Innovative Approaches to Enhance In-School Adolescents' Reading Skills and Attitudes in Nigerian Schools: An Empirical Perspective

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Abstract
The educational landscape in Nigeria faces significant challenges in cultivating effective reading skills and positive attitudes toward reading among in-school adolescents. Traditional instructive methods have often failed to address these issues, resulting in low literacy rates and students disconnected from reading. This research explores innovative approaches capable of enhancing reading skills and attitudes in Nigerian schools, focusing on empirical evidence from three secondary schools in Oyo City. The study utilises a descriptive survey method, involving sixty students from Junior Secondary Class 3 to Senior Secondary 3, to assess the impact of innovative strategies to improve the reading skills and attitudes of the students. The findings reveal the possibilities of significantly improved reading skills and attitudes when exposed to these innovative approaches. This study underscores the necessity of adopting creative and engaging approaches to reading to foster more literate and motivated students, ultimately contributing to better academic performance and lifelong learning. The results provide valuable insights for school librarians, teachers, policymakers, and stakeholders aiming to contribute to improved literacy in Nigeria.

Keywords: *Reading skills, reading attitudes. Innovative approaches, in-school adolescents, Nigerian schools, Reading by adolescents.*

Introduction
The role that reading plays in helping in-school adolescents achieve lifelong learning cannot be overemphasized because reading is still the principal way by which a high-quality, comprehensive education can be achieved. Reading is necessary for in-school adolescents to attain comprehensive and holistic development since the more a student reads, the more opportunities he has to explore and significantly impact his world (Main, Hill and Paolino, 2023). Reading is an essential tool for lifelong learning. Learning in the twenty-first century is expected to equip students with strategies to cope with social and technological changes that are fast occurring, through reading. Therefore, reading is considered necessary for learning new information and skills through the use of a variety of media, including newspapers, books, radio, television, and computers. As a result, both young and adult learners must establish good reading habits and reading skills to achieve quality basic education (Noor, 2011).

Despite numerous efforts targeted at improving literacy rates in Nigeria, in-school adolescents continue to exhibit inadequate reading skills and negative attitudes towards reading. Traditional teaching methods, which often underscore memorisation of facts and ideas over comprehension and engagement, have proven inadequate in addressing these issues. The lack of access to diverse and engaging reading materials further exacerbates the problem, leading to low motivation and poor academic performance. There is a critical need for innovative approaches that

incorporate digital technologies such as gamification, interactive instructions such as story hour, and book clubs among others, as well as academically relevant content to enhance reading skills and foster positive reading attitudes among in-school adolescents in Nigeria. This research aims to empirically examine the effectiveness of such innovative strategies in Nigerian schools, providing evidence-based insights to inform educational practices and policies.

Objectives of the study
The objectives of the study are to:
1. ascertain the imperatives for reading by in-school adolescents in Oyo town, Oyo state, Nigeria;
2. determine the reading skills of in-school adolescents in Oyo town, Oyo state, Nigeria;
3. examine the reading attitudes of in-school adolescents in Oyo town, Oyo state, Nigeria;
4. explore innovative approaches to improve the reading skills and reading attitudes of in-school adolescents in Oyo town, Oyo state, Nigeria.

Research Questions
The study was guided by the following research questions:
1. What are the imperatives for reading by in-school adolescents in Nigerian Oyo town, Oyo state, Nigeria?
2. What reading skills do Nigerian in-school adolescents possess in Oyo town, Oyo state, Nigeria?
3. What are the attitudes of in-school adolescents to reading in Oyo town, Oyo state, Nigeria?
4. Can innovative approaches improve the reading skills and reading attitudes of in-school adolescents?

Literature review
The importance of reading to in-school adolescents cannot be over-emphasized since it is a fundamental skill that serves as a gateway to knowledge, critical thinking, and personal development. Reading improves literacy skills and to thrive academically and in future careers, in-school adolescents need to hone their reading skills. Vocabulary, grammar, comprehension, and writing abilities are all enhanced by reading (Gallagher, 2023). Effective thought expression, information analysis, and comprehension of complicated texts are all facilitated by proficiency in reading such that success in every topic, from literature to science and beyond, depends on having these skills (Kamil, Borman, Dole, Kral, Salinger, and Torgesen, 2008).

