

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

The Role of Internal and External Factors in the Cultivation of Life-Long
Reading

Habits of Tweenagers in Accra

By

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DECLARATION

I hereby declare that this submission is my own work towards the MA Publishing Studies and that, to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University except where due acknowledgement has been made in the text.

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ABSTRACT

The inculcation and development of good reading habits amongst adults and children is fundamental to the realisation of quality education and improvement in literacy in Ghana and other African countries. A good reading habit, especially one that includes reading for pleasure, is an essential life skill. It does not only increase our knowledge; it also helps in our mental development, develops our maturity and character, sharpens our thinking skills and widens our consciousness in societal and worldly issues. The reading culture in Ghana is on the decline. The general lack of reading interests among Ghanaians is evident in our lifestyles. The advent of mobile phones and other technological devices have brought a more attractive mode of reading. However, these devices are used for other activities aside reading. It is against this background, that this study was founded. The study sought to find out the role internal factors such as oneself and external factors such as parents, peers, the school and modern devices play in the cultivation of life-long reading habits of tweenagers in Accra. The study reviewed literature relating to the general overview of pleasure reading, life-long reading habits and factors that influence life-long reading habits. The study was quantitative in design. Questionnaire was used to collect primary data from 187 tweenagers from three basic schools in Accra. Their ages ranged from ten (10) to thirteen (13) years, with a mean age of eleven point five (11.5) years. 28 questions were set to collect data from respondents. The results indicated the following: Tweenagers read for pleasure; they read for information and learning purposes rather than for recreational and relaxation purposes; parents of tweenagers are the main group of people who provide their reading materials but their teachers, the availability of a school library and their peers encourage them to read most. Tweenagers are also internally motivated to read. In sum, all the factors, that is, themselves, peers, parents, the school and modern devices play a significant role in shaping and influencing the cultivation and development of reading habits among tweenagers. It is

recommended that, parents of tweenagers must spend time reading to and with their children from a tender age; tweenagers must be encouraged to discover the value and essence of reading for relaxation, recreation and enjoyment; teachers must be reading models to tweenagers; schools, the government and stakeholders must ensure that they provide libraries in schools and communities, furnish the libraries with books and make them accessible to tweenagers.

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CHAPTER 1

INTRODUCTION

1.0 BACKGROUND OF THE STUDY

Life-long reading habits have been defined by Yoke, Azman & Vasuthavan (2008) as reading habits that are engaged in and developed continuously throughout an individual's life because of the pleasure it brings to the reader. It may also be defined as reading habits cultivated by an individual, which does not only involve reading academic materials but also other materials that broaden, shape and add to the knowledge base of that individual. Such reading skills are important throughout an individual's lifespan, as it has been found to improve reading comprehension, writing style, vocabulary, spelling and grammatical development (Yoke, Azman & Vasuthavan, 2008). Reading is one of the most significant components of any language and it is a vital tool for life-long learning for all learners.

As we respond to new demands and lifestyle changes, reading for pleasure or recreation will go a long way to improve our comprehension, writing style, vocabulary, and grammatical development and provide a beneficial escape into the world of books. Chettri & Rout (2013) asserts that, reading protects people from loneliness – it is their window on life and an unending delight. It brings yesterday and tomorrow into now. They further add that, reading provides the experiences, through which individuals may expand their horizons of knowledge, identify, extend and intensify their interests and gain a deeper understanding of themselves, others and the world. Learning to read, improving and sustaining reading skills encompass a variety of interconnected components (Byrne, 2007). These include students' attitudes towards reading and motivation to read for enjoyment – leisure or pleasure. (Chamberlain, 2007).

Reading is the ability to understand words contained in a document and make use of that knowledge for personal growth and development (Dadzie, 2008). It is one of the three R's with which children start their education. The success and failure of their academic lives depend largely on their ability to read. Though reading may be regarded as a basic skill to be acquired by every learner, adequate efforts should be directed towards its development in children from infancy (Chettri & Rout, 2013).

Psychological studies have shown that improvement in the ability to read leads to improvement in learning ability as a whole, going far beyond mere reception. Good reading is a critical challenge with the write up and ideas of the author. At higher levels of education and with longer texts, the understanding of relationships, sentence construction or structure, and a good interpretation of the context, becomes more significant (Chettri & Rout, 2013).

A creative and rational education involves the habit of personal search or learning. This involves a lot of personal studying, thinking and analysis of anything that is read or studied. Personal study, which is learning or reading on one's own accord, requires a reading habit. Reading opens the door for a better understanding of an individual's own experiences, provides an exciting journey to self-discovery and broadens the individual's knowledge. Good reading habits are strong weapons, necessary for an individual to excel in life (Owusu-Acheaw & Larson, 2014).

In an article posted on Graphic Online on 24th September, 2015, Agyemang-Duah states that, the marks of a deteriorating reading culture are very obvious in the Ghanaian society. He further added that, these marks are evident through the following:

1. The declining numbers of Ghanaians you literally find reading anything: from newspapers, newsletters, magazines to books.

2. The habits of Ghanaians while they are idle, or waiting for a flight, train, bus etc. or how they use their time while on a long distance journey. Many will prefer to watch a movie or sleep instead of picking up something to read.
3. The waning number of publishing houses, and well-stocked bookstores.
4. The waning number of newspaper subscriptions and readers.
5. The stagnant number and use of public and community libraries outside academic institutions.
6. The falling educational standards fairly due to the increasingly waning interest of students in reading beyond recommended course materials.

There is a common adage that says, “If you want to conceal your treasure away from an intruder, hide it in a book” (Agyemang-Duah, 2015). There is another version of this adage that says, “If you want to hide something from a Ghanaian or African, hide it in a book”. This is a sad notion and we as Ghanaians and Africans must take steps to change this perception about us if we really want to create a literate society.

According to Palani (2012), a reading habit is an essential and important feature in creating a literate society in this world. It shapes the personality of individuals and it helps them develop proper thinking methods, and creates new ideas.

New technological developments in the world today continue to affect the interest of teenagers in reading books, magazines and journals, etc. It is therefore necessary that reading habits are instilled in children at an early age, as reading habits are best formed at young impressionable ages and once formed, can last one’s life time (Green, 2001).

1.1 STATEMENT OF THE PROBLEM

A reading habit, especially one that includes reading for pleasure, is an essential life skill. It does not only increase our knowledge, it also helps in our mental development, develops our maturity and character, sharpens our thinking skills, and widens our consciousness in societal and worldly issues. Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. It enables the reader to constantly add to knowledge acquired and helps readers learn and decipher new words and phrases. This goes a long way to help them in their daily interactions and conversations with others. When developed into a habit, it can become an acceptable addiction which adds to the reader's knowledge on numerous topics and subject areas.

Reading involves more than just recognizing and pronouncing a few characters that are arranged in a particular manner. It is the ability to understand and perceive the meanings of the arrangements within the total context. Thus, readers have to be able to engage in critical and creative thinking in order to relate what they read to what they already know. The complexity of the reading process demands the reader's self-interest, motivation from parents, teachers and peers as well as challenges from modern devices in influencing their reading pattern. These internal and external factors are important in enabling the building of a reading culture in society. (Yoke, Azman, & Vasuthavan, 2008)

In recent times, the development of mobile phones, tablets and electronic reading devices has created a much simpler and attractive method for reading. However, "in an age when browsing the net, playing with funky handsets and passing non-stop SMSs seem to be the order of the day, reading a book in a peaceful corner of a library has become an archaic idea for most people. While technology is slowly taking a steady control over individual lives, the reading habit is fast vanishing into thin air" (The Hindu, 2004).

Studies have shown that in our examination oriented educational system, students do not read beyond reading to pass examinations or tests. The ‘chew-pour-pass-forget system’ of learning does not help either, as students only learn or read what is necessary to score good grades on tests or examinations and there after forget all they have learnt. Knowledge passed on from lecturers or teachers does not go beyond end of semester or end of term examinations. Even though academic reading is the only reading students engage in, there still is a problem as students do not perform well in examinations.

In an article published on Graphic Online on 17th September, 2014, Inusah Mohammed, asserts that,

...the truth is that the Ghanaian student does not read! The Ghanaian student does not cherish books, the nutrients of a fertile brain. The Ghanaian student does not go beyond his notes. Creativity is stifled and innovation almost absent due to narrow dimensions of the mind of the Ghanaian student as a result of the lack of interest in reading. The old concept of ‘go to school, get good grades, and you will get a good job is the order of the day’. Students read only their course materials and have no incentive to excel.

Due to the lack of good reading habits among students, academic performance with respect to examination results has been dismal in recent times, creating a great source of worry and concern for all stakeholders in the educational sub-sector (Issa et al, 2012 as cited in Owusu-Acheaw & Larson, 2012).

This research therefore seeks to examine the roles internal and external factors such as one-self, peers, family, school, society and modern devices, play in the cultivation of life-long reading habits.

1.2 OBJECTIVES OF THE STUDY

Though reading has been proven to be an essential life skill by numerous researchers, it is taken for granted by most Ghanaians. Aside reading course materials and work related documents, most Ghanaians do not read. A lot of articles and a number of researches have been published to this effect (Mohammed, 2014; Owusu-Acheaw & Larson, 2012; Agyemang-Duah, 2015; Addo, 1964). This may be because the cultivation of reading habits, especially pleasure reading habits, has not been encouraged by stakeholders and players in our society.

The publishing industry in Ghana has been a challenging one, and the struggle to survive in this market of a non-reading people, has been tough. With the poor reading culture in Ghana, the falling of the quality of education and our lifestyles, the market for books in Ghana has been quite bleak (Sakyi, 2012). As a result, most publishers have focused on business survival and market research has led them into academic and scholarly publications. A few publishers have created a niche in religious publications considering the rising number of religious following in this country. However, a clear majority concentrate their resources on producing text books and supplementary readers since that market is sure and has a lower risk of loss than other types of publications. As such, few to none among publishers in Ghana publish materials for pleasure reading. The culture of reading story books and other materials that has nothing to do with school and work is practically nonexistent and the little that exists is dying slowly.

A random question posed to students of the Department of Publishing Studies of KNUST showed that most of the pleasure reading materials students claimed to have read were actually books that are used as course materials and not books they bought and read on their own volition. In order for our society and we as Ghanaians to move towards becoming a

literate society, reading habits, especially reading for pleasure must be encouraged. Against this background, the objectives of this research are as follows:

1. To investigate the pleasure reading habits of teenagers in Accra.
2. To examine the roles that individuals themselves, parents, school and modern devices play in the cultivation of life-long reading habits.
3. To identify the factors that will motivate teenagers to be more interested in reading.

1.3 RESEARCH QUESTIONS

1. What pleasure reading habits do teenagers in Accra have?
2. What roles do individuals themselves, parents, school and modern devices play in the cultivation of life-long reading habits?
3. What factors that will motivate teenagers to be more interested in reading?

1.4 JUSTIFICATION AND SIGNIFICANCE OF THE STUDY

As this research is an academic exercise, the results will add to the body knowledge in the area of reading for pleasure, creating life-long reading habits and will provide further insight into the pattern of reading behaviour among teenagers in Accra. It will also help to increase awareness on the current situation as well as inform all the players involved in inculcating and motivating reading habits among people in Ghana. Though this research was small-scaled, it will be very significant in the framework for instilling and promoting life-long reading habits among Ghanaians, including people at all levels of academia and from various backgrounds. After all, it is the young child reader who grows to be the well-read, well-informed, skillful, knowledgeable teacher, doctor, lawyer, mechanic, driver, accountant and

worker in the country. As the slogan of the Ghana Book Publishers Association goes, “a reading nation is a winning nation”, so if tweenagers read, they will remain readers in their adulthood and this will benefit the country in the long run.

1.5 SCOPE OF THE STUDY

This research covers only tweenagers from three basic schools in Accra. Their ages ranged from ten (10) years to thirteen (13) years with the mean age of eleven and half (11.5) years.

1.6 DEFINITION OF KEY TERMS

READING: A complex cognitive process of decoding symbols in order to construct or derive meaning.

LIFE-LONG READING: The act of any reading an extensive variety of books and publications is primarily for enjoyment.

FACTOR: Anything that contributes causally to an outcome

INTERNAL FACTOR: Reactions individuals create inside themselves in response to a phenomenon.

EXTERNAL FACTOR: Circumstances or situations outside the individual that he or she has little or no control over.

TWEENAGERS: Children who are approaching or are in early teenage years. That is, ages ten (10) – thirteen (13).

CULTIVATION: The process of socialisation through training and education to develop an individual’s mind or manners.

1.7 ORGANISATION OF WORK

This research work contains five chapters. The details of these chapters have been outlined below.

1.7.1 CHAPTER ONE

This chapter is the foundation of the entire project work. It provides enough information for anyone who wants to know what the project is about, what necessitated it and its importance to academia and other stake holders. In this chapter, the area of the study is introduced, the statement of the problem, objectives of the study, research questions, significance of the study, scope of the study, definition of key terms and the structure of the study are also spelt out.

1.7.2 CHAPTER TWO

This chapter is dedicated to reviewing related literature and other scholarly works that have been written on reading habits and the factors that affect the life-long cultivation of reading habits. It provides a general overview of reading, reading habits, the factors that affect life-long reading habits, and reading habits among Africans. It also provides background information about Bloom's Taxonomy of Affective Domain, the theoretical framework used in this study. Newspapers, reports, magazines, journals from the various sources such as Research Reading Quarterly, ERIC, Taylor and Francis, and many other works of a cerebral nature were consulted.

