

THE POTENTIAL OF NON-TEXTBOOK READING MATERIALS IN THE  
IMPROVEMENT OF READING SKILLS IN SECONDARY SCHOOLS IN  
JIGAWA STATE, NIGERIA

BY

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**DECLARATION A**

I HASSAN GARBA declare to the best of my knowledge that this thesis is my original work and has never been to any university or any other institution of learning.

HASSAN GARBA

Name and signature of candidate

 05/08/2015

Date

**DECLARATION B**

This thesis by HASSAN GARBA has been carried under my supervision and I have approved it for submission to the College of Higher Degrees and Research, Kampala international university.

J. KALEMA

Name and sign of supervisor

J. Kalema 05/06/2015

Date

## **DEDICATION**

I dedicate this thesis to my parents and my family. The work could not be possible without their prayer and support.

## **ACKNOWLEDGEMENTS**

I would like to start thanking the Almighty ALLAH who gave me this opportunity to write this research work. And my gratitude to our prophet Muhammad (S.A.W) .

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My regard goes to my colleagues like Jafar Ahmad Wakili, Abdul'rauf Ado, Ahmed Mudi, Kamal Danladi, Auwal Adamu, Nazifi Bashir, Sa'id Muhd, were among those advised and supported me in one way or the other in carrying out this research study.

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## **ABSTRACT**

This academic research was carried out to assess the potential of non- textbook reading materials in the improvement of reading skills among learners in secondary schools in Jigawa state of Nigeria. Specifically, the study investigated the extent of teachers' using non-textbook reading materials (i.e. Newspapers and Magazines) for improving reading skills in Jigawa State, Nigeria; the role of non text book reading materials in the improvement of the learners' reading skills in secondary schools in Jigawa State, Nigeria, as well as the challenges of using and not using the non text book reading materials by teachers during instruction. The data were collected using researcher made questionnaires and oral interviews which were administered to 19 teachers and 80 students from ten secondary schools. The findings were that the majority of the teachers, 53% were not using them. Only 21% of the teachers were using them more than once in a month. The reasons advanced for not using them included among others, the teachers' desire to finish the syllabus since it is wide, as well as the contents in the newspapers not being examinable in the national examinations. For the role of non text book materials, it was reported that indeed they play a positive role in improving reading skills and because of that, the learners are urged to read them on their own outside class. As for the challenges of teachers' using and not using non text book reading materials, the respondents said that by using them some students loose truck of what they are taught, some schools find it hard to access and to afford them. On the other hand, not using them makes education be perceived as merely a means of passing examinations to join another level, which is actually not true. It was recommended that teachers should integrate non teaching materials in the teaching-learning process.

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This research focused on various possibilities of using Newspapers and Magazines as materials of improving reading skills. The work aimed at investigating the use of non-text book reading materials (Newspapers and Magazines) in secondary schools of Jigawa State, Nigeria. This research is an account of the study which was carried out regarding the effectiveness of English medium Newspapers for facilitating literacy empowerment.

#### **1.1 Background of the study**

Newspaper and Magazines are useful tools in the English Foreign Language/English Source Language classroom for improving reading skills and enhancing students' knowledge of the current affairs. If used in a more inspiring way, newspapers and magazines can help students to develop not only reading skills but also writing, grammar, vocabulary and speaking skills. There are a lot of published courses that use real or simulated newspaper or Magazine articles (Grundy, 1993).

It is important to highlight Newspapers and Magazines used as authentic or semi-authentic reading material in an English Foreign Language/English Source Language class.

Newspapers are among the most accessible texts available to the vast majority of people - literate, illiterate, young and old, students, workers, elites and peasants in any country. This is because every category of reader mentioned above can find something they care about inside the Newspaper's pages.(Cheyney 1992).

According to Cheyney (1992) the acquisition of vocabulary is of great importance in learning to read. If a person doesn't understand the meaning of the words he/she reads, then the skills of decoding, making inferences, understanding story structure and so on are of little use. In this regard, the teacher can list new words and then explain their meaning to the students.

From the point of view of most teachers Newspaper and Magazine material is one of the most challenging teaching tool for teachers. For students it can develop various language skills, including reading comprehension, grammar and vocabulary. Moreover, students get in touch with different cultures and societies and the material stimulates discussion on the basis of the articles read.

The effective use of newspaper and magazines in English Foreign Language/English Source Language classrooms could include the following;

Warm-up or discussion activity to introduce the topic.

Work on selection of the technique covered by the text, which will generate vocabulary development, guided or free writing activities, and oral practice, exercises performed in pairs or small groups.

A follow up activity, such as discussion, a role play or project work” (Greendale, Simon (1986).

In addition, the newspaper contains much material that young students can read to develop oral expression. The advertisements and comics like cartoons, jokes, stories, and poems are especially useful for developing this skill. Almost every aspect of language arts can be taught with the aid of a Newspaper: new words, spelling, acronyms abbreviations, part of speech, tense, punctuation, idioms, figures of speech etc.

Apart from the English language the newspaper and magazine can be used to teach other subject like mathematics, social studies, science etc.

The daily Newspaper is an excellent and virtually inexhaustible source of information about real life problems and solutions. Through the daily reading of Nigerian Newspapers and Magazines, Nigerian students could keep track of what goes on in their country, politically economically, in the sporting world; in the entertainments industry, etc .They also keep abreast of scientific discoveries, for instance new drugs to combat HIV/AIDS, developments in biotechnology, latest automobiles etc.

knowledge about Newspaper reading has expanded through the work of professors and students in academic journalism settings, as well as teachers, curriculum developers, and the teachers in various fields of education.

In the 1980's, cognitive psychologists and linguists began to investigate Newspaper text in the light of schema theory and discourse analysis. In 1991, an extensive study of research on the use of Newspapers in education entitled "The Newspaper: A resource for teachers and librarians" was published by Edward F, Deroche, Dean of the school of education at the university of san Diego.

According to Tasanwumi, J.O and Ekuazi, H.O (1994), the history of the Nigerians press dates back to 1859, when in Abeokuta Reverend Henry Townsend released "we ironing fun Awon Ara Egba ati yoruba" (The newspaper was the first to be published in what is now known as Nigeria, it is a bilingual newspaper since it was published both in Yoruba and English.

However, in the present day Nigeria, a host of other Newspapers are now in circulation. Some of these are; The Vanguard Newspaper, The National Concord, The Punch, This Day Comet Newspaper, Daily Sketch, The Monitor, The Guardian, among others.

Basically we can categorize Nigerian Newspapers into two broad groups. The first group comprises of daily newspapers. Examples are The Guardian, The Punch, The Nigerian Tribune, This Day, The Observer, The New Nigerian, etc. still within this group we have some titles specifically devoted to weekends, evenings or early mornings, such titles as the Sunday Punch, The Sunday Guardian, Am and Pm news, etc, can be recognized. The second broad group comprises Magazines, which are published weekly, bi-weekly or monthly.

### **1.1.2 Theoretical perspective**

The researcher decides to use two different theories which are relevant to the study. The theories are schema and metacognition.

#### **1.1.2.1 Schema theory**

Schema theory is based on the notion that past experience leads to the creation of a mental framework that helps a reader to make sense of experience. Schema theorists differentiate the formal schemata (knowledge about the structure of a text) from content schemata (knowledge about the subject matter of a text) and a reader's prior knowledge of both schemata enables him to predict events and meaning from a wider context.

#### **1.1.2.2 Metacognition**

Metacognition theory is based on the control and manipulation that a reader can have on the act of comprehending the text and thus emphasizes the involvement of the reader's thinking about what he is doing while reading.

