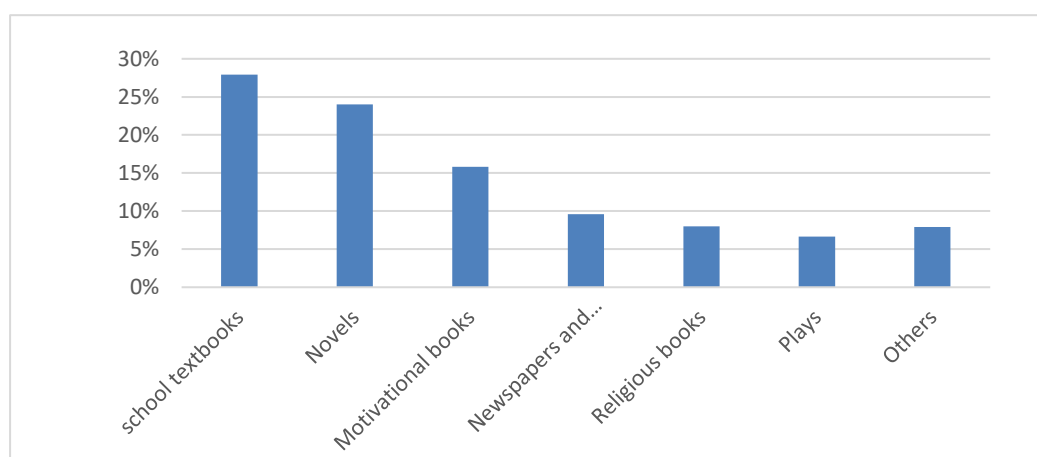


Figure 2: Sources of Information

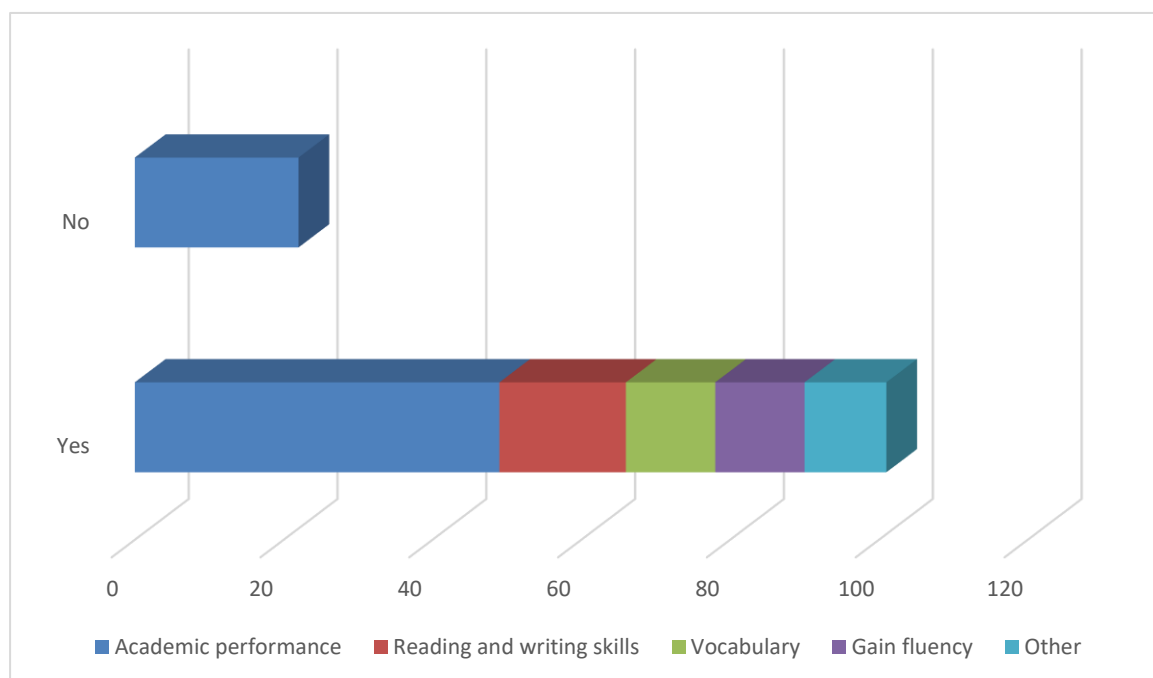


The study found out that all the institutions featured have libraries. However, not all libraries have a school timetable; 87% (208 students) cited their school timetable as having library hours. Out of the 208 students, 44% use the library hour to read either in class or the library. 20% of others use the allocated hour for private studies, as shown in Table 3.

