

Evaluation of Children's Reading Habit in Erunwon, Ijebu-North-East Local Government Area, Ogun State, Nigeria

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Abstract

This study investigates Children reading habit in Erunwon, Ijebu-North-East, Ogun State. The survey research method was adopted. The study was conducted in three coaching centres in Erunwo, in Ijebu-North-East, Ogun State, during the lockdown. The population of the study consisted of children from the ages of 6 to 12 at Erunwon. A structured questionnaire was used to elicit information on level of reading; accessibility to books and the challenges of reading and an interview was schedule for interviewing the children on books preference and features affecting reading. The data collected were analyzed quantitatively with use of statistical package for social sciences (SPSS). Figures and tables were used to present the results of the findings. A total of 45questionnaire were distributed and 38 copies were filled and returned. The finding showed that the respondents spent less than 2hours to read and that the respondents liked reading adventures books with pictures. Also it revealed that parents do not buy books that are not part of recommended school textbooks. The respondents were hindered by many factors such as lack of conducive and well stocked school library, television, phone distraction and economic situation of parents. The study recommended among others that Government should implement the Policy of Education that directed the establishment of libraries in all schools, states and local government. Non-governmental organizations (NGOs) should be encouraged to donate books and build libraries. Holiday reading programmes should be encouraged by all schools during long vacation or summer holiday.

Keywords: Children, Reading habits, Reading Promotion, Parents, Libraries

Introduction

Growing up in Nigeria in the 1970s and 1980s was fun because children have access to different books and comics (Akinfenwa,2019). It was common for children to exchange books with their friends and classmates. Many schools then encouraged children to donate at least a book to the class library which was usually located at a corner in the classroom (Tide,2017). It was easy to bring books because parents and children know the importance of reading. Ozoegu (2012) states further that people hardly read these days unlike in times past when students read not only for academic purposes but also for fun and entertainment side of the exercise. It was easy for children to read books because they were introduced to the beauty of books at a very early age by their parents, relatives, teachers and the schools. The downturn in reading and book readership in Nigeria today is due to widespread of poverty, corruption, ineptitude and a dearth of dedicated quiet spaces like libraries (Akinfewa,2019) Also, economic hardship, high prices of reading resources, high cost of publishing books, lack of encouragement among local authors to write books and introduction of global system communication (GSM) (Igwe,2011). Clark (2012), Mansor,et.al.(2013) and Charleston(2016) corroborate that adequate support from parents,

teachers and siblings is necessary for children to become passionate readers. Majid (2018) on the other hand, affirms that encouragement and inculcation of love of books during early childhood can help children become avid readers. According to Palami (2012) reading habit is an essential and important aspect for creating a literate society in the world. Thus, reading is vital in the development of children. Oyesiku, Laoye and Amalahu (2016) posit that reading is a learning skill which aids all learning activities. Reading is the literary ability that recognize and understand characters or speak words that may be printed or written on paper and other formats or recording human knowledge (Ogbona,2014). It is an essential part of human development.

Therefore, it is important for a child to develop reading habit through reading. Bigmold (2003) emphasizes that constant reading improved children's reading. In essence, the art of reading whether for learning or leisure is important since it helps to broaden young people's experiences and knowledge (Green,2002). Okwilagwe (1998) describes reading as meaningful interpretation of words, phrases and sentences. The author stresses further that reading requires different types of critical thinking such as analyzing, creating, imaging, evaluating and problem solving. In other words, reading develops cognitive skills (Whitten, Labby and Sullivan (2016); Hughes-Hassells & Lutz (2006) concur that reading stimulates children thinking and reasoning skills which make them active learners. Lee (2014) stresses that reading can help children to perform academically by improving their comprehension vocabulary, grammar and reading fluency. That the aim of promoting reading habit is to get the children and adolescents to read as part of daily life, and to establish the reading of books as a habit that will always be needed and enjoyed throughout one's life. Machet (2001) is of the opinion that reading is an indispensable skill that every child needs to possess, as it is essential to master every subject in the school curriculum, knowledge comes in different forms but it comes best in form of a book. Nevertheless, this will not be known until one's read what is written in the pages of books. Hence reading is the key to knowledge. In the words of Williams Arthurward "a father has not fulfilled his responsibility as a parent until he bequeaths to his children, a love of books and thirst for knowledge". This can be done by catching children young, that is, making them to realize the importance of reading.

