Full Length Research Paper

Poor reading habit and the academic performance of Junior Secondary School students in Enugu South Local Government Area of Enugu State

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Abstract

The study sought to find out the effect of poor reading habit on the academic performance of junior secondary school students in Enugu South Local Government of Nigeria. Seven research questions guided the study. The research design was a case study. The population of the study consists of all junior secondary school students and teachers in Maryland Boys’ Secondary School and Community Secondary School all in Enugu South Local Government Area of Enugu State. Simple random sampling technique was used to select 90 students and 10 teachers from the two schools. Questionnaire was the instrument for data collection. Data collected was analyzed using the weighted mean formula. Major findings of the study revealed that factors which affect reading habits of JSS students are largely derived from the school, teachers, family background and students themselves. Based on the findings, some recommendations were made to improve the reading habit of these students.

Keywords: Literacy, Reading habit, academic performance, JSS students, Teachers.

Introduction

A student's ability to further his education after Secondary School depends on the extent of interest he has developed in reading over the years. Yusuf (2015) observed that reading is critical for children’s success in and outside school. In the views of Ogbonna (2014) reading literally refers to the ability to recognize and understand characters or speak words that may be printed or written on paper and other formats of recording human knowledge. It is the ability to obtain meaning from words. Consequently, a person who can easily read and write is said to be a literate person.

According to NCTE (2013), the 21st century demands that a literate person should possess a wide range of abilities and competencies such as the ability to:

- Develop proficiency and fluency with the tools of technology;
- Build intentional cross-cultural connections and relationships with others so as to pose and solve problems collaboratively and strengthen independent thought;
- Design and share information for global communities to meet a variety of purposes;
- Manage, analyze, and synthesize multiple streams of simultaneous information;
- Create, critique, analyze, and evaluate multimedia texts;
- Attend to the ethical responsibilities required by these complex environments.

The reading habit of school children in Nigeria is rather poor and this affect to a great extent the academic
performance of school children. Poor reading habit is believed to be one of the causes of poor performance in secondary schools in Nigeria today. There is however no generally accepted definition of academic performance because of the multifaceted domains of learning. Be that as it may, every academic pursuit should have some aims and objective which it sets out to achieve. At the completion of such programme, an evaluation is carried out to measure how far the participants benefited from the programme or the extent to which the desired skills has been acquired by the learners. This evaluation is usually based on the set goals and objective of the academic institution that designed the programme. The outcome of this assessment is academic performance. There is a general lament in the country that the academic performance of secondary school students is poor.

Statement of the Problem

Section 4 (paragraph 18) of the National Policy on Education 2004 states that secondary school students should be inspired with a desire for achievement and self improvement both at school and later in life. This is aimed at equipping the student to live effectively in this modern age of rapid technological development. This may account for why students in Junior Secondary Schools are expected to study and offer over 13 subjects with multiple choice objective tests as an assessment strategy. To scale through these subjects and assessment the student is expected to read wide and score high in most of the subjects. The school library provides the ideal environment to carry out these academic activities. Year after year, the various state governments of Nigeria continue to lament over the poor academic performance of school children who pass through these examinations hence the need for this research. It is however not known through research whether the school libraries in Enugu South Local Government are well equipped to inculcate reading habits in school children and to support the academic programmes of their parent institutions.

Purpose of the Study

The purpose of this study is primarily to:

1. Determine how reading habit affect the academic performance of secondary school students in Enugu South Local Government.
2. Find out how students themselves contribute to their inability to develop good reading habit in Enugu South Local Government.
3. Determine the extent to which the student’s family background influences his reading habit.
4. Ascertain how teachers attitude to the students affect their reading habit.
5. Identify the effect of non-existence of a functional library on the students reading habit.
6. Ascertain the extent to which Information and Communication Technology (ICT) has been integrated in the teaching/learning method of the school.
7. Identify ways of improving the reading habit of students in these schools.

Research Questions

This study is aimed at providing answers to the following questions:

1. To what extent does poor reading habit affect the academic performance of secondary school students in Enugu South Local Government?
2. How do students themselves contribute to their inability to develop good reading habit in Enugu South Local Government?
3. To what extent does the students’ family background influence their reading habit in Enugu South Local Government?
4. How does the teacher’s attitude to the students affect their reading habit in Enugu South Local Government?
5. What effects does non-existence of a functional library have on the students reading habit?
6. To what extent has Information and Communication Technology been utilized as additional teaching/learning technique?
7. What are the ways of improving reading habit of students in these schools?

