

Chapter 7

Influence of Reading Habit on Student Academic Performance in a Senior Second School in Ibadan

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ABSTRACT

Secondary school as a gateway for the development of other sectors of the educational system provides primary school leavers with the opportunity for qualitative education, the platform for skills and knowledge for vocational work, or higher institutions admission. In Nigeria, public discussions frequently focus on educational standards. This study aims to examine the influence of students' reading habits on students' academic performance. A descriptive survey design was adopted. The schools in Ibadan North LGA were randomly selected, making a total of five schools. Each of the participants was randomly selected, totaling 300 students. There was

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a significant positive relationship between student reading habits and student academic performance ($r = 0.84$). At $F=1.31$, there is no significant difference in the reading habit of male and female students. Reading habit enhances the academic performance of students. Therefore, students should be encouraged to inculcate in them the reading habit by providing enabling environment and infrastructures that will stimulate students to read.

INTRODUCTION

The Federal Government of Nigeria, through the Federal Ministry of Education (FME) (2004), in the National Policy on education highlighted the broad aims of secondary education as preparing students to play their role by contributing to the nations' economic, political and social development and sustainable goals, for useful living within the society and preparing them for higher education. Secondary school is generally considered the gateway for the development of other sectors of the educational system. It provides primary school leavers the opportunity for qualitative education and provides the platform from which higher institutions draw students for admission into their various programs. It also provides students who will not go for higher education in the colleges' and university's skills and knowledge for vocational work.

In Nigeria, public discussions frequently focus on educational standards. The public's unhappiness becomes more prominent in the reported cases of poor and continued decline in the academic performance in the Senior School Certificate Examination across Nigeria (Umameh, 2011; Alimi et al., 2012; Ajayi and Osalusi, 2013; Duruji et al., 2014) as student outcomes did not match the government and parental investments. In the view of Duruji et al. (2014), their study reported that student non-commitment and quality of teaching had been a limitation to excellent academic performance. With the reported incidence of examination malpractice (Adeniyi et al., 2010), the low level of commitment among students, as mentioned by Duruji et al. (2014), cannot be downplayed. All stakeholders are concerned about why the system is turning out students with poor results. Authors (Ogunsaju, 2004; Owoeye and Olatunde, 2011; Bertoni et al., 2017; Taylor et al., 2017; Ibrahim et al., 2017; Suleiman et al., 2019) states that the academic standard in all Nigerian educational institutions has fallen considerably below societal expectations. Blumende (2001) corroborated this view when he reported that the decline in the quality of education could not be ignored by anyone aware of the significant role of education as an instrument of societal transformation and development. Bertoni et al. (2017) traced the decline in education in Nigeria to the increasing incidence of communal conflicts, which has resulted in displacement and forced migration and relocation.

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