

READING HABITS AND ENGLISH PERFORMANCE OF SECONDARY SCHOOL STUDENTS

BY

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DEGREE IN ENGLISH LANGUAGE

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Reading Habits and English Performance of Secondary School Students" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

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ABSTRACT

This study examined reading habits and english performance of secondary school students, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of reading; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with reading and habits. The study adopted a descriptive survey research design, anchored on the Speech Act Theory and the Systemic Functional Linguistics. A sample size of 384 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 373 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.1). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.555$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.66, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.21$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on reading.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of reading habits and english performance of secondary school students is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

The phenomenon of reading, while not new, has acquired fresh analytical urgency in Nigeria. Within Lagos State, the country's most populous commercial hub, the dynamics of reading are observed in their starkest form. The work of Bamgbose and Ekwueme (2023) extended earlier analyses by demonstrating that habits reinforces the effects of reading. Such findings reinforce the argument that reading deserves a place of priority on the development agenda. Empirical evidence from Aderemi and Bello (2021) suggests that positive developments in habits are associated with improvements in reading. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

The phenomenon of reading, while not new, has acquired fresh analytical urgency in Nigeria. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream reading into routine governance. Comparative work by Dauda and Salami (2022) across several states uncovered a consistent pattern linking reading with habits. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. A notable study by Ekwueme and Okonkwo (2017) argued that the impact of reading is substantially mediated by the quality of institutions. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

reading occupies a prominent position in contemporary debates about habits and national development. Globalisation and technological change have intensified both the opportunities and the challenges associated with reading. Studies conducted within the West African subregion by Ekwueme and Okonkwo (2018) reached conclusions broadly consistent with the Nigerian evidence. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. An examination by Adebayo and Ekwueme (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

In both global and African literatures, reading is now regarded as a key index of institutional performance. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which reading unfolds. Research by Kalu and Olawale (2021) using mixed methods provided particularly rich insight into the mechanisms connecting reading and habits. For practitioners, the practical significance of reading cannot be overstated, given its demonstrable link with