

INFLUENCE OF READING HABITS ON LEARNING ENHANCEMENT OF POST-PRIMARY STUDENTS IN IKPOBA-OKHA LOCAL GOVERNMENT AREA, EDO STATE, NIGERIA

Roseline Osayi UWAIFO

Department of Social Science Education, Delta State University, Abraka, Delta State, Nigeria

Abstract

This study investigated The Influence of Reading Habits on learning enhancement of Post-Primary Students in the Ikpoba-Okha Local Government Area, Edo State, Nigeria. A descriptive survey design was adopted for the study. The population consisted of 10,762 students from the Ikpoba-Okha Local Government Area, and a sample of 230 students were randomly selected from five secondary schools. A structured questionnaire titled Reading Habit and learning enhancement Questionnaire (RHLEQ) was used. The instrument's reliability was established through a pilot test, yielding a correlation coefficient of 0.80 using the Pearson Product-Moment Correlation Coefficient. Descriptive statistics with mean and standard deviation were used to analyze the responses. The findings revealed that major causes of deprived reading habits include lack of home support, scarcity of books, absence of a reading culture, and high costs of reading materials. Additionally, parental encouragement, teacher motivation, and the desire for academic excellence significantly influence students' reading habits. The study also showed that most students read less than two hours daily, which affected their learning enhancement. The study recommends the establishment of well-equipped school libraries, parental involvement in reading activities, and government intervention in book provision to foster a strong reading culture.

Keywords: Reading, Reading Habits, Learning Enhancement, Reading Culture

Introduction

A habit refers to a recurring action that an individual consistently performs until it becomes an ingrained behavioral pattern and a way of life. It manifests in both what people do and how they do it regularly. According to Duhigg (2019), habits form progressively through repeated actions and reinforcement, making them difficult to alter once established. Individuals develop various types of habits, including study habits, viewing habits, and reading habits. Reading, in particular, is a cognitive process that involves interpreting and analyzing printed symbols to extract meaning,

acquire knowledge, and gain insights. According to Snow (2020), reading is the ability to decode and comprehend written text, enabling individuals to translate symbols into meaningful words. Similarly, Guthrie and Klauda (2019) emphasized that reading is a critical skill that facilitates comprehension, critical thinking, and academic development. Reading extends beyond simple word recognition; it involves an interactive process of understanding and constructing meaning from written content (Cain & Oakhill, 2018). Additionally, engaging in consistent reading habits enhances linguistic proficiency, including

vocabulary acquisition, sentence structure, and written communication (Duke & Cartwright, 2021). Given its importance, reading skills must be consciously developed and nurtured, as they are fundamental to educational achievement and lifelong learning. However, research indicates that many students enter higher education without strong reading skills, which affects their academic performance and overall cognitive development (Torgesen, 2020). In today's knowledge-driven society, reading remains an indispensable tool for comprehension, intellectual growth, and academic success.

Purpose of the Study

The purpose of this study is to investigate how learning is enhanced through the reading habits of Post-Primary Students in Ikpoba-Okha Local Government Area, Edo State Warri, Nigeria. Specifically, the study examined the:

- i. causes of deprived reading habits;
- ii. influence of students' reading habits and learning enhancement;
- iii. reading habit and students' learning enhancement, and
- iv. Students' reading time investment.

Research Questions

The following research questions were raised:

- i. What are the causes of the deprived reading habit of Post-Primary Students?
- ii. What influences students' reading habit and their learning enhancement?
- iii. What are reading habits that enhances learning of Post-Primary students?

- iv. What magnitude of time do Post-Primary students devote in reading?

Reviewed Literature

Causes of Deprived Reading Habits

Several factors contribute to the decline in students' reading habits. One significant cause is the pervasive influence of digital technology and social media platforms. Students often spend considerable time on activities such as browsing the internet, engaging on social media, and watching videos, which reduces the time available for reading traditional texts (Bamidele, 2018). This shift towards digital consumption can lead to shorter attention spans and a preference for quick, easily digestible content over more in-depth reading materials. In order to prevent inappropriate use, Igah and Uwaifo (2023) advised parents and educators to keep an eye on their children's ICT gadget use.

Another contributing factor is the lack of parental support and encouragement for reading. In many cases, parents may not prioritize reading or provide reading materials at home, leading to a diminished reading culture among students (Ho & Lau 2018 and Gehlot, Al-Khalaf, & Gehlot 2020). Additionally, the absence of well-equipped libraries and limited access to diverse reading materials in schools can hinder students' ability to develop strong reading habits. Socioeconomic factors also play a role, as students from low-income families may have fewer opportunities to access books and other reading resources (Boonk et al., 2018).

Influences on Students' Reading Habits and Their Learning Enhancement

Students' reading habits are influenced by various social factors, including the educational environment, parental education levels, and the number of children in a family. A study by Davidovitch and Gerkerova (2023) discovered that important adults, mainly parents and teachers, have an impact on how children develop their reading habits. The education level of parents plays an important role, as children of educated parents are more likely to develop strong reading habits. Furthermore, the availability of leisure time and family size can impact reading habits, with larger families potentially providing less individual attention to each child's reading development.