Metacognition in the context of reading consists of;

- A reader's knowledge of strategies for learning from a text.
- Control readers have of their own actions while reading for different purposes.

### **1.1.3 Conceptual perspective**

Academic American Encyclopedia (1989) describes a Newspaper in a broad sense as an unbound publication issued at regular intervals that seeks to inform, analyze, influence and entertain”

Hynds (1975) provides nine criteria for classifying Newspapers. Some of these are frequency of publication (a newspaper can be published at various intervals but usually appearing weekly or daily); time of publication, purpose, circulation, geography, method of production and intended audience, etc.

According to the Oxford Advanced Learners dictionary of current English a newspaper is “new or fresh information report(s) of what happened”. From

this definition we can say that news is any fresh event reported in the various fields of human endeavor. It ranges from social, political, socio economic realities and sometimes religious reporting.

News is a representation of the world in language, because language is a semiotic code, it imposes a structure of values, social and economic in origin, on whatever is presented, and so inevitably news, like every discourse, constructively patterns that of which it speaks.(Fowler 1991:4).

Ajayi (2002,230) opines that : the newspaper can be a great enrichment materials, particularly in English Source Language writing/ reading classroom, for instance, it is easy to adopt, cut, paste, and can be discarded easily and new issues appear daily, Finally, photographic painting, drawing graphics, maps, cartoons and sketches may serve as comprehension aids.

### **Reading materials**

In the process of learning a foreign language, learners expect to be able to communicate in the language that they are studying. Naturally, they do not contemplate communication to be limited only to the activity of expressing oneself orally. Rather, communication includes writing, speaking, listening and reading closely joined together. These skills should be provided as an equal treatment during the English lesson. Harmer (1991) describes writing and speaking as Productive skills and listening and reading as receptive skills.

A reading text moves at the speed of the reader. The fact that reading texts are stationary is clearly a huge advantage”, (Harmer 1991).

Reading is one of the essential language skills comprising every language lesson and the whole process of learning itself.

Douglas (2000) asserts that every student must become fully competent in reading to succeed in school and discharge responsibilities as citizen of a democratic society. Reading is a foundation of much enjoyment in life and



is closely related to vocational efficiency. Students and employees in every field must read to keep abreast of what is happening in their fields.

They must rely on written data. The ability to read well is absolutely critical to success in life.

### **Reading strategies**

School instructors require students to read a variety of materials, ranging from textbooks and journal articles to newspapers and novels (Wambach, 1998). However, many entering college freshmen do not possess the reading skills to successfully complete their reading task (Cavalry, Orlando and Mullen, 2000).

Mortari and Sheorey (2002) assert that one way in which we can see this strategy-proficiency connection is through the use of self report reading strategy surveys.

#### **1.1.4 Contextual perspective**

Jigawa state is one of the north western states of Nigeria, it was created in 1991 by the Babangida regime. It has twenty seven local governments, latitude of the state is 11:000N to 13:000N Kano state border to Jigawa state to the west, Yobe state to the east and Baichi to the south. Hadejia Emirate is the eastern part of Jigawa state with eight local governments.

The present study focused on non-textbook reading materials in the improvement of reading skills in selected secondary schools of Jigawa State. Based on the available literature, it is ascertained that reading skills are greatly improved through trying to read from time to time. The materials one can read may not only be books, but also non text book materials such as newspapers or magazines especially those which are of much interest to the reader or readers. Today, a number of magazines are on sale on streets of towns and cities in Nigeria. Some of them talk of educational related issues, others talk about love relationships, marriage, work, leisure and other issues which catch the attention of the youths. Thus, many youths some of whom are students tend to read such magazines and newspapers which are

interesting to them more than they read text books some of which are perceived to be boring. This study therefore assumed that the usage of such reading materials can enhance the learner skills in reading. Despite this however, many teachers seem to be reluctant in using them as teaching and learning aids so as to enhance the reading skills of the learners in secondary schools.

### **1.2 Statement of the problem**

English language Newspapers and Magazines are available worldwide. Some of them are printed in English speaking countries and then distributed to other countries, while others are locally produced.

Magazines and Newspapers are widely available in Nigeria. But whereas their utilization as teaching /learning tools is acknowledged, they are not commonly found in many secondary schools in Jigawa state. However, even among the few schools supplying those materials, newspapers and magazines are not well used for the purpose of teaching and learning in the classroom. Therefore, this research was carried out to assess the extent to which the students reading skills can be improved through the usage of such non text book reading materials in secondary schools of Jigawa State, Nigeria.

### **1.3 Purpose of the study**

The purpose of the study was to explore the potential of non-textbook reading materials in increasing the secondary school students proficiency in reading, in Jigawa State, Nigeria.

### **1.4 Research objectives**

This study was carried out :

- 1. To investigate the role of non-textbook reading materials in the improvement of reading skills among secondary school students in Jigawa State, Nigeria.
- 2. To determine the extent of teachers' use of non-textbook reading materials in the schools under investigation

3. To assess the Challenges of using and not using non-textbook reading materials in secondary schools in Jigawa State, Nigeria.

### **1.5 Research questions**

This study was carried out to answer the following research questions:

- What role do non-textbook reading materials play in improvement of reading skills among secondary school students in Jigawa State, Nigeria?
- What is the extent of use or non use of non-textbook reading materials in the area under investigation?
- What are the challenges of using and not using non-textbook reading materials in secondary schools in Jigawa State, Nigeria ?

### **1.6 Research hypothesis**

There is a significant relationship between the use and non-use of non- text book reading materials in the improvement of reading skills in secondary schools in Jigawa State.

### **1.7 Scope**

#### **1.7.1 Geographical scope**

The study was conducted in selected secondary schools of Jigawa state, Nigeria. Jigawa State is among the North Western states. It consists of twenty seven (27) Local Governments. According to 2007 population census the estimated population is 4,750,221. There are one hundred and seven (107) senior secondary schools in the state. The area is mostly populated by Hausa, Fulani and Kanuri tribes. The area was chosen because of the abundance of secondary schools, yet, despite this, many of the students proficiency in reading English is claimed to be low.

#### **1.7.2 Content scope**

The research study intended to determine the level use or non use or non-textbooks reading materials (i.e. newspapers and magazines)in

promoting reading proficiency of the students in secondary schools of Jigawa State, Nigeria.

Non-textbook reading materials are the periodical publication usually published daily, weekly, monthly, or any of the given intervals. These materials include: Newspapers, Magazines, Journals, Articles, Government publication e.t.c. The research study will focus on Newspapers and Magazines.

### **1.8 Significance of the study**

The findings of the study will benefit;

Government will benefit from the findings of the study, the recommendations will assist the government to improve schools with reading materials, like textbooks and non textbook reading materials i.e. newspapers and magazines in order to equipped school libraries.

Teachers will benefit from the findings of the study by improving student's reading skills i.e. newspapers and magazines.

The findings will also benefit the students in enhancing their reading proficiency of Newspapers and Magazines.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter presents the theoretical review, conceptual framework, as well as the relevant literature about reading skills.

#### 2.1 Theoretical review

The study adopted two different theories relevant to the study. Schema and metacognition was applied to the study.

There are three main theories which explain the nature of learning to read.

First the traditional theory or bottom up processing which focuses on the printed form of a text.

The cognitive view or top- down processing enhanced the role of background knowledge in addition to what appears on the printed page.