Review of Related Literature

Literature abounds on the relationship between reading habits and academic performance. Academic achievement means how much knowledge the individual has acquired from the school (Bashir & Matto, 2012). According to them, reading and academic achievement are essential for research workers and educationists to know that every child whether gifted, average, normal or backward should be educated in his or her own way but if he or she possesses good study habits, he or she can perform well in academics and in every situation. It is the reading habits which help the learner in obtaining meaningful and desirable knowledge. Good reading habits act as a strong weapon for the students to excel in life. Owusu-Acheaw, (2014) define reading habits as well-planned and deliberate pattern of study which has attained a form of consistency on the part of students toward understanding academic subjects and passing at examinations. He opined that reading habits determine the academic achievements of students to a great extent. Both reading and academic achievements are interrelated and dependent on each other. Students often come from different environments and localities with different levels of academic achievement. Therefore they differ in the pattern of reading habits. While some students have good reading habits, others tend to exhibit poor reading habits. Wholey (1999) outlined four stages of reading skills. As follows- the sensory, perceptual/cognitive, language/communicative, and memory processes to
reading tasks, and identifies the enabling skills needed for efficient performance of the task.

The enabling skills in reading according to him include the following:

**Reading is:**

1. **A Sensory Process**
   - Letters Recognition
   - Word Recognition
   - Development of a sight vocabulary
   - Visual process
   - Eye-movement skills
   - Left-to-right progression
   - Kinesthetic perception

2. **A perceptual Cognitive Progress**
   - Association of meaning with printed symbols
   - One’s world experience
   - One’s concepts and conceptual systems
   - One’s fund of linguistic experience
   - One’s topical knowledge
   - One’s vocabulary and word meaning the within text context the within mind contact.

3. **A language Communicative Progress**
   - Association of language
   - Communication of meaning from writer to reader and apprehension of the meaning by the reader
   - Adequate language listening and speaking proficiency understanding of the phonological system, of the syntactic system, and of the semantic system. Sentence sense.
   - Communication of experience and similarity of personal scheme familiarity with writer’s mode of expression. Adequacy of cues in the text to assist the reader in matching personal schemata with text schemata

4. **A memory Progress**
   - Registration of the visual features of the sensory store and in long-term memory
   - Selective attention
   - Rehearsal chunking
   - Organization semantic decoding retrieval.

Reading should be of major concern to everyone, children, teachers and parents alike, because reading as an aspect of language has an important effect upon the child’s general development: his power of thinking and cognitive development. In other words, reading not only opens up a store of experience to us but actually influences our ability to reason. Reading provides the key to all kinds of information. It enables one to learn how to build or fix things, to enjoy stories, to discover what other people believe, and to develop ideas and beliefs of one’s own. Perhaps the greatest benefit of literacy is that through reading we learn, experience everything personally, and we can derive nearly as much from those experiences as from our own. It is a sign of literacy. A student who cannot read efficiently has failed to acquire the skills that will enable him or her to become a literate person in the society. It is a skill that one cannot do without in this modern world of technology.

Pellegrini and Galda (1991) observed that a visit to the library enables students to select books on subjects that interest them. Reading about topics they enjoy, or want to know more about, helps children develop their reading abilities. Library program for children is founded on the knowledge that early literacy experiences have a positive effect on language growth, reading development and scholarly achievement. Cunningham (1993) opined that students who read independently become better readers, score higher on achievement tests in all subject knowledge than those who do not.
Poor Reading Habit of Nigerian Students:

Emenyonyu (1993) studying the reading habit of Nigerian students says that their reading habit is poor because they read with only one aim in view that of passing examination, and not for pleasure. This shows that Nigerian students do not read for the purpose of pleasure but rather for examination purposes. Saka (2012) collaborate this view when he stated that school children read so as to pass examinations and to do assignment and that they read in classrooms and parlour of their respective houses. He further stated that major problems affecting reading culture include lack of library period in their school time table and lack of library in homes.

