



Reading Culture and Academic Achievement of Students in Colleges of Education in Bauchi State

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ABSTRACT

The purpose of this study was to determine the reading culture and academic achievement of students in colleges of education in Bauchi State. The study investigated the relationship between time management, note-taking skills, reading skills, and homework/assignment variables and the academic achievement of students in the college of education. Given the increasing number of post-secondary institutions offering NCE, it is important to know the relationship between reading culture variables on the academic achievement of the college of education students. A total number of 323 students were selected using a stratified random sampling technique from a population of 5121 students who were registered for NCE in different years of study. A quantitative method of structured questionnaire approach was used in data collection. The design used was a descriptive survey with cross-sectional data collected. The study focused on selected demographic variables which included age, gender, and the highest level of education and student base. To capture the variables under investigation a set of questions was developed to assess the opinion of students about each variable of the study and the length of time the students spent on each. The analysis of the data was done using Statistical Package for Social Sciences (SPSS) and Statistical Data Analysis (Stata) packages. Frequency, Percentages, means, standard deviations, Pearson product-moment correlation, and The value of the coefficient of determination (r^2) were used to explain the proportion of the dependent variable that is accounted for by the independent variable. The findings indicated a strong positive relationship between time management on academic achievement ($r = 0.351$), There was a positive relationship between notes-taking on academic achievement ($r = 0.416$), and a relationship between reading skills on academic performance ($r = 0.393$). Based on the findings, the study recommended that students should be trained in time management skills and also they should be encouraged to meet regularly for discussions. Learners should also be trained on how to take notes.

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INTRODUCTION

Stakeholders in education are concerned about why the colleges of education are turning out students with poor performance. Suleiman (2019) states that academic standard in Nigerian colleges of education has fallen considerably below societal expectations. Bertoni

(2017) traced the decline in quality of education in colleges of education to the poor reading culture, which has resulted in poor service delivery. This situation is worrisome and a source of concern by stakeholders in education.

Despite research works into the issue about students' academic achievement, but study

into reading culture among students is still needed considering the level of educational standards in colleges of education. As good study habits encourage comprehension, storing and reproduction of the material learnt. It is when a student learns in the best ways possible, that he can assimilate, perform well and produce sound manpower needed for the society (Labo-Popoola, 2002). The need to teach effective study habit in Nigeria school cannot be underestimated. Students with better study habits are likely to perform better in examination than highly intellectual student with poor study habits. Uwakwe, et, al (2000) explained that preparing for an taking examination require specific skills that students must acquire if they are to succeed in many of our public examination, they include adequate preparation for the examinations and reduction of unnecessary examination anxiety, lack of these skills are often a direct cause of failure in examination.

The development of good study habits is equally relative and helpful not only in academic work but in career actualization. And because this interrelationship cannot be overlooked, the academic achievement and study habit of the student to a large extent culminates into shaping an individual destiny. The general belief is that students who exercise good study habits are likely to excel than those with poor study habits. According to Sharma (2005, p.67) "academic achievement is a necessary evil because one kind of ability is rewarded economically and socially more than others." This necessitates concern over factors that are commonly linked with academic achievement.

This study addressed the increasing importance of the student's academic achievement measured by the test scores, through examining study habits of students in its relation. So a question arises in mind whether this factor is related to academic achievement or not? This was an effort to search for the relation. Little study has been done looking at the learning habits of students at any level of the education system especially in Asia, much which is directed to mainly the western countries. Sawar et al. Study habits include frequency of studying sessions, review of material, rehearsal of learned

material, self-testing and studying in a conducive environment (Credé&Kuncel, 2008). Good study habits, such as trying not to do too much studying at one time, reviewing notes before beginning an assignment and reviewing school work over the weekend help students learn better and improve their test scores. Many studies conducted in this line of research used self-reported study habits data and reached the conclusion that study habits are significantly correlated with students' grades (Borg, Mason & Shapiro, 1989; Okpala, Okpala& Ellis, 2000; Credé&Kuncel, 2008; Nonis& Hudson, 2010).