1.7.3 CHAPTER THREE

In this chapter, the methods of data collection and data analysis are discussed and broken down. The methods chosen are stated and justified. This chapter also outlines and discusses

the research process, design, population, sample size, data collection methods, and data analysis.

1.7.4 CHAPTER FOUR

This chapter is dedicated to data collection and analysis. Findings are stated and discussed. It is therefore the application of the methods for data collection and analysis stated in chapter three.

1.7.5 CHAPTER FIVE

In this chapter, inferences are made based on the results from the data collected, and conclusions and recommendations will be made for the consideration of all stakeholders.

CHAPTER 2

LITERATURE REVIEW

2.0 INTRODUCTION

For the past several decades, a lot of time has been devoted to the study of reading (Clark & Rumbold, 2006; International Reading Association, 2014; Bordonaro, 2011; Owusu-Acheaw & Larson, 2004; Sanacore, 2002; etc.). The focus of this chapter will be to examine and review available literature on the factors that influence life-long reading habits. First of all, literature on research and other studies on pleasure reading and their benefits will be discussed. Then, research regarding life-long reading habits will be discussed. Factors which may influence and /or inhibit the cultivation of life-long reading habits of teenagers in Accra will be introduced and discussed. Finally, Bloom's Theory of Affective Domain will be discussed in the theoretical framework in relation to reading and the cultivation of life-long reading habits.

2.1 PLEASURE READING

According to the International Reading Association (2014), pleasure reading, also known as recreational reading, leisure reading, voluntary reading, or independent reading, is the independent, self-selected reading of various materials for personal and social purposes. They add that, it may be engaged in and out of school and also at any time and place. Pleasure readers usually select from a wide range of books, including narrative fiction, nonfiction, picture books, e-books, magazines, informational books, newspapers, comic books, and graphic novels. Materials may also be acquired from book stores, libraries, social media, blogs and websites. Pleasure reading is generally intrinsically or socially motivated and is a delightful activity for the pleasure reader. (International Reading Association, 2014)

Clark and Rumbold, (2006) define pleasure reading as reading that is done on an individual's free will as a result of the satisfaction that he or she will get from the act of reading. It also refers to reading that having begun at someone else's request, we continue to do because we are interested in it. It also usually involves reading materials that reflect our own choice, at a time and place that best suit us (Clark and Rumbold, 2006).

Bordonaro, (2011) states that, recreational reading, also referred to as pleasure reading, involves the freedom of readers or learners to choose their own reading materials. When readers are given the freedom to choose what they want to read, they will be encouraged to read books and materials in areas and subjects that stimulate their interests. By reading of large amounts of self-selected materials, it is expected that pleasure readers will strengthen their language skills (Bordonaro, 2011).

According to Nell (1988) as cited in Clark and Rumbold, (2006), reading for pleasure is a form of play that gives us the opportunity to experience other worlds and roles in our minds and with our imagination. They further describe reading for pleasure as an informative, activity, which is formed by an individual's expectations and experiences as well as by the social contexts in which it takes place (Clark and Rumbold, 2006).

Throughout all the definitions of pleasure reading, the factors that run through show that pleasure reading is fun, informal study and a non-school recreational activity. It may take place in school, at home and at any other place which is convenient to the reader. The definitions also show that, reading for pleasure is consequently much more than an activity just for leisure or relaxation. It is also a way of connecting with text, characters and the writer or author. It offers a lot of benefits for readers of all ages or levels in life. Also, although the inculcation of life-long reading habits is more effective when started in the early years of an individual's life, it is never too late to start reading for pleasure and reaping the enormous advantages it brings.

Clark and Rumbold, (2006) have outlined a number of benefits that individuals derive from cultivating a habit of reading for pleasure. The main areas of the benefits of reading for pleasure they outlined are as follows:

1. Literacy related benefits;
2. Impact on reading achievements;
3. Increase in general knowledge;
4. An improved grasp and understanding of the knowledge of other cultures;
5. Improvement in participation in society;
6. A better comprehension of human nature and decision-making;
7. Enhancement of reading and writing skills;
8. Better understanding of text and grammar;
9. Increase in the scope of words and expressions;
10. Affirmative reading attitudes;
11. Better self-confidence as a reader; and
12. Desire to read in later life.

They further add that, events focused on reading for pleasure can also promote or enhance social skills in children and combat feelings of loneliness in adults. In general, when individuals cultivate a habit of reading for pleasure, they perceive the value of reading as an impulsive and appealing process. As a result, they tend to read with a sense of purpose. This reinforces their developing reading habits (Sanacore, 2002, as cited in Clark and Rumbold, 2006).

The International Reading Association (2014) also indicates that, because interesting texts provide logical input as well as practice with reading, leisure reading offers many benefits for

leisure readers and English learners. They also outlined the following benefits readers derive from cultivating a habit of reading for pleasure:

1. Reading comprehension;
2. Language;
3. Vocabulary development;
4. General knowledge;
5. Empathy for others;
6. Self-confidence as readers;
7. Motivation to read throughout their lives; and
8. Positive attitudes toward reading.

Reading researchers have established that, there is a positive relationship between the amount of pleasure reading children do and their achievement in school. Studies also show that interest in reading for pleasure tends to relate with high levels of achievement in school and in life.

Morrow (1983) as cited in DiGiovanna, (1994) reports that children who show independent interest in reading books are observed by teachers to perform significantly higher in school than children with little or no interest in reading books.

A study conducted by Owusu-Acheaw & Larson, (2004) on Reading habits among students of Koforidua Polytechnic and how it affected their academic performance showed that, developing reading habits has prominent impact on performance in school. From this study, the researcher confirmed that reading, not only school materials, but also other materials for pleasure reading, considerably impacts the learning skills of students, and consequently their academic performance. The study also revealed that, students who had good reading lifestyles

were able to comprehend examination questions easily and generally better articulated themselves than those who did not have any reading skills.

Pleasure reading, helps students to acquire and improve their creative skills. This increases their consciousness of their experiences, stimulates and appeals to their individual and emotional reactions (Brown, n.d.). Through reading, they also score high marks on tests and examinations, perform better in the areas of social and emotional maturity, develop good work habits and language arts skills.

Apronti (1991) outlines certain conditions that must be satisfied if reading for pleasure is to grow in any society.

1. People must be literate enough to view reading not as a chore or for examination purposes, but rather as an activity that is pleasurable and exciting.
2. People must have and engage in leisure activities and, leisure periods should correspond with the availability of favourable activities for reading.
3. Books should be easily accessible and suitable to various age groups.

Reading in general is essential to the well-being of society and the quality of our daily lives. Engaging in pleasure reading provides a life-long source of pleasure for everyone irrespective of their age and level in life. It develops our critical thinking skills, augments compassion and helps us understand each other, increases our emotional intellect and helps us to appreciate other people's points of view. It lays the foundation for future learning, inspires us and helps us develop our imagination. It is a lifetime culture that must be transferred from generation to generation. It is very essential for society to have a large portion of the population readers in order to create a literate society and also, so we can have control and make effective changes in our lives and in the development of our nation.

2.2 LIFE-LONG READING HABITS

Children's reading habits have for a long time, been an issue of concern for teachers, parents, librarians, and other interested parties all over the world (Majid & Tan, 2007). Over the years, researchers have also conducted research into how students and children can be encouraged to get into the habit of reading as a pleasure activity. According to Chettri and Rout (2013), the ability to read is at the heart of self-education and life-long learning, hence developing a life-long reading habit is a very vital matter which is not only about pleasure but is also essential and is the fundamental mechanism for education. As a result, developing a love for reading as a life-long habit is very important and should not be left to chance (Spiegel, 1981).

According to Majid and Tan (2007), pleasure reading promotes the development of reading as a life-long habit. They add that, its cultivation and development strengthens both linguistic aptitudes and fluency and provides other numerous benefits to the reader. Royce (1995) as cited in Majid and Tan (2007) adds that children develop their reading abilities when they love and appreciate reading. This occurs when they engage in pleasure reading.

Sanacore (1997) therefore advocates that, encouraging the love of reading for a lifetime should be considered as a vital goal for all stakeholders. He adds that, becoming a life-long reader should be considered as a fundamental skill to be inculcated and nurtured because reading extensive and diverse develops the potential for a knowledgeable people and for a better society. To him, for students and children to consider reading as a serious way of life, they need exposure to literature and fact-based books and other meaningful reading resources.

"Lifetime readers are made, not born. The love of reading is not innate; it is a habit which must be cultivated." (Lesesne, 1991; p. 61). As a result, life-long learners are first and

foremost life-long readers. They are self-motivated; find value and pleasure in reading. Hence, they read, learn and evolve throughout their lifetime. Also, life-long readers are not just strong, capable readers, they love books and reading. (Research Report - Lifelong Readers, n.d.). To Sanacore (1997), life-long readers are good consumers of text. An essential influence in the development of the reading habits is to take note of and be around effective readers.

There are many factors that motivate reading among children. An international survey conducted in the UK and in twelve developing countries including Nigeria, Uganda, Zimbabwe, Sierra Leone, etc. revealed that nearly one-half of the UK students who participated in the study said that they read for relaxation while a majority of children who participated in the study from the developing countries revealed that they read books for passing examinations (Books Aid International, 2003 as cited in Majid & Tan, 2007). Another study of young people in Britain, aged between 11 and 18 years, found that peer influence was the top most reason for engaging in reading books (Market & Opinion Research International - MORI, 2004 as cited in Majid & Tan, 2007). A survey of 431 pre-kindergarten through grade eight students in the United States also found that, 71 percent of the students who perceived themselves as good readers had a positive attitude towards reading while none of the students who regarded themselves as poor readers enjoyed reading (Majid & Tan, 2007).

Additionally, a study about the reading habits of Koforidua Polytechnic students and how it affects their academic performance also revealed that 75.0% respondents were motivated to engage in reading just to pass examinations (Owusu-Acheaw & Larson, 2014). Furthermore, the West African Examination Council in Ghana has time and time again attributed the poor performance of students in the Basic Education Certificate Examinations (BECE) and West African Senior Secondary School Certificate Examinations (WASSSCE) to poor language

skills and has recommended that students are encouraged to spend time reading good books and developing reading habits. (WAEC, 2006; WAEC, 2011)

Fayose, (2003), postulates that, the lack of practice with newly acquired reading skills is one of the reasons why literacy programmes fail in African countries. To her, the more children read, use libraries and other information centres, the better they will be at merging various skills and developing life-long reading interests.

In developing life-long readers, it is important to note that, children need to be motivated and encouraged to engage in reading and develop it into life-long habits. For this reason, Majid and Tan (2007) asserts that reading is an elementary skill which ought to be inculcated during the early stages of life and constantly encouraged to enable people turn out to be life-long readers. They further add that, one established way for improving the overall reading habits and skills is through the promotion of leisure reading.

Sanacore (1989; p. 13), in his study of “Creating the Lifetime Reading Habit in Social Studies”, made the assertion that,

Students will not become lifetime readers unless they frequently experience reading as a pleasurable activity. By providing class time for reading self-selected resources, the social studies teacher increases the potential for generating the long-term habit of reading. Not only does in-class reading support the importance of reading for pleasure but it also gives students opportunities to realise that social studies materials provide both valuable information and much enjoyment. The teacher's basic roles include encouraging the use of literature, using a variety of materials, reading aloud, and avoiding conditions that discourage reading. Although these roles are recommended for social studies teachers, they can be applied to virtually every content or subject area.

Furthermore, other vital approaches for inspiring the life-long love of reading are helping children by engaging in a number of activities that will inspire them. These approaches include, being a reading model to children, providing reading time, giving them the opportunity to choose what they read, giving them access to materials, reading aloud to them or with them, providing them the opportunity to connect with other readers and making and keeping reading as a fun activity (Duncan, 2010). Additionally, Trelease (1989) as cited in Sanacore (1997), add that these approaches will form and reinforce an affirmative attitude towards reading. This affirmative attitude is the basis upon which reading appetites can be built.

Reading aloud is to read audibly interesting stories on a daily basis with children. Conducting read alouds affords literacy learners powerful opportunities to develop mental maps for successful reading (Sanacore, 1997). Trelease (1989) as cited in Sanacore (1997) adds that, reading aloud informs, assures, entertains, arouses curiosity and inspires children.

Sanacore, (1999) as cited in Clark and Rumbold (2006), asserts that, inspiring and respecting children's reading choices are important steps toward helping them develop uniqueness and independence toward reading. Krashen (1993) as cited in Clark and Rumbold (2006) further reiterates that, students who choose what they read and read in informal environments have the tendency to be more motivated, read a lot and demonstrate superior improvement in their linguistic and literacy skills.

On the whole, it is evident that, a number of factors come into play in the inculcation and encouragement of life-long reading habits in children. Reading habits need to be built and encouraged from infancy. Children must be introduced to materials that they will have fun reading and be given the opportunity to pick what they want to read. Programmes and strategies must also be developed to encourage and promote reading habits that will be used throughout the children's lifetime. As Ribovich and Erickson (1980), put it, because reading

attitudes stayed considerably the same from childhood, through adolescence, to adulthood, childhood seem to be an essential foundational stage in the inculcation and building of reading habits. Furthermore, they add that, there is the need for the development of programmes to discover ways by which all the significant stakeholders in the development of children's reading habits can introduce, grow and communicate the value of reading in children.