Kristy (2002) opined that the causes of poor reading skills or illiteracy varied, and the consequential effects include poor grades for students and difficulty trying to find or advance to a good job for adults. Poor performance of Nigerian students has been attributed to a lot of factors including the reader’s family background, reading a second language, economic hardship, inadequate facilities, habit and experiences acquired under certain socio-economic conditions, the interest of the reader and the readability of the text in terms of structure and syntax.

Student’s reading ability and desire to read is affected by the structure of the texts they read. If texts are well organized, have a logical flow, and include relevant information, they are inviting and reader friendly. Unfortunately, the quality of writing used in some content of textbooks found in classrooms today is considered deficient in some respects (Flood et al 1991). Some textbooks are simply “baskets of facts” little more than loosely connected lists of propositions about a topic. The organization of chapters, the structure of expository text, and the language may be murky. Traditional expository structures such as cause-effects, temporal sequence, or comparison-contrast are seldom found. Students often find more clearly written expository text in good informational trade books than in textbook (Freeman and Person 1992). It is evident that there is not enough suitable reading material in Nigeria. The country has not met its targeted 80% home production of books needed by the primary and secondary students. Without suitable and abundant supply of children's books written with African backgrounds, the problem of developing good reading habit will persist.

The primary socialization of the child begins from the home. There are some problems which are home based. Our students except a few come from homes devoid of books. Children from illiterate homes scarcely ever come in contact with books before they come to school. In such homes, parents do not read and so their children have no models to imitate. Ross (2002) observed that children sometimes see their parent in jobs do not require great deal of reading and get the impression that it is not necessary to be successful. Even for those that came from literate homes, their parents do not read for pleasure and so reading culture is not part of the family experience and practice. Sometimes the situation at home is not conducive to learning or to read (Debbie 2002).

Another factor according to Muogilim (2002) is the low standard of living in Nigeria. By the world standard, Nigeria is not a wealthy country. Many parents are poor and so cannot afford the high cost of books for their children and wards. Most students manage only to purchase 1 or 2 texts out of the whole recommended texts. Muogilim (2000) further observed that central to affordability of materials is the price of books. Publishing in Nigeria is known to be a high risk venture these days. Low and uneconomic print runs, high percentage of imported raw material inputs requiring expensive foreign exchange, inadequate capital base, contribute, among others, to push book prices beyond the reach of the majority of impoverished Nigerians.

Another outcome of poverty is inadequate infrastructural facilities. The tremendous expansion in educational system according to federal ministry of education statistics of primary and post-primary Education in Nigeria (1989-1994) which started in 1976 with the introduction of the universal primary education programme and the 6334 system in 1982 has put heavy pressure on institutional facilities which have not been able to expand at the same rate as school population. Equally, Lack of physical facilities such as tables, chairs and good light needed for reading in secondary schools is also a contributory factor. In some cases space needed to read and learn is not even available to the student.

The selection, recruitment and training of primary school teachers, particularly in the last two decades, have created as many problems as it had tried to solve. The school enrolment explosion as a result of the inception of the universal primary education (UPE) necessitated the urgent recruitment of school dropouts, market women, and all kinds of people, some with a questionable certificate (Muogilim 2000). Lack of good reading skills is another factor that inhibits the formation of good habits among the junior secondary school students in Nigeria. The general pattern of teaching reading in Nigerian schools is uninteresting. Researchers also observed that some teachers are not knowledgeable about children’s literature, they are not able to introduce students to the wealth of books available, and they may not recognize the effects of their teaching methods on students’ attitude toward reading (Short and Pierce 1990).

To improve and develop reading awareness and reading habits of students today, there are certain policies and actions which government, teachers, publishers, teacher librarians, and more especially the parents will have to put in place to enhance the growth of a reading public (Odejide 1993). Government has to make a greater commitment to increasing the adult literacy programme. It’s benefit is that the children will be motivated to read when they see adults around them read. Above all, it should motivate the students to read by providing the necessary reading materials needed by the students.