Green (2001) points out that reading habit is best formed at a young impressionable age in school and once formed, it can last one's life time. Mendez (2018) is of the opinion that reading requires daily repetition. Tung and Chang (2009) stress further that repetition helps in mental development as a person learns creativity and critical thinking. In developed countries, children are introduced to the art of reading at a tender age through bed time stories and provision of story times for babies and toddlers in the public libraries. It is pertinent to note that in countries such as Nigeria; a lot still need to be done in order to develop the habit of reading among children. Especially when the economic situation does not give room for many parents to buy books for their children or ward; books are very expensive; public libraries are not in many towns; many schools boast of functional libraries and lack of implementation of National Policy on Education on the establishment of libraries in schools by government. Ogugua, Emerole, Egwin, Anyawon and Haco-Obasi (2015) corroborate that the strategies for developing reading culture are to introduce children to reading very early in their lives; to read for contests; to establish libraries and training of teachers who will teach the children how to read.

Also, the complacent attitude of children towards inculcating reading habit from young age because many parents hardly read, it is difficult for them to encourage their children to read.

Schools and teachers are not doing enough in this aspect. As a result of this, reading habit has declined among the children. Reading habit among the children is a matter of concern in educational and national development (Mefoe, 2010). It is important to expose children in Nigeria to reading at a very early age since reading sustains literacy (Oyesiku et.al., 2016).

Osundare (2009) points out that a country's level of development is a function of its mental and Cultural Revolution, as well as the state of its educational development which is embedded on building a high level of literacy in all facets of the development; in an attempt to revive this dying habit, the former President of Nigeria, Goodluck Jonathan launched a book campaign tagged "Bring Back the Books (BBB) on 20 December, 2010 in Lagos. The programme was the brain child of Federal Ministry of Education and the main objective of the programme was to develop a book reading culture for educational purposes or entertainment in Nigeria, especially amongst the children and the youths, who have lost value for reading. Ogugua, Emerole, Egwin, Anyawon and Haco-Obasi (2015) corroborate that the strategies for developing reading culture are to introduce children to reading very early in their lives; to read for contests; to establish libraries and training of teachers who will teach the children how to read. It is against this background that this research is carried out to investigate the reading habit of children in Erunwon, Ijebu-North-East, Ogun State.

Statement of the problem

Reading is very important in the life of an individual in a developing country like Nigeria. It is essential to understand the potential effect of reading on children and the long effect on their development and future career. It can make a child develop poor attitude towards school; anti-social behavior; fear; anxiety and self-esteem problems later in life. However, recent report revealed low reading habit among children and teenagers in Nigeria. Could this be as a result of technology, high cost of books, poor reading habit and non-availability of school library and public library? This study is set out to investigate reading habit among children in Ijebu-North-East Local Government Area of Ogun State, Nigeria.

Research questions

1. What is the level of reading among the children in Erunwon, Ijebu-North-East Local Government Area, Ogun State, Nigeria?
2. How accessible are books to the children in Erunwon, Ijebu-North-East Local Government Area, Ogun State, Nigeria?
3. What are the reading challenges encountered by the children in Erunwon, Ijebu-North-East Local Government Area, Ogun State, Nigeria?

Scope of the study

The study investigated the reading habit among children in Erunwon, Local Government Area, Ogun State, Nigeria. The population is limited to children between five and twelve years in both public and private schools and the children were selected from three coaching centres. The reason for selecting them is because they are expected to have been exposed to the art of reading. Also, the children are from the same geographical location and under the same ministry of Education.

Literature review

Information is a valuable resource for the development of children and this can be developed through inculcation of reading habit. It is a rich source of knowledge and information. White (2002) is of the view that reading is a useful component to be imprinted in the mind of young and the art of reading should be carried out throughout their lives. In other words, parents should not neglect the training of children to read and write. Okeke (2000) believes the art of reading is a priceless instrument for everyone. He stresses further that reading is one of the most important activities in life, through which one enters into the life and experience of others and extend his/her knowledge, scope of experience and enjoyment. Okoro (2004) points out that it is essential that children are introduced to the art of reading very early in life, even before the child would step into school.

