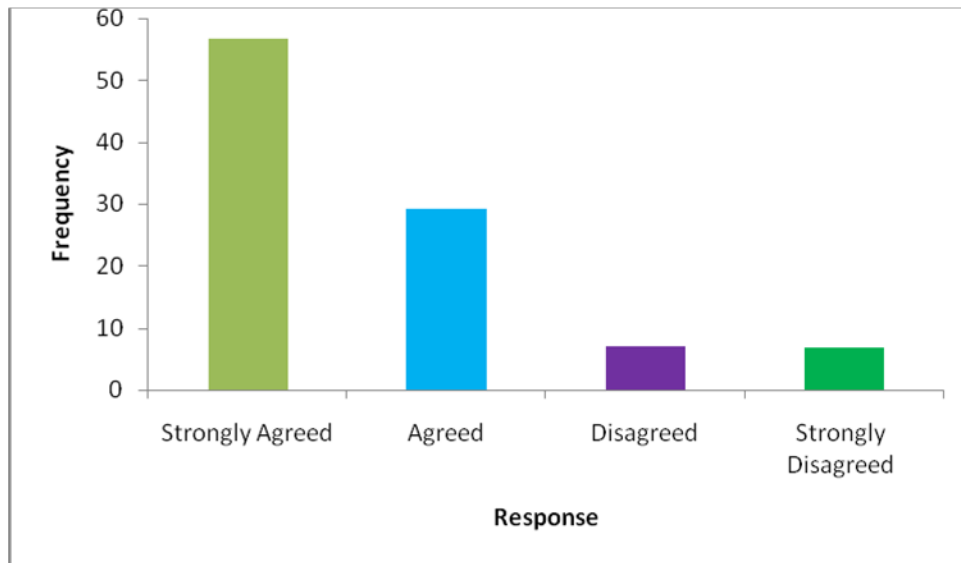


**Figure 6: Perception about Reading**

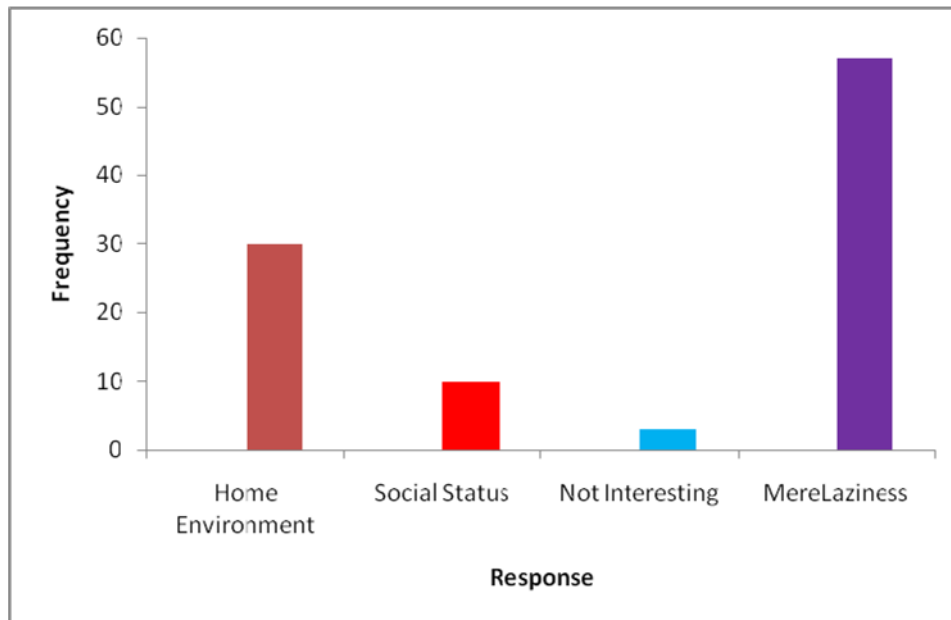
When a total of 1000 respondents were asked about their perception on reading, 10.9% were of the view that reading is difficult, 10.1% were of the belief that it is enjoyable, 10.5% were of the opinion that it is interesting, 12.5% indicated it is rewarding but 56.0% indicated reading is boring. The deduction was that most of the respondents consider reading as a boring activity. This may confirm the revelation in Figure 2 where 81.9% of the respondents had not even read a novel within the two preceding semesters.