The metacognitive view, which is based on the control and manipulation that a reader can have on the act of comprehending a text, and thus, emphasizes the involvement of the reader's thinking about what he is doing while reading.

The research study focused on two of the theories as mentioned above.

##### 2.1.1 Schema theory

Schema theory was the most prominent representational theory for reading researchers and educators during the late 1970's and early 1980's. Schema theory points to the readers' background knowledge structures. It refers to the role of background knowledge in language comprehension. Schema refers to the knowledge, background and conceptual frame work that a reader brings to a texts, Schema theory is viewed as a psychological framework that covers both top-down and bottom -up processing.

Schema theory is closely related to top-down processing. Also had it describes in detail how the background knowledge of the learner interacts

with the reading task and illustrates how a student's knowledge and previous experience with the world is crucial to deciphering a text. The ability to use this schemata, or background knowledge, plays a fundamental role in one's trial to comprehend a text.

The term "schema" was introduced by Jean Piaget in 1926. The concept was introduced in to psychology and education through the work of the British psychologist Frederic Bartlett, who drew on the term body schema used by neurologist Henry head. It was expanded into schema theory by educational psychologist Richard. C. Anderson.

The original concept of schemata is linked with that reconstructive memory as proposed and demonstrates in a series of experiments by Bartlett. By presenting participants with information that was unfamiliar to their and then monitoring how they recalled these different items of information.

Bartlett's work was crucially important in demonstrating that long-term memorized are neither fixed nor immutable but are constantly being adjusted as our schemata evolve with experience. In a sense it supports the existentialist view that we construct our past and present in a constant process of narrative / discursive adjustment, and that much of what we "remember" is actually confabulated (adjusted and rationalized) narrative that allows us to think of our past as a continuous and coherent string of events, even though it is probable that large sections of our memory (both episodic and semantic) are irretrievable to our conscious memory at any given time.

In the 1970s computer scientist Marvin Minsky was trying to develop machines that would have human like activities. When he was trying to create solutions for some of the difficulties he encountered he came across Bartlett's work and decided that if he was ever going to get machines to act like humans he needed them, to use their stored knowledge to carry out processes. To compensate for that he created what was known as the frame construct, which was a way to represent knowledge in machines, his frame construct can be seen as extension and elaboration of the scheme construct.

New information that falls within an individual's scheme is easily remembered and incorporated into their world view. However when new information is perceived that does not fit a scheme, many things can happen. The most common reaction is to simply ignore or quickly forget the new information. This can happen on a deep level; frequently an individual does not become conscious of or even perceive the new information.

Jean piaget (1896 - 1980) was known best for his work with development of human knowledge. He believed knowledge was constructed on cognitive structures through schema by accommodating and assimilating information. Accommodating is creating new schema that will fit better with the new.

Environment or adjusting old schema. You should think of accommodation as change. Accommodation could also be interpreted as putting restrictions on schema you have already had. Accommodation usually comes about when assimilation has failed assimilation is when you use current schema to understand the world around you. Piaget thought that schema would be applied to everyday life and therefore you would accommodate and assimilate information.

### **Self-schemata**

Schemata about oneself are considered to be grounded in the present and based on past experiences, memories, as mentioned are framed in the light of one's self-conception. Self-schema contains information that we think about ourselves. It can sometimes influence. Modify or distort what we remember or how we recall information.

The next schemata retrieves and remembers information that is relevant to one's self schema. The third one will tend to resist information in the environment that is contradictory to one's self-schema. For instance, students with a particular self-schema prefer roommates whose view of them is consistent with that schema. Students who end up with roommates whose view of them is inconsistent with their self-schema are more likely to find a new roommate, even if this view is positive.

### **2.1.2 Content and formal schemata**

Schema theorists differentiate formal schemata (knowledge about the structure of a text) from content schemata (knowledge about the subject matter of a text), and a reader's prior knowledge of both schemata enables him to predict events and meaning as well as to infer meaning from a wider context.

Formal schemata refers to the way that texts differ from one another for example, a reading text could be a financial work, a letter to the editor, or a scientific, essay and each genre will have a different structural organization. Knowledge of this genre, structures can aid reading, as it gives readers a basis of predicting what a text will be.

Content schemata refer to the message of the text. Anderson (1994:469) explains, "a reader comprehends a message when he is able to bring to mind a schema theory that gives account of the objects and events described in the message".

### **2.1.3 Metacognition**

It refers to a reader's understanding of any cognitive process. Metacognition is defined as cognition about cognition or "knowing about knowing." It comes from the root word "meta", meaning beyond it can take many form. It includes knowledge about when and how to use particular strategies for leaning or problem solving. There are generally two components of metacognition; knowledge about cognition and regulation of cognition.

John Flavell (1979) is a founder of the theory. He defined metacognition as the knowledge about cognition control of cognition. Metacognition also thinks about one's own thinking process such as study skills, memory capabilities and the ability to monitor learning. This concept needs to explicitly teach along with the content instruction. Metacognitive knowledge is about our own cognitive processes and our understanding of how to regulate those processes to maximize learning.



Some types of metacognitive knowledge would include;

1. Person knowledge (declarative knowledge) which is understanding one's own capabilities.
2. Task knowledge (procedural knowledge which is how one perceives the difficulty of a task which is the content, length and the type of assignment.
3. Strategic knowledge (conditional knowledge) which is one's own capability for using strategies to learn information.

Metacognition is classified into three components;

1. Metacognitive knowledge (also called metacognitive awareness) is which individuals know about themselves and others as cognitive processors.
2. Metacognitive regulation is the regulation and learning experiences are those experiences through a set of activities that help people control their learning.
3. Metacognitive experiences are those experiences that have something to do with the current, on-going cognitive endeavor.

Metacognition refers to level of thinking that involves active control over the process of thinking that is used in learning situations. Planning the way to approach a learning task, monitoring comprehension and evaluating the progress towards the completion of a task; these are skills that are metacognitive in their nature.

Flavell (1979) acknowledged the expansion of interest and work in areas related to metacognition, such as oral skills of communication, persuasion and comprehension, reading, writing, language acquisition memory, attention problem solving, social cognition, affective monitoring.

Flavell acknowledged the significance of metacognition in a wide range of applications which included reading oral skills, writing, language acquisition, memory, attention, social interactions, self-instruction, personality development and education.

Flavell (1987) elaborated on several aspects of the theory he proposed in 1979. In the category of metacognitive knowledge, he suggested subcategories of person variables; he defined intra individual variables such as knowledge of our beliefs about the interests, propensities, aptitudes, abilities and the like of oneself or of another person. Inter- individual variables provide comparisons between or among people in a relativistic manner. The universal, subcategory deal with generalizations a person forms about learning and learners in general. Flavell underscored the importance of cultural influences on the formation of beliefs about learning.

Flavell (1987) offered additional description of task variables, reflecting that individuals learn about the implications that various tasks carry with them, personal experiences builds up sets of expectations about which tasks will be rigorous your difficult and which will be less taxing. Different kinds of processing require different demands on the learner.

Strategy variables are interlocked with one's goals or objectives in the important to distinguish between cognitive strategies, such as swimming a column of numbers and metacognitive strategies, such as evaluating whether the correct answer has been obtained.

Flavell (1987) also offered clarification on the term metacognitive experience as active or cognitive awareness that is relevant to one's thinking processes. He described a variety of examples such as feeling that one is not understanding something, feeling that something is difficult or easy to remember, solve or comprehend and feeling that one is approaching or failing to approach a cognitive goal. Metacognitive experience arise when they are explicitly demand by situation, such as when one is asked why he chose a particular answer or a particular way of doing something.

