

## Intensive Reading and Their Impact on Undergraduate Students' Academic Achievement

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**Abstract:** The current research work was designed to find out the impact of intensive reading on undergraduate student's academic achievement. The current research work was carried out in district lower Chitral. Government Girls' Degree colleges were taken as the population of this research. The population of the study was 1465 undergraduate students of Government Girls Degree Colleges District lower Chitral KPK. The study sample consisted of 306 students studying at the undergraduate level and enrolled in Government Girls Degree Colleges in lower Chitral. The sampling technique was stratified sampling for the collection of data. Null hypotheses were framed. The null hypothesis was rejected. Data analysis was done using Statistical Package for Social Sciences (SPSS) version 25.0 and MS Excel. Self-made research instruments were utilized for the collection of data, using a 5-point Likert scale to find out the impact of intensive reading on the student's academic achievement.

**Keywords:** Intensive Reading, Reading Facility, Reading Environment, Reading Attitude, Vocabulary Building, Comprehension Reading and Academic Achievement

### Introduction

Intensive reading refers to a concentrated approach to reading that contains deep analysis and a thorough understanding of the text. Academic achievement, on the other hand, involves several measures of success in educational settings, such as grades, test scores, and overall learning outcomes. The influence of intensive reading on academic achievement is an important topic in educational studies. Intensive reading is a complete learning activity that takes place in class and is often led by the teacher. Understanding the link between intensive reading and academic accomplishment has important consequences for educators, politicians, and students. Further thorough research on the components of focused reading and its particular benefits to various academic fields and student demographics is still required. The benefits of intensive reading have already been reported in a number of studies. These benefits include expanded subject knowledge, improved critical thinking, improved vocabulary learning, and higher comprehension abilities. Factors such as the frequency of intensive reading sessions, the types of materials used, and

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teaching methodologies employed, and individual student characteristics may all play central roles in determining the impact of intensive reading on academic achievement (Cárdenas, [2020](#)). Intensive reading as an instructional approach concentrates on enhancing these fundamental output skills like writing and speaking by immersing students in extensive and detailed reading activities (Grabe & Stoller, [2020](#))

Reading is not only an interaction between language and ideas but also between the reader and writer as well. For acquiring knowledge, the learner applies strategies in the form of study habits. Best study habits improve educational success and also improve the performance of learners. Approaches, therefore, involve activities that make a learner enable him /her engage in educational studies (Benwari & Nemine, [2014](#))

### Objectives of Research

- i. To find out the impact of intensive reading (Reading Facility, Reading Environment, Reading Attitude, Vocabulary Building, Comprehension Reading) on student's academic achievement at the college level.
- ii. To check out the relationship between intensive reading (Reading Facility, Reading Environment, Reading Attitude, Vocabulary Building, and Comprehension Reading) on student's academic achievement at the college level.

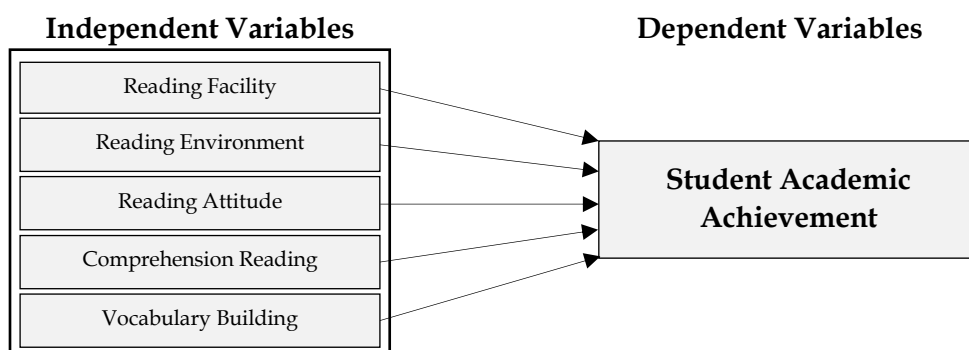
### Research Hypothesis

**H<sub>0</sub>1:** There is no significant impact of intensive reading (Reading Facility, Reading Environment, Reading Attitude, Vocabulary Building, Comprehension Reading) on students' academic achievement at the college level.

