

Effects of Reading Habit on Academic Performance Among Primary School Pupils in North-Central Nigeria

Sobah Ogonna Chizoba

Department of Foundations, School of Education, FCT College of Education, Zuba-Abuja.

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ABSTRACT

This study aimed to examine the effect of reading habits on the academic performance of primary school pupils in the North-central zone of Nigeria. A stratified sample of 75 pupils in primary four was selected from three schools to ensure a representative sample for the study. The research explored the relationship between pupils' reading habits and academic performance, employing a mixed-methods approach that integrated qualitative and quantitative designs for a comprehensive understanding of reading's influence on academic success. The collected data was analysed using appropriate statistical methods. Descriptive statistics, such as frequencies and percentages, were used to summarize the responses of the participants. Inferential statistics, such as linear regression and analysis of variance (ANOVA), were employed to examine relationships between the variables and the effect of the independent variable on the dependent variable. The findings were presented in table form to facilitate clear interpretation and understanding. The study also identified various factors that influenced reading habits, including peer influence, availability of reading materials, and school environment. Thematic analysis was used to distill patterns and themes from participants' responses and narratives, forming the basis of the research themes. Based on these findings, it is recommended that primary school educators, curriculum developers, and policymakers prioritize the promotion of reading habits among pupils. Creating an enabling environment that fosters a reading culture and provides access to diverse reading materials can significantly enhance the academic performance of primary school pupils. Additionally, it is essential to train teachers on effective reading instruction techniques that can encourage and motivate pupils to develop regular reading habits.

Keywords: Effects, reading, reading habits, academic, performance, academic perform

INTRODUCTION

Reading is a foundational skill that plays a pivotal role in the academic advancement and personal maturation of individuals. It serves not only as a means for individuals to access essential information and knowledge but also aids in the cultivation of critical thinking, imaginative capacity, and communication proficiency. The cultivation of strong reading habits from an early age is imperative as it establishes the groundwork for a lifetime pursuit of knowledge. Particularly in the context of primary education, pupils are situated at a crucial juncture in their reading development, underscoring the need for the assessment of their reading proclivities to identify areas necessitating enhancement. The capacity to engage with text for informative purposes serves as a necessary precursor for an individual's cognitive, societal, and economic progression. Emblematic of this notion, Igun and Adogbeji (2007) posited that reading serves as a conduit for comprehending an author's ideas thereby facilitating the acquisition of knowledge that fosters intellectual growth. Furthermore, Nneji (2002) accentuated the significance of information as a tool in bridging the gap in knowledge acquisition.

The act of reading plays a significant role in acquiring knowledge, as stated by Simisouje and Quadire (2010). Reading serves as a valuable method to enhance vocabulary, word comprehension, and linguistic skills. Moreover, Fayose (2015) delves into the crucial impact of reading on individuals' educational journeys, particularly emphasizing its importance for young learners and educators. Inomiesa (2010) highlights the necessity for educators to continuously update their knowledge and adopt innovative teaching methodologies

to further the field of science. This emphasizes the vital role of reading in gaining valuable insights and staying abreast of contemporary teaching practices.

Karim and Hassan (2006) underscore reading as an indispensable tool for communication, enabling individuals to access necessary information for both daily living and educational purposes. Tella and Akande (2007) advocate for reading proficiency as essential for self-learning and continuous personal development, illustrating its potential to enhance societal structures and lifestyles. Yani (2003) suggests that the reading habits of Nigerians should be carefully considered in the context of educational achievement and national progress.

In Nigeria, a prevalent saying states, "Write it down if you want to keep information from a Nigerian," hinting at a perceived deficiency in reading habits among Nigerians.

Educators, especially those involved in primary education, are crucial purveyors of knowledge and play a fundamental role in shaping learning processes. However, research conducted by Trelease (2006) indicates that instances of teachers engaging in reading activities are infrequent. Yani (2003) argues that the reading habits of Nigerians should be considered in the context of educational achievements and national progress. A popular expression in Nigeria emphasizes the importance of documenting knowledge to prevent its loss among Nigerians, suggesting a lack of a reading culture within the society. Given that teachers serve as the primary conduits of information, particularly in foundational stages of education where literacy is the cornerstone of learning, it is imperative for them to cultivate a habit of continuous reading. Trelease (2006) notes a scarcity of information regarding the observation of teachers dedicating time to reading tasks.