Reading exposes students to a variety of viewpoints and ideas and enables. Thus, in-school adolescents can learn about many cultures, historical moments, and societal challenges through reading as it enables them to put themselves in the characters' shoes from different backgrounds, which promotes empathy and understanding. Exposure to a wide range of literature broadens the worldview and helps in-school adolescents become more open-minded and tolerant individuals, develop critical thinking skills and so can make decisions and solve problems. (Hollis, 2021; Sumaira, Saman, Zahid, Nargis, Noor, 2023).

Reading also enhances communication and language skills by providing the students who are exposed to well-written literature to grow in their mastery of the

language, which improves their capacity for effective communication. Communication skills are crucial not only for academic performance but also for interpersonal interactions and potential future employment (Moses and Muhammed, 2019). Also, reading can help in-school adolescents escape the strains and demands of everyday life because academic requirements, extracurricular activities, and social pressures can make life difficult for adolescents. Reading provides a break from these demands by enabling in-school adolescents to unwind, relax, and lose themselves in engrossing stories. In addition to providing entertainment, it also promotes self-care (Paige, 2020; Hashmi and Fayyaz, 2022). Reading is critical to the development and success of in-school adolescents as it enhances academic success, language proficiency, intellectual activities, empathy, personal growth, and a lifelong love of learning. Therefore, encouraging and promoting reading is crucial for the entire development of in-school adolescents and their future accomplishments. In-school adolescents need to read to establish good reading habits in today's highly technologically advanced environment.

Reading skills connote the comprehension and interpretation of textual materials. It involves several abilities, such as decoding, fluency, vocabulary, comprehension, and critical thinking (Murray, 2016). Decoding is a basic reading skill that requires accurate word recognition and pronunciation. It is the process of converting written characters, single letters, plural letters, and combinations of letters into sounds. Readers' comprehension and ease of reading are enhanced by decoding as a skill. Decoding is an essential skill in the process of building reading lists and learning how to understand new words for upcoming readers. With practice, decoding becomes automatic, allowing readers to focus on understanding the content rather than stumbling over words (Diab, 2018).

Fluency is another important reading skill that should be possessed by in-school adolescents. Fluency is the ability to read quickly and accurately. Fluent readers are better able to understand what they are reading. Teachers can help improve fluency by providing opportunities for students to practice reading aloud, using appropriate tone and expression. In-school adolescents should practice reading aloud and participate in activities aimed at boosting fluency including vocal reading, peer reading, and rereading renowned books. (Paige, 2020; Gedik and Akyol, 2022).

Vocabulary as a reading skill refers to the comprehension of phrases along with their definitions. In-school adolescents are better able to comprehend and decipher terms and their meanings as they come across them in texts when they have strong vocabularies. Regular reading, exposure to a wide range of literature, and getting involved in vocabulary-building exercises like reading games can all help achieve this (McKeown, 2019; Darling-Hammond, et al. 2020; Insuasty, 2020). Critical thinking denotes the evaluation and analysis of the information provided in a text. It involves drawing conclusions and judgements as well as assessing and evaluating the facts that are presented in texts. In-school adolescents should be encouraged to read critically, taking into account the author's intentions, biases, and supporting details. (Shea and Ceprano, 2017; Smith, et al. 2021).

The reading skills of in-school adolescents could be improved by engaging in extensive reading. This entails offering them a wide- range of reading resources, including newspapers, periodicals, and books, as well as being guided to read independently. (Almutairi, 2018; Ameyaw and Anto, 2018). Also, adolescents need

to have a strong vocabulary to understand what they are reading. Teachers can help by providing opportunities for students to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading (Swanson, et al. 2017).