**H<sub>0</sub>2:** There is no significant relationship between intensive reading (Reading Facility, Reading Environment, Reading Attitude, Vocabulary Building, Comprehension Reading) and students' academic achievement at the college level.

### Conceptual Framework

Two variables were used in this study: the dependent variable and the independent variable. Independent variables were; "Reading facility, Reading Environment, Comprehension Reading, Vocabulary Development, Reading Attitude", whereas the dependent variable was students' academic achievement. The researcher checked the impact of dependent variables on the independent variable (academic achievement), as shown in the framework given below.



## Significance of the study

Intensive reading is that type of reading in which a reader reads the text with full concentration, insight and complete attention. It is very instrumental in improving reading skills and building vocabulary. This study was conducted to find the impact of intensive reading on the academic achievement of students. This study enabled students to understand the importance of in-depth reading and vocabulary building and how it will add to their academic success. Through this study, the students became motivated to involve themselves in intensive reading activities. This study also helped graduate students understand the importance of intensive reading in their academic careers and further success in their professional lives. Through this study, parents and teachers of different levels used the method in their respective circles to guide their children and students better. In a nutshell, this study was productive and instrumental for students in their reading practice, comprehension, vocabulary building and creating awareness among them about the role of intensive reading in their academic achievements.

## Literature Review

### Education

Education is a long-lasting process, and learning is also known as an individual's development. With the passage of time, changes occur in humans' life. In the process of development, the capabilities of humans are changed up to a level that enables human beings to adjust to the environment and society. Education is a process through which the capabilities and potentials of an individual develop to the top level and enable him/her to have a happy and prosperous life in society. Education also brings changes in the personality of an individual. Personality development emphasises the personality of a person (Akhtar, [2010](#)).

### Reading

Reading is also known as an important skill for students to gain knowledge from academic books. Reading is necessary for language learning. Reading is the improvement of common sense from a series of written symbols like characters and signs to gain knowledge. Recognition of words script is also called reading. Reading is the most important skill for gaining knowledge and information. Therefore, understanding words and reading comprehension are necessary. Smooth management of word recognition and comprehension is called reading. Reading comprehension is a purposeful and dynamic process that happens while reading a script. In comprehension reading development, students require knowledge about the topic, oral and print vocabulary, information about the script and word recognition (Anjum, [2021](#)).

Reading provides the key to all forms of information necessary for our everyday survival. Mostly, reading is linked with other uses of language. The concept of reading depends on the readers' memory in order to understand what is to be read. It also contains how well a reader remembers and uses the materials read. Reading habits have been considered positive in that they have the strength to contribute meaningfully to the progress in academic achievement of such individuals as engaged in the habit (Issa & Aliyu, [2012](#)).

Reading involves interpreting signs or codes and establishing connections with their relevant meanings. Comprehension skills enable students to understand the significance of words. Reading serves

as a crucial tool for the transmission of knowledge, and engaging in regular reading activities enhances one's reading strategies academically. Children utilize reading to explore and understand the world around them by delving into books. Once children have acquired the ability to read and develop a fondness for books, they can independently acquire knowledge by reading. Children who miss the chance to read books in their early stages of life find it hard to acquire good reading habits in the future. Reading is an intellectual process which is possible only if a learner makes a habit of reading and practices it from the early days. Reading habits, therefore, play a very crucial role in enabling a learner to achieve real competence. Books are the most appropriate medium through which knowledge is conveyed (Acheaw & Larson, 2014). Reading is most important from a learning perspective not only because it gives the reader independence to access knowledge in an increasingly information-focused society. Reading is the most important and powerful learning instrument, a means of acquiring new knowledge and information (Pretorious, 2002).

Reading is one of the most important tools for lifetime learning for all learners. Reading is a resource for continued education and the gaining of new knowledge and skills. Reading habits are an important feature of a well-educated society. It develops the personality of students. Reading habit is an active skill-based process of gaining knowledge from oral and written text (Kumara & Kumar, 2019).