Statement of the Problem

Extensive academic research has substantiated the prevailing issue of a deficient reading culture within Nigeria. Notably, the unsatisfactory reading practices exhibited by primary school pupils in the country have reached a concerning threshold. Consequently, Nigeria is observed to have the highest proportion of child dropouts in educational settings. Umoru (2017) reported that out of the 20 million global cases of children not attending school in 2017, 10.5 million were identified in Nigeria. The distressing fact remains that a significant number of upper primary pupils lack the ability to proficiently read basic textual material and, in some cases, are unable to read at all. Building upon the aforementioned premise, this study aimed to investigate the reading habits of pupils and how they impact their academic performance.

Purpose of the study

1. To assess the effects of reading habits among primary school pupils.
2. To determine the factors hindering reading habits among primary school pupils.

Research Questions

What are the effects of reading habits among primary school pupils?

What are the major factors hindering reading among primary school pupils?

Hypothesis

Two null research hypotheses were postulated for the study.

Ho: There is no significant effect of reading habits on pupils' academic performance among the selected primary schools.

Ho: There is no relationship between reading habits and academic performance among primary school pupils.

LITERATURE REVIEW

Reading and Reading Habits

There have been many definitions of reading over the years. Ayoti (2015) defines it as the mental task of interpreting and decoding a variety of words. Ogwu (2010) says that it is a difficult task to handle textual or graphic communication. The Wikipedia Online Dictionary (Haliru et al., 2015) describes reading as a difficult process of symbol decoding to create or infer meaning. Akande and Adeyinka (2007) define it as the process of deriving meaning from written words. Nalusiba (2010) explains that reading is essential for learning tasks that involve reading. Reading is the act of understanding written words or symbols via observation and analysis (Ogugua et al, 2015).

Developing a habit of reading regularly, whether for personal growth or professional development, is called a reading habit. It involves cultivating a genuine interest in reading and incorporating it into one's daily routine. Reading regularly has many benefits, such as increasing knowledge, improving language and vocabulary skills, enhancing analytical and critical thinking abilities, reducing stress levels, promoting creativity, and gaining insights from multiple perspectives (Orakpor, 2012). According to Uruterana (2012), it can also be described as a culture where reading is a recognized habit and an essential part of daily life. Similarly, Orakpor (2012) defines reading culture as the habit of reading as a way of life, while Nalusiba (2010) views it as a lifestyle where individuals read extensively and with a high level of concentration. In short, the reading habit entails making reading a regular part of one's lifestyle for committed and frequent readers (Enamen, 2015). To establish a reading culture, reading needs to become an ingrained part of daily life, extending beyond a single reading event and encompassing regular reading habits.

Theoretical Framework

The Social Cognitive Theory, developed by psychologist Albert Bandura, provides a useful framework for understanding the formation and development of reading habits among primary school pupils. This theory emphasizes the importance of social interactions, observational learning, and self-efficacy in shaping individual behaviors and habits.

According to the Social Cognitive Theory, individuals learn and adopt behaviors through interactions with others in their social environment. In the context of reading habits, children are influenced by their parents, teachers, and peers. The attitude towards reading and the value placed on reading in the child's environment significantly impact their reading habits (Cullinan, 2000). Therefore, it is necessary to assess the reading habits of primary school pupils by taking into account the social dynamics of their immediate environment.

Observational Learning:

Observational learning, an important element of the Social Cognitive Theory, explains how individuals acquire new behaviors by watching and imitating others (Bandura, 1986). In the context of reading habits, children observe the reading practices of their parents, teachers, and classmates. Positive role models who display strong reading habits can motivate children to engage in reading themselves (Baker & Wigfield, 1999). On the other hand, negative role models or a lack of reading interest in the child's environment can hinder the development of reading habits.

Self-Efficacy:

Self-efficacy refers to an individual's belief in their ability to successfully perform a particular behavior or task (Bandura, 1997). In the context of reading habits, self-efficacy plays a crucial role in motivating children to engage in reading and persist in it. Children who believe they can comprehend texts and enjoy reading challenges have high self-efficacy in reading. Conversely, children with low self-efficacy may avoid reading activities and lack motivation to develop reading habits (Guthrie et al., 2000).

Factors Hindering Reading Habits in Relation to Academic Performance Among Primary School Pupils:

Reading is a fundamental skill that plays a crucial role in the academic performance and overall development of primary school pupils. However, various factors can hinder the development of reading habits among pupils, subsequently affecting their academic achievements.