Abeberese, Kumler and Linden (2014) in a study on improving reading skills by encouraging children to read in schools in Philippines and strengthening the evidence base for quality programming: assessing the impact of literacy boost programme using quasi-experimental evaluation approach in Ethiopia (Kebede, 2018) provides evidence on the effectiveness of reading programmes that have been designed and implemented in developing countries. Similarly, the study of Friendlander and Golden berg (2016) on literacy boost in Rwanda reveal that when reading programmes both provided books and delivered effective reading instruction; there were positive impact on the reading achievement of students of Rwanda. Cunningham and Stanovich (2001); Strauss (2009) and Pearson (2013) are of the view that the children who have read from the time they are young excel in reading and are more knowledgeable. Snow, Burns and Griffin (1998) believe that those who come from low-income families display very poor reading skills.

Also, Bailey (2012) posits that children can be encouraged to read in multiple forms such as reading aloud to them (Massaro 2017, Britt et.al.2016). Bojezyk, Davis and Ram (2016) opine that the use of dialogue and interactive story telling can bring children close to books, while Mooney, Winter and Connolly (2016) are of the view that giving books as gifts will also encourage reading among children. On the other hand, studies revealed that the boys enjoy eading less than girls (Education Standards Research Team, 2012, Clark & Rumbold, 2006; Clark and Douglas, 2011). Picture books play a significant role in developing reading habit among children. Iiogbo (2015) remarks that picture books are powerful and compelling tools which have inviting influence on children. The National Association for the Education of Young Children (2004) states that picture books are beneficial to helping young children develop socially, personally intellectually, culturally and aesthetically. Similarly, researchers such as Bus, Van Ijzendoom & Pellgrin (1995) and Segun (1988) affirm that picture books reading has been advocated as an important activity to promote children's language and literacy skill during the school preschool years. Also, Millard and Marsh (2001) conduct a study on primary aged children that were given a class library of comics which they were allowed to take home. The researchers found out that children liked taking comics home and it encourages the children to read. Comic according to Fenwick (1988) helps to develop a positive towards reading and to get children engaged in reading.

Many studies have proved that the role of school libraries cannot be over emphasized in developing reading skills and academic performance of children. Krashn (2004) assert that there is a link between school libraries and improvement in reading achievement. In other word,

Nassimben and Desmond (2011) believe that when children are given the chance to hand-pick from assorted reading resources and read, their reading performance improve and they have greater motivation to read. Also Tella and Akande (2007) investigate children reading habits and availability of books in Botswana primary school; the study shows that 36.7% read on a daily basis; insufficient reading materials are factors that discourage children from engaging in reading. Research revealed that little time is spent in reading. The study carried out by Haliro, Marjanatu, Mohommed & Daryan (2015) showed that out 480 respondents 250 (52%) spent between 1- 2hours in reading followed by 150 (31%) respondents who spent 2- 3 hours on reading books 50 (11%) respondents spent between 3-4 hours while 20 (4%) spent 4- 5 hours and 5 hours and above. The period of time spent in reading each day by respondents has extended from less than an hour to more than 5 hours (Kavi, Tache and Binggyele, (2015).

The word habit is a regular practice that is hard to give up. According to Wagner (2002) reading habit concept means in terms the amount of materials being read, the frequency of reading as well as the average time spent in reading. The author stresses further that the habit can be cultivated. It is very important to encourage children to inculcate reading habit at a very early age because it is the ingredients for knowledge transfer and the habit is an academic activity that increases skills in reading strategies (Chettri and Rout,2013). In addition, there are many fact factors inhibiting reading habit among children. According to Vanguard (2009) the trend is getting worse as children are becoming less and less attracted to reading. Technology ICT and Global system of mobile communication (GSM) and change of value has contributed to dwindling in reading culture. While a report by children in Kiaser Foundation cited in Ilogbo (2015) revealed that children devote an average of 7.5 hours per day on entertainment technology such as internet, movies videos games, TVs and others. The report showed. Further that 75% of children have devices in their bedroom other constraints according to Gbadamosi 2007 cited in Igwe (2011) is the economic hardship that is prevalent in many homes, most parent manage to pay their ward school fees and forget about buying books; advent of home videos film houses and other electronic gadgets. School library is also not available in many schools.

