

Relationship between Reading Habits and Students' Academic Performances of Secondary Schools in Sokoto State, Nigeria

Khalil Yahya Kamar

Department of Educational Foundations, Faculty of Education, Usmanu Danfodiyo University, Sokoto, Nigeria

Abstract: - This study was designed to determine the relationship between reading habits and academic achievement of senior secondary school students in Sokoto state, Nigeria. The purpose of the study was to find out the relationship between senior secondary school students' reading habits and their academic achievement of secondary schools in Sokoto state, Nigeria. The researcher hypothesized that there is no statistically significant relationship between reading habits and academic achievement of secondary school student in Sokoto state. A correlational research design was used for the study and sample size of 175 students was used. For measurement of study habits a standardized inventory developed by Bakare (1970). Study Habit Inventory (SHI) was adapted to determine the students' reading habits. Academic achievement was measured by using scores obtained from end of term examinations. The data collected were analyzed quantitatively with the use of statistical package for social science (SPSS), using Pearson product moment correlation statistics. The result of the finding indicate that; there is high positive relationship between students' reading habits and their achievement ($r = 0.712$, $P 0.00 < 0.005$). The study concluded that, students who accepted good reading habits also tend to perform well in their school achievement to a very extent in Sokoto state. The following recommendation was suggested: Reading and debate clubs should be encouraged by school administrators and teachers, and the school should provide an enabling environment for students to have full concentration from the beginning to the end of a lesson.

Key words: Reading Habits and Academic Performance, and inventory development

I. INTRODUCTION

Reading habit is the ability to understand words contained in a document and make use of the knowledge for personal growth and development, it implies making meaning out of recorded information printed or non-printed in the life of an individual. Students read for different reasons and purposes, some of which include for pleasure, leisure, relaxation, information and for knowledge. Reading is the identification of the symbols and the association of appropriate meaning with them. It requires identification and comprehension. Comprehension skills help the learner to understand the meaning of words in isolation and in context (Micheal, 2014). He believes reading is a process of thinking, evaluating, judging, imagining, reasoning and problem solving. To me when reading is the process of interpreting written language, sign and symbol, students who have the

habits of it from childhood they will likely to have the process of thinking, evaluating, imagining, reasoning and problem solving but if they don't have it they cannot do it. Reading habits is an essential tool for knowledge transfer and the habit of reading is an academic activity that increases skill in reading strategies. To know about the world and its environment, a child helps himself through reading books, newspapers, and other magazines. Once the child has been taught to read and has developed the love for books, he can explore for himself the wealth of human experiences and knowledge through reading. Children or students who miss the opportunity of getting in touch with books in their early stages of life find it hard to acquire good reading habits in their later years (Deavers, 2000). Reading is an intellectual action which is possible only if students form a habit of reading and practice these from childhood. Therefore, reading habits play a very crucial role in enabling a students to achieve practical efficiency in life. Books are the most suitable medium through which knowledge is transmitted from generation to generation. Everyday reading consists of individuals reading activities for a variety of purposes, such as for relaxation or information. Issa et al. (2012) believe that from the middle childhood through adulthood, reading becomes a major component of studying, and much information learned through studying is initially acquired through reading, thus everyday reading activities in which students engage may considerably influence their studying skills and subsequent academic performance. There is a general sense in which one appreciates the link between good habits of reading and the academic performance of students generally (Issa et al, 2012). This is true but only when the children are given more attention by the parents or family members, which will boost their academic performance in school.

II. STATEMENT OF THE PROBLEM

For students to have good study habits and academic achievement there is need for the students to have good reading and study habits if they are to excel in performance. Effective study habit result in positive learning outcomes while defective study habits result to poor learning outcomes (Aremu, 2000). Achievement is influenced by personality, motivation, opportunities, education and training. There are

other several factors also which influence the academic achievement of students like study habits, self-concept, social economic status, and intelligence (Karnataka, 2009).

In Sokoto state, reports have shown that since 2017, more than 50% of the students who sit for the West African Examination Council don't pass in the first attempt, (Ministry of Education Sokoto, 2018). The resultant future has been inconsistent performance of students in SS3 examinations and performance still varies from school to school. This undermines the future of many students who are in schools that persistently performs poorly. Therefore, the urgent need to promote learning and improve achievement in secondary schools in Sokoto state calls for a range of related but different development of reading habits.

The researcher believes that if students reading habits are improved and made consistent, academic performance would definitely improve. This research therefore, investigated the relationship between reading habits and academic achievement of SS3 students in Sokoto state, Nigeria.

III. RESEARCH OBJECTIVES

The main objective of this study was to determine the relationship between reading habits and academic achievement of secondary school students in Sokoto state, Nigeria.