Flavell was actively encouraging the development of metacognition in schools there are abundant opportunities to develop metacognitive knowledge about persons, tasks and strategies.

Metacognition in the context of reading consists of (1) a reader's knowledge of strategies for learning from texts, and (2) the control readers have of their own actions while reading for different purposes. In brief, metacognition refers to awareness of one's own reading process.

Block (1992), there is now no more debate on "whether reading is bottom-up, language-based process" or a top-down, knowledge-based process." It is also no more problematic to accept the influence of background knowledge on readers.

In the context of reading, meta-cognition involves thinking about what one is doing while reading. There are three reading stages: before reading, during reading and after reading.

Before reading a text some points should be noted in order to make the process of reading more comprehensive. Teachers need to make sure that the texts to read contain words and grammatical structures familiar to the learners.

During the reading stage, consist of taking notes, reacting, predicting, and selection of significant information, questioning the writer position, evaluating and placing a text within one's own experience.

Post reading activities basically depend on the purpose of reading and type of information extracted from the text.

Barnett (1988) states the post-reading exercise first checks students comprehension and then leads students to a deeper analysis of the text.

## **2.2 conceptual frame work**

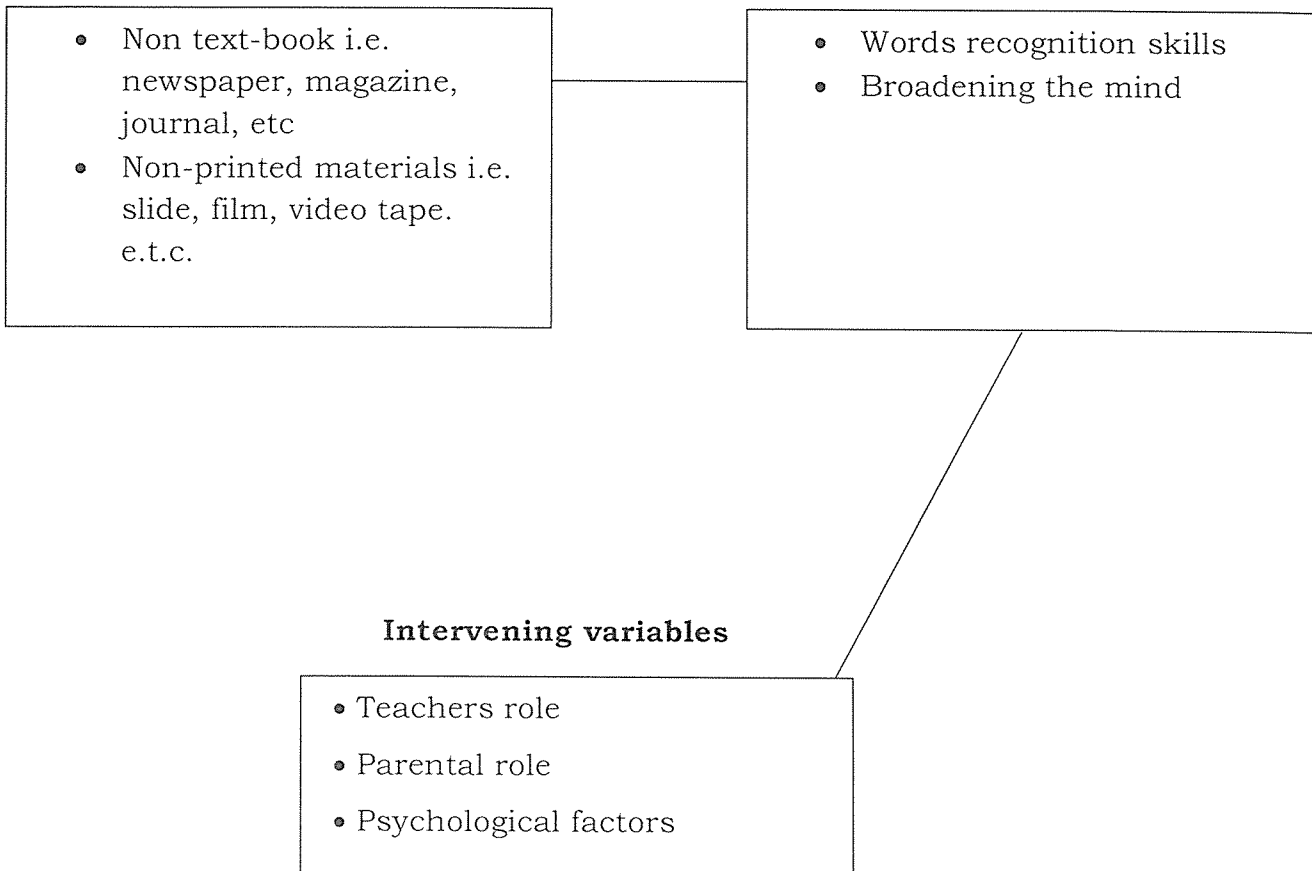
In relating the independent variable and dependent variable i.e. Non-textbook reading materials and reading skills, the following should be considered;

**Independent variable**

**Dependent variable**

**Non-textbook reading materials**

**reading skills**



The conceptual perspective shows how the dependent variable of the study is affected by the independent variable. It shows that the non text book reading materials such as magazines, journals, newspapers, films, videos, among others, if used properly and regulary can make a person or a learner develop skills in reading such as in recognizing words and in broadening the mind. The intervening variables, namely parental role, teachers role, and psychological factors can as well affect the way the learners develop the reading skills. This study did not however address them. They are mentioned to ascertain that the independent variable of the current study is not the only determinant of the learners improvement in reading skills.

## **2.3 Related literature**

### **2.3.1 NON-TEXTBOOK READING MATERIALS**

Non text book reading materials are the periodic publication usually published for a given interval. According to Babalola (2002) Newspapers can be used to promote reading and writing, also ultimately build a literate community. Newspapers serves as catalysts for literacy development, the focus of the study was the students in formal classroom set-up. It is on-going activity work on how the newspapers can be used in informal satiation to promote literacy in future.

According to John (2004) Newspapers help students anticipate trends and understand rapidly changing events. Reading Newspapers and Magazines enables students to anticipate in advance a host of trends which is better or worse students need to anticipate change before it reaches them in order to plan appropriately and perhaps learn from the mistakes of others. Students need to be able to anticipate trends to develop appropriate strategies for professional development, career selection, specific Job opportunities, and financial planning investment. They also need to be anticipating trends in order to be knowledgeable participants in political process.

Nigerian newspapers contain varied topic of interest to a broad spectrum of the audience among the school student. A typical English language lesson in composition, comprehension or summary can start with reading of newspapers. When students read Newspapers they will set goals for reading skills (they can be led by the teacher), relate their past knowledge to the article. Think critically about what they have read, form new concepts and understandings from their reading (Babalola 2002).

Newspapers and magazines play a critical role in combating problem of specialization of information presentation because they are one of the few remaining sources of information that are comprehensive, interconnected and offered in one format. What other kind of publication can you read at one time and in one context and find information on politics, international

affairs, business, health, science, arts, entertainment, travel and sports? There is no simple educational source that matches the portability and comprehensiveness newspapers and magazines. (Sullivan 1992).

Newspapers and Magazines are the most important source of intellectual stimulation that documents for school students the importance of political engagement. (Sullivan 1992).

