

- Reading materials that students themselves may feel the need of should be provided.
- Many students admit that they are unable to spare time in their everyday activity. So regular reading hours can be included in the academic schedule to encourage reading practice.
- Books that are of the immediate interest of students should be made available in department libraries.
- Booktalks should be encouraged in the classroom setting.

References

- Ahuja, Pramila and Ahuja G.C. 1991c. Learning to read effectively and efficiently, Sterling Publishers Pvt, Ltd:45.
- Bozack, A. (2011). Reading between the lines: Motives, beliefs and achievement in adolescent boys. *The High School Journal*, 94, 58–76.
- Chapman, J. W., Tunmer, W. E., & Prochnow, J. E. (2000). Early reading-related skills and performance, reading self-concept, and the development of academic self-concept: A longitudinal study. *Journal of Educational Psychology*, 92, 703–708, <http://dx.doi.org/10.1037/0022-0663.92.4.703>.
- Clay, M.M. 1998, *By different paths to common outcomes*, Stenhouse, Yorke, Main.i
- Dadzie, P. S. (2008) Reading for Education: The roles of Libraries. *Ghana Library Journal* Vol. 20. No. 1. pp. 1–14
- Davila, D., & Patrick, L. (2010). Asking the experts: What children have to say about their reading preferences. *Language Arts*, 87, 199–210.
- Devarajan, G. (1989). Reading interests of secondary school students. In *Users approach to information in libraries*. New Delhi: Ess Ess Pub., p. 14.
- Eyre, G. (2005). *The development and practice of literacy: A voyage of discovery*. Available at: <http://www.iasl-slo.org/ifla2005-eyre.doc>.
- Grabe, W., & Stoller, F.L. (1997). Reading and Vocabulary Development in a Second Language: A case study. In Coady, J., and Huckin, T. N. (Eds.), *Second Language Vocabulary Acquisition: A Rationale for Pedagogy* (pp. 98–122). USA: Cambridge University Press.
- Hassell, S.H. & Rodge, P. (2007). The leisure reading habits of urban adolescents. *Journal of adolescent and Adult Literacy*, 51(1), 22–33. Retrieved May 3, 2007 from www.reading.org/Library/Retrieve.cfm?D=10.1598/JAAL.51.1.3&F=JAAL-51-1-Hughes-Hassell.pdf
- Hoge, D, R., Smit, E, K., & Hanson, S, L., (1990). School experiences predicting changes in Self-esteem of sixth and seventh grade students. *Journal of Educational Research*, 82 (1), 117–127.
- Irvin, J.L. (1998). *Reading and Middle School students. Strategies to enhance literacy*. Needham heights, MA: Allyn & Bacon. p. 37.
- Jenkins, S. (2009). How to maintain school reading success: Five recommendations from a struggling male reader. *The Reading Teacher*, 63, 159–162. doi:10.1598/RT.63.2.7

- Merisuo-Storm, T. (2006). Girls and boys like to read and write different texts. *Scandinavian Journal of Educational Research*, 50, 111–125.
- McKenna, M., Kear, D., & Ellsworth, R. (1995). Children's attitudes toward reading: A national survey. *Reading Research Quarterly*, 30, 934–955.
- Nichols, S., & Cormack, P. (2009). Making boys at home in school? Theorising and researching literacy (dis)connections. *English in Australia*, 44, 47–59.
- Mokatsi, R. (2005). *Sharing resources – how library networks can help reach education goals*. East African Book Development Association. A research paper looking at libraries in the developing world. Commission by Book Aid International.
- Panigrahi, C. & Panda, K.C. (1996). Reading interests and information sources of school going children: A case study of two English medium schools of Rourkela, India. *Malaysia Journal of Library and Information Science* 1 (1), pp. 57–65.
- Platt, B. (1986). Reading preferences of adolescents. *Illinois Reading Council Journal*, 14(1), pp. 37–39.
- Pivec F (1998). Surfing through the Internet-the new content of teenagers spare time. *ASLIB Proceed.*, 50(4): 88–92.
- Smith, N. & Robinson, H. (1980). *Reading instruction for today's children*. Englewood Cliffs: Prentice Hall.
- Stipek, D.J., (1984). The development of achievement motivation. In R. Ames & C. Ames (Eds.), *Research on motivation and education* (Vol. 1). Orlando, FL: Academic Press.
- Toit, C.M. (2001). *The recreational reading habits of adolescent readers: A case study*. (Master's Dissertation, University of Pretoria, South Africa).

Schedule time to meditate. walk, and read for pleasure. Exercise. dance, do yoga, get enough rest, and eat healthy foods. Keep a gratitude journal and remind yourself that you are blessed with a full and rewarding life. create positive time. Don't buy your children toys to replace spending time with them. You can enjoy each other as you study together, garden, take walks, read, play games, or watch a favorite television show. The activity is secondary to your uninterrupted presence.Â In the work area, you may be a manager, a part-time worker, or an assistant. Accompanying each role in your life are certain goals. Some goals demand greater time than others, requiring trade-offs. After reading thousands of books, Iâ€™ve found that understanding and using mental models is one of the most universal skills that EVERYONE should learn. It provides a strong foundation of knowledge that applies across every field. So when you jump into a new field, you have preexisting knowledge you can use to learn faster. Communicate the value of your skills to others.Â The busiest, most successful people in the world find at least an hour to learn EVERY DAY. So can you! Just three steps are needed to create your own learning ritual: Find the time for reading and learning even if you are really busy and overwhelmed. Stay consistent on using that â€œfoundâ€ time without procrastinating or falling prey to distraction.