Intensive reading is defined as reading in which a reader reads every word of work from beginning to end extremely completely. It is a method of thoroughly reading brief materials. To grasp the meaning, intensive reading necessitates paying close attention to grammatical forms and other surface structural features. Intensive Reading is also known as narrow reading because students have options to understand the meaning of the text by giving the opportunity to repeat reading a number of texts, contents and grammatical structures (Harafsheh, 2020)

## **Research Methodology**

### **Research Nature**

The study was quantitative in nature. The method here involved gathering, analyzing, and interpreting data. To attain this objective, data was collected using a questionnaire that was created especially for this study. The intention of the researcher regarding this study was to assess the impact of intensive reading on undergraduate students' academic achievement. As was mentioned in the nature of the study, this study is quantitative. Secondary data was collected from books, journals, different articles and research papers. SPSS, as a statistical tool, was used to present, interpret, and analyze the data.

### **Design of the Study**

The current study has a descriptive and correlational design. Descriptive research focuses on the features of a population, a social context, a set of metrics, or a specific topic. Descriptive research just "refers to" the subject of the study without explaining "why" it occurs. Descriptive research outlines the research questions, research design, and data analysis research that was employed in the study. (Andrews & Gentzkow, 2018). The main objective of this research study was to assess the impact of intensive reading on undergraduate students' academic achievement in Government Girls Degree Colleges District Lower Chitral.

### Population

A study population is a full group of persons or things who share certain characteristics of interest to the researcher. The population of the study was 1465 undergraduate students of Government Girls Degree Colleges District lower Chiral KPK.

**Table 1**

Number of Colleges	Number of Students
Gov. Girls Degree College Chitral	1286
Gov. Girls Degree College Drosh	179
Total Students	1465

This table shows the different Government Girls Degree Colleges involved in the study. In this case, there are two colleges mentioned: Gov. Girls Degree College Chitral and Gov. Girls Degree College Drosh. This table also provides a clear overview of the distribution of students across the two colleges, offering insight into the size and composition of the study population.

### Sample Size of the Study

The study sample size was determined to be 306 students. The study was conducted in the lower Chitral district. Stratified sampling was applied to select the students. Stratified sampling enables researchers to ensure representation from various segments of the population, thereby enhancing the validity and trustworthiness of their results. Students were selected from these Government Girls colleges Lower Chitral. One hundred fifty-three students were selected from each college by using the Krejcie and Morgan sample size table. This table provides guidelines for determining sample sizes based on the population size. In this case, the researcher determined that selecting 153 students from each college would be sufficient to attain the appropriate degree of precision in their research.

**Table 2**

Number of Colleges	Number of Selected Students
Gov. Girls Degree College Chitral	153
Gov. Girls Degree College Drosh	153
Total Students	306

### Research Tool

For this research, the researcher used a self-developed questionnaire using a 5-point Likert scale to find out the impact of intensive reading on the student's academic achievement. The questions in the questionnaire were about intensive reading ( IR), reading facilities ( RF), reading attitude ( RA) of students, comprehension reading ( CR ) and vocabulary building ( VB). For the dependent variable, academic achievement (AA), questions from 46 to 57 were mentioned in the questionnaire.

SDA: Strongly Disagree

DA: Disagree

N: Neutral

A: Agree

SA: Strongly Agree

## Pilot Testing of Instrument

### Validity and Reliability

The degree to which an instrument measures what it is designed to assess is referred to as validity, and the degree of consistency established by a questionnaire is referred to as reliability. It is necessary to confirm the accuracy and reliability of the questionnaire. The primary goal of the pilot research was to determine the relevance of the questions, as well as their accuracy and efficiency, to the examination areas. The instrument was reviewed after the piloting expert opinion was obtained, and the obligatory suggestions were added in light of the pilot study. The validity of the questionnaire was checked by the supervisor, four other experts from the education department and one from the English department. To check the reliability of the data, the scholar collected data from 35 to 40 students. Cronbach's Alpha was also used through SPSS to check the reliability.