In conclusion, "Reading holds a special place in the lives of many older adults because of a number of influences, particularly their early years and their amount of education. Educators who are aware of these influences and know something about the ways reading functions for people throughout their lifetimes can then ponder means to increase the usefulness of reading programs" (Ribovich and Erickson, 1980; p. 26).

2.3 FACTORS THAT INFLUENCE LIFE-LONG READING HABITS

The reading habits of children have been an issue of interest for researchers, parents, educators and other stakeholders for a very long period of time. There are many motivational factors that influence people's reading habits. According to Clark and Rumbold, (2006), researchers and stakeholders have become more and more conscious of the significance of reading motivation in explaining literacy behaviour. Guthrie and Wigfield (2000; p. 408) as cited in Clark and Rumbold, (2006; p. 14), states "that motivational processes are the foundation for coordinating cognitive goals and strategies in reading". In effect, motivation to read and the ability to read, are the basis upon which reading habits are founded. Clark and Rumbold (2006) in their study assert that, intrinsic (internal) and extrinsic (external) motivation are two aspects of reading motivation, based on varied explanations or goals that produces a behaviour.

Ryan and Deci (2000) on the other hand, define intrinsic (internal) motivation as an activity that is done based on individual interest in the activity itself and extrinsic motivation refers to the doing of an activity in reaction to “external values and demands”. As such, children who are internally or self-motivated to read will read, because they are interested in reading for pleasure but children who are externally motivated to read will read because they have either been asked to by a parent or teacher or there is a reward for reading. According to Clark and Rumbold (2006), studies relate intrinsic (internal) inspiration to read to:

1. “Greater reading frequency and greater breadth of reading”
2. “Greater reading enjoyment”
3. “Greater retention of key information”
4. “Greater persistence in coping with difficulties, mastering the required skills and becoming self-determined in reading tasks”

To them, intrinsic (internal) motivation to read is also linked to the importance of reading, which denotes the acceptance of reading as a valuable activity; curiosity, which is the craving for acquiring knowledge about a specific topic of personal interest; involvement, which is the delight or satisfaction derived from reading some types of materials or information texts; and preference for challenging reading which is the fulfillment derived from learning or following difficult ideas in the text (Clark and Rumbold, 2006). When, children get enjoyable and gratifying interactions with books, they begin to appreciate the internal enjoyment and satisfaction that can be acquired by reading (McKenna, 1994 as cited in Baker, Scher & Mackler, 1997).

Peers play an overriding role in an individual’s life and influence their beliefs, outlook on life and deeds. Peer influence with regards to reading has been shown by studies to be a much less researched area compared to other factors that influence reading. However, peer relationships have also been shown to impact a young person’s general idea of themselves.

For example, researches on the effects of peers on accomplishments have shown that children's ambitions and desires are fairly comparable to those of their peers. As such, a child who wants to fit in with the crowd, though brilliant, may choose not to work hard in school if his or her peer group does not see accomplishments as important. Similarly, peers are powerful in influencing young people's reading choices. (Clark, Osborne & Akerman, 2008).

The influence of peers on each other is particularly potent in the adolescence years and so well-documented it can be accepted as a straightforward principle. However, peer influence on reading habits is not so apparent. In a library study, one of the predominant reasons given for choosing a book was the book being "a recommendation from a personal friend" (Palmer, 1995 as cited in Magdalena du Toit, 2001). This knowledge about peer influence being a commanding impact on young people can be used by teachers and stakeholders to develop their reading skills (Magdalena du Toit, 2001).

Parents and the home are one of the primary influences in the foundation of a desire for a positive reading habit in their children. Parents who take the time to read to and with their children are not only initiating them onto the path of literacy but also are setting good examples for them (Tella & Akande, 2007). Parents and the home environment are vital to the primary introduction to reading and the nurturing of a love of reading in children. Eighty four percent (84%) of pupils in a survey for Reading Connects showed their mothers had "taught them to read". Parental participation in their children's reading practices is a more "powerful force than other family background variables, such as social class, family size and level of parental education" (Flouri & Buchanan, 2004 as cited in Clark and Rumbold, 2006).

According to Tella & Adeyinka (2007), some key features of the home that contribute to the reading habits are;

1. Activities Fostering Literacy

2. Language in the Home
3. Economic Resources
4. Socio-Cultural Values
5. Home School Connection
6. Students' Out-of-School Literacy Activities

In many developing countries, parents with little or no literacy skills are an obstacle to the inculcation of reading habits in children. A greater part of the problem of lack of a reading culture in Africa is the lack of good examples for children to emulate. Also, socioeconomic factors and the desire of parents to provide the basic needs for their family has created a situation where parents leave home very early and return late at night and as a result have no time to read with their children or encourage them to read. Rosenberg (2003) as cited in Arthur (2006), suggests that, the creation of generations of non-readers in Africa is as a result of children not seeing parents, educators, librarians and other adults reading. As such, the lack of a reading culture is being passed on from generation to generation.

It is quite clear that, parents and the home environments are also major influences in the fostering of life-long reading habits in children. It is highly necessary that parents are aware of this role they play and also recognise that this role does not end once the children begin school.

After parents, teachers and the school become the next important players in nurturing and developing children into readers. This is not only as a result of the fact that they primarily choose what children read in class, but more importantly because the school environment and the teacher's individual attitudes towards reading directly and indirectly influences the pupils (Irving, 1980:9 as cited in Magdalena du Toit, 2001). Occasionally, a child's reading habit can develop from a special relationship with a teacher who encourages them to read through a variety of methods. Teachers reading habits can also have a solid and permanent impact on

students' reading habits (Pitcher et al. 2007 as cited in Duncan, 2010). Teachers need to embrace passionate attitudes toward reading and openly share their personal reading lives with their students. They can help influence the perceptions and beliefs of readers and nonreaders in their classes by discussing books or just citing current reading activities they enjoyed (Duncan, 2010). Being a reading model is one of the best ways by which teachers can impart reading skills in their pupils and students. It is important that teachers encourage students to keep records of what they have read, discuss their readings with them and also recommend books they read and enjoyed as children to their pupils (Brew, 2006).

In most parts of Africa, reading is regarded as an academic activity and is only done to pass examinations. In Kenya for instance, reading has been closely linked to only reading text books (Brew, 2006). Fayose (2003) also observed that, the main incentive for reading in Nigeria are purely materialistic, as they are done to pass examinations, get certificates and get good jobs. He adds that, most Nigerians therefore see books as a means to an end. This situation is not so different for what pertains in Ghana.

According to Magdalena du Toit (2001), one of the foremost reasons for the waning reading habits among pupils is that the school doesn't provide adequate time – if any - for voluntary, pleasure reading. Much of the reading done in school focuses more on academic materials for passing exams or for gathering academic information. Reading as a pleasure activity is basically not a priority. Even though most schools have a good stock of literary materials, they do not motivate the pupils to read them and surely do not create specific times for the pupils to read for pleasure. The solution, though apparent, the schools just do not create the time necessary for general pleasure reading. This is because schools are mainly focused on helping students study to pass exams and boost their academic rankings, instead of helping students discover other worlds and learn through pleasure reading. Also, since time immemorial, reading in schools has been taught as an obligatory skill to be used only in

academic pursuits (Brew, 2006). To Magdalena du Toit (2001), this method of teaching and learning in schools eventually disrupts the purpose of reading instruction. If teachers and the school can nurture and impart the value and essence of reading in pupils, it is highly possible that, students would continue to read for the rest of their lives (Palani, 2012).

The developing role of information communication technologies and modern devices such as tablets, mobile phone and other devices are imparting and changing the reading habits of people. The world is going digital and electronic books and other electronic materials are increasing people's use of the library and other electronic resources for pleasure reading. Electronic books or e-books and the internet are altering and creating opportunities for people to access information and consequently, the reading habits of readers (Chettri & Rout, 2013). Aliu, Olaseni and Mathew, (2012) add that, ICTs do not only affect learning in the classroom, but also influence the reading habits of pupils at home. Some researchers on the other hand have observed that, ICTs have damaging influences on the reading habits of teenagers. Loan, (2009), states in his study that, significant evidence confirms that reading habits are decreasing "parallel to the advancement of new technologies". He further reiterated that, modern day technologies especially televisions, cinemas, cell phones, computers and the Internet are major threats to reading habits. He adds that these new technological devices have developed into "Time Eating Machines" and stakeholders have to find ways to attract new generations to reading by keeping a sense of balance in the use of old and new technologies.

2.4 THEORETICAL FRAMEWORK

The theoretical framework for this study is Bloom's Taxonomy of Affective Domain. Benjamin Bloom (1948), developed taxonomies or groupings of logical actions and learning

in order to ascertain and evaluate progressively advanced acquisition of knowledge. This theory involves the emotional ways we handle things, such as our feelings, values, appreciation, enthusiasm, motivation and attitudes (University of Minnesota Duluth, n.d.). It also defines behaviours that relate to attitudes and values, and involves learning results which relate to those behaviours, attitudes, and values (Crafton Hills College, (n.d.).

Reading habits are nurtured through the process of receiving reading materials, responding to the materials read by exhibiting an understanding of the text, valuing reading activities by connecting them to ones principles or assertiveness, organising the value of reading as an important activity and finally, internalising the values and forming a commitment toward engaging in reading activities (Yoke, Azman & Vasuthavan, 2008).

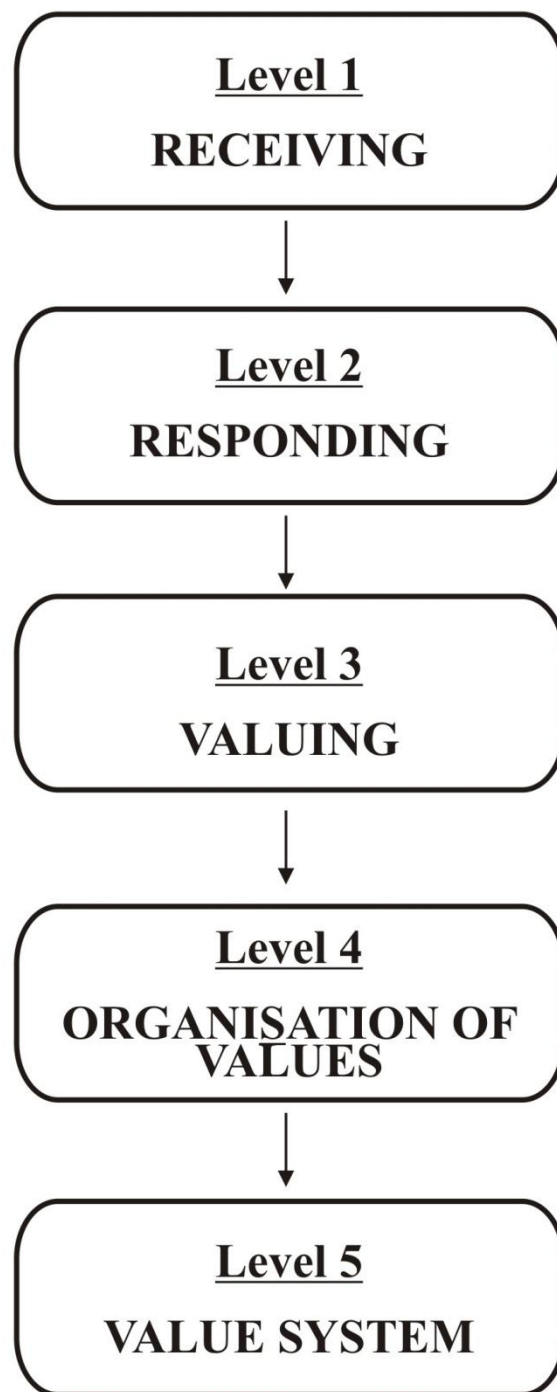


Figure 2.1: Bloom's Taxonomy of Affective Domain (Yoke, Azman & Vasuthavan, 2008).

The growth of the affective domain begins with receiving phenomena. This is the first level of its development. In this level, learners become aware and conscious of the attitude,

behaviour or value to be imparted (Crafton Hills College, (n.d.). In this level, learners must be keen to be given or accept and recognise the given stimulus (Yoke, Azman & Vasuthavan, 2008).

The second level of the affective domain has to do with responding to the phenomena. In this level, learners must react or show some change as a result of exposure to the attitude, behaviour or value (Crafton Hills College, (n.d.). This response may involve the learner willingly responding to the phenomenon without coercion and getting some satisfaction from the response (Yoke, Azman & Vasuthavan, 2008).

In the third level of the affective domain, learners recognize the value of the phenomenon and show this value by taking part and being committed to the phenomenon (Crafton Hills College, (n.d.). In this level, learners might place worth on the phenomenon, and will not only be willing to be branded by it, but also will commit to pursuing it, adapting to it, seeking it, prefer it over others, and have strong beliefs about it (Yoke, Azman & Vasuthavan, 2008).

The fourth level of the affective domain has to do with organisation of values. In this level, learners organise their values into precedencies by differentiating between different values, solving conflicts between them, and forming their own distinctive value system (University of Minnesota Duluth, n.d.). With this recognition, learners organise these acquired values into a “system of beliefs, determine interrelationships among them, and establish a hierarchy of values within the system (Yoke, Azman & Vasuthavan, 2008).

The fifth and final level involves learners embracing steady behavior as an established value, irrespective of the challenges involved or the price they will have to pay (Crafton Hills College, (n.d.). Learners will regularly behave according to the values they have adopted and incorporate their views, thoughts and outlooks into their total lifestyle or world view (Yoke, Azman & Vasuthavan, 2008).