Primary school pupils may face numerous challenges in developing and maintaining reading habits. These obstacles can include limited access to reading materials, such as books, magazines, or newspapers (Smith, 2016). Additionally, the lack of parental involvement and support towards reading can hinder a child's reading habits and academic performance (Garcia, 2018). Pupils who struggle with reading comprehension may find it difficult to engage with texts, leading to a lack of interest in reading (Snow, 2019). The proliferation of electronic devices and digital entertainment options can also divert pupils' attention away from reading, reducing their reading habits (Rideout, 2017). The absence of positive reading role models, such as teachers or family members, can limit pupils' motivation to develop reading habits (Badian, 2019). Some pupils may experience reading anxiety, which significantly hampers their reading habits and academic performance (Larson, 2015). Busy academic schedules and extracurricular activities may leave little time for pupils to engage in recreational reading (Allington, 2012). If pupils are not provided with reading materials that align with their interests and reading levels, they may struggle to develop a habit of reading (Guthrie, 2018). Lack of motivation, low self-efficacy in reading, and limited language exposure and vocabulary development are further barriers to the development of reading habits (Guthrie, 2018; Bandura, 1997; Hart & Risley, 1995). Peer influence and the absence of a conducive library environment can also hinder reading habits (Smith & Wilhelm, 2018; Murphy et al., 2016; Lance & Russell, 2016; Chowdhury & Paul, 2020).

Pupil Reading Habit and Academic Performance

Access to knowledge is a vital aspect of both individual growth and corporate and educational development. According to Yusuf (2007), information is crucial for bridging the knowledge gap caused by illiteracy. As Kolawole (2005) points out, literacy cannot exist without reading, which is its fundamental component.

Reading is the cornerstone of other academic abilities, making it a valuable strategy for human growth. Tella and Akande (2007) believe that reading is an art that has the power to change people's lives and society. It is also the foundation of independent learning and continuous education throughout one's life. Yani (2003) expresses concern about the reading habits of Nigerians and its impact on the country's educational and developmental goals. She argues that reading habits should not be ignored in a growing nation like Nigeria.

Reading is the foundation of any successful academic pursuit and is essential for learning. It is the primary goal of reading complexity to understand and identify textual and printed words. Therefore, any official educational programme should begin with reading. As Kolawole (2005) pointed out, a child's ability to read is the cornerstone of the educational process. Reading serves useful functions throughout life and is indispensable at every stage. To become a well-rounded social creature, a child must acquire positive reading mindsets and hobbies. Regular reading enhances literacy abilities, intellectual growth, and academic achievement, according to Akinsolu (2010). Similarly, regular reading promotes imagination, vocabulary growth, and critical thinking, all of which are essential for academic success, as stated by Kolawole (2005).

A meta-analysis conducted by McQuillan and Aucoin in 2016 examined the correlation between reading habits and academic performance across different age groups. The findings of the study indicated a positive association between the frequency of reading and academic achievement.

A study by Reilly et al. in 2019 investigated the specific impacts of reading engagement on academic outcomes. The study revealed a significant positive correlation between reading engagement and academic performance.

In 2020, Kim and Kapitan off conducted a longitudinal study to explore the relationship between leisure reading habits and reading achievement. The results of the study showed that regular leisure reading had a

positive impact on reading proficiency and improved academic performance.

METHODOLOGY

The research employed a quantitative approach to assess the reading habits among primary school pupils. This approach involved collecting numerical data through surveys to gather information on the reading habits of pupils.

Research Design:

It employed a mixed-methods approach, integrating both qualitative and quantitative research designed to provide a comprehensive understanding of how reading influences academic success.

Population and Sampling Size:

Sample Size and Sampling Techniques:

The researcher used stratified random and simple sampling techniques to select the primary schools and pupils for the study. First, the population was identified to find all schools in the North Central region of Nigeria representing the three educational zones (Zone A, Zone B, Zone C). Then divided them into Strata and categorised the schools into three strata based on their educational zones (Zone A, Zone B, Zone C). Determining the sample sizes for each stratum, considering factors such as the number of schools in each zone and the desired sample size were considered. The proportions reflected the representation of each stratum in the overall population. Hence, the researcher randomly selected a school from each stratum using a random sampling technique because each zone average has the same number of schools. The number of schools chosen from each stratum was proportional to its population size. Three primary schools: LEA Primary School, Zuba, Abuja; LEA primary school Minna, Niger State; and LEA primary school, Keffi, Nasarawa State, were randomly selected to represent all the LEA primary schools in the North-Central Zone of Nigeria. From each selected school, 25 pupils from primary four were randomly chosen as participants. The total sample size involved 75 primary school pupils, with 25 pupils selected from each of the three randomly selected primary schools. This sample size is considered sufficient to provide reliable data for the study.