The relationship between reading habits and academic performance is well-documented. Students who maintain consistent reading habits tend to achieve higher levels of educational success (Davidovitch & Gerkerova, 2023). Regular reading enhances vocabulary, comprehension skills, and critical thinking abilities, all of which contribute to improved academic outcomes. Conversely, poor reading habits can lead to difficulties in understanding complex concepts and hinder overall academic performance.

Reading Habits and Learning Enhancement of Students

Reading habits are defined as the behaviours and practices individuals exhibit concerning reading activities, including the frequency, duration, and types of materials read. Developing strong reading habits is crucial for academic success, it enhances comprehension, critical thinking, and knowledge acquisition. Bamidele (2018)

found that students who spent more than an hour reading daily showed better academic performance compared to those who read less frequently. The study also revealed that students preferred reading at home, highlighting the importance of a conducive reading environment.

There is a strong link between academic outcomes and reading habits. Students who engage in regular reading are more likely to excel in their studies, as reading broadens their understanding of various subjects and improves language skills. Conversely, inadequate reading habits can result in poor academic performance, as students may struggle with comprehension and critical analysis (Bamidele, 2018, Uwaifo and Udemba 2023). Therefore, fostering good reading habits is essential for students' academic development and overall educational attainment.

Time Devoted to Reading by Students

The amount of time students dedicate to reading varies widely and is influenced by factors such as personal interest, academic demands, and extracurricular activities. Mukun (2022) Investigation revealed that students that devotes less than two hours for reading per week will not achieve much compared to those that invested two to five hours and more. They emphasised the importance of investing reasonable time for reading and also the need to improve learning skills. Vesna (2023) study of time invested in studying in Slovenia using 290 students established that 17% respondents spent less than 2 hours, 22% spend over 7 hours and 23% spend over 3 hours to read daily. Affirming this is the study of Bamidele (2018) who also observed that the total time spent on reading daily by most respondents was between 1-2 hours.

Uwaifo and Udemba (2023) established that students had low academic outcome because they spend less than 1 hour to study every day. However, this duration can be affected by distractions from digital devices, social media, and other entertainment sources, which compete for students' attention and time.

Allocating sufficient time to reading is crucial for developing literacy skills and achieving academic success. Students who invest more time in reading are likely to have better comprehension abilities, a richer vocabulary, and enhanced critical thinking skills. Educators and parents should encourage students to establish regular reading routines and create environments that minimize distractions, thereby promoting sustained reading practices and improving academic outcomes.

Students and Reading Habit for Academic Excellence

In contemporary academic settings, students are predominantly driven by the aspiration to excel in examinations. To achieve this objective, they employ various study methods and reading strategies. Recent research indicates that effective study habits, such as consistent study patterns and time management, are positively connected with secondary school pupils' academic performance (Nwokolo & Duaka, 2023). However, there has been a notable shift in students' engagement from traditional reading for pleasure and relaxation to increased use of digital platforms. This transition has implications for their reading habits and achievement. Studies have shown that the pervasive use of social media among students has led to a decline in reading culture, negatively affecting their academic performance

(Akande & Oyedapo, 2018; Anyira, 2023; Igah & Uwaifo 2023).

To address these challenges, Nwokolo and Duaka, (2023), Uwaifo and Udemba, (2023), and The Times, (2025), suggest several strategies to encourage reading among students. These include modeling reading behavior, integrating social activities like book clubs, and finding books that align with students' interests. Additionally, different forms of reading, such as comic books and graphic novels, as well as audiobooks, can serve as valuable tools to re-engage students with reading (The Times, 2025). Ultimately, fostering a balanced approach that integrates traditional reading habits with mindful use of digital platforms is essential for students' academic success and overall well-being.

Reading Habits

Reading habits refer to consistent and regular engagement in reading activities, reflecting an individual's inclination toward reading. Students who cultivate such habits often find it easier to comprehend and master content, as reading becomes a habitual activity for them (Akabuike & Asika, 2012). These habits are typically assessed by the number of books read, the frequency of reading sessions, and the average time dedicated to reading (Balan, et al, 2019). A well-established reading habit is essential for fostering a literate society, as it contributes to a structured and systematic approach to learning, leading to a deeper understanding of academic subjects and improved performance in both internal and external examinations (The Times, 2025). Enhanced academic performance, in turn, has been linked to increased self-esteem among students (Parents, 2024).

Regular reading not only facilitates intellectual growth but also

plays a pivotal role across various educational levels. Developing a reading culture necessitates daily reading practices, allocating quality time for reading, and maintaining commitment and consistency (Vox, 2024). Several factors influence students' reading habits, impacting their academic outcomes either positively or negatively. Challenges such as lack of parental support, insufficient reading materials at home and school, and the absence of reading activities within educational institutions have been identified as barriers to cultivating effective reading habits (The Guardian, 2024). Moreover, the home environment, parental socioeconomic status, background, and geographic location significantly affect children's habits of reading and subsequent academic achievements (Balan et al., 2019).