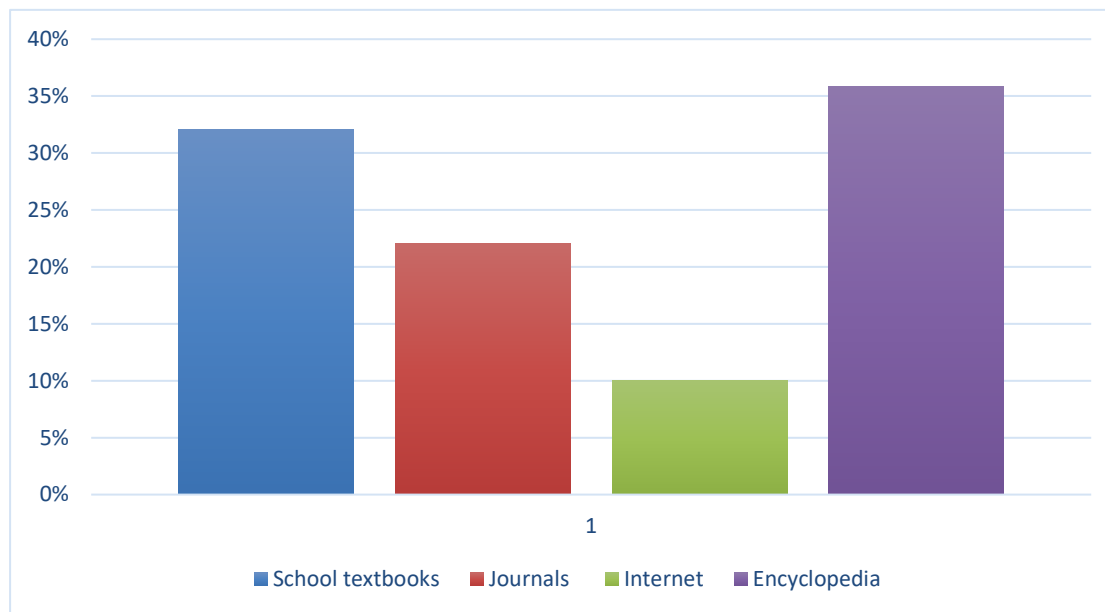
Table 3: How Students Use Library Hours

How students use library hours	Percent
Reading in class/library	44%
Private study	20%
Continue with different lesson	2%
Do homework	17%
Other reasons	16%

Most of the students (78%) stated being part of a book club or study group. However, how they benefit from the clubs or groups varies. For instance, the study found that out of the 187 students (78%), a significant proportion (49%) used the groups for academic performance. Others benefited through fluency in language, increased vocabulary, better writing, and reading skills, among other reasons, as shown in Figure 3.

Figure 3: Benefit of Study Groups

The project found that most students prefer encyclopedias and school textbooks as sources of information for their assignments at 36% and 32%, respectively. Journals come closely after at 22%. The internet is less preferred mostly because, according to some students, access to the internet is limited in their schools. Figure 4 below shows the results.

Figure 4: Where Students Research for their Assignments

Interestingly, a vast majority of the students' parents and/or guardians enjoy reading. Only a small percentage has a negative outlook or dislike reading. Table 4 shows the reactions of students towards their parents' or guardians' attitude towards reading.

The study also sought recommendations from the respondents on the best strategies to improve reading culture in schools. Notably, most participants (60%) suggested peer motivation to read as the best strategy at 20%. According to the students, the other effective strategy was providing access to a wide variety of reading materials—the results as shown in Table 4 below.