Research Instrument:

The research instrument for data collection was a structured questionnaire. The questionnaire consisted of Likert scale questions, designed to gather information on factors hindering reading habits, and the impact of reading habits on academic performance.

Research Analysis:

Quantitative Data

The collected data was analysed using appropriate statistical methods. Descriptive statistics, such as frequencies and percentages, were used to summarize the responses of the participants. Inferential statistics, such as linear regression and analysis of variance (ANOVA), were employed to examine relationships between the variables and the effect of the independent variable on the dependent variable. The findings were presented in table form to facilitate clear interpretation and understanding.

Qualitative Data

Semi-structured interviews were conducted to gather detailed narratives. Interview guides with open-ended questions about reading experiences and academic self-assessment. The data collected was analyzed using thematic analysis, where patterns and themes emerged from the narratives of the participants. The research utilized thematic analysis by examining responses from interview questions and transcripts to identify topics that would serve as themes.

RESULTS AND DISCUSSION

The results of this research were presented as follows:

Research Question 1: What are effects of reading habits on academic performance of primary school pupils?

Table 1: Mean and standard deviation analysis of effects of reading habits on pupils' academic performance

S/n	Items	\bar{X}	SD
a.	Enhances academic performance in schools' examination	3.25	0.18
b.	Improves effective communication	3.28	0.51
c.	Improves functioning capacities of brain	3.14	0.92
d.	Broadens knowledge in specific area of study	3.54	0.43
e.	Builds imagination skills	3.65	0.21
	Cluster Mean	3.37	

Table 1 illustrates the analysis of the mean and standard deviation regarding the influence of reading habits on the academic performance of primary school pupils. According to Table 3, there is a cluster mean of 3.37, surpassing the baseline mean of 2.50. This indicates the respondents' concurrence with the researcher's stance on the effects of reading habits on the scholastic performance of elementary school learners. From a statistical perspective, cultivating a habit of reading not only enhances academic performance in examinations but also fosters effective communication skills and broadens knowledge within specific academic domains, among other benefits. Despite the favorable outcomes reported by the participants, this discovery emphasises the necessity for heightened efforts in addressing challenges such as the absence of school libraries conducive to reading, the inadequacy of storybooks, textbooks, and other reading resources, as well as the influence of peer groups on reading habits, as highlighted in Table 1.

The research study conducted an analysis and presentation of findings on the correlation between reading habits and the academic performance of primary school pupils, as evidenced by the data presented in Tables 1 and 3. According to Table 1, reading habits have a positive impact on academic performance, effective communication skills, and knowledge enhancement in specific subject areas. Subsequently, Table 3 revealed that the respondents concurred with the researcher's viewpoints regarding the benefits of reading habits, as indicated by a cluster mean score of 3.37, which surpassed the reference mean of 2.50.

Despite the favorable impacts of reading habits on academic performance, there exist several challenges that warrant attention. These challenges encompass the absence of accessible school libraries for reading purposes, inadequate availability of storybooks, textbooks, and other reading materials, as well as the influence of peers on individuals' reading habits, as highlighted in Table 1.

The study highlights the significance of cultivating reading habits among primary school pupils and the need for efforts to overcome the challenges that hinder their development. These findings are in line with previous studies and scholars' views on the impact of reading habits on academic performance. Many researchers have emphasised the positive correlation between reading habits and academic achievement. According to Akinsolu (2010), reading regularly improves children's literacy skills, cognitive development, and academic performance. Similarly, Kolawole (2005) underscores that reading habits foster critical thinking, vocabulary expansion, and creativity, all of which positively contribute to academic performance.

In conclusion, the mean analysis presented in Table 1 supports the hypothesis that reading habits have a positive impact on the academic performance of primary school pupils. The findings align with previous studies and scholars' views, underscoring the importance of promoting reading habits among young learners to enhance their academic achievements.

Research Question 2: What are the major factors hindering reading among primary school pupils?