Teachers who consistently bring their classes to the library for skill lessons and to do content area research have students who frequently use the library for
independent reading. On the other hand, teachers who do not bring their classes to the library to select books have student who check out fewer books per person. Teachers should motivate the students by serving as role models. They should also improve the method of teaching reading. A visit to the library enables students to select books on subjects that interests them, reading about topics they enjoy and develop reading abilities. According to Pellegrini and Galda (1991) library programs for children are founded on the knowledge that early literacy experiences have a positive effect on language growth, reading development, and scholarly achievement. Parents also have important roles to play. They should encourage their children to read by creating a reading environment at home. Vivien (2004) opined that one of the most important gifts a parent or nurturing one can give to a child is to enable and encourage them to love reading. According to her, reading to very young children can be the basis of hooking them unto language learning books for life. Children, who are excited by reading and language, have a strong foundation for school success. In addition, the quality time spent together enhances the relationship between parent and child as it helps to promote a positive attitude towards reading. Preschool years are crucial to children’s language and literacy learning. What happens during those formative years has a lasting effect on all learning. Parents should start early to teach their children how to read.

Barb (2002) said that parents who read for pleasure can encourage their children to read by example, which will increase children’s literacy skills. According to Cataries (2004) parents should set aside a time each day when everyone in the family should read. Perhaps, it is for half an hour after school or before bedtime every day. Lastly, according to Muogilim (2000) the government’s policy of minimal involvement in pre-primary education should be reconsidered, given the crucial nature of this educational level in ensuring a sound foundation for subsequent levels. Hence, reading has been recognized as a key to survival in this information age. Hence writers and researchers abound on the importance and effect of poor reading habits and ways of improving it. Among the factors identified as being responsible for poor reading habit include family background, ill-structured textbook, attitude of teachers and their teaching methods. The need to sustain and improve good reading habit among Junior Secondary school pupils cannot be overemphasized.

Methodology

The research design was a case study of Maryland Boys Secondary school and Community Secondary school all in Enugu South Local Government Area of Enugu State. The population of this study consists of all J.S.S pupil and their teachers from these two secondary schools. Simple random sampling technique was used in selecting students and teachers for this research. Ninety students and ten teachers were selected from the two schools making it a total of one hundred respondents. The instrument used for data collection for both the students and teachers was structured questionnaire. Two sets of questionnaire were used. One set was for the students and the other for the teachers. The questionnaires were arranged in such a way as to reflect the research questions. The responses on the questionnaire were designed on a four point Likert scale of measurement. Data collected were analyzed using weighted mean. The likert rating system was used to calculate the respondent’s answers. The cut off point for regarding an item as agree or disagree was determined by calculating the mean score as follows:

\[ X = \frac{4+3+2+1}{4} = \frac{10}{4} = 2.5 \]

In all, 2.5 is the mean criterion used to determine whether a respondent’ answer is in the affirmative or otherwise.

Results

The results were arranged in tables. Each table deals with one of the research questions.

Research Question 1: To what extent does poor reading habit affect the academic performance of secondary school students?

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>X</th>
<th>REMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lack of understanding discourages students from studying outside the class.</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>3.3</td>
<td>Agree</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Students find it difficult to cover their texts</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>Agree</td>
</tr>
<tr>
<td>3</td>
<td>Lack of reading skills results to students’ poor attitude to effective study</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>-</td>
<td>3.3</td>
<td>Agree</td>
</tr>
<tr>
<td>4</td>
<td>Understanding problem generally contribute to students poor performance in examination</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>-</td>
<td>3.2</td>
<td>Agree</td>
</tr>
<tr>
<td>5</td>
<td>Students with good reading habit perform better than those with poor reading habit</td>
<td>5</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>3.5</td>
<td>Agree</td>
</tr>
<tr>
<td>6</td>
<td>Poor attitude to use of library contribute to students poor academic performance</td>
<td>3</td>
<td>7</td>
<td>-</td>
<td>-</td>
<td>3.3</td>
<td>Agree</td>
</tr>
<tr>
<td>7</td>
<td>Students greatest difficulty when reading alone is how to understand words, concepts and complex sentences</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>-</td>
<td>3.3</td>
<td>agree</td>
</tr>
</tbody>
</table>
From the above table, it can be observed from the response that lack of understanding discourages students from studying outside the class. Students also find it difficult to cover their texts and lack of reading skills results to student’s poor attitude to effective study. This can be seen from their mean score of 3.3, 3.3 and 3.3 respectively. The respondents also agreed that understanding problem and poor attitude to the use of the library contribute to students’ poor academic performance with a mean score of 3.2 and 3.3 respectively. They also agreed with a mean score of 3.5 and 3.3. respectively those students with good reading habit perform better than those with poor reading habit and that student’s greatest difficulty when reading alone is how to understand words, concepts and complex sentences. Thus, all the items in the table have mean scores of 3 point and above which shows agreement.