Using Newspapers and Magazines in the classroom promotes critical thinking. Critical thinking abilities can only be developed if students are exposed to stimulating information about which probing question can and must be asked and if they are provided examples of critical reasoning as manifested in the printed word. This skill is also developed by exposure to a blend and balance of widely differing opinions most likely to be found only in Newspapers and Magazines 4/26/2015( John 2004).

Newspapers and Magazines help students develop vocabulary. a significantly greater vocabulary is required to read with comprehension, let alone appreciation, newspaper like the new York times than virtually any local paper published anywhere in the united states. The level of vocabulary used in national newspapers assumes a more intelligent, educated, professional and influential leadership than level of vocabulary used in national writing and word choice used in local newspapers. Certainly then, this is another important reason for using newspapers the classroom (john 2004).

Newspapers and Magazines are intellectual resources that mirror the inter disciplinary curriculum of a good liberal arts education. The kind of reading, critical thinking, analytical skills, and synthesis skills needed for comprehension and application of the information provided in Newspaper is synonymous with the kind of inter disciplinary thinking encouraged by the liberal arts education process. Use of Newspaper and Magazine for serious engagement of the liberal arts help students make connections between different field, subjects, topics issues and events. (John 2004).

Newspapers give students access to verbatim transcripts. In order for students to participate knowledgeably in the electoral process, they must be

able to analyze independently the thinking, statements, behaviors and hands – on issues of candidates, as a rule, only Newspapers provide verbatim transcripts. Students need to be able to read for themselves the texts of important speeches, press releases, statement and reports so they can draw their independent conclusion (Sullivan 1992).

National Newspapers enable students to connect with a source of national Newspapers enables students to connect with a source of national power. Regular reading by school students of National Newspapers connects them to one of the major sources of power in our society (Sullivan 1992)

Newspapers and Magazines are full of texts that can help learners to improve his or her speaking, reading, writing and listening skills, vocabularies and grammar. The teacher can find appropriate text for his or her lower student's level in Magazines or Newspapers that suit his higher students (Barbara 2006). Grandly considered Newspaper and Magazine as one of the best sources of information about host culture and the host society. He adds that those learners who are familiar with Newspapers and Magazines are those who acculturate and learn foreign language successfully.

Both Newspapers and Magazines were described as good resource for practicing the English using newspapers and magazines materials that are very important for a learner's connection with real English. ( Barbora 2006).

Newspapers in education (NIE) is cooperative effort between schools, Newspapers, business, civic clubs and other organizations to promote the use of Newspapers and a teaching tool in classrooms. A Newspaper in classroom keeps students informed, motivates them to read and helps makes reading more interesting to them.

Newspapers are a source of information for all of the people but they become an instructional tool when used in the classroom. Utilizing Newspapers promotes a lifetime of good reading habits (Alice 2013).

### **2.3.2 READING SKILLS**

Reading proficiency is a product of many other factors such as use of text book materials to improve reading skills. Different researches have been carried on text book materials. Students can learn in different environment and through the different ways. Learning may take place beyond the boundary of textbooks and the classroom; it may take place through a diversity of learning materials and experience, though textbooks are not the only learning resources they will play an important role in student learning (Education Bureau 2014).

According to education bureau (2014) knowledge transmission alone is no longer adequate; as the realm of knowledge is infinite providing students with knowledge alone is inadequate: rather, we have to equip them with a repertoire of skills for acquiring and building up knowledge and instill in them a positive attitude for life-long learning.

Textbooks play an important role in supporting learning and teaching in school. Textbooks should enable students to learn how to make use of different ways of learning, they should also provide an appropriate amount of quality text for students to “read to learn” independently. It is also important to ensure that no excessive information is covered, in order to leave room for students to learn how to learn. Students will then have the opportunity for developing diverse skills of learning, According to their interests, need and abilities (Education Bureau, 2014).

Reading is a total integrative process that starts with the reader and includes the affective perceptual and cognitive domain (Rubin 2002). Okebukola (2004) affirms that, through reading humans have the tools to transmit knowledge to each succeeding generation. It allows one to listen to the wisdom and the people of the age.

Douglas (2000) asserts that every child must become fully competent in reading to succeed in school and discharge responsibilities as a citizen of democratic society. Reading is the foundation of much enjoyment in life and is closely related to vocational efficiency students and employees in every



field must read to keep a breast of what is happening in the fields. They must rely on written or digital words to convey information and data. The ability to read is well is absolutely critical to success in life.

Reading is the only form of entertainment that is also essential life skill. Reading is a skill that must be nurtured from a child's earliest years. Ones children know how to read, they still need support to reach their full potential as readers. The acquisition of reading skills has a beneficial effect on all school subjects, including social studies, science, mathematics etc (Fosudo 2010).

In Nigeria, a study carried out by Henry (2004) reveals that 40% of adult Nigerians never read a nonfiction book cover to cover after they finish school. The average Nigerians read less than one book per year and only 1% of success non-fiction book per month.

Reading proficiency is cultivated by individuals who are ready to give their all to it. The skill acquired in reading can promote the acquisition of language skills like listening, speaking and writing (Ajibola 2006).

Lasisi, (2007) asked a fundamental question on what books Nigerians read. His question included whether political office holders in the country read. It was clear from the tone of the question that he feels that reading is not part of the culture of the people that control Nigerian destiny.

The skills in reading will not only assist students in organizing their thoughts and jotting down important facts while reading but also equip to comprehend entire texts (Adigum and Oyelunde 2003)

Adewole, (2001) asserts that the aim of any reading programme is to lay a strong foundation that can benefit students throughout their lives in academic pursuits.

The number of illiterate student in secondary schools in Nigeria notes that about 57% can read and write with understanding in at least one language. Readers use the symbols to guide the recovery of information to guide their

repertoires and subsequently use this information to construct interpretations of the message. (Phillips 1997).

Adewola, (2001) describes “critical reading skill” appreciate a literary text effectively. The ability to read is crucial skill as for information retrieval. The major causes of students poor performance in English and other school subjects is their inability to read effectively, which in return, is largely due to the attitude of learners towards reading.

Ojo, (1993) did diagnostic testing of residing achievements of selected secondary schools in northern Nigeria and described such reading problems as; omission, substitution, reversal, mispronunciation, sight, vocabulary, nervousness, slows reading and lack of comprehension.

Many bilingual students fail to comprehend what they read in school situation because they lack the vital firsthand experience necessary to widen their knowledge and general information of their culture which are not included in the school context (Adekoya and Arua 1997).

Oyerokun, (1993) emphasizes the need to use appropriate techniques and materials in teaching, she further states that in order to achieve this, the school teacher and parents should work together to ensure improvement in reading performance.

The strategic reading is not only a matter of knowing which strategies to use but in addition, the reader must know how to apply strategies successfully. This may be one factor contributing to the relating relationship between proficiency levels and reading strategies used by readers (Anderson 1991).

Brown (200) notes, “By matching text types with their students’ reading development Teachers are better able to support students’ reading progress” (p.305). An effective reading/literacy program requires the use of many different types of texts at all phases of literacy development. The variations in the text used are greatest at the beginning reading level.

Learners with a higher self-rated reading proficiency reported using more strategies. This suggests that good readers distinguish themselves from their less-skilled counterpart through their use of strategies. (Alex Poole 2008).

### **Adequate material in the functional school library**

Nigeria national policy on education (1989) emphasized the importance of the library, right from the pre-primary education to the tertiary level and it therefore advocated for proper planning of each level of education along with a functional library services.

Several authors have tried to define the school library these include, Ogunmilade (1995) school library is an organized collection of books placed in a school for the use of teachers and students.