The study confirms (Deavers 2000) assertion that 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. Thus, children who miss the opportunity of getting in touch with books in their early stages in life, find it hard to acquire good reading habits in their later years. The above table indicates that respondents have not developed love for reading and explains why reading is boring to them.



**Figure 7: Influence of Reading on Academic Performance**

From Figure 7, out of the total respondents of 1000, 56.7% indicated they strongly agreed that reading had an influence on academic performance, 29.3% agreed, 7.1% disagreed, while 6.9% strongly disagreed that reading had influence on academic performance. The inference was that most 86.0% of the respondents at least agreed that reading had influence on academic performance of students. To confirm the information obtained, a follow up question was asked, whether good reading habits had a relationship with academic performance, 55.4% of the respondents said ‘yes’ but 35.2% said ‘no’ as against 9.4% who were uncertain whether there was any link between good reading habits and academic performance. From the study, the majority response indicated that students with good reading habits are able to understand questions easily and better express themselves as opposed to those who do not have good reading habits or did no reading at all. This finding agrees with Issa et al (2012) that engaging in reading continuously considerably influences ones studying skills and subsequent academic performance.



**Figure 8: Hindrance to Reading Habits**

When respondents were asked whether there was any hindrance to reading habits, 30.0% indicated home environment, 10.0% indicated social status of parents, 3.0% expressed that they are not interested in reading while 57.0% indicated that the hindrance to reading was mere laziness. The study indicated the need for parents to encourage their children to develop the habit of reading from infancy so that it will be a part and parcel of them. Thus, when they grow up, they will not depart from it.

### **Results of the Study**

A qualitative study was conducted by the researcher (2020) to discover the reading habits among students and their effect on academic performance in a public school in a city, in the UAE. The data of the study was gathered from seven students through a series of in-depth interviews and structured observations at the selected school. Also, direct observation was used to strengthen the research results where the researcher could observe participants and register significant notes about their reading habits.

The results of this qualitative study showed that students could establish good reading habits with the passage of time. They said the encouragement of their parents as well as their teachers play a vivid role in instilling such reading habits in them. They also agreed that good reading



habits affect their academic performance. The participants said that their reading habits widened the horizon of their knowledge and helped to improve their academic performance and necessarily achievement. They also said that their performance improved in all subjects and they score higher as a result of establishing effective reading habits.

### **Discussion:**

The study examined the reading habits among students in a public school in a city, in the UAE. In addition, he was keen to know the extent to which reading habits help students to raise their academic achievement. The researcher's assumptions were that:

1. Students read different kinds of books in their spare time on a regular basis.
2. The habit of reading that the students have already settled helps them in improving their academic achievement.

The results showed that good study habits can help students achieve better at school in the different subjects as reading books and magazine widens the horizon of the reader's knowledge and makes him feel more confident of his knowledge.

### **Recommendations**

Based on the findings of the study, the following recommendations are made:

- A) Faculty staff should encourage students to visit the library and read not only lecture notes, but novels and fiction as well, and further borrow some from the library. The onus therefore lies with the library to always stock its house with novels and fiction.
- B) It is further recommended that course like communication skills should be made mandatory for all first-year students to read at least two novels or fiction in each semester and, non-scoring courses for all level 200 and 300 students for a semester but students need to pass that course before he or she can graduate. This will go a long way to inculcate reading habits into the students.
- C) It is becoming quite a major issue in many academic institutions that students tend to depend on lecture notes rather than visiting the library for information. As a result, management of academic institutions should caution faculty staff to prepare only handout for students and they will complement it by further research in the library.

- D) Again, it is recommended that faculty staff should engage students in several assignments and presentations, and these should form a greater part of the assessment process of students. Currently, examination takes 70% and assignments take only 30%. When this trend is reversed, it will help students to acquire more skills in searching for information than adopting the “chew and pour” syndrome.
- E) Finally, it is recommended that parents should help their children cultivate the reading skills when they are young, so that it becomes part and parcel of their life. Today, there are many community libraries where children can be encouraged to go and read novels and fiction. When this is done, it will help them express themselves well and write good English which will eventually lead to better academic performance soon.