IV. RESEARCH HYPOTHESIS

H₀: There is no significant relationship between reading habits and academic achievement of secondary school students in Sokoto state, Nigeria.

V. RESEARCH METHODOLOGY

This study was conducted through the use of correlational research design because the study was to find out the relationship between reading habits and academic achievement of secondary school students in Sokoto state, Nigeria, the study utilized regression, correlation analysis to answer the research objectives and to test the research hypothesis. Due to the large number of the secondary school students and the size of the population, it was not suitable for the researcher to administer the research questionnaire to all the schools and the entire students, and as a result of inconvenience, the researcher selected four secondary schools using random sampling. This is because all the students can serve the purpose needed by the researcher and to get the representative of each division out of the secondary schools. The students' sample size of the four schools is 200. A representative sample was selected using Krejcie & Mogan's (1970) table for determining sample size from a given population. Therefore, 175 students were selected for the study. In order to ensure that the sample reflects the entire population of the study and to reduce the degree of bias, the researcher adopted simple random sampling to ensure greater representativeness of the sample relative to the population and guaranteed the minority

constituents of the population were presented in the sample (Kasomo, 2007). The variables measured in this study included: Students' study habits and academic achievement. Therefore, the instrument used to measure these variables included:

Study habits inventory (SHI) to measure study habits, designed by Bakare (1977) and

End of term examinations for the 2018/2019 session of SS3 student's achievement scores in economics to measure academic achievement.

The study habits inventory is a self-report inventory which enables the individual to describe the situations, time and conditions which affect his use of reading habits and his subsequent performance in test. It was developed by Bakare in 1970 and the researcher adopted it. The inventory comprised of four sections; A. bio data including, age and gender, B. reading habits, with 8 items, also the original inventory comprises of fifteen (15) items of different study behavior to which students are to respond on five point scale.

VI. RESULTS AND DISCUSSION OF FINDING

Demographic variables such as age, sex and gender of the respondents is hereby presented and thereafter analysis of research hypothesis was done.

Table 1.1: Distribution of students by age

Age	Frequency	Percentage (%)
13-17	33	18.9
18-22	139	79.4
23 and above	3	1.7
Total	175	100.0

Source: Result of the analysis 2019

Table 1.1 shows that 33 (18.9%) and 139 (79.4%) of the participants in the study are of age bracket of 13-17 and 18-22 respectively. This implies that majority of the respondents (students) are adolescents, the period when most of the population attend secondary school. Only few 3 (1.7%) are above 22 years of age. Adolescents' period, this is what Erick Ericson called the fifth stage (Identity versus role confusion); development depends on what is done to a person. An adolescent must struggle to discover and find his or her own identity, with the social interactions which will lead to sense of morality and rights from wrong.

Table 1.2; Distribution of students by gender

Sex	Frequency	Percentage (%)
Male	121	69.1
Female	54	30.9
Total	175	100.0

Source: Result of the analysis 2019

The result in table 1.2 shows that 121 (69.1%) of the students are male and 54 (30.9%) are female. There are about 38.2% of the boys more than girls in the sample of the study. This could

mean that there are more male than female in the population of the students in the Sokoto state.

Hypothesis Testing

The hypothesis for the study was “there is no significant relationship between reading habits and their academic achievements in Economics”. The relationship was determined using Pearson Product Moment Correlation Analysis. The result of the testing of the hypotheses were presents blow,

The alpha level of 0.05 was fixed. (N= 175).

Table 1.3; Relationships between reading habits and academic achievements in Economics

Correlation variables	X	SD	R	Sig.Level
Reading habitat	20.94	5.822		
			0.712*	0.000
Economics arch	36.78	13.79		

*Sig at 0.01 levels (2 tailed)

Table 1.3, shows that the Pearson correlations computed to determine the relationship between reading habit and students’ achievement yielded a correlation coefficient of 0.712, indicating a high positive relationship. And since the p – value< of 0.00 is less than the 0.05 alpha level, the null hypothesis that is stated there is no statistically significant relationship between students’ reading habits and their achievement in Economics was rejected. It was thus concluded that there is a statistically significant relationship between reading habits and achievement in Economics. This implies that the high positive relationship between study habit and economics achievement for students in Sokoto state is statistically significant.

This shows the statistically significant high positive relationship found in this study between students’ reading habits and their achievement in Economics is generally in line with the finding of Ogbodo (2010) in a similar investigation. This finding is expected because reading habits in terms of quality and amount of time entails the process of thinking, evaluating judging, imagining, reasoning and problem solving (Micheal, 2014) would affect achievement in any subject.