In relation to this study, Bloom's Taxonomy of Affective Domain reveals that, for individuals to have a habit and insightful perceptiveness for life-long reading, they must go through all the five levels of the affective domain. At the end of the process, they will receive reading behaviours, appreciate its value and worth and as a result inculcate it into their lifestyles.

Bloom's Taxonomy theory has been applied in various studies on the factors that affect the life-long reading habits and on learning behaviours (Yoke, Azman & Vasuthavan, 2008, Amer, 2006, Crafton Hills College, n.d.).

In relation to this study, this theory reveals that, for individuals to have a habit of life-long reading, they must go through all the five levels of the affective domain. At the end of the process, they will receive reading behaviours, appreciate its value and as a result, inculcate it into their lifestyles. Also, Bloom's Taxonomy of Affective Domain will be used to gain an understanding of the factors that influence the life-long reading habits of teenagers in Accra. Since this theory involves the emotional ways we handle things, such as our feelings, values, appreciation, enthusiasms, motivations and attitudes (University of Minnesota Duluth, n.d.), it is appropriate for this study which seeks to find out the values, appreciation, enthusiasm, motivations and attitudes of teenagers in Accra with respect to life-long reading. It will also provide an understanding of how teenagers are influenced to receive, respond, value, organise values acquired and create a value system of reading.

CHAPTER 3

METHODOLOGY

3.0 INTRODUCTION

This chapter describes and explains the methods used in this research. It is the structure or blueprint that lays down the details in conducting the research. This chapter explains the data collection methods and sampling techniques. Quantitative research design methods will be employed to collect, analyse, and interpret data. Quantitative research is a study which involves the use and analyses of numerical data using statistical techniques. (DME for Peace, n.d.). With quantitative research methods, a large sample can be used; results are statistical, valid and accurately reflect the population (Research Methods, 2015). Quantitative method is used here because, the purpose of this research is to gain knowledge about the internal and external factors that influence the life-long reading habits of tweenagers in Accra, an implication of numbers, volumes and quantities.

3.1 DATA COLLECTION METHODS

3.1.1 PRIMARY DATA

Primary data was collected specifically to address the research problem and answer the research questions. This form of data collection involves working in a laboratory, in the field, or with a collection of raw data, original documents and genuine artifacts to make firsthand findings (Maimon & Peritz, 2003). After reviewing literature on studies conducted on similar topics in different jurisdictions, the survey method of data collection was employed in this research. The survey method is a method of data collection where a researcher asks questions of a respondent (Beins & McCarthy, 2012). Generally, researchers use surveys to study the

characteristics, actions or views of a large population. They are flexible and can be used to forecast future events (Opoku-Amankwa & Graham, 2009). Questionnaire was the primary tool which was used for the collection of data.

3.1.2 SECONDARY DATA

Secondary data was also gathered from other secondary sources such as books, lecture notes, published and unpublished students' theses and research papers, in libraries and on the internet. This data was used to compare the phenomenon presented by primary sources.

Secondary data is data that is collected or gathered from the works or researches of other researchers, reports and articles. It includes both data that has already been collected for some other purpose and published works of various researchers (Saunders, Lewis, & Thornhill, 2007). Secondary data is not generated by the researcher; it is obtained as a "second-hand report" and used in the study (Opoku-Amankwa & Graham, 2009). Advantages of working with secondary data are economy and the breadth of data available. Since other researchers have already gathered the data, the researcher saves time and money or uses considerably less resources. Using secondary data is generally cheaper as compared to gathering data from primary sources (Saunders, Lewis, & Thornhill, 2007).

Another advantage of using secondary data is that, the data collection process is informed by expertise and professionalism that may not be available to smaller research projects (Boslaugh, n.d. as cited in Amusu, 2014).

3.2 SAMPLE AND SAMPLING TECHNIQUES

3.2.1 SAMPLE

Three basic schools were selected as the sample population. Participants were selected from two private basic schools and one public basic school in Accra. The selected schools were Kay Billie Klaer Academy, located at American House, East Legon, Pentecost Preparatory School, located at Madina Estates and La Bawaleshie Presby Primary 'A', located at La Bawaleshie, East Legon. Kay-Billie Klaer Academy and La Bawaleshie Primary 'A' School, are located in the Accra Metropolitan District, while Pentecost Preparatory School is located in the La Nkwantanan District. These three schools had pupils from homes with diverse levels of income and their schools also have different standards of education even though they are in the same city. During visit to Kay Billie Klaer Academy, the researcher observed that, the school had a serene and calm environment. Interactions with the pupils showed that they were very intelligent, had the ability to understand very complex questions and even posed some interesting questions to the researcher. It was also observed that, the school's goals, which are "academic excellence, building good character, and development of individuals who can make unique contributions to their society", are being imparted in the best way possible. Pentecost Preparatory School is a mission school, set up by the Church of Pentecost in Madina, in the Greater Accra Region. It was set up to provide affordable and quality education to people in the Madina catchment area and beyond. The School environment is serene and very conducive for learning. La Bawaleshie Presby Primary School is a large public school in La Bawaleshie, a suburb of Accra. It is a school that caters to the educational needs of the people of La Bawaleshie and its immediate environs. The school, like most public schools in Ghana is funded by the government and as such the standard of the school facilities are quite poor. Generally, pupils of this school have a challenge in vocabulary, grammar and their command over the English language is weak.

The school environment may not be very conducive for learning as there are a lot of distractions from petty traders and artisans who have encroached on parts of the school land. Also, the school is located next to a very busy road and as such noises and activity from the road side will be somewhat distracting for the students. These three schools were chosen as the population from which the sample will be randomly selected because, they had pupils from homes with diverse levels of income and their schools also have different standards of education even though they are located in the same city. The researcher chose to use this sample because, reading is an elementary skill, it has to be inculcated during the early stages of life and constantly encouraged to enable children turn out to be life-long readers (Majid and Tan, 2007).

This sample is a convenient sample as it involves pupils or a group of people who are easily available (Beins & McCarthy, 2012). According to Survey Gizmo (2015), it is important to choose a sample of a population for surveys. This is because surveying the total population will be very expensive, certain segments of the population may be missed, and using a statistically reasonable sample is equally effective (Survey Gizmo, 2015).

The total population of the study was 621. To guarantee an equal representation of the schools, 30% of the population of pupils from each school was used to constitute the total sample size. As a result, 187 teenagers from the three schools took part in the study. This sample size resulted in a 95% level of certainty as proposed by Saunders, Lewis, and Thornhill (2007) and a 6 % margin of error. The age range of this sample was from ages 10 to 13 years with a mean age of 11.5 years.

SCHOOL	TOTAL NUMBER OF PUPILS	SAMPLE SIZE / PERCENTAGE
Kay Billie Klaer Academy	93	27.9 (30%)
Pentecost Preparatory School	272	81.6 (30%)
La Bawaleshie Presby Primary 'A' School	256	76.8 (30%)
TOTAL	621	187

Table 3.1: Population of study (Source: Field Data, 2015)

3.2.2 SAMPLING TECHNIQUES

The research made use of simple random sampling techniques to afford every student in the population the probability of being included in the sample. Simple random sampling entails accurately identifying the population and determining some probability so that each person in the population will be represented in the sample (Beins & McCarthy, 2012). In simple random sampling, each member in the population will be given an equal chance of being selected to be part of the sample and the result is likely to reflect the entire population. To guarantee an equal chance for each member, researchers use either the random numbers table or the lot method to select respondents to be part of the sample (Opoku-Amankwa & Graham, 2009). For the purpose of this research, the lot method was used to randomly select respondents.

3.3 DATA COLLECTION INSTRUMENT

The primary data collection instrument used for the research was questionnaire. The questionnaire was constructed based on the research questions and was distributed to the sample from the population the research covers. The questionnaire contained mostly closed-

ended questions and a few open-ended questions. Closed-ended questions will require participants to select from a set of answers already provided. Open-ended questions on the other hand will allow participants to answer questions without limitations regarding length or content (Beins & McCarthy, 2012). The close-ended questions were used as they reduce the time and effort the researcher needs to code and record data collected, as well as analyse the data and will also reduce non-response rates (Ruane, 2005). Closed-ended questions are questions that require participants to select from a set of answers already provided. Open-ended questions on the other hand are questions that will allow participants to answer questions without limitations regarding length or content (Beins & McCarthy, 2012). Questionnaire was employed in this study because of the size of data required, the opportunity to measure a number of variables at a time, time restrictions, and the opportunity to ask questions about many things at once (Neuman, 2007). To check and improve the reliability and validity of the research instrument, the questionnaire was pilot-tested on a similar but smaller sample group of the population. Forty (40) pupils from La Bawaleshie Presby Primary school were selected to be part of the pilot study. A pilot study can be defined as a small scaled study to test research procedures, data gathering tools, sampling techniques, and other research techniques in preparation for a larger study. It is one of the vital stages in a research project and is carried out to identify possible problem areas and shortfalls in the research instruments and procedures before the full study is carried out (Zailinawati, Schattner & Mazza, 2006). As such, the pilot study was a pre-test or mini-version of the research which was done in preparation for the final study.

3.4 DATA ANALYSIS AND INTERPRETATION

Data collected was collated in terms of similar characteristics. All similar responses from the questions posed in the questionnaire were gathered and inferences and interpretations were

drawn from the collected data. All data collected were coded and analysed quantitatively using Microsoft Excel. The results have been presented in the form of graphs and charts in chapter 4.

CHAPTER 4

DATA ANALYSIS AND DISCUSSION

4.0 INTRODUCTION

This chapter is dedicated to the collection of data and analysis. Findings will be stated and discussed. The aim of this chapter is to find answers to the research questions that were set for the project. They were:

1. What pleasure reading habits do teenagers in Accra have?
2. What roles do individuals themselves, parents, school and modern devices play in the cultivation of life-long reading habits?
3. What factors will motivate teenagers to be more interested in reading?

Specifically, this chapter analyses data from the survey conducted that addresses research questions on whether teenagers read for pleasure, the factors that motivate teenagers to read, and what will motivate them to read.

The questionnaire used for the survey covered various areas. These include:

1. Demographic data of respondents;
2. Teenagers engagement in pleasure reading;
3. Motivational factors in reading; and
4. What will make teenagers engage in pleasure reading.

187 questionnaire were distributed amongst the three schools chosen to be part of the study.

The questionnaire was group administered. This ensured a 100% return rate.

4.1 ANALYSIS OF DATA

4.1.1 Demographic Data of Respondents

This section of the questionnaire acquired background information about the respondents. The information included their school, age, gender, class, whom they lived with, level of education and occupation of their parents or guardians. This data collected informed the researcher about the various respondents that were part of the study, and also informed the researcher about whether their parents or guardians were in a position to read to or with them

Data on the ages of respondents who participated in the study showed that, out of a total of 187 respondents, 24 of them were ten (10) years old, 52 were eleven (11) years old, 55 were twelve (12) years old and 56 were thirteen (13) years old.

Data collected on level of education showed, that out of a total of 187 respondents, 17 were in class four (4), 66 were in class five (5), 58 were in class six (6), 38 were in junior high school (JHS) one (1) and eight (8) were in JHS two (2). Out of the 187, 28 of them were from Kay Billie Klaer Academy, Adjirigano – East Legon, 82 were from Pentecost Preparatory School, Madina, and 77 were from La Bawaleshie Presby Primary ‘A’ School, Bawaleshie – East Legon. Initially, the study was meant to cover respondents from classes five (5), six (6) and JHS one (1). However, on the field it became clear that some pupils within the age range were in class four (4) and JHS two (2). As the basis for taking part in the research was the age of the respondents, respondents from these two classes who qualified were allowed to take part in the study.

Also, 86 respondents were male, while 101 of them were female. As the respondents were randomly selected using the lot method, the researcher did not have any control over the number of respondents from each gender. A graphic presentation of the gender of respondents is shown in figure 4.1.

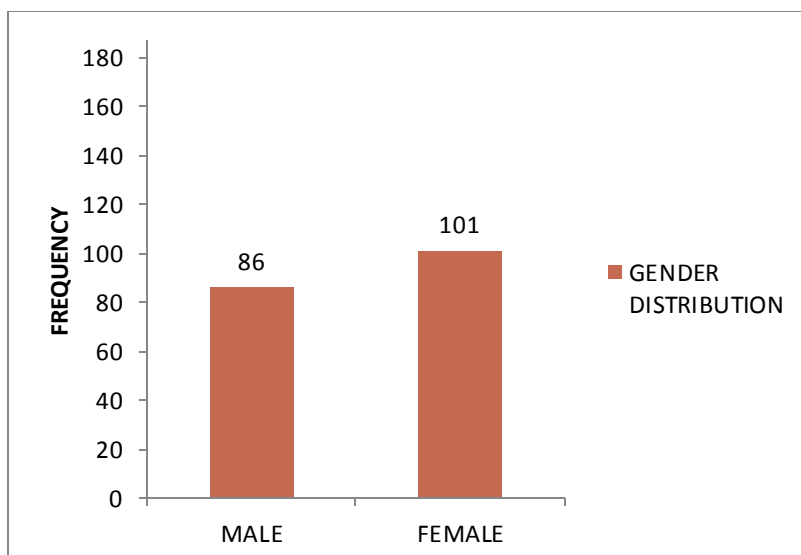


Figure 4.1: Gender Distribution of Respondents

To understand whether the parents of the respondents were in a position to assist and encourage them in developing reading skills, questions on the background of their parents was asked. In respect to which parent or guardian the respondents live with, 123 of them live with both their mother and father, 42 of them live with their mother only, 3 of them live with their father only and 19 of them live with a guardian, who is not their biological mother or father.