According to Egesimba and Ajie (2003) school library include all the libraries found in primary and post primary schools. It is usually a collection of and other resource materials that will be of use to students and teachers.

Gojeh (2004) defined school library as a building established in a primary or a secondary school with trained personnel, organized book and non-book materials that are provided for the use by students and staff of the school.

The aim of school library in relation to the research study is to encourage the development of skill in reading. A functional library is a building established in a school with trained personnel, organized books and non-books (i.e. newspapers, magazines, journals, slide tape video etc) are provided for the use of students and teachers.

Library resources are very important as the librarian's stock in trade. It will enable the students to develop the habit of reading and love for book at a tender age. Also help to develop a good sense of judgment and become academically balanced (Egesimba, N.M and Quadric. R,F 2011).

The library becomes increasingly important in the new teaching, for not only does it supply enactment materials in all areas. It also supplies material at all levels of difficulties. It stores books, pictures, pamphlets, maps, films,

filmstrips, recordings and other printed media which makes it as gold mine for each teacher and students (Douglas 2000).

#### **2.4 Summary of the Gap**

Different researches have been done on reading skills through the use of textbooks. For Instance, Anderson (1994), Brown (2000), Douglas (2000).Pew research center (2005) carried research on Newspaper readers' credibility. Barbora,(2006) carried research on using magazines and newspapers in English Literature with interpersonal and intrapersonal types of students, while Babalola, (2002) carried a research on newspapers as an instrument for building literate communities. But no single research study was carried on non-text books reading materials (i.e. newspapers and magazines) in the area of this research study.

## CHAPTER THREE

### METHODOLOGY OF RESEARCH

#### 3.0 Introductions

In this chapter, the research design sampling procedure, research population sampling approach, sample size, data collection, validation and reliability of the instruments, data gathering procedure, data analysis, ethical consideration and limitation of the study were discussed.

#### 3.1 Research Design

The research study adopted a cross sectional survey design because of a large sample which participated in the study. It was cross sectional since the data was collected once at a time. This choice was used in order to assess the use and non-use of Non-textbook reading materials ( i.e. Newspapers and magazines) in improving reading skills among students in secondary schools.

#### 3.2 Sampling Procedure

The systematic random sampling was used to select the respondents from the selected secondary schools in Jigawa state. The researcher chooses the respondents in the schools after a given interval.

##### 3.2.1 Research population

The research study focused on the English teachers and students in ten selected secondary schools in Jigawa state. There were 20 teachers of English and 8,000 students.

##### 3.2.2. Sample size

The researcher used Slovenes formula to select the sample size. 99 respondents was involved in the study. 19 English teachers and 80 students from the selected secondary schools were selected.

#### Where:

n= sample size

N = target population

E= level of significance

$$E = 0.005$$

$$E = e^2 (0.05)^2 = 0.0025$$

$$\text{Teachers } n = \frac{N}{1+N(e)^2}$$

$$N = \frac{20}{1+20(0.0025)}$$

$$n = \frac{20}{1+0.5} = \frac{20}{1.5}$$

$$n = 19.$$

$$\text{Students } n = \frac{N}{1+N(e)^2}$$

$$N = \frac{100}{1+100(0.0025)}$$

$$N = \frac{100}{1.25} = 80.$$

$$n = 80.$$

**The total = 99.**

**Table 1: categories of sample**

Categories of respondents	Population	Sample size
Teacher	20	19
Students	8000	80
<b>Total</b>	<b>8020</b>	<b>99</b>

### **3.3 Data collection**

The research study employed questionnaire and observation as instruments of data collection. Questionnaires were administered to English Teachers, while a test was conducted to the students. Those methods were used to assess students reading skills in secondary schools of Jigawa state.

### **3.4 validity and reliability of the instrument**

The researcher administered a pretest questionnaire in the area of study and the same test was administered in the following week to the same respondents, then the researcher compared the result of the respondents to prove the validity and reliability coefficient which was above 0.70. To show the reliability of the instrument the researcher submitted the questionnaire to some experts to evaluate. The content validity index (CVI).

### **3.5 data gathering procedure**

Before the administration of the questionnaire.

- An introduction letter was collected from the College of Higher Degrees and Research to solicit approval to conduct the study.
- The researcher secured a list of the respondents from teachers and students, through systematic random sampling to arrive at the minimum sample size.
- The respondents were explained about the study and were requested to sign the informed consent (appendix 3).
- Reproduce enough questionnaires for distribution.

During administration of the questionnaires;

- The respondents are requested to answer all the items in the questionnaires.
- The researcher( and his assistants) retrieved the questionnaires within seven days from the date of distribution
- All returned questionnaires were checked to ensure that all parts were answered.

### **3.6 Data analysis**

The quantitative and qualitative approach was used to analyze the data collected from the respondents in secondary schools. Frequency and percentage distribution was applied.

### **3.7 Ethical considerations**

The researcher collected a clearance letter from the college of higher degrees and research, Kampala International University, to ensure privacy and confidentiality of information provided by the respondents, which used for academic purposes. Also the clearance letter was collected from the ethical committee on the other hand, to ensure the safety of the person and community involved in the study. The researcher got the consent of the respondent approval by his signing his consent before the respondent fills the questionnaires.

### **3.8 Limitation of the study**

In the view of threats to the validity the researcher claimed an allowable 5% margin of error at (0.05) level of significant, in order to minimize the threats to the validity of the findings of the study.

Extraneous variables is beyond the researcher control, such as respondents honesty, personal biases and uncontrolled setting of the study.

**Instrumentation;** the research instrument on work performance is not standardized. Therefore, the validity and reliability test was done to produce credible measurement of the research variables.

**Morality;** not all the questionnaires that administered can be returned or answered completely due to the circumstances of the respondents, such as sickness, withdraw of participation. Therefore, the researcher reserved more respondents by exceeding minimum sample size.



## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

#### 4.1 INTRODUCTION

This chapter analyzes and interprets the data generated from the questionnaires administered on respondents and a test conducted. The questionnaires were administered to English teachers while a test was conducted on students. This research was guided by the following objectives:

1. To investigate the role of non-textbook reading materials in the improvement of reading skills.
2. To determine the extent of Teachers' use of non-textbook reading materials in the schools under investigation
3. To assess the Challenges of using and not using non-textbook reading materials in the secondary schools.

#### 4.2 PRESENTATION AND DISCUSSION OF PROFILE OF THE RESPONDENTS

Nineteen questionnaires were administered to the respondents (English teachers) all the nineteen questionnaires were successfully completed and returned. The analysis is based upon the returned questionnaires

**Table 4.1 age distribution of the respondents**

	Frequency	Percentages%
Below 20 years	-	-
20-39 years	5	26
40-59 years	13	68
Total	19	100

Source: primary source

table 4.1 shows that five (5) of the respondents representing 26% are between 20 39years, while thirteen (13) of the respondents representing 68%

have the age between 40-59years, also one(1) respondent representing 6% is within sixty and above years.

**Table 4.2 gender distribution of the respondents**

	Frequency	Percentages%
Male	15	79
Female	4	21
Total	19	100

Source: primary source

From the above table majority of the respondents that is fifteen (15) representing 79% are male, while four (4) respondents representing 21% are female.

**Table 4.3 educational qualification distribution of the respondents**

	Frequency	Percentages%
N.C.E	5	26
Diploma	5	26
Degree	8	42
Master	1	6
Total	19	100

Source: primary source

Table 4.3 shows five(5) of the respondents representing 26% are N.C.E holders and five (5) respondents representing 26% have diploma certificate, (8) of the respondents representing 42% are degree holders, while one(1) respondents representing 6% have a master degree.