Table 4: Suggestions for Improved Reading Culture

Suggestions for Improved Reading Culture	Percent
Provide access to a wide variety of reading materials	20.83%
Formation of reading clubs in schools	6.25%
Peer motivation to read	60.00%
Encouragement and support by family to read	5.00%
Awards for the highest number of books read	5.00%
Reading competitions	2.92%

Table 5: Strategies for Improving Reading

Strategies for improving reading	Percent
Provide access to a wide variety of reading materials	17%
Form reading clubs in schools	25%
Awards for the best performance in reading	17%
Peer motivation to read	25%
Encouragement and support from family	8%

Reading competitions	8%
----------------------	----

Respondents confirmed that the libraries across the 6 schools have all types of resources, including textbooks, magazines, novels, newspapers, and electronic sources, among others. According to the librarians, the most commonly used resources were textbooks at 58% and novels at 42%. On how schools encouraged students to read, 42% of librarians pointed out that schools provided reading clubs, with 25% citing peer motivation. Table 6 illustrates the results.

Table 6: How schools make reading fun for students

How schools make reading fun for students	Percent
Formation of book clubs	42%
Book reviews by libraries	17%
Awards for those who read the highest number of titles	17%
Encouraging peer motivation of books read	25%

A significant proportion of the respondents (42%) also pointed out that the libraries' materials are a result of the collaboration between teachers and librarians on collection developments that would satisfy students' information needs. 33% of others used user suggestions, and the rest, 25%, preferred feedback from user surveys as an ideal method of ensuring collection that satisfies students' information needs. According to 33% of the librarians, students use libraries for private studies. 25% of them believe students use libraries to do their homework and read, with the rest citing students use the facilities for lessons. Like teachers, most librarians believe promoting peer motivation and reading clubs would positively impact reading culture. Table 7 shows the findings.

Table 7: What should be done to improve reading culture

What should be done to improve reading culture	Column2
Provide access to a wide variety of reading materials	17%
Forming reading clubs	25%
Awards for students who read widely	17%
Peer motivation to read	25%
Encouragement and support by family	8%
Reading competitions	8%

5.0 Conclusion and Recommendations

5.1 Conclusion

The study sought to explore the reading culture in Kenyan schools and how to improve it. A research sample of 276 involving 240 students, 24 teachers, and 12 librarians was used. Opinions and views on the state of reading in Kenyan schools were similar in some aspects and, to a significant extent, varied between the respondents. Notably, the reading culture in Kenyan secondary schools is concerning. The study proves the popular notion that Kenya's schools and the country have a poor reading culture. This is because, according to the findings, reading is not a personal initiative. Students are forced into reading either by teachers and parents or pressured by the need to pass exams. As such, the most read materials are school textbooks and novels, which also happen to be the most stocked materials in school libraries.

5.2 Recommendations

The study recommends that reading should be a personal initiative as opposed to being forced into it. That being the case, students' opinions matter more on making reading more fun and appealing. Therefore, in addition to the importance of school libraries and reading clubs, schools need to encourage peer motivation to read in an effort to improve reading culture. Study recommends that there is a need to include an opinion on academic experts on reading culture, government, and parents who play a significant role in the education sector.

Further, there is a general understanding that every study field has limitations, and this is no exception. For instance, this particular investigation was conducted within a small area with a unique cultural and ethnic dimension that might affect the prioritization of reading in Kenyan schools. That being the case, even though the findings can be generalized to secondary schools across the country, they cannot be replicated successfully in other areas of Kenya because of the differences in culture, ethnicity, and other factors that influence learning. Therefore, future researchers need to incorporate a broader research area that would result in successful generalization and accurate replication of the findings. Additionally, even though the study is not restricted to students as many previous investigations but rather includes both teachers and librarians, other key players should be included. Education is a complex sector with several key stakeholders such as students, teachers, parents, community, administrators, staff members, experts, and government officials. The study was limited to the opinions and views of teachers, students, and librarians. There is a need to include an opinion on academic experts on reading culture, government, and parents who play a significant role in the education sector. As such, future studies though consider this and expand the dynamic of their sample.