### **Conclusion**

The study revealed that most of the respondents acknowledged the importance of reading and stated that reading helped them to express themselves better. However, the study also showed that 81.9% had not read a novel or fiction within the two preceding semesters and only 18% mentioned that they had read a novel or fiction within the same period. The study further confirmed that 75.0% respondents were engaged in reading just to pass their examinations. It was also asserted in the study that 62.0% of the participants visited the library to read lecture notes, 25.0% to read textbooks and only 3.0% visited the library to read novels or scientific fiction books. The study also revealed that most of the participants believed that reading habits had an effect on their academic performance and that there was a direct relationship between reading habits and academic performance. Furthermore, the study showed that laziness is one of the basic hindrances to reading among the participants.

## **References**

- Agbezree, L. (2001) Library Facilities and their use in Ghanaian Secondary School. Case study of St. Peters. Unpublished MA dissertation, University of Ghana: Legon. pp 70.
- Babbie, E. (2005) The Basics of Social Research. 3rd ed, Belmont: Thomson Wadsworth pp 265, 274.
- Bhan, K. S., & Gupta, R. (2010) Study Habits and Academic Achievement among the students belonging to scheduled caste and nonscheduled caste group. Journal of Applied Research in Education 15(1) pp. 1-9
- Cook-Cotone, C. (2004). Constructivism in family literacy practices: Parents as mentors. Reading Improvement, 41(4), 208-216
- Dadzie, P. S. (2008) Reading for Education: The roles of Libraries. Ghana Library Journal Vol. 20. No. 1. pp. 1-14
- Deavers, R. (2000) The Effect of Instruction on Early Non-Word Reading Strategies. Journal of Research in Reading. No.23, pp 267-286.
- Fan, X. & Chen, M. (2001). Parental involvement and students' academic achievement: A Meta-analysis. Educational Psychology Review, 13(1), 1-22.
- Gallo, D. (2007) Reading Interests and Habits of Connecticut Students in Grades Four through Twelve. The Reading Matrix. Vol. 2, No.3 pp 1-20.
- Greene, B. (2001) "Testing Reading Comprehension of Theoretical Discourse with Close" Journal of Research in Reading. 24 (1) pp. 32-98
- Guthrie J.T. Benneth, L & McGough, K (2007), Concept-oriented Reading Instruction: An Integrated Curriculum to Develop Motivations and Strategies for Reading. [http://curry.virginia.edu/go/clic/nrrc/corri\\_rlo.html](http://curry.virginia.edu/go/clic/nrrc/corri_rlo.html) Retrieved on November 28, 2013.
- Higginbotham, S. (1999). Reading Interest of middle school students and preferences by gender of middle school students in a South Eastern State Atlanta Georgia, Master's Dissertation. Mercer University. pp. 140
- 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, pp 470- 486.
- Ogbodo, R.O. (2010) Effective Study Habits in Educational Sector: Counseling Implications. Edo Journal of Counseling, Vol. 3, No.2. pp. 1-11

- Palani, K. K. (2012) Promising Reading Habits and Creating Literate Social. International Reference Research Journal Vol. III Issue 2(1) pp 91.
- Reid, Elizabeth. 2002. What's your habit? Wellington: University of Wellington.
- Monique Sénéchal and Edward H. Cornell Source: Reading Research Quarterly, Vol. 28, No. 4 (Oct. - Nov. - Dec. 1993), pp. 360-374 Published by: Wiley on behalf of the International Literacy Association- Stable URL: <http://www.jstor.org/stable/747933> - Accessed: 10-11-2016 14:10 UTC
- Singh, Y. G. (2011) Academic Achievement and Study Habits of Higher Secondary Students. International Referred Research Journal 3 (27) pp. 2
- Smith, J., Stern, K., & Shatrova, Z. (2008). Factors inhibiting Hispanic parent's school involvement. Rural Educator, 29(2), 8-13. Retrieved from [http://www.ruraleducator.net/archive/29-2/29-2\\_Smith.pdf](http://www.ruraleducator.net/archive/29-2/29-2_Smith.pdf)
- Tampubolon, D.P. (1990) Kemampuan Membaca: Teknik Membaca Efetif dan Efisien. Bandung: Angkasa
- Ward, M. L. (1997) Reader and Library Users: A Study of reading habits and public library use. Unpublished MA dissertation, University of Ghana: Legon. pp 70
- West African Examination Council, (2008) Chief Examiners Report Ghana. pp. 3