In-school adolescents can improve their reading skills through writing and thus become better readers. The effects of writing are more likely to be maximized if students write for real purposes and audiences. Having students write about a text should enhance reading comprehension because it affords greater opportunities to think about ideas in a text, requires them to organize and integrate those ideas into a coherent whole, fosters explicitness facilitates reflection, encourages personal involvement with texts, and involves students transforming ideas into their own words (Ferlazzo, 2020).

Reading attitude refers to an individual's overall disposition or approach towards reading. It encompasses the attitudes, convictions, and actions about reading which are shaped by the experiences of each reader. A positive reading attitude is depicted by having a genuine interest in reading, appreciating literature, and being open to interacting with various forms of texts (Yamashita 2013). A negative reading attitude, on the other hand, can include disinterest, boredom, or even an outright dislike of reading. A negative attitude towards reading, according to Haugsnes (2022), may directly influence motivation, which in turn may directly impact reading-based learning. Students' motivation will therefore probably suffer if they have a negative attitude about reading.

Therefore, negative reading attitudes will probably harm students' motivation, and cause in-school adolescents to make negative reading choices. Cultivating a positive reading attitude is important because it can have a significant impact on one's reading skills and overall literacy development. In-school adolescents' reading attitudes can vary greatly depending on a variety of factors, ranging but not limited to their interests, educational background, and upbringing. (Yildiz and Kızıltaş, 2018; Gunobgunob-Mirasol, 2019; Bacong and An, 2020).

Peer pressure is a factor that affects how in-school adolescents feel about reading as their reading attitudes might be influenced by their peers, who have a big influence on them. They could be less inclined to read if their pals think it is not cool to read. However, kids might be more likely to adopt a favourable attitude towards reading if their peers are voracious readers. Bamise (2023), opined that in-school adolescents are influenced by their peers in the choices they make and this does not except reading as Cooc and Kim (2016) observed a strong correlation between the reading skills of in-school children's peers and their reading achievement and good reading attitudes are correlates of good reading skills.

The availability and accessibility of reading materials can significantly impact the reading attitudes of in-school adolescents. Schools that provide a wide range of reading materials, including books, magazines, and digital resources, can foster a positive reading culture. Conversely, schools with limited resources may struggle to provide students with diverse reading options, which can hinder their reading attitudes (Ohakamike-Obeka, 2016; Cain and Hattie, 2020).

Furthermore, students' attitudes towards reading can be influenced by the ways that reading is taught in the classroom and by the techniques of instruction. Students may grow to dislike reading if they think of reading as just another task to be completed or if it is not taught engagingly and interactively. Students are more likely to acquire positive reading attitudes, though, if reading is incorporated into a variety of courses and taught in creative ways that make it engaging and relevant. When examining the reading attitudes of teenagers enrolled in school, parents' roles are crucial to consider. The reading attitudes of their offspring are typically positively impacted by parents who value reading and actively support reading. Conversely, parents who do not value reading or who do not give their children access to reading materials at home may prevent their children from developing a love of reading (Echedom, et al. 2017).

In-school adolescents often have a wide range of interests, and this can be reflected in their attitudes toward reading. Some may read novels they like, but others might read internet articles, graphic novels, or non-fiction and the relevance of the reading materials to the personal lives of the students may also affect their attitudes to reading. If students can connect what they read to their interests or life experiences, they are more likely to have a positive view. Therefore, reader choices have an impact on students' attitudes to reading. Reading may either be viewed as a pleasure or a means of escape, reading may be seen as a chore by some people, but not by others.

Students' reading attitudes might also be impacted by their academic workload and assigned readings, particularly if they experience difficulty with the volume or complexity of the materials. Creel (2021) observed that assigned reading by teachers leads to a loss of interest in reading and consequently a negative reading attitude in students but if allowed to input in their reading lists, it could lead to students having greater pleasure and interest in reading and invariably, a positive attitude to reading. The Reading attitudes of in-school adolescents may be influenced by their preferences for the use of digital media. Electronic books, CDs, and internet articles may be more appealing to certain students than traditional materials as Allcott (2021), opined that students should be exposed to both online and offline reading to have the best of both worlds of reading.