Lastly, the research design dictated the use of the self-assessment technique as a data collection method. In this approach, students, who constituted the majority of the participants, were required to self-report their reading habits, patterns, and academic performance. Self-reporting is generally understood in the research community as a flawed data collection method. This is because it is prone to bias compared to an assessment from a third party. Even though there is no evidence showing the presence of bias, future studies on the subject should preferably focus on third-party assessment as it would yield a notably different outcome. Doing so would strengthen the validity of the finding and its credibility.

References

- Adima, E (1990) Effectiveness of practical Technique on Reading for the mentally retarded: Implications for Counselling. *Nigerian Journal of Counselling and Development*.
- Agade, J.M. (2008) The role of literature in enhancing reading cultures among Nigerians. *Proceedings of the national conference of the school of Languages. Literature and information communication technology (ICT) A panacea to ethical Revolution and national development*.
- Akong, Ikum Egong (2014) Reading Culture and Academic Achievement among Secondary School Students." *Journal of Education and Practice*, 5(3), pp.132-136.
- Alabi, A. T.(2002) Decision making in Schools. In F. Durosaro & S. Ogunsaju(Eds) *The craft of Educational management*, pp. 84-92.
- Buhere K. (2015) Why Kenya Has A Poor Reading Culture. Retrieved July 1,2016 <https://tuko.co.ke/80876-how-reading-culture-in-kenya-can-be-improved.html>
- Bryman, A. & Bell, E., (2015). *Business research methods*. Oxford University Press, USA.
- Chika, J.O (2009) An Assessment of Reading Culture among Students in Nigeria Tertiary

Institutions: A challenge to educational managers. Faculty of Education, University of Benin. Edo State, Nigeria.

Daily Nation (2016) KCSE results for 2015 out., Thursday March 3,2016

- Dempsey (2010) Interstitial reading. Retrieved from <http://orweblog.oclc.org/interstitial-reading/>
- Elaturoti, D. F. (2001) Personnel requirement for effective school library service in the implementation of Universal Basic Education Programme in Nigeria. *Nigerian School Library Journal*,4 (1&2)23-32.
- Fabunmi, Francis A. & Folorunso, Olayinka (2010) “Poor Reading Culture: A Barrier to Students’ Patronage of Libraries Selected Secondary School in Ado Local Government Area of Ekiti-State, Nigeria.” *African Research Review Vol. 4(2)*. Pp. 450-461
- Haslam, S.A. and McGarty, C., (2014). *Research methods and statistics in psychology*. Sage.
- Holte, M. (1998), “Creating an Optimum Reading Culture in the Lo Countries”. The Role Stitching lezen. 64th IFLA General Conference August 16th -21.
- Leedy, P. D., & Ormrod, J. E. (2014). *Practical research: Planning and design (10th ed.)*. Upper Saddle River, NJ: Prentice Hall.
- Kaberia, Judie(2012) Reading culture in Kenya: a situation to worry about? Goethe Institute
- Igwe, Kingsley Nwadiuto (2011) Reading culture and Nigeria’s Quest for sustainable development. *Library philosophy and practice* Available online at: <http://www.webpage.uidaho.edu/mboline>
- Kombo, K.D. & Tromp, L. A.(2006)Proposal and thesis writing: an introduction. Nairobi: Paulines Publications Africa.
- Magara E. and Batambuze .C. (2002). Towards a reading culture for Uganda“ East African School of Library and Information Science: Kampala, Uganda.
- Makenzi M (2004), Reaching out to the less advantaged: reading tents in Kenya. World library and information congress: 70th IFLA General Council,. Available at: <http://www.ifla.org/iv/ifla70/prog04.html>.
- Mbae, Justus G. (2012) Kenya: a reading nation? Wajibu,19. Retrieved Dec 15, 2015,from http://africa.peacelink.org/wajibu/articles/art_4487.html
- Meribe, N (2004,March 3)For improved reading cultures *Daily Champion* P.11
- Mwangi, Evan (2012, September) If you want to hide something from a Kenyan put it in a book. *Daily Nation* 1/9/2012
- Mugambi, F. N. (2015). Exploring reading habits and academic success in rural Kenya. *IFLA Journal*, 41(4), 353-363.
- Neumann, William L. (2000). *Social research methods: qualitative and quantitative methods*,4th ed. California: Allyn & Bacon.
- Odini C (2002). The book chain in Kenya. In D. Rosenberg, ed. In: *The book /chain in Anglophone Africa*. London: International New York for the /Availability of scientific publication.
- Ogbonna, Andrew Uchenna & Obiozor, Roseline Nkechi (2009) Strategies for improving reading culture in children in Anambra state. *Anambra state Library and Information Science digest: Journal of Nigeria Library Association Anambra state chapter*.Vol. 3, pp 24-32.
- Olaofe, I.A. (2003). Building a reading culture in communities where adverse situations thrive. In A.E. Arua, J. Umolu, T. Oyetunde, & C.E. Onukaogu (Eds.), *Reading for all in Africa: Building communities where literacy thrives* (pp. 96–100). Newark, DE: International Reading Association.
- Onyejiaku, F.O.(1989)Techniques of effective study.A manual of for students in colleges and