On the highest level of education the parents or guardian of the respondents have completed, majority of parents had tertiary education as the highest level of education, while a few of them only completed basic school. Forty-eight (48) respondents did not indicate the level of education their parents completed. The detailed representation of the highest level of education completed is shown in Table 4.1. It must be noted that a summation of the figures in the table below would be more than the numbers of respondents since majority of respondents live with both parents and in such cases will give responses for both parents.

	Mother	Father	Guardian
Basic School (Primary School)	24	9	2
Secondary or Vocational school	44	26	4
Tertiary (University, Polytechnic, Teacher Training School, etc.)	55	69	6

Table 4.1: Highest Level of Education Parents have Completed

4.1.2 What pleasure reading habits do teenagers in Accra have?

This section addresses responses about the pleasure reading habits of teenagers in Accra have. It covers the reasons why teenagers read for pleasure, what kinds of materials they read for pleasure and how much time they spend reading.

Data collected on why teenagers read for pleasure showed that, 56 respondents read for recreation, relaxation or enjoyment alone, 103 respondents read for information or learning and 26 read for both recreation, relaxation and enjoyment and for information and learning. Two (2) respondents however, did not reveal why they read for pleasure. A graphic presentation of the percentages of responses on why teenagers read for pleasure is shown in figure 4.2 below.

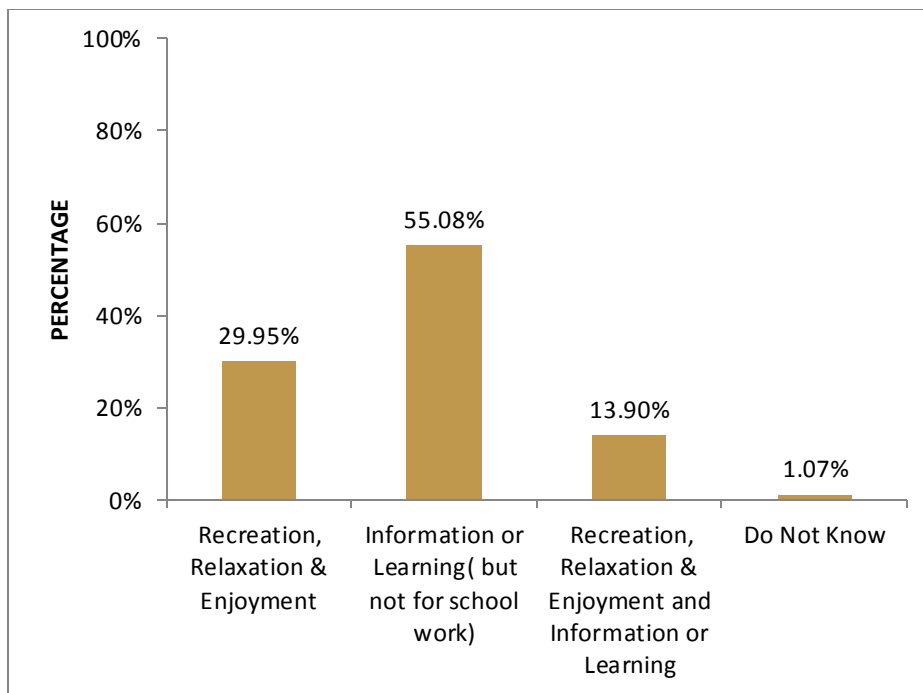


Figure 4.2: Reasons Why Teenagers Read for Pleasure

Data collected on the kinds of materials teenagers usually read for pleasure showed that, 49 read magazines, 151 read novels, 52 read comics, 92 read adventure books, 31 read encyclopedias, 88 read mystery books, 51 read poetry, 68 read drama books and five (5) read other books which include history books, biographies, autobiographies, engineering books and dictionaries. A graphic presentation of the frequency and percentages of the kinds of materials teenagers usually read for pleasure is shown in table 4. 2 and figure 4.3 below.

PLEASURE READING MATERIAL	FREQUENCY
Magazines	49
Novels	151
Comics	52
Adventure Books	92
Encyclopaedias	31
Mystery Books	88
Poetry	51
Drama Books	68
Others	5

Table 4.2: Materials Tweenagers Usually Read for Pleasure

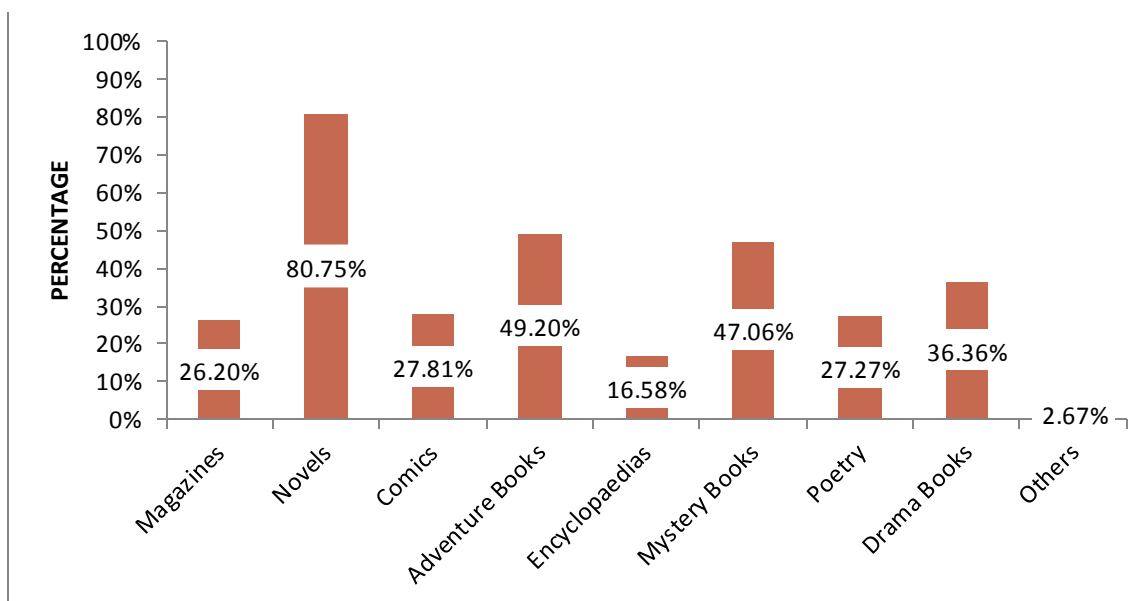


Figure 4.3: Materials Tweenagers Usually Read for Pleasure

On how much time in a day tweenagers spend reading for their own enjoyment and not for school work, data collected showed that, 39.04% spend up to one (1) hour (reading in a day), 28.34% spend one(1) to two (2) hours (reading in a day), 16.04% spend two (2) to three (3) hours (reading in a day), 5.88% three (3) to four (4) hours (reading in a day), 3.74% spend four (4) to five (5) hours (reading in a day) and 6.42% spend more than five (5) hours in a

day reading. 0.53% did not indicate how much time they spend reading in a day. Table 4.3 shows a tabular presentation of the frequency of how much time in a day teenagers spend reading for their own enjoyment and not for school work.

TIME	FREQUENCY
Up to 1 hour	73
1 – 2 hours	53
2 - 3 hours	30
3 – 4 hours	11
4 – 5 hours	7
More than 5 hours	12

Table 4.3: How Much Time Teenagers Spend Reading for their own Enjoyment in a Day

1.1.3 What roles do individuals themselves, parents, school and modern devices play in the cultivation of life-long reading habits?

In this section, the researcher sought to find out and understand which of the following factors influence teenagers to read; themselves, peers, parents, schools and modern devices. Data collected on how teenagers get the materials they usually read showed that majority of respondents get their reading material from their parents. The responses showed that, 93 respondents buy the books themselves, 145 get books from their parents, 68 get books from their peers or mates, 39 get books from their teachers, 77 borrow books from the library and 34 respondents get them from the internet through modern devices. Figure 4.4 below provides a presentation of the percentages of how teenagers in Accra get the books they read. It must be emphasised that the summation of the figures and percentages below would be more than the numbers of respondents and more than 100% because respondents were given the chance to choose more than one option from the list of categories given.

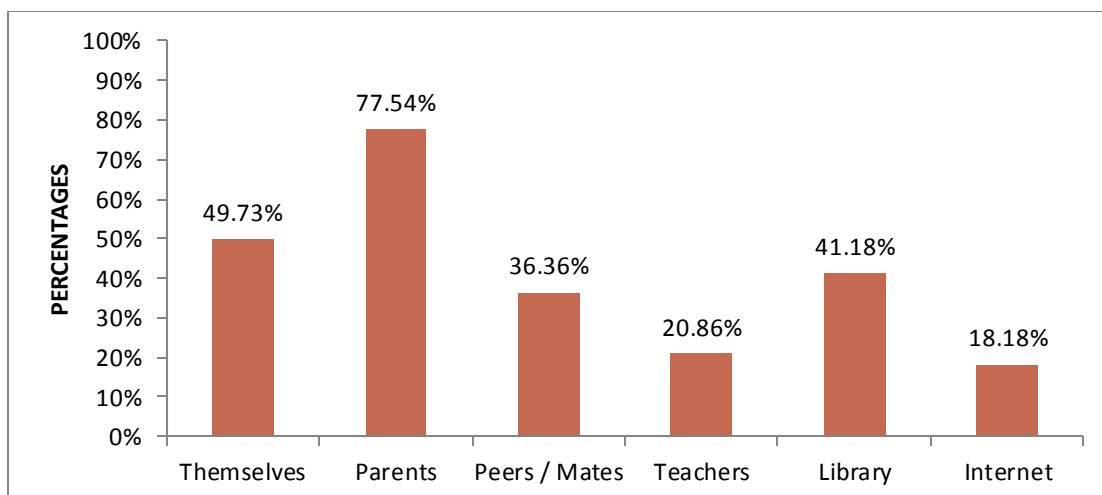


Figure 4.4: How Teenagers Get the Materials they Read

On the issue of who or what encourages teenagers to read most, 52 respondents are encouraged to read themselves, 55 are encouraged to read by their parents, two (2) are encouraged to read by their peers and mates, 61 are encouraged to read by their teachers, seven (7) are encouraged to read by the existence of a library, book shelf, or book cupboard, six (6) are encouraged to read by the availability of technology or modern devices and two (2) are encouraged to read by other factors, such as their siblings. On who or what encourages teenagers to read most, of the total respondents ($n = 187$), two (2) did not respond to this question bringing the valid responses to 185. Details of the responses are shown in table 4.4 below.

WHO OR WHAT ENCOURAGES TWEENAGERS TO READ	FREQUENCY	PERCENTAGE %
Respondents Themselves	52	27.81
Parents	55	29.41
Peers / Mates	2	1.07
Teachers	61	32.62
Library	7	3.74
Technology and Modern Devices	6	3.21
Siblings	2	1.07

Table 4.4: Who or what encourages tweenagers to read

Data collected on whether tweenagers participate in some extracurricular activities which promote pleasure reading revealed that 80 participate in book reading clubs, 40 participate in writing clubs, 25 participate in debate clubs, 85 participate in spelling clubs, 67 participate in drama or acting clubs, 11 respondents indicated that they also participate in other clubs such as sporting clubs, Zoom Kids Club, Wildlife Club and Kids for Christ Club and 38 did not participate in any club or extracurricular activities at all. It must be highlighted that the summation of the figures and percentages would be more than the numbers of respondents and more than 100% because respondents were given the preference to choose more than one option from the list of clubs given. Details of the responses are outlined in table 4.5 below.

EXTRA CURRICULAR CLUBS ACTIVITIES	FREQUENCY	PERCENTAGE %
Book Reading Clubs	80	42.78
Writing Clubs	40	21.39
Debate Clubs	25	13.37
Spelling Clubs	85	45.45
Drama Clubs	67	35.83
Other Clubs	11	5.88
None of the Above	38	20.32

Table 4.5: Participation in Extracurricular Club Activities

On the participation of respondents in the above mentioned clubs or activities, 110 respondents had one or more of these clubs at school while 77 did not and 72 of the respondents had these clubs in their communities while 115 did not.

Data collected on whether parents or guardians read to or with respondents revealed that 95 respondents had parents or guardians who read to or with them, while 92 had parents or guardians who did not read to or with them. Out of the 95 respondents whose parents or guardians read to them, 30 had parents who read to or with them every day, 33 had parents or guardians who read to or with them every week, 19 had parents or guardians who read to or with them once a month, 10 had parents who read to or with them twice a month and three (3) had parents or guardians who read to or with them only sometimes. Table 4.6 and figure 4.5 below provide a graphic presentation of respondents who had parents or guardians who read to or with them and how often.