**Research Question 2**: How do students themselves contribute to their inability to develop good reading habit?

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>X</th>
<th>REMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I lack interest in reading generally</td>
<td>35</td>
<td>33</td>
<td>6</td>
<td>16</td>
<td>2.9</td>
<td>Agree</td>
</tr>
<tr>
<td>2</td>
<td>I settle down to read only when I am given assignments or exams</td>
<td>25</td>
<td>30</td>
<td>20</td>
<td>15</td>
<td>2.7</td>
<td>Agree</td>
</tr>
<tr>
<td>3</td>
<td>I do not read other books such as novels, newspapers and magazines</td>
<td>25</td>
<td>24</td>
<td>25</td>
<td>16</td>
<td>2.6</td>
<td>Agree</td>
</tr>
<tr>
<td>4</td>
<td>I enjoy reading other texts outside my classrooms work</td>
<td>9</td>
<td>12</td>
<td>29</td>
<td>40</td>
<td>1.8</td>
<td>Disagree</td>
</tr>
<tr>
<td>5</td>
<td>I prefer to play rather than read during my leisure/free time.</td>
<td>24</td>
<td>26</td>
<td>12</td>
<td>8</td>
<td>2.9</td>
<td>Agree</td>
</tr>
</tbody>
</table>

From the above table, it can be seen that students lack interest in reading generally. They settle down to read only when given assignments or exams and they do not read other books such as novels, newspapers and magazines as revealed by the mean score of 2.9 and 2.6 respectively. Item 5 in the table with a mean score of 2.9 is an indication that many student prefer to play rather than read during their leisure/free period.

**Research Question 3**: To what extent does the students’ family background influence their reading habit?

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>X</th>
<th>REMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My parents provide me with reading materials</td>
<td>35</td>
<td>33</td>
<td>6</td>
<td>16</td>
<td>2.9</td>
<td>Agree</td>
</tr>
<tr>
<td>2</td>
<td>We have a library at home</td>
<td>10</td>
<td>26</td>
<td>24</td>
<td>30</td>
<td>2.1</td>
<td>Disagree</td>
</tr>
<tr>
<td>3</td>
<td>My parents guide me on what to read and how to read it</td>
<td>25</td>
<td>35</td>
<td>15</td>
<td>15</td>
<td>2.7</td>
<td>Agree</td>
</tr>
<tr>
<td>4</td>
<td>My parents encourage me to develop the habit of reading from an early age</td>
<td>39</td>
<td>30</td>
<td>10</td>
<td>1</td>
<td>13</td>
<td>Agree</td>
</tr>
<tr>
<td>5</td>
<td>My parents have negative attitude towards reading</td>
<td>15</td>
<td>14</td>
<td>31</td>
<td>30</td>
<td>2.1</td>
<td>Disagree</td>
</tr>
<tr>
<td>6</td>
<td>Students whose parents are literate have the necessary text and reading materials</td>
<td>24</td>
<td>28</td>
<td>20</td>
<td>18</td>
<td>2.6</td>
<td>Agree</td>
</tr>
<tr>
<td>7</td>
<td>Students from literate homes have better reading habit than those from illiterate homes</td>
<td>35</td>
<td>40</td>
<td>9</td>
<td>6</td>
<td>3.1</td>
<td>Agree</td>
</tr>
</tbody>
</table>

In this table above, it can be seen that many students agreed that their parents provide them with reading materials, guide them on what to read and how to read it and also encourage them to develop the habit of reading from an early age. This is seen from the mean scores of 2.9, 2.7 and 3 respectively. Item 2 with a mean score of 2.1, shows that some respondents do not have library at home. Item 5 hasa mean score of 2.1 showing disagreement. It further revealed in item 6 and 2 that student whose parents are literate have the necessary texts and students from literate homes have better reading habit than those from illiterate homes from the mean score of 2.6 and 3.1 respectively.