Australian council for Educational Research (2013) state that school library cannot be separated from the inculcation and development of reading interest and habit. This is because school library supports learning and creates conclusive environment for reading which enables; students to enjoy reading and other voluntary activities; and adds value to individual's life (International Association of School Librarianship, 2012). Libraries in Africa are weak with several problems concerning financial constraints, lack of human resources, out dated materials and poor use (Isaak, 2000). Several Scholars such as Fakomogbon, Bada, Omilola and Awoyemi (2012) Oduagwu and Oduagwu; Adeyemi (2010) andAjegbogun and Salaam (2011) state that many libraries are in deplorable state; some schools do not have while government paid up shrive to school library development, and any policies remain on paper and are never implemented. It is important to point out that reading habit should be encouraged by parents and government by putting in place the necessary materials and infrastructure because once the child is taught to read; develop love for books and he can explore for himself the wealth of human experience and knowledge. Succinctly, children who miss the opportunity of getting in touch with books at early stages of life, find it hard to acquire good reading habits in their later years (Deavers, 2000).

Research Methodology

The survey method was used for the study with a structured questionnaire as instrument for data collection. The data was collected between July and August during the Covid 19 lockdown in 2020. The population consisted of forty children from 3 coaching centers at Erunwon, Ogun State, Nigeria. Questionnaire was constructed in line with the objectives of the study. The coaching centres assisted in distributing the questionnaire. Thirty-eight (38) copies of the questionnaire were returned and the data was analyzed using statistical package for social science (SPSS). The interview schedule has three broad questions which sought information also on the types of books, accessibility and challenges encountered by the children.

Data analysis and Interpretation of results

Table 1 Descriptive Statistics of Respondents

Respondents Characteristics	Frequency	Cumulative Frequency	Percentage (%)	Cumulative Percentage (%)
Gender:				
Boy	17	17	44.7	44.7
Girl	21	38	55.3	100
Age:				
4-5 Years	0	0	0	0
5-6 Years	2	2	5.3	5.3
6-7 Years	8	10	21.1	26.3
8-9 Years	9	19	23.7	50.0
10-11 Years	10	29	26.3	76.3
12-13 Years	9	38	23.7	100
School				
Private	19	19	50	50
Public	19	38	50	100
Daily Reading Hour				
30 minutes	8	8	21.1	21.1
1 Hour	15	23	39.5	60.5
2 Hours	9	32	23.7	84.2
3 Hours	3	35	7.9	92.1
4 Hours	2	37	5.3	97.4
5 Hours & Above	1	38	2.6	100

Source: Field Survey, 2020

The demographic characteristics of the respondents and hours used for reading. The table shows that a large proportion of the respondents fell into the bracket of 10- 11 years with 26.3%; text 8-9years with 23.7 and 12-13 years with 23.7% closely followed by 6- 7 years with 21.1% and 5-6 years with 5.3%. The implication of the finding is that the respondents are young and should be encouraged to cultivate reading habit. In the case of gender, the table revealed that 44.7% were boys while 55.3% were girls. This implies there were more girls' respondents than boys.

Furthermore, the study shows that 19 of the respondents with 50% attended public schools while 19 of the respondents spent “one hours to read” next to that is 23.7% who spent “2 hours to read”; followed by 21.1% respondents spent “30 minutes to read”; 7.9% respondents spent “3 hours to read” while 5.3% spent “4 hours to read” and “2.6% 5 hours to read”. The implication of the study result is that majority of the respondents spent 1 hour to read.

Research question one: What is the level of reading among the children in Erunwon, Ijebu-North-East Local Government Area, Ogun State, Nigeria?

Table 2 Respondents Responses on “What is the Level of Reading among the Children?”

S/N	Test Items		ET4	OW3	NV2	NS1	Mean	SD
1	I like reading picture books	Freq	28	6	3	1	3.61	0.76
		%	73.7	15.8	7.9	2.6		
2	I don't like reading books with pictures	Freq	11	7	20	-	2.76	0.88
		%	28.9	18.4	52.6	-		
3	I like reading glossy books	Freq	28	2	7	1	3.50	0.89
		%	73.7	5.3	18.4	2.6		
4	I like reading books with large prints	Freq	13	13	10	2	2.97	0.92
		%	34.2	34.2	26.3	5.3		
5	I don't like reading books with small print	Freq	11	7	16	4	2.66	1.02
		%	28.9	18.4	42.1	10.5		
6	I like reading books with few pages	Freq	23	5	9	1	3.32	0.93
		%	60.5	13.2	23.7	2.6		
7	I don't like reading books with paper prints because they are not attractive	Freq	11	8	14	5	2.66	1.05
		%	28.9	21.1	36.8	13.2		
8	I like reading comics	Freq	34	2	1	1	3.82	0.61
		%	89.5	5.3	2.6	2.6		
9	I enjoy reading books	Freq	33	3	2	-	3.82	0.51
		%	86.8	7.9	5.3	-		
10	I like reading because it improves my vocabulary (new words)	Freq	34	3	1	-	3.87	0.41
		%	89.5	7.9	2.6	-		
Average Mean & Standard Deviation							3.30	0.80

Source: Field Survey, 2020

Note: SD = Standard Deviation, ET = Every Time, OW = Once in a while, NV= Never, NS = Not Sure.