RESPONSE	FREQUENCY	PERCENTAGE
YES	95	51%
NO	92	49%

Table 4.6: Tweenagers whose parents or guardians read to or with them and tweenagers whose parents or guardians do not read to or with them

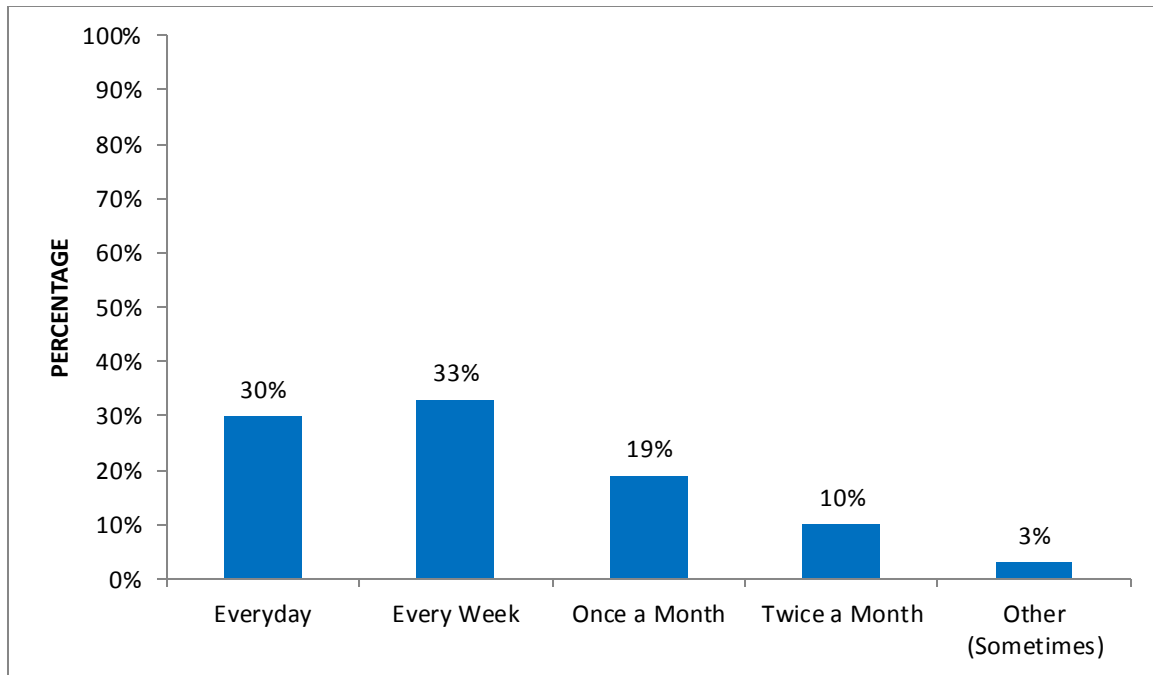


Figure 4.5: Percentages of how often parents or guardian who read to their teenagers

Data collected on whether respondents read with their peers or mates revealed that 156 respondents read with their peers or mates, while 31 respondents did not read with their peers or mates. Out of the 156 respondents who read with their peers or mates, 99 read with their peers or mates every day, 40 read with their peers or mates every week, 10 (read with their peers or mates) once a month, one (1) (read with peers or mates) only twice a month and six (6) read with their peers or mates only sometimes. Table 4.7 and figure 4.6 below provide a graphic presentation of respondents whose peers read with them and how often.

RESPONSE	FREQUENCY	PERCENTAGE
Yes	156	83%
No	31	17%

Table 4.7: Respondents whose peers read with them and respondents whose peers do not read with them

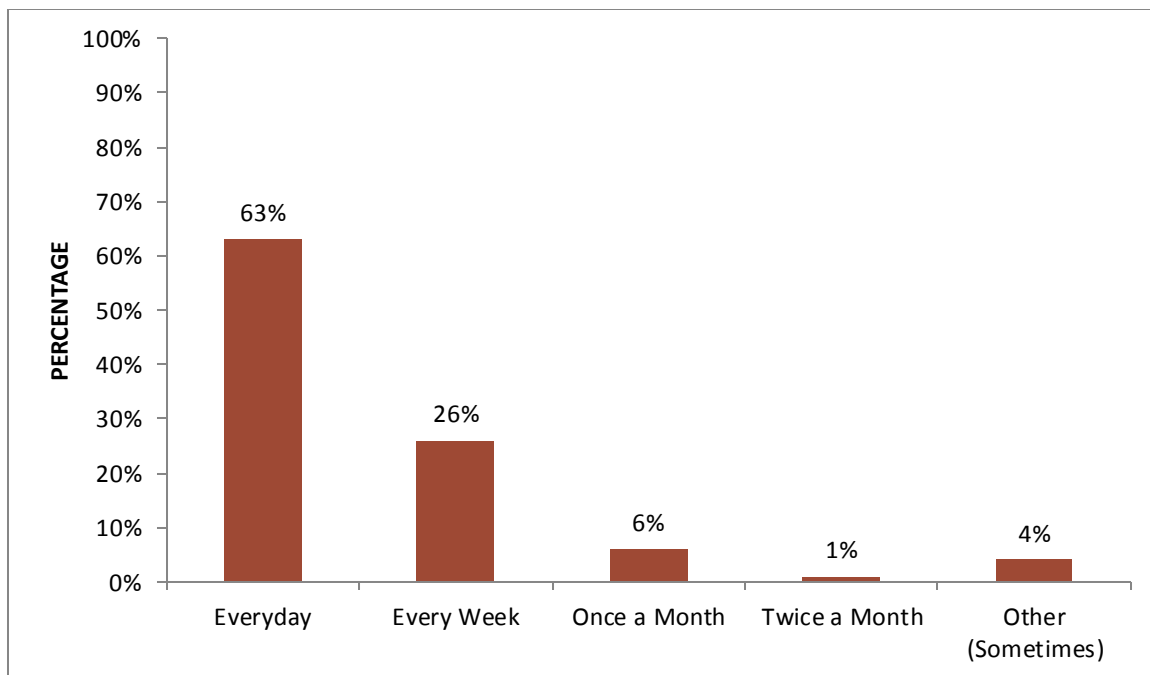


Figure 4.6: Percentages of how often respondents read with their peers

Data collected on whether the teachers of respondents read to or with them in school revealed that 177 respondents had teachers who read to or with them in school, while 10 respondents had teachers who do not read to or with them in school. Out of the 177 respondents whose teachers read to or with them in school, 116 read with their teachers every day, 48 read with their teachers every week, eight (8) read with their teachers once a month while three (3) read with their teachers twice a month. Two (2) respondents did not indicate how often their teachers read to them. Table 4.8 and figure 4.7 below provides a graphic presentation of respondents whose teachers read to or with them and how often.

RESPONSE	FREQUENCY	PERCENTAGE
Yes	177	95%
No	10	5%

Table 4.8: Respondents whose teachers read to them and respondents whose teachers do not.

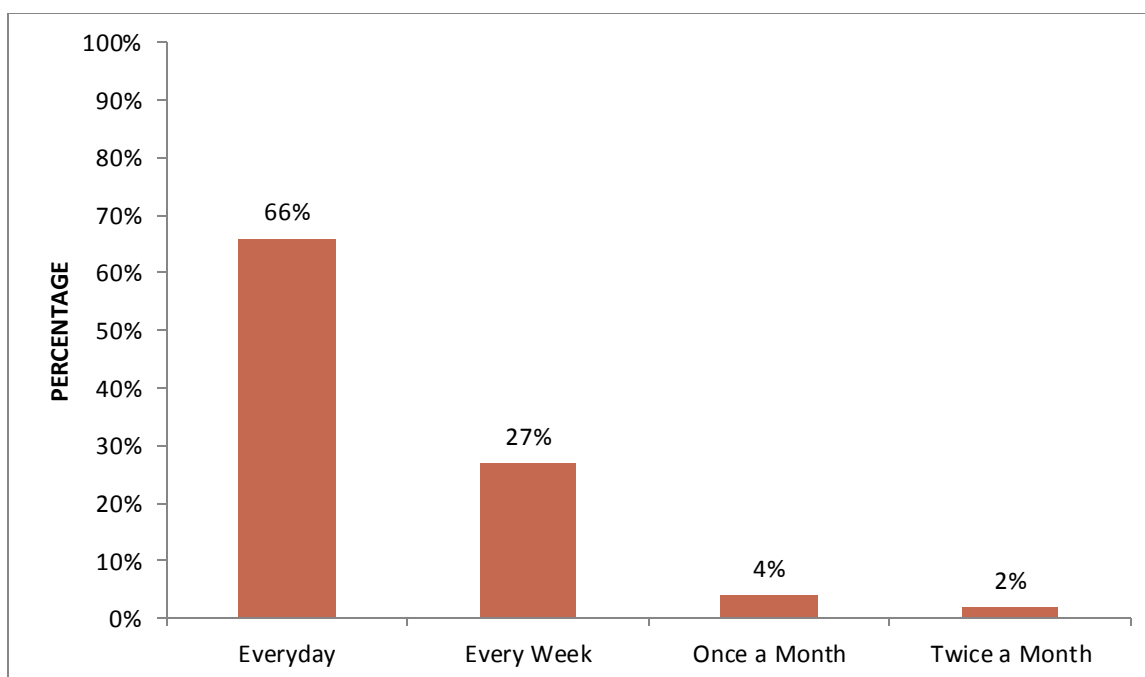


Figure 4.7: Percentages of how often teachers read with respondents

Data collected on whether the schools of respondents have libraries, book shelves or book cupboards that contain pleasure reading materials revealed that 133 respondents attend a school that has a library, book shelves or book cupboard while 54 attend a school that does not have a library, book shelf or book cupboard. Out of the 133 respondents whose school has a library, book shelf or book cupboard 116 respondents are allowed to borrow books from the library, book shelf or book cupboard while 17 are not allowed to borrow books from the library, book shelf or book cupboard. On how often respondents are allowed to borrow books from the library, book shelf or book cupboard, 32 are allowed to borrow books every day, 55 are allowed to borrow books once in a week, two (2) are allowed to borrow books once in two weeks, five (5) are allowed to borrow books once a month while 20 are allowed to borrow books once in a term. Two (2) respondents indicated that they are allowed to borrow books after they are done reading an already borrowed book. Tables 4.9, 4.10 and figure 4.8 below provides a graphic presentation of respondents whose schools have libraries, book shelves or book cupboards, respondents who are allowed to borrow books from the

libraries, book shelves or book cupboards and how often respondents are allowed to borrow books from the libraries, book shelves or book cupboards.

RESPONSE	FREQUENCY	PERCENTAGE
Yes	133	71%
No	54	29%

Table 4.9: Respondents whose schools have a library, book shelf or book cupboard and respondents whose schools do not have a library, book shelf or book cupboard.

RESPONSE	FREQUENCY	PERCENTAGE
Yes	116	87%
No	17	13%

Table 4.10: Respondents who are allowed to borrow books from the library, book shelf or book cupboard of their schools and respondents who are not allowed to borrow books

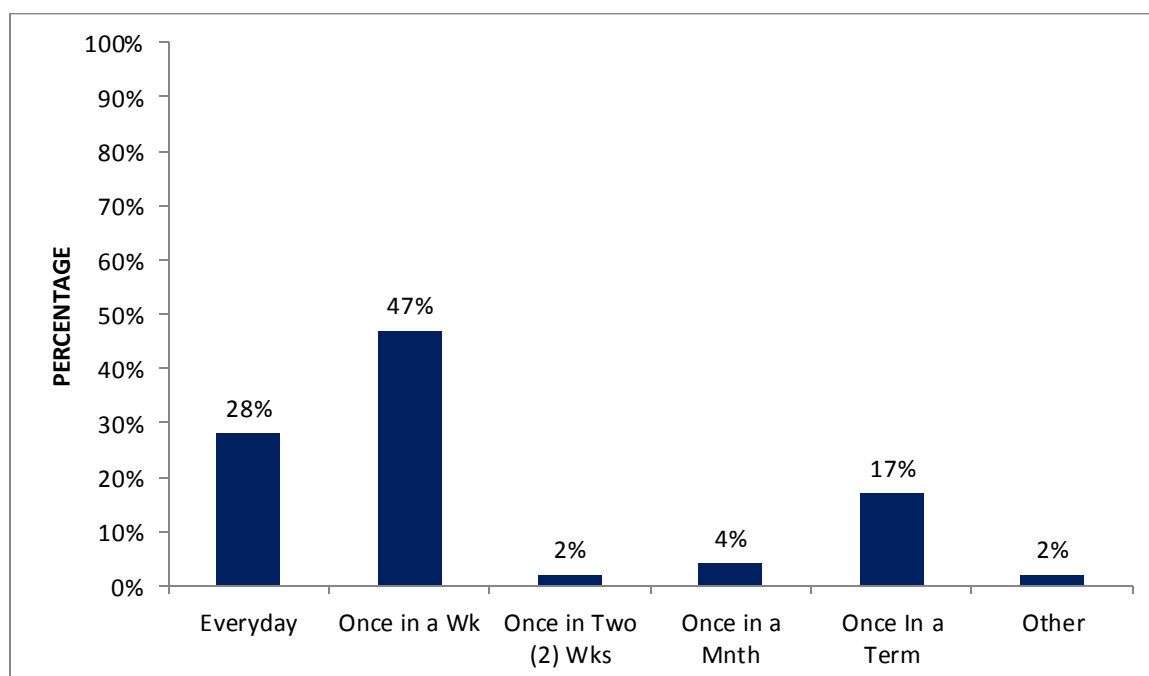


Figure 4.8: Percentages of how often respondents are allowed to borrow books from the library, book shelf or book cupboard of their schools or classrooms

Of the three schools visited, only two had a library. At Kay Billie Klaer Academy, the library was located in the administration block. It was about the size of a standard classroom, the atmosphere and environment in the library was serene and very conducive for reading purposes. At the La Bawaleshie Presby Primary School, the library was located at the entrance of the school. This library was very small and can be labelled as a mini library. It only contains books and students do not have the opportunity to sit in the library to read. As a result, pupils are only able to borrow books and return them after a specified period. At the Pentecost Preparatory School, the school did not have a library. However, in one class the teacher had a book cupboard, which contained reading materials for the reading pleasure of the students. Here, students were only allowed to borrow books and read them in the class room during their leisure periods. Data collected from respondents whose school had a library, book shelf or book cupboard showed that 122 have a librarian or books caretaker while 11 did not have a librarian or books caretaker. Of those whose school had a library, book shelf or book cupboard had a librarian or books caretaker, 54 had librarians or books caretakers who suggested or told them about books they should read, while 68 had librarians or books caretakers who did not suggest or tell them about books they should read. Tables 4.11 and 4.12 below provides a graphic presentation of respondents whose libraries, book shelves or book cupboards have a librarian or books caretaker, and respondents whose librarian or books caretaker suggested or told them about books they should read.