To improve the reading skills and attitudes of in-school adolescents, innovative and imaginative solutions that take into account their interests and abilities are needed. It is the responsibility of school librarians, teachers, parents, and other relevant parties to employ creative approaches to improve the reading abilities and dispositions of teenagers who are enrolled in school (Oriogu, 2015; Oyewole, 2017). Teachers and school librarians can collaborate to create games centred around reading that will help in-school adolescents build better reading habits. Things like obtaining badges, points, or prizes for finishing books or hitting reading benchmarks. Students can also be encouraged to discuss their ideas and insights from their reading experiences thus helping to build a community and promote collaborative learning (Kizildag, 2023).

Book clubs involve encouraging students to join peer-to-peer reading initiatives, discussion groups, or reading in their communities or schools so they can talk and share their opinions about books with peers in a casual setting. Other innovative approaches that could improve reading among in-school adolescents include

forming partnerships with neighbourhood bookstores, libraries, or community organisations to create reading programmes, author visits, or literacy events (Hawthorne, 2021). Providing students with a broad selection of reading materials, such as graphic novels, poetry, short tales, and magazines, and allowing them to be part of the selection, can encourage their exploration of many literary genres and pique their interest in a variety of literary works (Thanya and Suganthan, 2023). To promote deeper comprehension and engagement with reading materials, teachers and school librarians should also encourage students to undertake reading-focused projects in which they might produce multimedia projects, artwork, or presentations based on the information they have read.

Enhancing the reading abilities of teenagers in school also involves letting students choose and suggest books to their friends via newsletters, social media, and bulletin boards as recommendations from peers tend to be more persuasive to fellow students. They include planning gatherings where students can give or trade books they have read, thus encouraging a common love of reading (Organisation for Economic Cooperation and Development (OECD), 2016). With the help of these innovative approaches, school librarians, teachers, parents, and other stakeholders can foster an inclusive reading environment that inspires in-school adolescents to see reading as more than just a necessary academic obligation.

Research Methodology
Sixty in-school adolescents from Junior Secondary Class 3 to Senior Secondary 3 were randomly selected from 3 secondary schools from the government areas in Oyo township, Oyo State, Nigeria viz: Afijio, Atiba and Oyo East Local government areas. A questionnaire titled "Survey of Innovative Approaches to Enhance in-school Adolescents' Reading Skills and Attitudes in Nigerian Schools "was the title of the self-administered instrument created by the researcher for the study. The study adopted the survey research method. Twenty pupils in JSS3 to SSS3 were randomly selected in each of the chosen schools and administered the questionnaire after explaining the objectives of the research to them. Out of the sixty copies of the questionnaire administered, only fifty-nine were accurately completed and were suitable for analysis, yielding a response rate of 98.3. Data collected from the questionnaire was analysed using descriptive statistics of frequency count, percentages, mean and standard deviation.

Presentation and Interpretation of Results

Table 1: Demographic Information of Participants

S/N	Description	Frequency	Percentages (%)
1	**Name of School**		
	Winner International Group of Schools, Oyo	14	2 3.7
	Ajayi Crowther College, Oyo	15	
	Olivet Baptist High School, Oyo	15	25.4
	Awe High School, Oyo	15	25.4
			25.4
	Total	**59**	**100.0**
2	**Gender**		
	Female	29	49.2
	Male	30	50.8
	Total	**59**	**100.0**
3	**Age**		
	10-11	10	17.0
	12 – 13	15	25.4
	14 – 15	18	30.5
	16- 17	16	27.1
	Total	**59**	**100.0**
4	**School**		
	Public	31	52.6
	Private	28	47.4
	Total	**59**	**100.0**
5	**Classes**		
	JS3	16	27.1
	SS1	16	27.1
	SS2	27	45.8
		59	**100.0**

The students' demographic data is shown in Table I. There were more males (50.8%) than females (49.2%) among the respondents. There were more participants in the age range of 12-15 at 55.9% Majority of the respondents 27(45.8%), are in SS2.