Table 2: Mean analysis of major factors hindering reading habits

S/n	Items	\bar{X}	SD
a.	Non-availability of school library for reading	3.57	0.18
b.	Lack of story books, textbooks and other reading materials	3.28	0.51
c.	Lack of motivation	1.14	0.92
d.	Influence of peer-group towards reading	3.44	0.43
e.	Lack of conducive library environment for reading	3.17	0.81
	Cluster Mean	2.52	

The analysis presented in Table 2 outlines the mean and standard deviation of factors impeding reading proficiency in primary school pupils. The investigation examined five distinct items concerning obstacles to reading proficiency among primary school pupils, as delineated in Table 1. Specifically, items denoted as "a," "b," "c," "d," and "e" exhibited mean values of 3.57, 3.28, 1.14, 3.44, and 3.17, respectively. These statistical findings revealed that the absence of a school library conducive to reading, inadequate availability of story books, textbooks, and other reading materials, as well as the lack of a suitable environment within libraries for reading, and the influence of peers on reading habits, were identified as significant impediments to reading proficiency among primary school pupils. However, it is noteworthy that a lack of motivation was not found to be a factor hindering reading proficiency in this context.

The findings are in line with previous studies that identified similar factors that impede reading skills among primary school children. Different scholars, including Smith (2016), Garcia (2018), Snow (2019), Rideout (2017), Badian (2019), Larson (2015), and Allington (2012), have conducted research and shared their views, which also highlight the lack of reading resources and the influence of peers as significant barriers to reading. However, Guthrie (2018) disagreed with this research and stated that motivation is a factor that hinders reading habits. This study contributes to the existing knowledge on this topic and emphasizes the importance of addressing these factors to promote reading among primary school pupils.

Testing of Research Hypotheses

There two null hypotheses postulated for this research and were subjected to test as follow at 0.05 level of significance.

1. H_0 : There is no significant effect of reading habits on pupils’ academic performance among the selected primary schools.

Table 3. ANOVA results showing the effects of reading habit on academic performance among primary school pupils.

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression Between Groups	0.408679	1	0.408679	258.6268	0.000087 ^b
	Within Groups	0.0063207	74	0.001580		
	Total	0.415	75	0.083		

P = 0.05

Table 3 presents the results of an investigation using Analysis of Variance (ANOVA) to explore the impact of reading habits on the academic performance of pupils in selected primary schools. The statistical analysis found that the F test statistic had a value of 258.6268, and the resulting p-value was 0.000087, which was below the threshold of 0.05. Upon data analysis, it was determined that the computed p-value fell below the established threshold of 0.05. Consequently, the null hypothesis was rejected, signifying a statistically significant variance in mean scores among the designated elementary schools. Noteworthy was the discernment that the reading habits of pupils significantly influenced their academic achievements. This revelation aligns with previous research by Reilly et al. (2019) and Mol and Bus (2011), underscoring the substantial impact of reading habits on pupils' academic performance.

2.H₀: There is no significant relationship between reading habits and pupils' academic performance among the selected primary schools.

Table 4. Regression results showing the relationship reading habits and academic performance among primary school pupils.

Regression

Model Summary

Model	R Square	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.99235a	0.98476	0.980962	.0992355

a. Predictors: (Constant), RH and AP

RH= Reading Ha

AP=Academic Performance

Table 5. Coefficient table showing the relationship between reading habit and academic performance among primary school pupils.

Results of Regression Analysis with Simultaneous Entry

Variable	Beta	SE	95% CI		β	t	p-value
			LL	UL			
Constant	0.180147	0.230176	-0.7815	0.496619	0	0.438301	0.569496
CM	1.075472	0.066874	0.155	1.261146	0.992355	16.08188	0.0000874362

Note*p < .05

The data in Tables 4 and 5 provide insight into the relationship between reading habits and the academic performance of primary school pupils. The coefficient of determination (R²) of 0.984769 signifies that the factor of reading habits (X) explains an impressive 98.5% of the variance in academic performance (Y). Put differently, a one-unit increment in reading routines corresponds to an anticipated rise of 0.98 units in academic performance. Additionally, the correlation coefficient (R) of 0.992355 accentuates the robust association between the projected (x) and observed (y) data sets. The regression analysis follows a positively skewed distribution,

with $F(1,74)$ equating to 258.626866 and a p -value of 0.0000874362. As the p -value falls below the significance level $\alpha(0.05)$, we can confidently dismiss the null hypothesis.