Table 2 is a representation of the level of reading among the children. Based on the result, “reading because it improves my vocabulary (new word)” with mean score (3.87) was ranked highest; followed by “enjoy reading comic” and “enjoy reading” with mean score (3.82). The result further revealed that “reading picture books” with mean score (3.61); while “reading glossy books with mean score (3.50) and lastly; “don’t like reading books with small prints and reading books with paper prints because they are not attractive” with (2.66) had lowest rank score by the respondents. The table showed that 73% of the respondents like reading picture books; 86.5% like to read comics and 89% like reading because it improves vocabulary. It implies that the children are reading but there is a need to encourage them to inculcate the habit of reading for the acquisition of new knowledge, skills and for gaining information.

To corroborate this result, an interview was conducted among the children of the selected coaching centers at Erunwon.

What type of books do you like reading?

Coaching centre 1: *Many of the children like reading adventure books and comics.*

Coaching centre 2: *The children like reading adventure books, glossy and easy to read.*

Coaching centre 3: *The children like reading any interesting books with big print and few pages.*

Research question 2: How accessible are books to the children in Erunwon, Ijebu-North-East Local Government Area, Ogun State, Nigeria?

Table 3: Accessibility of Books to the Children

S/N	Test Items		Yes	No	Mean	SD																																																															
1	My parents always buy text books for me	Freq	38	-	2.00	0.00																																																															
		%	100	-			2	I get books as gift during birthday, Christmas, etc.	Freq	9	29	1.24	0.43	%	23.7	76.3	3	I borrow books from my friends	Freq	24	14	1.63	0.49	%	63.2	36.8	4	I borrow books from school library	Freq	24	14	1.63	0.49	%	63.2	36.8	5	I have never been given a book	Freq	12	26	1.32	0.47	%	31.6	68.4	6	I have access to books recommended for reading by my school	Freq	32	6	1.84	0.37	%	84.2	15.8	7	My parents do not like to waste money on books that are not on the school list	Freq	26	12	1.68	0.47	%	68.4	31.6	Average Mean & Standard Deviation		
2	I get books as gift during birthday, Christmas, etc.	Freq	9	29	1.24	0.43																																																															
		%	23.7	76.3			3	I borrow books from my friends	Freq	24	14	1.63	0.49	%	63.2	36.8	4	I borrow books from school library	Freq	24	14	1.63	0.49	%	63.2	36.8	5	I have never been given a book	Freq	12	26	1.32	0.47	%	31.6	68.4	6	I have access to books recommended for reading by my school	Freq	32	6	1.84	0.37	%	84.2	15.8	7	My parents do not like to waste money on books that are not on the school list	Freq	26	12	1.68	0.47	%	68.4	31.6	Average Mean & Standard Deviation					1.62	0.39						
3	I borrow books from my friends	Freq	24	14	1.63	0.49																																																															
		%	63.2	36.8			4	I borrow books from school library	Freq	24	14	1.63	0.49	%	63.2	36.8	5	I have never been given a book	Freq	12	26	1.32	0.47	%	31.6	68.4	6	I have access to books recommended for reading by my school	Freq	32	6	1.84	0.37	%	84.2	15.8	7	My parents do not like to waste money on books that are not on the school list	Freq	26	12	1.68	0.47	%	68.4	31.6	Average Mean & Standard Deviation					1.62	0.39																
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Source: Field Survey, 2020

Table 3 shows the respondents rating of accessibility to books as “my parents always buy books for me” with ($X= 2.00$) ranked highest followed by “have access to books recommended for reading by my school” with($X=1.84$)“my parents do not like to waste money on books that are not on the school list” with ($X= 1.64$); the lowest rank “get books as gift during birthday, Christmas” with ($X=1.24$) ranked lowest by the respondents .The study showed that parents buy books for their children but recommended books by the children’s schools. Parents/guardian need to be on the importance of buying non-fictions books for children. This will help them to develop love for books thereby exploring the wealth of human experience and knowledge.