RESPONSE	FREQUENCY	PERCENTAGE
Yes	122	91.7%
No	11	8.3%

Table 4.11: Respondents whose libraries, book shelves or book cupboard have a librarian or books caretaker and respondents whose libraries, book shelves or books cupboard do not have a librarian or books caretaker.

RESPONSE	FREQUENCY	PERCENTAGE
Yes	54	44%
No	68	56%

Table 4.12: Respondents whose librarian or books caretaker suggest or tell them about books they should read and respondents whose librarian or books caretaker do not.

Data collected on which technological or modern devices respondents access pleasure reading materials on, revealed that, 84 respondents read on mobile phones, 75 read on tablet devices, 64 read on Personal Computers, 89 read on laptops and 29 did not read on any technological or modern device. A graphic presentation of data collected is shown in table 4.13. It must be stated that a summation of the figures in the table below would be more than the numbers of respondents because respondents were given the chance to choose more than one option from a list of devices given.

DEVICES RESPONDENTS READ MATERIALS ON	FREQUENCY
Mobile Phone	84
Tablet	75
Personal Computer	64
Laptop	89
None of the Devices	29

Table 4.13: Frequency of devices respondents read materials on.

On which materials respondents read on the above technological or modern devices data collected revealed that, 36 respondents read magazines, 92 read novels, 33 read comics, 67 read adventure books, 42 read comedy books, 35 read encyclopaedias, 51 read mystery books, 27 read poetry, 56 read drama books or plays and three (3) read other materials including reference books, dictionaries, the bible, biographies and autobiographies. Four (4) respondents who read on the above mentioned technological devices did not read any of the

materials that were listed. A graphic presentation of data collected is shown in table 4.14 and figure 4.9. It must be stated again that a summation of the figures in the table below would be more than the number of respondents because respondents were allowed to choose more than one option from a list of pleasure reading materials given.

MATERIALS RESPONDENTS READ ON TECHNOLOGICAL OR MODERN DEVICES	FREQUENCY
Magazines	36
Novels	92
Comics	33
Adventure Books	67
Comedy Books	42
Encyclopaedias	35
Mystery Books	51
Poetry	27
Drama Books	56
Others	3
None of the Above Materials	4

Table 4.14: Materials respondents read on technological or modern devices

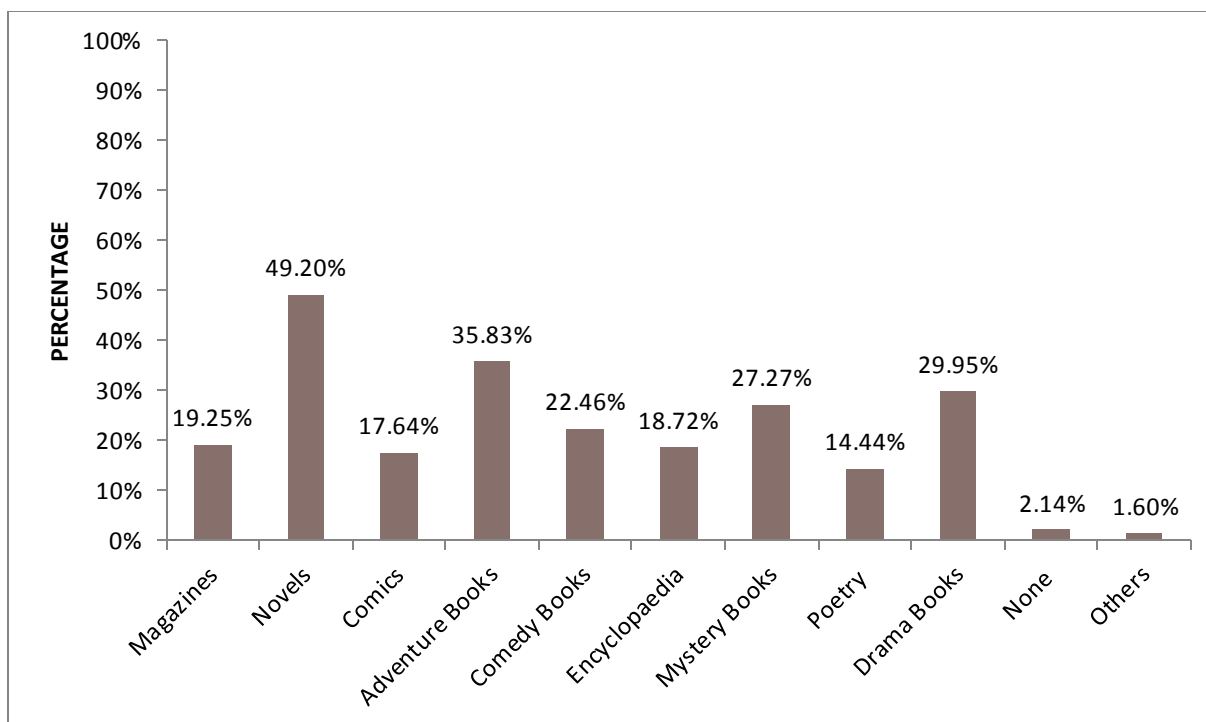


Figure 4.9: Percentage of materials respondents read on technological or modern devices

1.1.4 What factors will motivate tweenagers to be more interested in reading?

In this section, the researcher sought to gain knowledge and understand what will motivate tweenagers to increase their engagement in pleasure reading. Two open ended questions were set requesting respondents to state what they want to see in order for them to feel motivated to read and also what they want their parents and teachers to do to make them feel motivated to read.

On what respondents want to see to feel motivated to read, the following responses were received. Responses have been listed from the most stated motivator to the least stated motivator:

1. Catchy and inspiring book covers, illustrations, interesting blurbs, story lines and content.
2. Having a wide variety of pleasure reading materials.

3. The presence of libraries, book shelves and reading clubs in their communities, schools and homes.
4. Seeing peers interested in books and reading regularly.
5. Provision of books that provide useful information about what children enjoy and which will inform them on current issues, improve their vocabulary, general knowledge and provide moral lessons.
6. Having more leisure time to read for pleasure only.
7. Having a bigger library in their schools where they can borrow books to read at home, and having a variety of books in their existing libraries will motivate them to read.
8. Encouragement to read often.
9. Some want to be taught how to read to develop their reading skills.
10. Some want the government to provide their school library with new reading materials.
11. Having books written by their favourite authors.
12. The existence of a quiet environment and serene place will motivate respondents.
13. Presence of a glossary in the book.
14. Having books written by children their age.
15. Seeing their peers doing better than them in reading and the use of vocabulary.

On what respondents want their parents, guardians and teachers to do in order for them to feel motivated to read, the following responses were received. Responses have been listed from the most stated motivator to the least:

1. Tweenagers want their parents, guardians and teachers to provide them with more books for pleasure reading regularly.

2. Tweenagers want their parents and teachers to encourage them to read wide and often and tell them how interesting and important reading is.
3. They want their parents and teachers to have time and be available to teach them and help them become better readers.
4. They also want their parents and teachers to read to and with them more often.
5. They want to be advised about books they should read, where they can get them and how the books will benefit them.
6. Tweenagers want their parents and teachers to accompany them to the library or encourage them to go to the library often.
7. Tweenagers want their school and teachers to provide them with a library where they can borrow interesting books to read.
8. They want to be provided with more time leisure to read.
9. They want to be encouraged to participate in extracurricular activities that encourage reading
10. They would like to be provided with recent and different book titles regularly.
11. They would also like to be allowed to choose their own reading materials.
12. Tweenagers would like to be provided with technological devices that can help them access a wide variety of books.
13. They want their parents to take away their electronic gadgets that do not encourage reading.
14. Tweenagers want incentives for reading a number of books within a period of time.
15. Tweenagers want their parents and teachers to organise book discussion sessions where children can discuss and share stories about books they read.
16. They would like to see their parents and teachers interested in reading and reading often.

17. They want their parents, guardians and teachers to be available to help them to research and find meanings of new words to improve their vocabulary.

1.2 DISCUSSION AND SUMMARY OF FINDINGS

This part of the analysis discusses the findings of the survey conducted to identify the role of internal and external factors in the cultivation of life-long reading habits of tweenagers in Accra.

In the section, the outcome of the survey in relation to the objectives stated in Chapter One (1), drawing relationships with events where applicable as discussed in the Literature Review is discussed. Respondents were all tweenagers and as such their ages ranged from ten (10) to thirteen (13) years. Majority were female and they were in classes four (4), five (5), six (6), JHS one (1) and JHS two (2). Majority (88.77%) lived with both or one biological parent. The predominant highest level of education their parents had attained was tertiary education (68.45%).

4.2.1 What pleasure reading habits do tweenagers in Accra have?

In investigating the reading habits of tweenagers in respect to reading for pleasure, data collected showed that most tweenagers (55.08%) read pleasure materials for information or learning purposes but not for school work or academic activities and just a few (13.90%) read for both recreation, relaxation and enjoyment and for information or learning purposes. According to Nell (1988) as cited in Clark and Rumbold, (2006), reading for pleasure is a form of play that gives readers the opportunity to experience other worlds and roles in their minds and with their imagination. By reading for information and learning purposes, tweenagers will have the opportunity to experience and learn about other worlds and roles.

Though majority of tweenagers read for information and learning purposes, novels (80.75%) are the main pleasure reading materials they read, while other materials which include history books, biographies, autobiographies, books on engineering and dictionaries come low on their list. On the number of hours tweenagers spend on reading daily, it was revealed that, 39.04% read for up to one hour daily. This clearly shows that, though tweenagers are reading for pleasure, their reading habits still need improvement. According to Tella and Akande (2007), for reading habits to be seen as good, it is expected that at least 65% - 70% of children should be able to read for a minimum of two (2) – three (3) hours a day to read without any interruptions.

4.2.2 What roles do individuals themselves, parents, school and modern devices play in the cultivation of life-long reading habits?

The analysis also showed that, parents (77.54%) followed by the tweenagers themselves (49.73%) and the library (41.18%) are the main sources from which tweenagers get the materials they read. Tweenagers buying books themselves and borrowing from the library shows that they do have an interest in reading and will buy the books themselves or borrow it from a library where they know they may find a variety of books. Also, it shows that tweenagers whose parents do not have the means to or interest in buying them books other than their text books will look to themselves or their libraries to acquire books or materials to read. Data also revealed that, though tweenagers get most of the materials they read from their parents and by themselves, they are mostly encouraged to read by their teachers, followed by their parents and themselves. They also revealed that they mostly participate in spelling clubs and book reading clubs. Most tweenagers participate in these clubs in school and a few participate in these clubs their communities. Majority of them have these clubs in their schools and less than half have these clubs in their communities.

According to Tella and Akande (2007), parents who dedicate some time to read to or with their children, give them the best foundation on the highway to literacy and set a good example for them. This study revealed that, only a little over half (50.80%) of parents read to their children. Out of the parents who read to their children, some make time to read to their children every day, while majority read to them about once in a week. It is important for parents to note that, parental participation in their children's reading activities is a strong influence "than other family background variables, such as social class, family size and level of parental education" (Flouri & Buchanan, 2004 as cited in Clark and Rumbold, 2006). It is highly necessary that parents are aware of the role they play and also recognise that this role does not end because their children are in school.

The data further indicated that most teenagers (83.42%) read with their peers and they often read with them every day (63.46%). This is encouraging as, studies have proven that, peers are powerful in influencing young people's reading choice (Clark, Osborne & Akerman, 2008).

Furthermore, it was revealed that, most teachers (94.65%) of teenagers read to or with them. Out of the teachers who read to their pupils, most of them (65.54%) read to their children every day. This is very encouraging as "being a reading model" is one of the best ways by which teachers can inculcate reading skills into their pupils and students (Duncan, 2010). Most teenagers (71.12%) also indicated that, they have a library, book cupboard or book shelf in their schools or classrooms. Of those who have a library, book cupboard or book shelf in their schools or classrooms, majority (87.22%) are allowed to borrow books from the library, book shelf or book cupboard. Most (47.41%) of those who are allowed to borrow books from their library, book shelf, or book cupboard, are allowed to do so once a week. Majority (91.72%) of respondents indicated that their library, book shelf, or book cupboard has a librarian or book caretaker. However, over half (55.73%) of their librarians or

books caretakers do not suggest, recommend or tell tweenagers about books they could read. This is not encouraging. If teachers and the school system, including the library and librarians can cultivate and inculcate the value and essence of reading in pupils, it is highly possible that, pupils would continue to read for the rest of their lives (Palani, 2012). Getting children to read for the rest of their lives is fundamental in instilling and developing life-long reading habits in them.