**Research Question 4**: How do the teachers’ attitudes to the students affect their reading habit?
Table 4: Mean response on how teachers attitude to the students affect their habit reading

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>X</th>
<th>REMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My teacher creates opportunities for students to read books in our class</td>
<td>25</td>
<td>35</td>
<td>15</td>
<td>15</td>
<td>2.7</td>
<td>Agree</td>
</tr>
<tr>
<td>2</td>
<td>I dislike the reading method used by my teacher</td>
<td>10</td>
<td>20</td>
<td>39</td>
<td>21</td>
<td>2.2</td>
<td>Disagree</td>
</tr>
<tr>
<td>3</td>
<td>My teacher encourages me to read novels, short stories and other materials</td>
<td>24</td>
<td>46</td>
<td>12</td>
<td>8</td>
<td>2.9</td>
<td>Agree</td>
</tr>
<tr>
<td>4</td>
<td>My teacher uses different instructional materials to teach</td>
<td>30</td>
<td>35</td>
<td>10</td>
<td>15</td>
<td>2.8</td>
<td>Agree</td>
</tr>
<tr>
<td>5</td>
<td>My teacher serves as a model to me as she reads</td>
<td>25</td>
<td>40</td>
<td>9</td>
<td>6</td>
<td>2.7</td>
<td>Agree</td>
</tr>
<tr>
<td>6</td>
<td>My teacher's method of teaching reading is interesting</td>
<td>19</td>
<td>16</td>
<td>30</td>
<td>25</td>
<td>2.3</td>
<td>Disagree</td>
</tr>
</tbody>
</table>

Table 4 shows that the teachers create opportunities for students to read books, encourage students to read books, encourage students to read novels, short stories and use different instructional materials to teach. This can be seen from their mean scores of 2.7, 2.9 and 2.8 respectively. Items 2 and 6 have a mean score of 2.2 and 2.3 indicating disagreement. Item 5 with a mean score of 2.7 shows that teachers serve as role model to students as they read.

Research Question 5: What effects do non-existences of a functional library have on the students reading habit?

Table 5: Mean response on how non-existence of a functional library affects students reading habit

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>X</th>
<th>REMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lack of enough reading materials in my school affects my reading habits</td>
<td>15</td>
<td>43</td>
<td>16</td>
<td>16</td>
<td>2.7</td>
<td>Agree</td>
</tr>
<tr>
<td>2</td>
<td>There is a well equipped school library in my school</td>
<td>23</td>
<td>20</td>
<td>14</td>
<td>33</td>
<td>2.3</td>
<td>Disagree</td>
</tr>
<tr>
<td>3</td>
<td>We have a teacher librarian</td>
<td>15</td>
<td>25</td>
<td>30</td>
<td>20</td>
<td>2.3</td>
<td>Disagree</td>
</tr>
<tr>
<td>4</td>
<td>I make adequate use of the library</td>
<td>14</td>
<td>4</td>
<td>39</td>
<td>33</td>
<td>2.0</td>
<td>Disagree</td>
</tr>
<tr>
<td>5</td>
<td>We have a time for reading in library in the school time-table</td>
<td>8</td>
<td>16</td>
<td>33</td>
<td>39</td>
<td>1.7</td>
<td>Disagree</td>
</tr>
</tbody>
</table>

From table 5, it can be observed that item 1 has a mean score of 2.7 which shows that lack of enough reading materials in their schools affects their reading habit. It further reveals from item 2 - 6 that the students lack well equipped library and teacher librarians. As a result, they do not make adequate use of the library. They also agree that there is no time for reading in library in the school time-table. This can be seen from the mean scores of 2.3, 2.0 and 1.7 respectively.

Research Question 6: To what extent has information technology been utilized as additional teaching/learning technique?

Table 6: Mean response on the extent information technology has been utilized as additional teaching/learning technique.