The results above align with the studies of McQuillan, and Aucoin, (2016) The findings suggest a positive association between reading frequency and academic achievement, and Kim, and Kapitan off, (2020) found that regular leisure reading positively influenced reading proficiency and enhanced academic performance.

Table 6: Themes and code on challenges and effect of reading habits on pupils’ academic performance.

Theme	Code	Frequency Of response	Example Quote
Reading Frequency and Consistency	Evening Readers	67	“I read every evening after helping my parents with chores.” – Primary Pupil no
			“I also read in the evening, after dinner.” – Primary 5 Pupil
Types of Books	Folktales Enthusiasts	59	“I love folktales that my grandmother tells us, and I find books with similar stories.” - Pupil 3
			“Folktales are my favorite too, especially ones with animals that talk!” - Pupil 4
Importance of Reading	Vocabulary Builders	67	“It helps me learn new words and understand things better in class.” - Pupil no.25
			“Reading teaches me about places and people I’ve never seen.” - Pupil no.6
Reading and Academic Performance	Improved Writing	61	“Yes, my teacher says my essays have gotten better.” - Pupil no. 19
	Better Examination questions Understanding	51	“I do better on tests now because I understand the questions better.” - Pupil no.10
	Cultural Explorers	58	“Reading teaches me about places and people I’ve never seen.” - Pupil no.66
Reading Comprehension and Critical Thinking	Deep Comprehension	53	“Pupils who analyzed texts, asked questions, and made connections showed higher academic achievement.”
Reading Challenges	Electricity Constraints	71	“Sometimes it’s hard to read when it gets dark because we don’t have electricity.” - Pupil no.47
	Time Constraints	65	“I have to finish all my chores before I can read, so sometimes there’s not much time left.” - Pupil no.82
	Distractions	55	“Noisy surroundings or digital distractions hindered comprehension and retention.”
Types of Books	Folktales Enthusiasts	58	“I love folktales that my grandmother tells us, and I find books with similar stories.” -

			Pupil 3
			“Folktales are my favorite too, especially ones with animals that talk!” - Pupil 4
	Historical Pride	67	“I read a book about a brave warrior from our country’s history.” - Pupil 13
			“I read the same book! It made me proud of where I come from.” - Pupil 14

Table 6 presents a comprehensive thematic analysis of the relationship between several factors that influence academic performance, with a particular focus on the impact of reading habits. The data reveals that consistent reading habits have a strong correlation with academic performance, as pupils who regularly read tend to perform better in writing proficiency tests. Additionally, the table highlights the importance of choosing the right book genres, as pupils tend to perform better when they read books that align with their interests and preferences.

Furthermore, the table emphasises the critical role of reading in vocabulary development. Pupils who read regularly have an expanded vocabulary, which helps them understand complex texts and perform better in academic assessments. However, despite the numerous benefits of reading, pupils face significant challenges that affect their reading habits. These challenges include a lack of time due to academic pressure, limited access to reading materials, and a lack of interest in reading.

Therefore, to enhance the educational benefits of reading, it is essential to address these challenges. Teachers and parents can encourage pupils to develop regular reading habits by providing access to engaging reading materials and creating a supportive reading environment. By doing so, pupils can reap the benefits of reading, including improved academic performance and enhanced vocabulary development.

CONCLUSION

Reading habits have a significant impact on academic performance, with consistent reading habits leading to improved cognitive abilities, critical thinking skills, and overall academic success. However, there are several challenges that individuals face in developing and maintaining healthy reading habits, such as distractions from technology, lack of motivation, and limited access to reading materials.

RECOMMENDATIONS

1. Pupils should prioritize daily reading sessions, setting aside dedicated time to engage with books or study materials.
2. Teachers play a crucial role in fostering a reading culture in schools by incorporating regular reading activities and offering guidance on effective reading strategies.
3. Parents are encouraged to create a conducive environment for reading at home, including providing adequate lighting and setting aside time for reading activities with their children.
4. Schools should promote reading initiatives such as book clubs, reading challenges, and library access to encourage pupils to develop a habit of reading.
5. Government support is vital in ensuring that schools and households have access to reliable electricity or alternative sources of light for reading in the evening, thereby addressing the barrier to consistent reading habits.

By implementing these recommendations collectively, pupils can cultivate strong reading habits that positively impact their academic performance and overall learning outcomes.

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