Table 2: Imperatives of reading to in-school adolescents
Descriptive Statistics

Items	N	Minimum	Maximum	Mean	Std. Deviation
Reading can enhance my understanding of things around me	59	2.00	4.00	3.6441	.54969
Reading can improve my vocabulary development	59	2.00	4.00	3.5424	.56697
Reading can improve my academic performances	59	2.00	4.00	3.7627	.46753
Reading can give me the courage to sit for an examination without being involved in examination malpractices	59	3.00	4.00	3.8983	.30484
Reading can make my creativity blossom	59	2.00	4.00	3.6271	.52188
Reading can improve my communication skills	59	3.00	4.00	3.7627	.42907
Reading can give me a better understanding of my environment	59	2.00	4.00	3.7288	.51963
Reading can help me to write better	59	1.00	4.00	3.6949	.62296
Reading can help me learn effectively	59	3.00	4.00	3.7797	.41803
Reading ensures intellectual development	59	1.00	4.00	3.5593	.74905
Valid N (listwise) Grand Mean	59			**3.7**	

Table 2 depicts the imperatives of reading to in-school adolescents in the selected schools. The mean value of 3.64 was reported for respondents who believed that reading can enhance their understanding of things around them. The mean value of 3.54 was reported for respondents who opined that reading can improve their vocabulary development. The mean value of 3.76 was reported for respondents

who agreed that reading can improve their academic performance. In contrast, the mean value of 3.89 was reported for respondents who felt that reading could give them the courage to sit for an examination without being involved in examination malpractices. The mean value of 3.62 was reported for respondents who thought that reading could make their creativity blossom. The mean value of 3.76 was reported for respondents who opined that reading could improve their communication skills. The mean value of 3.72 was reported for respondents who believed that reading could give them a better understanding of their environment while the mean value of 3.69 was reported for respondents who agreed that reading can help them to write better. The mean value of 3.77 was reported for respondents who thought that reading could help them learn effectively. The mean value of 3.55 was reported for respondents who agreed that reading ensures intellectual development. It can be deduced from the table that the mean value of each item is close to 4.00 which is the maximum mean value obtainable. This shows that a good number of in-school adolescents are aware of the imperatives of reading. With the grand mean of 3.7, it can be said that in-school adolescents identify the imperatives of reading.

Table 3: The reading skills of in-school adolescents
Descriptive Statistics

Items	N	Minimum	Maximum	Mean	Std. Deviation
I can comprehend school-based textbooks when I try to read them	59	1.00	4.00	2.9661	1.06619
I can read textbooks with ease	59	1.00	4.00	3.3390	.82232
I can easily recall what I read later	59	1.00	4.00	3.3898	.87132
I can give a title to a reading passage after reading	59	1.00	4.00	2.6949	.87601
I am indifferent to reading	59	1.00	4.00	2.6780	1.00757
I cannot find detailed information in the texts if I read them speedily	59	1.00	4.00	2.6102	1.08305
I cannot analyse long sentences and phrase	59	1.00	4.00	2.6102	1.12980
After finishing reading, I cannot summarise a reading text.	59	1.00	4.00	2.4068	1.00204
I find it difficult to evaluate texts after reading	59	1.00	4.00	2.6441	.86628
I cannot read a bulky text speedily and get an overall idea about it.	59	1.00	4.00	2.9153	.85678

Valid N (listwise) Grand Mean	59			**2.82**	

The reading skills of in-school adolescents are shown in Table 3. In-school adolescents who agreed that they could comprehend school-based textbooks when they try to read them have a mean value of 2.96 while those who agreed that they could read textbooks with ease had a mean value of 3.33. Those who could easily recall what they read had a mean score of 3. 33 later and those who could easily give a title to a reading passage after reading had a mean score of 2.69. Those indifferent to reading had a mean value of 2.67 and students with a mean value of 2.61 could not find detailed information in the texts if they read them speedily. A mean value of 2.40 was recorded for students who agreed that they could not analyse long sentences and phrases and students who could not summarise a reading text after reading had a mean value of 2.64. Those students who find it difficult to evaluate texts after reading had a mean value of 2.83 and those who could not read a bulky text speedily and get an overall idea about it had a mean value of 2.91. The grand mean of 2.82 shows that a good majority of the study participants have some of the fundamental reading skills that are expected of them.