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>X</th>
<th>REMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers in my school are computer literate</td>
<td>23</td>
<td>20</td>
<td>14</td>
<td>33</td>
<td>2.3</td>
<td>Disagree</td>
</tr>
<tr>
<td>2</td>
<td>We have many sets of computer in my school</td>
<td>9</td>
<td>12</td>
<td>29</td>
<td>40</td>
<td>1.8</td>
<td>Disagree</td>
</tr>
<tr>
<td>3</td>
<td>We have access to the computer sets in my school</td>
<td>2</td>
<td>8</td>
<td>17</td>
<td>63</td>
<td>1.4</td>
<td>Disagree</td>
</tr>
<tr>
<td>4</td>
<td>We learn how to use computer at the school</td>
<td>10</td>
<td>20</td>
<td>39</td>
<td>21</td>
<td>2.2</td>
<td>Disagree</td>
</tr>
<tr>
<td>5</td>
<td>Our school library is connected to the internet</td>
<td>-</td>
<td>6</td>
<td>24</td>
<td>60</td>
<td>1.4</td>
<td>Disagree</td>
</tr>
<tr>
<td>6</td>
<td>Computer literacy and appreciation does form part of school curriculum</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>-</td>
<td>3</td>
<td>Agree</td>
</tr>
<tr>
<td>7</td>
<td>Lack of computer in schools affects students reading habit</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>-</td>
<td>2.9</td>
<td>Agree</td>
</tr>
<tr>
<td>8</td>
<td>Students do not have access to the computer at school</td>
<td>4</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>3.4</td>
<td>Agree</td>
</tr>
<tr>
<td>9</td>
<td>Both students and teachers should learn how to use computer</td>
<td>5</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>3.4</td>
<td>Agree</td>
</tr>
<tr>
<td>10</td>
<td>Internet facility is still lacking in most school libraries</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>-</td>
<td>3.1</td>
<td>Agree</td>
</tr>
</tbody>
</table>

From table 6 above, it can be seen that items 1 - 5 have mean scores of 2.3 and below showing disagreement. This indicates that information technology (the use of computer) is still a new thing to them. Items 6 and 9 reveal the need for information technology in the schools. This can be seen from the mean score of 2.9 and above. This shows agreement. Item 10 reveals also that Internet facility is still lacking in most of these school libraries.

Research Question 7: In what ways can reading habit be improved?
In this table, it was observed that the respondents agreed with the views that each school should have a functional library manned by a professional teacher librarian. Parents should also teach their children to start reading from an early age and provide reading materials to them and that time for reading in the library should be included in the school timetable. Student should be encouraged to read publicly to the hearing of others during teaching sessions. This can be seen from the mean scores of 3.3, 3.4, 3.3, 3.1 and 2.9 respectively. It further revealed that teachers should engage students in frequent reading and writing activities while parents should create favorable reading environment at home. School libraries should organize readership promotion programmes from time to time and that prizes should be awarded to students who are proficient in reading and writing as ways of improving reading habit. This affirmation can be seen from the mean scores of 3.3, 3.3, 3.5 and 3.6 respectively.

**Discussion of Result**

**How poor reading habit affects the academic performance of secondary school students**

In research question one, it was observed that lack of understanding discourages students from studying outside the classroom and makes it difficult for them to cover their text. Thus lack of reading skills results to students’ poor attitude to effective study. The mean score of 3.2 shows that understanding problem generally contribute to students poor performance in examination. The mean score of 3.5 in table 1 shows that students with good reading habit perform better than those with poor reading habit. This is because they have little or no reading problems, which may hinder their academic performance. It was observed also that JSS students’ poor attitude to the use of library contributed to their poor academic performance.

**How students themselves contribute to their inability to develop good reading habit**

The findings here revealed that students lack interest in reading generally. They settle down to read only when given assignments or during examination period. From item 3 to 5 in table 2, JSS students agreed that they do not read other books such as novels, newspapers and magazines neither do they enjoy reading other texts outside their classroom? They prefer to play rather than read during their leisure time.

**How students family background influence their reading habit**

Based on the findings in research question 3, it was observed that parents provide reading materials for their children and guide them on what to read and how to read it and also encourage them to read from an early age. In further revealed that although their parents encourage them to read; they do not have library at home. This can be seen from the mean score of 2.1. items 6 and 7 reveal that students whose parents are literate have the necessary text and reading materials which makes them to have better reading habit than those from illiterate homes.

**How the teacher’s attitudes to the students affect their reading habit**

Research question 4 revealed that the teachers who create opportunities for reading in the class, encourage the students to read novels, serve as role model to them but the teachers method of teaching reading is not interesting. This agrees with the research Yusuf (2015) carried out in Kaduna State in which he reported that most teachers (68%) have negative attitude towards the teaching of reading in primary schools in Kaduna metropolis. In that report, Yusuf recommend that teachers need 360 degrees turn around attitudinal change. According to that report, most teachers are not willing to diversify their methods to make their reading lessons interesting. This strongly proves that teachers’ attitude affects the reading habits of his or her students.
**How non-existence of a functional library affects students reading habit**

In research question 5, the response revealed that lack of enough reading materials in the school affects their reading habit. It revealed also that they lack well-equipped school library and a teacher librarian, which makes it difficult for them to make adequate use of the library. The mean score of 1.7 shows that there is no time for reading in the library in the school's timetable.