Nathanap (2007) observed that academic achievement of students at different levels of education appears to be deteriorating every year. The goal of helping students to acquire scientific knowledge and the required skill may not have been achieved due to poor study and irregular habits and ineffective practicals among collegestudents in core courses (Agidi, 2004). In Nigeria, there are many factors influencing the ability of students to cultivate effective and efficient study habit. Reading culture plays an important role in the academic achievement of students. Good study habits lead to good academic record and bad study habit lead to poor academic record as there is direct relationship between study habits and academic achievement. (Verma, 1996; Verma and Kumar 1999, Satapathy and Singhal, 2000; Vyas 2002). Ramamurti (1993) rightly emphasized that despite possessing good intelligence and personality, the absence of good study habits hampers academic achievement. The problem in the educational system has been attributed to factors such as poor reading habits among many others, the numerous problems permeating the entire educational system in Nigeria to be addressed considering the importance of education to national development. Hence, this study intends to examine the relationship between reading culture on academic achievement of students in colleges of education in Bauchi State.

Statement of the Problem

The alarming rate of low academic achievement in Nigeria today constitutes a greater concern for all. Poor achievement

represents great waste on the part of students, parents and government as resources are spent again and again; since academic outcome is nothing to write home about. The abysmal poor achievement has continued to hunt all education stakeholders and parents, teachers, psychologists and policymakers have not hidden their discontentment with what has been described as national disgrace. This problem is associated with study habits and might have a major effect on a student's academic achievement, it is believed that everyone has a different study habit and it is important to find out the best personal way to study. Studying with friends has a long way to go in student's study habits, it has a positive influence in which they discuss what have been read together but also has a negative effect in which they might not read but find themselves discussing throughout the stipulated time for reading which boils down to time wastage.

The problem that necessitated this study is the observed low academic performances as this is the general complain of the Nigerian people. They are complaining about students dwindling success in school work and low reading culture. Students are no longer interested to read but are more akin to fun driven activities, hence the need to the relationship between reading culture on academic achievement of students in colleges of education in Bauchi State.

Objectives of the Study

The main objectives of the study was to assess the relationship between reading culture on academic achievement of students in colleges of education in Bauchi State.. Specifically, the objectives were expressed as follows:

1. To determine the relationship between time management and academic achievement of students in Colleges of Education in Bauchi State.
2. To determine the relationship between home work/ assignment and academic achievement of students in Colleges of Education in Bauchi State.

Research Questions

The following research questions were raised to guide the study:

1. What is the relationship between time management and academic achievement of students in Colleges of Education in Bauchi State?
2. What is the relationship between homework and assignment on academic achievement of students in Colleges of Education in Bauchi State?

Research Hypothesis

The following null hypothesis formulated based on the research questions.

- Ho₁:** There is no significant relationship between time allocation and student's academic achievement in Colleges of Education in Bauchi State.
- Ho₂:** There is no significant relationship between home work/assignment and student's academic achievement in Colleges of Education in Bauchi State.

METHODOLOGY

The research design employed was the correctional survey. The research was carried out using colleges of education in Bauchi State of Nigeria. The total population of the study comprised all students in colleges of education in Bauchi State. Sample of two colleges were selected with the use of satisfied sampling technique employing the balloting system. Structured questionnaire was used for the study which was prepared in three sections with five items each designed to the hypotheses. Likert scale was employed where the subjects were asked to tick (✓) against the true study habits and the statements were weighted thus: Strongly Agreed (SA) 4, Agreed (A) 3, Disagreed (D) 2 and Strongly Disagreed (SD) 1. For academic achievement of students, the instrument used to assess the students was performance test. The questionnaire was face-validated by experts in test measurement and evaluation. The instrument was pilot tested to ascertain reliability using the test-retest method with a time gap of two weeks between the two tests. The data gathered with the instrument were analyzed



using the Pearson Product moment correlation analysis.