Table 4: The reading attitudes of in-school adolescents
Descriptive Statistics

Items	N	Minimum	Maximum	Mean	Std. Deviation
I love reading lengthy books	59	1.00	4.00	3.4068	.81195
I love to read to obtain high grades in examinations	59	2.00	4.00	3.2034	.82587
I am inspired by reading	59	2.00	4.00	3.6780	.60002
I prefer reading what interests me	59	1.00	4.00	3.0847	.79412
I prefer reading print to digital materials	59	1.00	4.00	2.9322	.99766
I lost interest in reading because most of my friends dislike reading	59	1.00	4.00	2.8814	1.01853
I prefer to spend my time doing other things other than reading	59	1.00	4.00	2.5593	.89580
I prefer watching a story on the screen to reading it in a book	59	1.00	4.00	2.7119	1.09939
I find reading boring	59	1.00	4.00	2.8305	1.06920
I become easily tired when I ' m reading	59	1.00	4.00	2.9831	1.12175
Valid N (listwise) Grand mean	59			**3.02**	

Table 4 shows the reading attitudes of the participating in-school adolescents. It was observed that in-school adolescents who opined that they love reading lengthy books had a mean value of 3.40 while those who agreed that they love to read to obtain high grades in examinations had a mean value of 3.23. Students who were inspired by reading had a mean value of 3.67 and those who believe that they prefer reading what interests them had a mean value of 3.08.

Those who preferred reading print to digital materials and those who lost interest in reading because most of their friends disliked reading had a mean value of 2.93 and 288 respectively. In-school adolescents who preferred to spend their time doing things other than reading had a mean value of 2. 55 and those who preferred watching a story on the screen to reading it in a book had a mean value of 2.71. Students who find reading boring and those who become easily tired when they are reading had a mean value of 2.98. A good number of the respondents reported that they love reading books, and were inspired to read to score high grades in examinations. The grand mean of 3.02 indicates that a good number of the study's participants have a positive attitude toward reading.

Table 5: Innovative approaches frequency table

S/N	Innovative Approaches	Yes	Percentage	No	Percentage
1	Reading club	3	5.1	56	94.9
2	Writers' club	4	6.8	55	93.2
3	Reading Corner	5	8.5	54	91.5
4	Paired reading	4	6.8	55	93.2
5	Story Hour	9	15.3	50	84.7
6	Book Summary	6	10.2	53	89.8
7	Bibliotherapy	4	6.8	55	93.2
8	Makers space	4	6.8	55	93.2
9	Literary and Debate	23	38.9	36	61.1
10	Reading games (e.g predictions, inferences)	2	3.4	57	96.6
11	Author's visit	4	6.8	55	93.2

Table 5 outlines in-school adolescents, responses to exposure and participation in the innovative approaches that can be used to improve students' reading skills and attitudes. The results show that 56 respondents, or 94.9 per cent, indicated that their schools did not have reading clubs. A significant percentage of the respondents—55 (93.2%), 54 (91.5%), and 55 (93.2%)—had never participated in a writers' club, had no reading corners in their schools, and had never been exposed to paired reading. Furthermore, a sizable portion of the respondents, 53 (89.8%), were not exposed to book summaries, and many of the respondents, 50 (84.7), did not participate in story hour.

Moreover, it is evident that 55 (93.2%) of the respondents had no prior exposure to bibliotherapy and 55 (93.2%) had no idea what makers' space was. Almost all of the respondents did not play reading games like inferences and predictions, and only a small percentage of the respondents, 23 (38.9%) had any exposure to literature and debate. Of the in-school adolescents involved in the study, the majority, 55 (93.2%) reported they had not been exposed to the author's visits.