Table 1.4; Mean and standard deviation of student’s response to items on reading habit (N=175)

Item	X	SD	Interpretation
After reading several pages of assessments do you find yourself unable to remember what you have just read?	2.73	1.10	Moderate
Do you find it hard to pick out the important points of a reading assignment?	2.61	1.07	Moderate
When reading a long assignment do you stop now and then try to remember what you have read?	2.72	1.14	Moderate

Do you have to re-read material several times because the words do not have much meaning the first time you go over them?	2.88	1.05	Moderate
Do you have trouble picking out the important points in the material read or studied?	2.55	1.08	Moderate
Do you go back and recite to yourself the material you have studied, re-checking any points you found doubtful?	2.87	1.10	Moderate
Do you pronounce words to yourself as you read?	2.51	1.06	Moderate
Do you move your head as you read?	2.34	1.05	Fair
Average mean score	2.74	0.08	Moderate

Source: Result of the analysis 2019

Table 1.4, shows the students’ mean scores and standard deviations to the items on questionnaire. From the table, it can be seen that items, 2.73(1.10), 2.61(1.16), 2.72(1.14), 2.88(1.15), 2.55(1.17), 2.87(1.10), 2.51(1.15) describe on average how students moderately read their books. Items 2.34(1.14) indicate on the average how students response to the items how they fairly read their books. Taken together, the overall mean score of 2.74 and 0.08 (moderate) respectively suggest that they barely get by with respect to reading habits, in other words they do not appear to read their books very well. Therefore they should be expected to get more engaged with their book instead of other things.

VII. CONCLUSIONS

The study concluded that the students who have accepted good (effective) reading habits tend to perform well in their school achievements (Economics) to a very large extent in Sokoto state. The result in the objective shows that there is high positive relationship between students’ reading habits and their academic achievement in economics in secondary schools in Sokoto state. Thus, it means that there is significant high relationship between students’ reading habit and their academic achievement in economics in Sokoto state. Therefore, based on the findings, the following conclusion could be drawn;

- Parents should provide reading materials and create favorable reading environment for their children, because without good study environment children could not be able to learn well.
- Family background of students also affects their reading habit. This is when they are engage with too much work at home by the parents.
- Lack of understanding and reading skills results to students’ poor attitude to effective study. This is because they have to re-read and read the materials.
- Students themselves contribute to their inability to develop good reading habits. They do not read for pleasure but for examination period only.

VIII. RECOMMENDATIONS

This research was recommended that all stakeholders that are involved in teaching and learning, modifications of behavior, such as lecturers, teachers, parents, counselors and the government involved in educating secondary school students in all round to provide conditions that facilitate studying and study skills which should be taught to student so that their academic performance can be highly improved. Also based on the findings of this investigation, the following recommendations were presented for implementation:

- I. Reading and debate club should be encouraged by the school administrators and teachers.
- II. Parents should help their children to cultivate the reading skills culture when they are young, so that it becomes part and parcel of their life.
- III. Teachers should be able to advice and encourage students to manage their study time table both at school and home.
- IV. Teachers should apply the principles of positive reinforcement to increase students' motivational level in their reading habits.
- V. Teachers should educate students during orientation to encourage them to improve on how to develop time table for reading.

REFERENCES

- [1] Aremu, A.O. (2000): *Academic Performance Factor Inventory*, Ibadan; Stirling-Horjen publishers, Nigeria.
- [2] Bakare, C.G.M. (1977): *Study Habits Inventory Manual*, Ibadan Psychology Educational Production.
- [3] Deavers, R. (2000): The effect of instruction on early non-word reading strategies. *Journal of Research in Reading*.No. 23, pp.267-286.
- [4] Erik Erison's Book (1987): *The Life Cycle Completed* (extended version).
- [5] Issa, A. O., Aliyu, M.B., Akangbe, R. B. & Adedeji, A. F. (2012): Reading interest and habits of the federal polytechnic students. *International Journal of Learning & Development*.Vol. 2, no.1, pp470-486.
- [6] Kasomo D., (2007): *Research Method in Humanities and Education* revised edition, page 35 published Zappf chancery Research Consultant and Publisher P. O. Box 4988, Kenya.
- [7] Krejcie, R.V. & Morgan, D. W. (1970): Determining sample size for research activities, educational & psychological measurement, retrieved July 28, 2010 from <http://www.fns.usds.gov/fdd/processing/into/seles/verificationtable>
- [8] Micheal O., (2014): Reading habits among students and its effect on academic performance: A study of students of Koforidua Polytechnic. *Library Philosophy and Practice E-journal*. Paper1130. <http://digitalcommons.unl.edu/libphilprac/1130>.
- [9] Ministry of Basic and Secondary Education Sokoto. Shehu Kangiwasecretariat 2018.
- [10] Ogbodo, R. O. (2010): Effective study habits in educational sector: counseling implications. *Edo Journal of Counseling*, Vol.3.No.2. pp.1-11.