### Reliability Statistics

A collection of metrics used to analyze the consistency, stability, and constancy of a measuring instrument or a set of data across time or across different contexts is referred to as reliability statistics. These data aid in assessing how well a measurement tool generates consistent findings.

This statistic measures the internal consistency of a scale or a collection of items in a questionnaire. Cronbach's Alpha or test measures how closely related a set of items are as a group and indicates the extent to which items measure the same underlying construct.

**Table 3**

Cronbach's Alpha	N of Items
RF .800	10
RE .839	7
CR .829	11
VB .858	8
AA .879	9

Cronbach's Alpha of 0.800 RF value shows that there were ten items which were consistent and reliable in measuring the same underlying construct or concept. All the items were highly uniform and related to each other. A Cronbach's Alpha of 0.839 also shows a high level of internal consistency among the seven items. These items were highly reliable. Cronbach's Alpha of 0.858 suggests a relatively good level of internal consistency among the 11 items in your scale or test, indicating that they are measuring a particular trait or construct reliably. Cronbach's Alpha of 0.829 indicates a good level of internal consistency among the eight items, suggesting that they measure a particular trait or construct reliably. Cronbach's Alpha of 0.879 indicates a high level of internal consistency among the nine items, suggesting that they collectively measure or construct very reliably.

**Table 4**  
*Reliability Statistics*

N of items	Cronbach's Alpha
57	.800

### Data Collection Procedure

To collect data, the researcher initially visited the sample colleges to meet with the college heads and obtain authorization from the administrators to collect data for the research. Following departmental approval, the researcher visited the relevant classrooms to speak with students and explain the study questionnaire. After describing the purpose of the study, the researcher approached undergraduate students again to engage with them in order to write a report. A questionnaire was distributed among 306 students. To measure the student's academic achievement, their final result score was taken.

### Data Analysis

Quantitative research studies and relates the causes of variation in observed values across units of study. All quantitative data analysis tools capture variance and help us comprehend it. The Likert scale used by the researcher provides a series of statements to which respondents indicate their level of agreement or disagreement. (Hardy & Bryman, 2009). The researcher used statistical test regression. And also use percentages and frequencies to describe the data. SPSS was used for data examination, and descriptive statistics such as frequency and percentage were applied.

**Table 5**  
*Regression Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.447 <sup>a</sup>	.200	.186	.35549

a. Predictors: (Constant), RA, RF, RE, VB, CR

The table reports the coefficient of determination to check the model fitness. R-squared = 0.200 indicates that 20% of the total variation in the dependent variable (academic achievement) is explained by the model.

**Table 6**  
*ANOVA<sup>a</sup>*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.462	5	1.892	14.974	.000 <sup>b</sup>
	Residual	37.913	300	.126		
	Total	47.374	305			

a. Dependent Variable: AA

b. Predictors: (Constant), RA, RF, RE, VB, CR

The ANOVA table of the model depicts that the F-statistic of the regression model is 14.947 with p-value= 0.000. the table indicates that the relationship between academic achievement (dependent variable) and the predictors (RA, RF, RE, VB and CR) is significant.

**Table 7**  
Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	1.553	.296		5.241	.000
	RF	.031	.059	.027	.526	.009
	RE	.103	.055	.103	1.863	.043
	CR	.095	.070	.081	1.347	.039
	VB	.069	.030	.131	2.265	.024
	RA	.265	.051	.297	5.176	.000

a. Dependent Variable: AA

The intercept value is 1.553. This value represents the estimated mean value of the dependent variable (AA) when all independent variables are zero. RF, RE, CR, VB, and RA are the independent variables in the model. Each of them has an associated unstandardized coefficient (B) and standardized coefficient (Beta), indicating their impact on the dependent variable (AA). For example, "RA" has a significant impact on "AA" with a coefficient of 0.265 (unstandardized) and 0.297 (standardized). This suggests that a one-unit increase in "RA" results in an estimated increase of 0.265 units in "AA" while considering other variables in the model. The p-values associated with each coefficient indicate whether the impact of the independent variables and the dependent variable are statistically significant. For instance, p-values less than 0.05 (assuming a 95% confidence level) are often considered statistically significant.