Discussion of Findings
The study investigated the innovative approaches that could be employed by school librarians and other stakeholders to improve the reading skills and reading attitudes of in-school adolescents in Oyo, Nigeria. Judging by their responses, it can be deduced that in-school adolescents are aware of the various imperatives of reading ranging from vocabulary development, good academic performances, and entertainment to intellectual development among others. This affirms the assertion of Hollis (2021) about the indispensability of critical thinking which can be acquired through reading, to the survival of individuals in today's society. It also substantiates the findings of Paige (2020) on the possibilities of being exposed to various viewpoints and ideas through reading. A good number of the respondents indicated their awareness about the imperative of reading to good communication skills as confirmed by the findings of Moses and Muhammed (2019). Thus, it can be deduced from the findings of the study that in-school adolescents in Nigeria are aware of the imperatives of reading to all-around development.

Comprehension, fluency, vocabulary, evaluation, and analysis of facts that are presented in the texts are indispensable reading skills that should be possessed by in-school adolescents. The study investigated the reading skills of in-school adolescents. The findings established that ranging from comprehension, recalling, analysis, and evaluation to summarization of texts, the respondents possessed some reading skills. It was affirmed that while a good number of the study respondents possessed the reading skills expected of them, there were a few others who did not have the reading skills. This finding supports the assertion of Shea and Ceprano (2017), and Insuasty (2020) of the need to expose in-school adolescents to techniques and approaches aimed at improving their reading skills because of its importance such as the acquisition of declarative knowledge, critical thinking, as well as clear communication.

The attitude of the in-school adolescents to reading could be negative or positive and these could impact the reading skills and overall literacy of in-school adolescents. From the findings of the study, it could be inferred that while many of the students love reading lengthy books, read to obtain high grades and read only what interests them, some others prefer to watch a story to read it and prefer digital books to print. The response of the respondents affirmed the assertion of Yildiz and Kızıltaş (2018) and Bacong and An, (2020) that in-school adolescents' reading attitudes can vary greatly depending on a variety of factors, ranging but not limited to their interests, educational background, and upbringing. The study respondents affirmed that they are affected by the attitude of their friends to reading. This confirms the opinion of Bamise (2023) that students who enjoy reading and read whenever possible positively impact their friends' attitudes towards reading and that in-school adolescents are influenced by their peers in the choices they make and this does not except reading.

The study findings showed that most of the study respondents were not exposed to innovative approaches capable of improving their reading skills and attitudes. Most of the respondents had not been exposed to reading clubs, writers' clubs, reading corners, paired reading, reading games, and authors' visits among others. Only about half of the respondents had been exposed to literature and debate. This is a clear departure from the observation of Oriogu (2015) that innovative and imaginative approaches are needed to improve the reading skills and attitudes of in-school adolescents. The findings of the study contradict the observation of Hawthorne (2021), and Kizildag (2023) that innovative approaches such as authors' visits, peer reading, book summary, book clubs, and choice reading are needed to enhance reading skills and consequently the reading attitudes of in-school adolescents.

Conclusion
The importance of improved reading skills and good reading attitudes to in-school adolescents cannot be over-emphasised. The Nigerian in-school adolescents are aware of the imperatives of reading and when a good number of them possess required reading skills a few others do not possess such skills. The in-school adolescents in Oyo had varied attitudes to reading and the need for innovative approaches to improve their reading skills and reading attitudes.

Recommendations
1. The in-school adolescents should be made to appreciate the imperatives of reading
2. School librarians should work with other stakeholders to train in-school adolescents to possess fluency, comprehension, evaluation, analysis, and other reading skills.
3. Provision of a wide range of materials, involving students in the selection of books, and making reading materials available at home can improve the reading attitude of in-school adolescents among others.
4. School librarians, teachers, parents, and other stakeholders should be proactive in introducing in-school adolescents to innovative approaches capable of improving their reading skills and attitudes.

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