Where did you get books to read?

All the children at the three coaching centers borrowed books from the library; friends and their parents never bought any books that were not recommended by school for them.

Did you have a library building in your school?

The children at the three coaching centers response, “No, a classroom was turned into a library”

Research question 3: What are the challenges encountered by the children in Erunwon, Ijebu-North-East Local Government Area, Ogun State, Nigeria in reading books?

Table 4: Challenges encountered by children in Erunwon, Ijebu-North-East Local Government Area, Ogun State, Nigeria in reading books

S/N	Test Items		TRUE 2	FALSE 1	Mean	SD
1	The books are not glossy and attractive	Freq	21	17	1.55	0.50
		%	55.3	44.7		
2	Books are very expensive to buy	Freq	19	19	1.50	0.51
		%	50	50		
3	No library to borrow books	Freq	20	18	1.53	0.51
		%	52.6	47.4		
4	I find it difficult to understand the books	Freq	21	17	1.55	0.50
		%	55.3	44.7		
5	I get distracted by television set	Freq	18	20	1.47	0.51
		%	47.4	52.6		
6	I like playing with handset to reading	Freq	18	20	1.47	0.51
		%	47.4	52.6		
Average Mean & Standard Deviation					1.51	0.51

Source: Field Survey, 2020

Note: SD = Standard Deviation.

Table 4 The table reveals that the respondent ranked “books are not glossy and attractive” and “find it difficult to understand books” were ranked highest with ($X=1.55$) followed by “No library to borrow books with ($X=1.53$) while “books are very expensive to buy” with $\bar{x}=1.50$). Lastly, “get distracted by television set” and “like playing with handset to reading” with ($X=1.47$) were ranked lowest by the respondents. This is a clear indication that publishers have to print glossy and attractive books; government and stake holders need to fund libraries adequately.

Have you experienced any form of challenge in reading?

The children response at all the centers are similar, “ books are very expensive, no public library in the local government, books in the school library are few and many of them are not attractive(not well illustrated and colorful)

Discussion of Findings

The study revealed on Table 1 that children in Ijebu-North-East spend little time in reading. The finding is in line with the study of Haliru et.al. (2015) who found out that children spend an hour in reading. However, the study did not agree with the finding of Kavi, Tackle and Buggyeyi (2015) who identified that the period of time spent on reading by schoolchildren has extended from less than hour to more than five hours. The study discovered that majority of the children read because it improves their vocabularies. Oji and Habibu (2011) agreed with the above findings that reading can help children to perform better academically by improving their comprehension vocabulary, grammar and reading fluency. The study is in consonance with the study of Millard and Marsh (2001) that children liked taking comics home because it encouraged them to read. Comics are as classy as other form of literature and children gain from reading them just like any other types of books. The study revealed that the children liked reading books with picture which is in line with Ilogbo (2015) study that pictures books are compelling tools that have inviting influence on the children.

Also, the investigation agreed with Nassimch and Desmond (2011) that children read when they are given the chance to hand-pick from assorted reading resources such as the library. In addition, the study revealed that parents do not buy books that are not part of the recommended books and the study agreed with the findings of Gbadamosi (2007) cited in Igwe (2011)

Conclusion

It can be inferred that parents, school, library and government have a lot to do in encouraging children to read. The study revealed that 1hour was spent by majority of the respondents in reading. The study showed that majority of the respondents’ parents do not like to waste money on books that are not recommended. Also, the respondents get distracted by television set and hand set

Recommendations

Based on the findings of the study, the following recommendations are made:

The government needs to implement the National Policy of Education that directed that libraries should be established in all schools. State and local government should also establish public libraries in all schools. Also, Non-Governmental Organisations and corporate organizations should be encouraged to donate books to schools as part of their social responsibilities. In the same vein libraries both public and school libraries and librarians have a great role to play in promoting reading among children. A holiday reading programme or summer reading programme should be encouraged by all schools in during long vacation or summer holiday. Finally, government should encourage local publishers and reduced the tax imposed on publishing, thereby making books affordable and reachable to all children and their parents. Parents should read books to children from early age and buy books as gift for birthday, promotion to next class, etc.

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