**Table 4.4 working experience distribution of the respondents**

	Frequency	Percentages%
1-9 years	3	15
10-19 years	4	21
20-29 years	6	32
30 and above	6	32
Total	19	100

Source: primary source

From the above table three (3) of the respondents representing 15% are between 1-9years working experience, four (4) of the respondents representing 21% are between 10-19 years in service, while six(6) of the respondents representing 32% are between 20-29 years working experience and also six of the respondents representing 32% are between 30 years and above in service.

Below were the responses

#### **4.12 Objective one: to investigate the role of non-text book reading materials in the improvement of reading skills.**

The researcher conducted a test to the students from ten selected secondary schools in Jigawa State in order to measure the students reading proficiency. However, the test was conducted to the students from the schools using Newspapers and Magazines in classroom instruction and the students from the schools not using such materials in a classroom instruction. The students from the schools found using Newspapers and Magazines performed better than the students from the schools found not using Newspapers and Magazines. Because the majority of respondents which is 84% was of the opinion that non textbook reading materials ( i. e Newspapers and Magazines) play a vital role in the improvement of reading skills in secondary schools of Jigawa State.

The result shows that the students from the schools found using newspapers like Punch, Vanguard, This Day, and magazines like the source, encomium, and Jigawa News Week performed better than their colleague from the school found not using those materials. 24 of the respondents from the schools found using newspapers and magazines scored between 60% and above, while the respondents from the schools found not using those materials scored between 40% and below. Newspapers and Magazines broaden the mind of the students and improved reading skills.

**Table 4.5 Role of Newspapers and Magazines in teaching.**

Responses	Frequency	Percentages%
Yes what is the role	16	84
No why not	3	16
<b>Total</b>	<b>19</b>	<b>100</b>

Source: primary source

Out of the nineteen respondents sixteen(16) of them representing 84% were of the opinion that Newspapers and Magazines play a vital role in teaching, and three(3) of the respondents representing 16% said that newspapers and magazines have no value in teaching.

**Table 4.5 showing the language used in the newspapers and magazines.**

Responses	Frequency	Percentages%
The language used is familiar	6	32
The language used is unfamiliar	13	68
<b>Total</b>	<b>19</b>	<b>100</b>

Source:

From the above table six (6) of the respondents representing 32% said the language used in newspapers and magazines is familiar to the students and thirteen (13) of the respondent which is 68% were of the opinion that the language used in newspapers and magazines is unfamiliar to the students.

**Table 4.6 shows the content of newspapers and magazines.**

Responses	Frequency	Percentages%
The content is understandable	5	26
The content is not understandable	12	63
Somehow understandable	2	11
<b>Total</b>	<b>19</b>	<b>100</b>

Source: primary source

From the above table 5 respondents which is 26% said the content was understandable to the student and the majority of the respondents which is 63% said the content was not understandable to the students, while 2 respondents representing 11% said the content is somehow understandable.

**Table 4.7 shows library equipped with newspapers and magazines**

Responses	Frequency	Percentages%
well equipped	6	32
Not equipped at all	11	57
Equipped adequately	2	11
Total	19	100

Source: primary source

From the above table 6 of the respondents representing 32% said their schools library was well equipped with newspapers and magazines, 11 of the respondents representing 57% said the school library was not equipped at all, while 2 of the respondents representing 11% was the opinion that the school library was equipped adequately.

**Table 4.8 shows the use of non-printed materials (i.e. slide, film, video tape)**

Responses	Frequency	Percentages%
Several times	3	16
Monthly	2	11
Never at all	14	73
Total	19	100

source primary data

Table 4.9 shows 3 of the respondents representing 16% said their schools is using non-printed materials several times and 2 of the respondents representing 11% were of the opinion of using non-printed materials at school monthly, while 14 of the respondents representing 73% said that non-printed materials are not being used in their schools.

**4.13 Objective two: to determine the extent of Teachers' use of non-textbook reading materials in the schools under investigation**

**Table 4:9 shows the availability of non-printed materials in the school library**

Responses	Frequency	Percentages%
Yes not adequate	2	11
Adequate	5	26
None	12	63
Total	19	100

Source: primary source

From table 4.9, two teachers, representing 11% of those who participated in the study said that their school libraries have a few non-printed materials in the library and 5 of the respondents representing 26% said that there was adequate non-printed materials in the school library, while 12 of the respondents representing 63% said that there was no non-printed materials in their respective school libraries. Therefore, in the majority of the schools' libraries, non text book reading materials were not there at the time the study was carried out.

**Table 4.10 shows the use of newspapers and magazines in teaching in the month.**

Responses	Frequency	Percentages%
Once	5	26
More than once	4	21
Not at all	10	53
Total	19	100

Source: primary source

Table 4.10 shows clearly that 5 of the teachers who participated in the study, which is 26% were using newspapers and magazines in teaching once a month and four of the teachers, which was 21% reported that they were

using the newspapers and magazines more than once a month, while ten of the teachers, representing 53% were not using newspapers and magazines at all in teaching. The implication of all this is that the teachers tend to think that newspapers and magazines should be read outside the classroom to know what is happening in society generally, not to use them in class during teaching as this is usually perceived as a wastage of time. The teachers think that the reading of the prescribed books as per the syllabi is enough to enhance the reading proficiency of the learners. This was revealed in the responses of the teachers during oral interviews when one teacher said,

‘Why should I waste my time in class reading or asking the students to read newspapers or magazines?...you see, the syllabus we are following in teaching is very wide. If you start asking students to read newspapers in class you can not finish up the syllabus and the end result can be their failing of the national examinations, and when they fail the national examinations a teacher is perceived by the parents and school managers not to have taught. In the end, he or she can loose his or her job because of that’.

The implication of all this seems to be that the teaching in secondary schools in Nigeria is examination-oriented. Teachers spend much of time teaching students what they would be asked in the national examinations. Since the reading skills are not examined in the national examinations, many teachers do not mind much about promoting them.

**Table 4.11 shows the reading of the newspapers and magazines**

Responses	Frequency	Percentages%
Very quickly	5	26
Very slowly	11	58
Quick and easily	3	16
Total	19	100

Source: primary source

From the above table 5 of the respondents which is 26% was of the opinion that students can read newspapers and magazines very quickly in the classroom and 11 of the respondents representing 58% said that students can read the Newspapers and Magazines very slowly in classroom, while 3 of the respondents which is 16% was of the opinion that students can read the Newspapers and Magazines quickly and easily.

#### **4.14 Objective three: to assess the Challenges of using and not using non-textbook reading materials in the secondary schools.**

Out of the ten secondary schools which participated in the study, seven schools were found not to be using newspapers and magazines during instruction. In an oral interview with the teachers and students, they raised the following as challenges of using non text book reading materials in secondary schools during instruction.

- a. That it makes students loose truck of the subject matter at hand and concentrate on what is in those particular magazines and newspapers. One teacher gave an example of the pictures and cartoons which are usually in those newspapers, that such cartoons attract the attention of the learners and it makes them get more fun out of it than the knowledge and message therein. Two female teachers gave examples of some students who buy magazines with pornographic pictures and literature, that such students tend to perform poorly in class, as they usually read such material instead of reading class notes and text books.
- b. The question and issue of affordability. The interviewees revealed that if students and teachers get used to reading newspapers and magazines during instruction, it can be a problem when time comes and the schools can no longer afford to buy them or fails to get them especially the schools in the far remote areas. One student paraphrased an Igbo saying that once a cat is used to eating rats, it feels so bad when it fails to get rats to feed on, it may feel as if it is sick. The same applies to the students who may have been used to



magazines and newspapers but time comes when they can not easily access them.