With regards to the use of technology and its influence on the development of life-long reading habits, it was discovered that, tweenagers mostly read novels (49.20%) among other materials on technological and modern devices. They also read reference materials, use dictionaries and read the bible on these devices. The study also showed that, they mostly read on laptops (47.60%) and on mobile phones (44.92%). It has been a concern to some researchers that ICTs or modern devices have developed into “Time Eating Machines”. However; such researchers reiterate that, stakeholders have to find innovative ways to entice new generations to reading by maintaining a sense of balance in the use of both old and new technologies (Loan, 2009).

4.2.3. What factors will motivate tweenagers to be more interested in reading?

The last part of the study sought to find out what will internally motivate tweenagers and how their parents and teachers can provide external motivation in order for them to cultivate reading habits and be encouraged to become life-long readers. The most significant suggestion given by the tweenagers on what will internally motivate them was having catchy and inspiring book covers, illustrations, interesting blurbs, story lines and content, being furnished with more pleasure reading materials, the provision of libraries, book shelves and reading clubs in their communities, school and homes, seeing their peers interested in books

and reading regularly and the provision of books that provide useful information about what children enjoy and which will inform them on current issues, improve their vocabulary, general knowledge and provide moral lessons.

On what their parents, guardians and teachers can do to externally motivate them, majority of respondents want parents, guardians and teachers to regularly provide them with more books for pleasure reading, encouragement by teachers and parents for them to read wide and often, constantly telling them how interesting and important reading is, parents and teachers being available to teach them and help them become better readers, provision of books that are good and will enhance their interest in reading and having their parents and teachers read to and with them more often.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter summarises the results of the study and states the conclusions of the research. Based on the results and conclusions, recommendations have been made for the consideration of appropriate stakeholders.

5.1 CONCLUSIONS

Findings from the research revealed that most teenagers read pleasure reading materials for information or learning purposes, but not for school work or as an academic activity and just a few read for both information and learning purposes and for relaxation, recreation and enjoyment. They mostly read novels and occasionally read materials on history and engineering and dictionaries. Majority of them read for up to one (1) hour a day which is woefully inadequate.

Also, it was discovered from the study that, parents are the main sources from which teenagers get the materials they read. A number of teenagers purchase books themselves and borrow from the library. Though their parents are the main sources for their reading materials, teenagers are encouraged to read mainly by their teachers. Their teachers and parents are the main people who encourage teenagers to read. They internally encourage themselves to read. Most teenagers participate in extracurricular activities that encourage reading, such as spelling clubs and book reading clubs. These club activities are mostly held in school and as such they mostly participate in them in school rather than in their communities.

Furthermore, the study showed that just half of the parents of teenagers read to their children. Of those who read to them, they usually do so about once in a week. Aside their parents, teenagers read with their peers and their teachers everyday. Most teenagers indicated that, their schools and classrooms had either a library, book cup board or book shelf. They are allowed to borrow books from the library, book shelf or book cupboard once in a week, though not all of them are allowed to take the books home. Their libraries, book shelves or books cupboard have either a librarian or books caretaker. However, these librarians or books caretakers do not usually suggest or recommend books for the teenagers to read.

With regards to the use of technology, and their reading habits, it was discovered that, teenagers usually read on laptops and mobile phones and the materials they mostly read on these devices are novels.

The last result of the study relates to some suggestions made by teenagers on what will internally motivate them to read and how their parents and teachers can provide external motivation in order for them to cultivate and develop their reading habits. The most significant suggestions received on what will internally motivate them was having books with catchy and inspiring book covers, illustrations, interesting blurbs, story lines and content; being furnished with more pleasure reading materials; the provision of libraries, book shelves and reading clubs in their communities school and homes; having their peers being interested in books and reading regularly and the provision of books that provide useful information about what children enjoy and which will inform them on current issues, increase their vocabulary, general knowledge and provide moral lessons.

On what their parents and teachers can do to externally motivate them, the most significant suggestions were for parents, guardians and teachers to regularly provide them with more books for pleasure reading; encouragement by teachers and parents for them to read wide and often; parents and teachers telling them how interesting and important reading is; parents and teachers being available to teach them and help them become better readers; provision of books that are good and will enhance their interest in reading and having their parents and teachers read to and with them more often.

In sum, the study showed that, all the factors, that is, oneself, peers, parents, the school and modern devices play a significant role in shaping and influencing the cultivation and development of reading habits among teenagers. As a result, these factors have a significant role to play in the way teenagers are influenced to receive, respond, value, organise acquired values and create a value system of engaging in pleasure reading and thereby building a life-long reading habit.

5.2 RECOMMENDATIONS

In order for Ghanaians to create the literate society we want, it is important to have a large population of readers, so that we can have control over and make effective changes in our lives and in the development of our nation. For this to happen and based on the findings of the study, the following recommendations have been made:

1. Teenagers and their peers must be imparted with the value and essence of reading for relaxation, recreation and enjoyment. This will help them experience other worlds and cultures, enhance their social skills. In the long run, they will grow into confident adults and improve their quality of life.
2. Parents must spend time reading to their children from a tender age, in order to give them the best possible foundation on the road to literacy competencies. They

must also set good examples by reading to the children instead of being glued to various media in the home and regulate their children's use of various technological and modern devices. It is highly necessary that stakeholders in the development of reading habits and skills make parents are aware of the role they play and parents must also recognise that this role does not end because their children are in school. This can be done through awareness drives and through advocacy programs for parents .

3. Studies have shown that teachers and the school can have a firm and long lasting impact on the reading habits of their students (Pitcher et al., 2007). It is important for teachers and the school system to realise that, aside the home, children spend most of their time with them. Teachers must be reading models to their pupils. They should introduce books they have discovered and read to the pupils, talk to them about the content, read with them and to them, give them the opportunity to choose what they want to read, provide times for reading in the classroom and provide opportunities for the pupils to discuss what they read with them and with their peers. Reading or library periods can be added to the class time table and made part of the school curricula. Also, the schools must ensure that they provide libraries, book shelves and book cupboards for the pupils. Librarians and book caretakers in schools must also ensure they make reading attractive to pupils. They must make the libraries an encouraging and comfortable reading environment for pupils. They must identify unenthusiastic readers and encourage them to realise the pleasures and benefits of reading, and help them develop pleasant positive attitudes towards reading.
4. The government and other stakeholders must provide and improve libraries in schools, and communities. They must furnish these libraries with current and relevant books and literature and make sure they are accessible to the pupils.

Reading hours, leisure periods and other activities that encourage pupils to read more must be added to the school curricula.

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APPENDIX

QUESTIONNAIRE FOR THE SURVEY

TOPIC: THE ROLE OF INTERNAL AND EXTERNAL FACTORS IN THE CULTIVATION OF LIFE-LONG READING HABITS OF TWEENAGERS IN ACCRA

Dear Student,

My name is Kezia Agbenyega. I am conducting a study on the role of internal and external factors in the cultivation of life-long reading habits of tweenagers, that is children from ages 10 to 13, in Accra. This questionnaire is meant for gathering information on the topic. Most of the questions do not require a lot of writing. You are expected to indicate your choice of answer by ticking (✓) in the appropriate box. For questions that require you to specify your answer by writing, please provide short answers. The success of this study is dependent on your answers to the questions. Please be assured that this study is for academic purposes and your answers will be treated with strict confidence and your anonymity is assured.

Counting on your support and co-operation.

Thank you.

BACKGROUND INFORMATION

1. Age (Please [✓] tick where applicable)
 - a. 10 []
 - b. 11 []
 - c. 12 []
 - d. 13 []
2. Sex (Please [✓] tick where applicable)
 - a. Male (Boy) []
 - b. Female (Girl) []
3. Name of School.....
4. Class.....
5. Whom do you live with? (Please [✓] tick where applicable)
 - a. Mother []
 - b. Father []
 - c. Guardian []

6. What is the highest level of school your parents / guardian completed? (*Please [✓] tick where applicable*)

	Mother	Father	Guardian
a. Basic School (Primary)			
b. Secondary			
c. Tertiary (University/ Polytechnic / Teacher Edu. etc)			
d. Other (Please specify)			

THE ROLE OF INTERNAL AND EXTERNAL FACTORS IN THE CULTIVATION OF LIFE-LONG READING HABITS OF TWEENAGERS IN ACCRA

7. Why do you read? (*Please [✓] tick where applicable*)

- a. For pleasure or enjoyment []
- b. For information or learning (But not for school work) []
- c. For other purposes (Please specify)

8. Which of the following materials do you usually read? (*You may [✓] tick more than one*)

- a. Magazines []
- b. Novels (Story Books) []
- c. Comics []
- d. Adventure Books []
- e. Encyclopaedias []
- f. Mystery Books []
- g. Poetry []
- h. Drama Books / Plays []
- i. Others (please specify).....

9. How much time in a day do you usually spend reading for your own enjoyment and **NOT** for school work or homework? (Please [☐] tick **ONLY ONE**)

- a. Up to 1 hour [☐]
- b. 1 – 2 hours [☐]
- c. 2 – 3 hours [☐]
- d. 3 – 4 hours [☐]
- e. 4 – 5 hours [☐]
- f. More than 5 hours [☐]

10. How do you get the materials you read? (You may [☐] tick more than one)

- a. I buy them [☐]
- b. From Parents [☐]
- c. From Peers / Mates [☐]
- d. From Teachers [☐]
- e. From the Library [☐]
- f. From the Internet [☐]
- g. Others (please specify).....

11. Who or what encourages you to read most? (Please [☐] tick **ONLY ONE**)

- a. Yourself [☐]
- b. Parents [☐]
- c. Peers / Mates [☐]
- d. Teachers [☐]
- e. Library [☐]
- f. Technology and Modern Devices [☐]
- g. Others (Please specify)

12. Do you participate in any of these clubs or activities? (You may [☐] tick more than one)

- a. Book Reading Clubs [☐]
- b. Writing Clubs [☐]
- c. Debate Clubs [☐]
- d. Spelling Clubs [☐]
- e. Drama Clubs [☐]
- f. Other (Please specify)
- g. None of the above [☐]

13. Does your school have any of these clubs or activities? (Please [☐] tick where applicable)
- Yes [☐]
 - No [☐]
14. Does your community have any of these clubs or activities? (Please [☐] tick where applicable)
- Yes [☐]
 - No [☐]
15. Do your parents read to you or with you? (Please [☐] tick where applicable)
- Yes [☐]
 - No [☐] *If you answered **NO** kindly skip to question 18*
16. How often do your parents read to or with you? (Please [☐] tick **ONLY ONE**)
- Everyday [☐]
 - Every week [☐]
 - Once a month [☐]
 - Twice a month [☐]
 - Other (Please specify).....
17. Do your peers / mates read with you? (Please [☐] tick where applicable)
- Yes [☐]
 - No [☐] *If you answered **NO** kindly skip to question 20*
18. How often do you read with your peers / mates? (Please [☐] tick **ONLY ONE**)
- Everyday [☐]
 - Every week [☐]
 - Once a month [☐]
 - Twice a month [☐]
 - Others (Please specify).....
19. Do your teachers read to or with you in school? (Please [☐] tick where applicable)
- Yes [☐]
 - No [☐] *If you answered **NO** kindly skip to question 22*
20. How often do your teachers read to or with you? (Please [☐] tick **ONLY ONE**)
- Everyday [☐]
 - Every week [☐]
 - Once a month [☐]
 - Twice a month [☐]

- e. Others (Please specify).....
21. Does your school have a library, book cupboard, or book shelf? (Please [☐] tick where applicable)
- a. Yes [☐]
- b. No [☐] *If you answered **NO** kindly skip to question 26*
22. Are you allowed to borrow books from the library, book cupboard or book shelf? (Please [☐] tick where applicable)
- a. Yes [☐]
- b. No [☐]
23. How often are you allowed to borrow books from the library? (Please [☐] tick **ONLY ONE**)
- a. Everyday [☐]
- b. Once in a week [☐]
- c. Once in two weeks [☐]
- d. Once in a month [☐]
- e. Once in a term [☐]
- f. Others (Please specify).....
24. Does your library, book shelf, or book cupboard have a librarian or books caretaker? (Please [☐] tick where applicable)
- a. Yes [☐]
- b. No [☐]
25. Does your librarian or books caretaker suggest or tell you about books you should read? (Please [☐] tick where applicable)
- a. Yes [☐]
- b. No [☐]
26. Do you read materials on any of the following? (You may [☐] tick more than one)
- a. Mobile phone [☐]
- b. Tablets [☐]
- c. Computer [☐]
- d. Laptops [☐]
- e. None [☐] (If you [☐] ticked none, kindly ignore the next question)

27. Which of these do you read on the above mentioned devices? *(You may [\surd] tick more than one)*

- a. Magazines []
- b. Novels (Story Books) []
- c. Comics []
- d. Adventure Books []
- e. Comedy Books []
- f. Encyclopedia []
- g. Mystery Books []
- h. Poetry []
- i. Drama Books / Plays []
- j. None []

k. Others (please specify).....

28. What do you want to see in order for you to feel motivated to read? Please Specify

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29. What do you think can be done by your parents and teachers to make you feel motivated to read. Please Specify

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The End. Thank you so much for your help. God bless you.