RESULT AND DISCUSSION

The results of the study are presented in Tables below;

Table 1: Pearson Product Moment Analysis of Time Management and Academic Achievement of Students in Colleges of Education

Variable	Academic Achievements	Time Management
Academic Achievements & Time Management	Pearson Correlation --	.351**
	Sig. (1-tailed)	.000

** . Correlation is significant at the 0.01 level (2-tailed).

b. Listwise N=323

Sources: Extracted from IBM SPSS V.21 Output, 2022.

The relationship between time management (as measured by the time management) and academic achievement of students (as measured by academic achievement) was investigated using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality,

linearity and homoscedasticity. There was a positive correlation between the two variables, $r = .351$, $n = 323$, $p < .005$, with high levels of time management associated with high levels of academic achievement of students. Reading skills helps to explain nearly 12.3 per cent of the variance in respondents' scores on the academic achievement of students.

Table 1: Pearson Product Moment Analysis of Home Work and Assignment on Academic Achievement of Students in Colleges of Education

Variable	Home Work	Academic Achievements
Home Work & Academic Achievements	Pearson Correlation --	.393**
	Sig. (2-tailed)	.000

** . Correlation is significant at the 0.01 level (2-tailed).

b. Listwise N=323

Sources: Extracted from IBM SPSS V.21 Output, 2022.

The relationship between Home work and assignment (as measured by the home work) and academic achievement of students (as measured by academic achievement) was investigated using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. There was a positive

correlation between the two variables, $r = .393$, $n = 323$, $p < .005$, with high levels of home work and assignment associated with high levels of academic achievement of students. Home work and assignment helps to explain nearly 15.5 per cent of the variance in respondents' scores on the academic achievement of students.

Table 3: There is no significant relationship between time allocation and student's academic achievement in colleges of education

Variable		T.M	A. A.
Time Management	Pearson Correlation	1	.351**
	Sig. (2-tailed)	--	.000
Academic Achievements	Pearson Correlation	--	1
	Sig. (2-tailed)	--	--

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Extracted from IBM SPSS V. 21 Output, 2022

The relationship between time allocation (as measured by the time management) and academic achievement of students (as measured by academic achievement) was investigated using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality,

linearity and homoscedasticity. There was a positive correlation between the two variables, $r = .351$, $n = 323$, $p < .005$, with high levels of time management associated with high levels of academic achievement of students. Time allocation helps to explain nearly 12.3 per cent of the variance in respondents' scores on the academic achievement of students.

Table 4: There is no significant relationship between home work/assignment and student's academic achievement in college of education

Variable		H. W/A	A. A.
Home Work/Assignment	Pearson Correlation	1	.393**
	Sig. (2-tailed)	--	.000
Academic Achievements	Pearson Correlation	--	1
	Sig. (2-tailed)	--	--

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Extracted from IBM SPSS V. 21 Output, 2022.

The relationship between Home work and assignment (as measured by the home work) and academic achievement of students (as measured by academic achievement) was investigated using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. There was a positive correlation between the two variables, $r = .393$, $n = 323$, $p < .005$, with high levels of home work and assignment associated with high levels of academic achievement of students. Home work and assignment helps to explain nearly 15.5 per

cent of the variance in respondents' scores on the academic achievement of students.

CONCLUSION

Strong based education would only be achieved through good reading habits and eventually poor performance students in examinations may be reduced drastically and standard of education in Nigeria will rise once again. Scientific and technological advancement are good but should not be the bane of people's reading culture.



RECOMMENDATIONS

Based on the findings from this study, the researchers suggest the following:

1. Colleges of education should provide an enabling environment that will stimulate students to read. The media, in conjunction with curriculum developers, should develop programmes that would develop, enhance,

and promote excellent reading habits in the students.

2. Improved coordination and organisation of study time are suggested, as this will bring about more productive study time for academic achievement of students.

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