Regarding the challenges of teachers' not using non text book reading materials during instruction, the interviewees said that;

- A. It makes the learners bored as much of the time they are reading the monotonous stories in the text books. One student said, 'we usually read books and stories of for example the French Revolution, Napoleon Bonaparte, Bismark and others. We even at times recite them as if it is a poem, but how interesting is it?'
- B. It creates and promotes rote learning or cram work.
- C. It wrongly makes education be perceived as merely a means of passing the national examinations to join another level.

## **CHAPTER FIVE**

### **DISCUSSION OF FINDING, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 INTRODUCTION**

This chapter shows the discussion of the findings based on the study objectives in chapter four. It also shows the conclusion and recommendations.

#### **5.1 DISCUSSION OF THE FINDINGS**

Based on the study findings of the objective one; the non-textbook reading materials (i.e. Newspapers and Magazines) play a vital role in enhancing reading skills of the students. From the test conducted to the students from group one (G1) the respondents from the schools found using Newspapers (i.e. Vanguard, Punch, This Day, e.t.c) and Magazines (the Source, Encomium ,Jigawa News Week e.t.c) and (G2) the respondent from the schools found not using Newspapers and Magazines. The results of the two groups shows the respondents from the schools found using Newspapers and Magazines perform better than the respondents from the schools found not using such materials. Therefore, the role of using Newspaper and Magazines gave those students opportunity to perform better than their colleagues from the schools found not using such materials.

The findings agreed with the view that non-textbook reading materials play a vital role in enhancing reading skills.

Based on the objective two; to determine the extent of use or non use of non-textbook reading materials in the schools in the area under investigation, the findings identified 3 schools are using non-textbook reading materials, while 7 schools are not using those materials.

Based on the objective three; to assess the difference in proficiency between use and non- use of non-textbook reading materials, the finding of the study shows that the respondents from the schools found using Newspapers and Magazines perform better than the students from schools found not using such materials. However, 60% and above was scored by the respondents

from the schools found using Newspapers and Magazines in the classroom instruction, while the respondents from the schools found not using Newspapers and Magazines in classroom instruction got between 40% and below.

## **5.2 CONCLUSION**

The research study concludes that the use of non-textbook reading materials Newspapers (i.e. Punch, Vanguard, This Day e.t.c) and Magazines (i.e. The Source, Encomium, Jigawa News Week e.t.c) can improve reading. Because using them in teaching and learning instruction allowed students to widen their knowledge and awareness of what is happening within the country and abroad. Therefore, the role of Newspapers and Magazines in the classroom can promote students reading skills.

The research finding also concludes that, there is a significant difference in proficiency between the students using Newspapers and Magazines as tools of teaching and learning instruction in classroom and those students not using such materials in classroom instruction. The finding identified the difference between the respondents from the schools found using Newspapers and Magazines in the classroom. Considering the test conducted between the two groups, those who used and those who did not use, the performance clearly indicated that, respondents from the schools found using Newspapers and Magazines got between 60% and above compared to the students from the schools found not using Newspapers and Magazines were scored between 40% and below. Therefore, there is significant difference in skills between used and non used of non-textbook reading materials in secondary schools in Jigawa state.

## **5.3 RECOMMENDATIONS**

Based on the findings of the study, the research work made the following recommendations:

The schools found not using Newspapers and Magazines as a tools of teaching and learning instruction should start using them in classroom in order to enhance the reading skills of their students.

Similarly, the schools found using Newspapers and Magazines as a tools of teaching and learning purposes should continue using them in classrooms, because it is an important source of intellectual stimulation of school students.

The ministry of education should supply the Newspapers and Magazines to the schools or directed principals to supply the materials to the schools every day or weekly out of the little money they have to supply the materials for the benefit of the teachers and students.

Parents should make Newspapers and Magazines available at home so that the students should read the materials at home; this can encourage them to improve their reading ability.

Moreover, the curriculum planners have an important role to play by designing a curriculum that make it possible for the teachers to use Newspapers and Magazines in the classroom.

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## APPENDICES

### APPENDIX B: QUESTIONNAIRE

#### QUESTIONNAIRE TO THE RESPONDENTS.

INTRODUCTION: A study about the potential of non- textbook reading materials in the improvement of reading skills. A case study of Jigawa state Nigeria. Is being carried out by Mr. Hassan Garba offering master of linguistic of Kampala International University, Uganda. May you please get involved in the study by answering questionnaire.

#### PART 1: PROFILE OF THE RESPONDENTS. (TICK )

##### 1. YOUR AGE:

Below 20 years

20 --- 39

40 ----- 59

60 and above

##### 2. YOUR SEX:

Male

Female

##### 3. EDUCATIONAL QUALIFICATION:

Primary

N.C.E.

Diploma

Degree

Master

PART 2: NON TEXTBOOK READING MATERIALS. i.e Newspapers and Magazines.

1. Do you see Newspapers and Magazines make a difference in teaching?

(a) Yes, what is the role? -----  
-----

(b) No, why not? -----  
-----

Is the language used in the Newspapers and Magazines familiar to you?

(a) The language is familiar. (b) The language is unfamiliar.

2. To what extent do you find the content of the newspapers and magazines understandable?

(a) The content is understandable. (b) The content is not understandable. (c) Somehow understandable.

4. Is the library well equipped with newspapers and magazines?

(a) Well Equipped. (b) Not equipped at all. (c) Equipped adequately.

NON-PRINTED MATERIALS, (i.e. slide, film, tape video).

1. How often do you use non-printed materials?  
(a) Several times. (b) Monthly. (c) Never at all.
2. Does your school library have adequate non-printed materials?  
(a) Yes but not adequate. (b) Adequate. (c) None.

### READING SKILLS

1. How often have you used Newspapers and Magazines in teaching in the one month?  
(a) Once. (b) More than once. (c) Not at all.
2. How quickly do students read Newspapers and Magazines in classroom.  
(a) Very quickly. (b) Very slowly. (c) Quickly and easily.

## **PART THREE: READING SKILLS TEST**

### **TEST 1**

#### APC TO RATIFY BUHARI'S MINISTORIAL LIST

The leadership of the all progressive congress will ratify the list of persons to be appointed into the federal executive council before presentation to the national assembly.

It was learnt in Abuja on Wednesday that party leaders were seeking to restore the party supremacy which some alleged was lost during the 16 years that the People Democratic Party held away.

A prominent northern leader of the party, who pleaded for anonymity because of the sensitivity of the issue, said the APC was working to avoid the pitfalls which lead to the collapse of the PDP ----- ( PUNCH, 9<sup>TH</sup> APRIL, 2015).

## TEXT 2

### GOODLUCK EBELE JONATHAN, STATESMAN

At the time when fear, tension and small men did the running, the man from Otuake stands tall, to universal acclaim by Suleiman Abubakar. The morning of the day after, a cool breeze floated over Abuja and Lagos as the sun struggled to penetrate the harmattan haze in one and rain bearing clouds in the other. The two places were centre of the drama that had engulfed the nation for several months, raising the political temperature to dangerous levels and threatening to unleash myhem and thus confirm dire prognosis of 2015 as a disaster year for Nigeria -----( SOURCE MAGAZINE, APRIL, 13 2015.VOL.36.NO. 26).