**Table 8**  
Correlations

		RF	RE	CR	VB	RA	AA
RF	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	306					
RE	Pearson Correlation	.022	1				
	Sig. (2-tailed)	.696					
	N	306	306				
CR	Pearson Correlation	.054	.305**	1			
	Sig. (2-tailed)	.345	.000				
	N	306	306	306			
VB	Pearson Correlation	.000	.261**	.399**	1		
	Sig. (2-tailed)	.997	.000	.000			
	N	306	306	306	306		
RA	Pearson Correlation	-.074	.260**	.374**	.293**	1	
	Sig. (2-tailed)	.195	.000	.000	.000		
	N	306	306	306	306	306	



	RF	RE	CR	VB	RA	AA
Pearson Correlation	.012	.240**	.277**	.277**	.390**	1
AA Sig. (2-tailed)	.835	.000	.000	.000	.000	
N	306	306	306	306	306	306

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 8 shows a correlation matrix between different variables (RF, RE, CR, VB, RA, AA) based on Pearson correlation coefficients. Each cell in the table represents the correlation between the variables listed at the top and on the left side of the table.

#### RF (Row) and RE (Column)

- Pearson Correlation coefficient: 0.022
- P-value (Significance): 0.696 (not significant)
- Interpretation: There is a very weak positive correlation between RF and RE, and this correlation is not statistically significant at the 0.01 level.

#### CR (Row) and RF, RE, VB, RA, AA (Columns)

- Pearson Correlation coefficients range from 0.054 to 0.399 for different variables.
- P-values vary but are mostly below 0.01 (statistically significant for most correlations).
- Interpretation: CR shows weak to moderate positive correlations with RF, RE, VB, RA, and AA. These correlations are statistically significant at the 0.01 level.

#### VB (Row) and CR, RA, AA (Columns):

- Pearson Correlation coefficients range from 0.261 to 0.399.
- P-values are all below 0.01 (statistically significant).
- Interpretation: VB has moderate to relatively strong positive correlations with CR, RA, and AA. These correlations are statistically significant at the 0.01 level.

#### RA (Row) and CR, VB, AA (Columns):

- Pearson Correlation coefficients range from 0.260 to 0.374.
- P-values are all below 0.01 (statistically significant).
- Interpretation: RA has moderate positive correlations with CR, VB, and AA. These correlations are statistically significant at the 0.01 level.

#### AA (Row) and CR, VB, RA (Columns):

- Pearson Correlation coefficients range from 0.240 to 0.390.
- P-values are all below 0.01 (statistically significant).

**Interpretation:** AA has moderate positive correlations with CR, VB, and RA. These correlations are statistically significant at the 0.01 level. Some variables show very weak or no correlation (like RF and RE), others exhibit moderate positive correlations (such as CR, VB, RA, and AA) with each other, and these correlations are statistically significant at the 0.01 level.

**Summary:** The primary purpose of this study was to determine the impact of intensive reading on undergraduate students' academic achievement. This study aimed to explore the impact of intensive

reading on the academic achievement of undergraduate students. Specifically, it focused on assessing the attitude of undergraduate students towards intensive reading at the college level, evaluating their reading comprehension levels, and determining the impact of intensive reading on their academic performance. The population for this research was selected from Government Girls Degree Colleges Lower Chitral, and data was collected from undergraduate students only. The purpose of this study was to assess undergraduate students' attitudes towards intensive reading at the college level. To investigate the reading comprehension level of undergraduate students. To find out the impact of intensive reading on the college level. The study was quantitative in nature. The data was collected through a self-developed Questionnaire. Only 306 students were selected from the colleges. After administering the questionnaires, the data were tabulated, analyzed and interpreted. Cronbach's Alpha, which was used through SPSS, was used to check the reliability. Percentages, test regression, and frequencies will be used to describe and examine the data. The study was delimited to Govt. Girls Degree Colleges only.