- universities, Calabar, Wusen Press
- Popova, Maria (2012) Francis Bacon on Studies Retrieved from <http://www.brainpickings.com>
- Ribeiro, V.M. (2001). Literacy and Attitudes: Research among Adults in the City of Sao Paulo. Brazil, Adult Education and Development.
- Riley, W., Hays, R.D., Kaplan, R.M. & Cella, D., (2014). Sources of comparability between probability sample estimates and nonprobability web samples estimates. In *Proceedings of the 2013 Federal committee on statistical methodology (FCSM) research conference*.
- Sullivan, A. & Brown, M. (2010) Social inequalities in cognitive scores at age 16: The role of reading. *CLS Working Papers Vol. 2013(13/10)*
- Sandars, M. (2007). Creating an optimum reading culture in the Low Countries: The Role of Stitching Lezen: The National Platform for the Promotion of Reading in the Netherlands. Amsterdam, Netherland.
- Sisulu, Elinor (2004). The culture of reading and the book chain. How do we achieve a quantum leap? *keynote Address at the symposium on cost of culture of reading in Pretoria*. Retrieved January 3, 2016 from www.nlsa.ac.za
- Smyth (2004) "Exploring the usefulness of a conceptual framework as a research tool: a researcher's reflections." *Issues in educational research*, 14(2), 167-180.
- Softkenya.com (2013). Reading culture in Kenya. Retrieved from <http://softkenya.com/education/reading-culture-in-kenya/>
- Taylor, S.J., Bogdan, R. & DeVault, M., (2015). *Introduction to qualitative research methods: A guidebook and resource*. John Wiley & Sons.
- Tella, A. & Akande, S. (2007) Children's reading habits and availability of books in Botswana primary schools: importance of achieving quality education. *The reading matrix* 7(2)
- Vygotsky, L. S. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.
- Vygotsky, L. S. (1987). Thinking and speech. In *The Collected Works of L. S. Vygotsky*, Vol.1 (pp. 37–285), New York: Plenum. (Original work published 1934).
- Wawire F (2011). Reading culture, cultivation and its promotion among pupils: a Kenyan perspective. *International Research Journal of Library, Information and Archival Studies* Vol. 1(1) pp. 001-005, Available online <http://www.interestjournals.org/IRJLIAS>
- Webster, M. (1985). Webster's ninth new collegiate dictionary. Meriam-Webster Inc

This is an open-access article published and distributed under the terms and conditions



of the **[Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/)** of United States unless otherwise stated. Access, citation and distribution of this article is allowed with full recognition of the authors and the source. Authors seeking to publish with an Internationally Peer Reviewed Journals should consider <https://www.ijcab.org/> by writing to the Editor at editor@ijcab.org or submitting online at <https://journals.ijcab.org/journals/index.php>. The articles must be quality and meet originality test.