**Extent information technology has been utilized as additional teaching technique.**

Based on the findings in research question 6, it could be seen that JSS student teachers are not computer literate. It could be observed also that they do not have computer sets in their school neither do they learn how to use computer. Item 5 has a mean score of 1.4; showing that their school library is not connected to the Internet. Items 6 to 9 revealed the importance of information and communication technology in the school. They agreed that computer literacy appreciation should form part of school curriculum and that both students and teachers should learn to use computers. They agreed with a mean score of 2.9 that lack of computer in school affect students reading habit. It was also discovered that internet facility is still lacking in most school libraries and that students do not have access to the computer.

**Ways of improving reading habit of students**

The respondents agree that each school should have a functional library manned by a professional teacher librarian as a way of improving reading habit of students. As Pellagra and Galda (1991) rightly said “library programmes for children are founded on the knowledge that early literacy exercises have a positive effect on language growth, reading development and scholarly achievement. They also agreed that parents should teach their children to start reading from an early age. They should provide reading materials for their children. Vivien (2004) affirm this when she said that one of the most important gifts a parent or nurturing one can give to a child is to enable and encourage them to love reading. They agreed also that students should be encouraged to read publicly to the hearing of others and that teachers should engage students in frequent reading and writing activities. Finally, they agreed that school libraries should organize readership promotion programmes from time to time and prizes to be awarded to students who are proficient in reading and writing.

**Conclusion**

Based on the findings, the following conclusion could be drawn;

1. Lack of understanding and reading skills results to students' poor attitude to effective study.
2. Students themselves contribute to their inability to develop good reading habits. They do not read for pleasure but for examination purposes.
3. Family background of students also affects their reading habit.
4. Teachers also contribute to the reading habit of student. The teaching method on how to read in school is uninteresting.
5. Non-existence of a functional library affects the reading habit of JSS students
6. There is no time for reading in the school library in the school timetable.
7. Lack of enough reading materials affect students reading habit.
8. Information and Communication Technology (the use of computer) is still lacking in their school, which also affect their reading habit.
9. Information and Communication Technology is important both to the teachers and the students.
10. Reading habit can be improved by each school having a functional library manned by a professional librarian.
11. Parents should provide reading materials and create favorable reading environment for their children.
12. School libraries should organize readership promotion programmes with prizes awarded to students who are proficient in reading and writing.

**Implication of the Finding**

This research work has some far-reaching implication. Based on the findings, the implications are outlined as follows:

1. It revealed that students lack interest in reading. The implication is that the students will lack good reading habit which will equally affect their academic performance.
2. The socio-economic background of students affects their reading ability. The implication being that a child from illiterate background will find it difficult to develop good reading habit unlike those from literate homes.
3. If the method of teaching reading is not interesting the students will not develop good reading habit.
4. Both government and secondary schools should be responsible for provision of reading materials and a functional library which should be manned by a professional librarian. If these things are lacking, the students will not have reading materials nor have interests in reading.
5. If information and communication technology (the use of computer) is lacking in schools, the students will be cut off from the world of knowledge in this information age.
Recommendations

Based on the findings of this research work, it was gathered that factors, which hinder good reading habits of JSS students, come from diverse sources. Among these sources are students themselves, teachers, family background and schools. Consequent upon these findings the following recommendations were made:

1. Teachers should engage students in frequent reading and writing activities. They should use varied and enough teaching aids to enhance reading. They should also encourage students to read publicly to the hearing of others.
2. School principals should ensure that enough time is allocated for reading in the school timetable. They should also encourage teachers to teach reading as a separate subject in the school.
3. Parents should encourage their children to read from an early age. They should also strive to have a library at home as well as favorable reading environment at home.
4. School libraries should organize readership promotion programs from time to time and prizes awarded to students who are proficient in reading and writing.
5. The teacher librarians should provide enough necessary reading materials in their school libraries to motivate the interest of the students. Variety of reading materials like story books, novels, newspapers and magazines should be provided for the students’ leisure time.
6. Computer sets should be provided for the school and students should have access to them. Also Internet facility should be provided in the school libraries.

References