### Conclusions

The researcher selected 306 students as the sample size for this study. The researcher concluded that well-equipped reading Intensive reading is important because it goes beyond surface-level understanding, fostering critical thinking, systematic skills, and a deeper gratitude for language and content. It is an essential aspect of education and personal development. Understanding the impact of intensive reading and academic achievement holds significant implications for educators, policymakers, and students alike. Intensive reading is a detailed examination conducted in class, typically guided by the teacher. Most of the students are interested in intensive reading as it improves vocabulary and comprehension reading. It improves class behaviors and enhances high-order critical thinking (Ansori & Nurkamto, [2019](#)).

After completing this research work, the researcher concluded that female students of Government Girls Degree Colleges in lower Chitral are more motivated, and facilities like the library at college and at home are necessary for students. Parental involvement and encouragement from parents and teachers play a vital role in promoting the reading of a student. The majority of students showed that they are interested in intensive reading, and they read more books to improve their reading through comprehension reading. They also try to develop their vocabulary by making different vocabulary charts, etc. Likewise, the researcher also found a significant impact of intensive reading on the academic achievement of students as intensive reading improves so many skills in the students, i.e., building vocabulary and improving their comprehensive reading skills, critical thinking, and creativity. The researcher concluded that the selected sample agreed with intensive reading and said that they would prefer intensive reading to other junior students. The researcher also concluded that intensive reading contributes significantly to academic success by equipping students with the necessary skills and strategies to comprehend, analyze, and interpret information effectively. As such, it should be encouraged and integrated into educational curricula to empower students and enhance their overall academic achievement.

### Recommendations

Based on the findings of this research, the recommendations are offered to academic faculty concerning the impact of intensive reading on the academic performance of undergraduate students.

- It is important to encourage students to engage in intensive learning. Different steps of intensive reading should be taught to the students. Encouraging students to engage in intensive reading is

crucial for developing their language proficiency, comprehension skills, and critical thinking abilities. Intensive reading involves a close and careful examination of a text, focusing on understanding the details, vocabulary, and overall meaning. By improving their vocabulary and comprehension skills, the students will be able to participate in different competitions like debate and essay writing competitions.

- Teachers and parents must take an interest in students' reading and should encourage their children to read more books by providing more books in learning institutions as well as at home. The joint efforts of teachers and parents are essential in creating an environment that encourages students to read more. By fostering a love for reading both at school and at home, educators and parents contribute significantly to the holistic development of students' literacy skills, cognitive abilities, and overall academic success. For this, the teachers and the parents should provide a library with all types of intensive reading materials. Teachers can introduce students to the concept of intensive reading and teach them strategies for effective comprehension, such as highlighting key points and making annotations.
- This study has yielded significant implications for reading practices. The outcomes suggest that intensive reading has a significant impact on academic achievement. Therefore, educators must be well aware of the reading procedures, and students must be aware of the importance of reading and its impact on academic achievement. By incorporating intensive reading into their learning routine and receiving support from educators, students can reap the benefits of this valuable reading strategy and improve their academic performance.
- More ideally, the results showed that comprehension reading and vocabulary development have a great impact on students' performance, so vocabulary building should be emphasized in colleges for better reading and better academic results. The relationship between comprehension reading and vocabulary development is indeed crucial for students' academic performance. A strong vocabulary is a fundamental component of effective reading comprehension, as it allows students to understand and interpret texts more accurately. Emphasizing vocabulary building in colleges can have a profound impact on students' overall reading abilities and academic success.
- Students must be provided a good environment for reading in institutes and also at home. Teachers should guide their students in reading and writing, and reading practices should be implemented at learning institutes in the form of competitions, etc. A holistic approach to promoting reading involves creating supportive environments in institutes and at home, providing guidance and support from teachers, and incorporating engaging reading practices through competitions and challenges. By nurturing a love for reading, educators can contribute to the overall development of students, enhancing their literacy skills, critical thinking abilities, and lifelong learning habits.

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