Use of Libraries and Students' Academic Outcome

The use of libraries plays a critical role in shaping students' academic outcomes by providing access to diverse information resources that support learning and research. Libraries serve as repositories of knowledge, offering books, academic journals, digital databases, and other scholarly materials that enhance students' understanding of various subjects (Kim & Shumaker, 2023). The availability of library resources has been linked to improved academic performance, as students who utilize libraries regularly tend to have higher grades compared to those who do not (Ndenje-Sichalwe, 2022). Furthermore, the structured learning environment within libraries fosters concentration, critical thinking, and independent study skills, all of which are essential for academic success (Smith & Johnson, 2024). Academic libraries have

evolved to include digital resources and online catalogs, making research more efficient and allowing students to access materials remotely, further enhancing their academic performance (Uwaifo 2011). Beyond access to resources, libraries contribute significantly to students' academic success by fostering effective study habits and information literacy skills. Studies indicate that students who actively engage with library services, including research assistance and study workshops, develop stronger analytical and problem-solving abilities (Gorham et al., 2023). Information literacy, a key component of academic achievement, enables students to locate, evaluate, and use information effectively (Williams & Garcia, 2024). Universities and colleges have increasingly integrated information literacy programs into their curricula, with libraries playing a central role in equipping students with the skills needed to navigate and assess scholarly content critically (Anderson, 2023). As a result, students who are proficient in using library resources demonstrate improved writing and research competencies, leading to better academic outcomes.

The transition from traditional to digital libraries has further expanded students' learning opportunities by providing seamless access to educational materials beyond physical library spaces. With the advent of digital libraries, students can access electronic books, peer-reviewed journals, and multimedia learning resources anytime and anywhere (Chen et al., 2023). The integration of artificial intelligence (AI) in library systems has also improved search efficiency, enabling students to retrieve relevant information more quickly and accurately (Jones, 2024). Moreover, digital libraries facilitate

collaborative learning through online discussion forums and shared resources, allowing students to engage in academic discourse with peers and faculty members beyond the classroom (López & Patel, 2023). These technological advancements in library services have been instrumental in bridging the gap between information access, student academic performance, and information for a healthy society (Uwaifo 2021).

Despite the numerous benefits of libraries, challenges such as inadequate funding, outdated resources, and limited digital infrastructure in some institutions hinder students from maximizing their academic potential through library use (Uwaifo, 2021; Miller & Thompson, 2023). In low-resource settings, students often struggle with access to up-to-date academic materials, which affects the quality of their research and learning experience (Adamu & Bello, 2024). Additionally, some students lack the necessary skills to navigate library resources effectively, underscoring the need for continuous library orientation and training programs (Nguyen et al., 2023). Addressing these challenges requires increased investment in library infrastructure, staff training, and digital resource expansion to ensure equitable access to high-quality educational materials for all students. By enhancing library services, institutions can better support students' academic outcomes and overall intellectual development.

Methodology

A descriptive survey design was employed for this study, utilizing a quantitative approach to examine various aspects of students' reading habits. The target population consisted

of 10,762 Post-Primary Students in the Ikpoba-Okha Local Government Area, Edo State Nigeria. A sample of 230 students was selected through random sampling from five different schools. Data collection was carried out using a self-developed questionnaire titled Reading Habit and Academic Success Questionnaire (RHASQ). The questionnaire was structured into five sections: Section A gathered demographic information about the students, Section B focused on the causes of deprived reading habits, Section C explored influences of students' reading habits and their academic outcomes, Section D examined reading habits and students' academic outcomes, and Section E assessed the time students dedicate to reading. Responses were measured using a four-point Likert scale: Strongly Agree (SA), Agree (A), Strongly Disagree (SD), and Disagree (D).

To ensure the reliability of the instrument, a pilot study was conducted in a school outside the study area. The reliability was established using Pearson's Product-Moment Correlation Coefficient, yielding a correlation coefficient of 0.80 indicating a high level of consistency. Data analysis was conducted using mean statistics to address the research questions. The entire set of questionnaires was successfully retrieved, as the researchers, along with five research assistants, closely monitored the distribution and collection process, ensuring immediate retrieval.

Results

Research Question 1: What are the causes of the deprived reading habits of post-primary students?

Table 1: Responses on causes of deprived reading habit

S/N	Items	Mean	Std.	Remark
-----	-------	------	------	--------

1	Inadequate books	3.02	0.87	Agree
2	Lack of encouragement from home to read.	3.21	0.84	Agree
3	Insufficient books at home.	2.99	1.10	Agree
4	My school does not have a book club	3.47	0.50	Agree
5	I lack reading culture.	2.92	1.15	Agree
6	I cannot read.	2.00	1.03	Disagree
7	I lack good reading techniques.	2.57	1.06	Agree
8	My school does not have a library	1.90	0.97	Disagree
9	I find it difficult to understand after reading	3.12	0.88	Agree
10	Non availability of librarians to encourage reading habit	2.93	1.03	Agree
11	High cost of books	3.17	0.96	Agree
Mean total		2.85	0.95	Agree

Fieldwork, 2025

The responses in Table 1 provides an understanding of the factors contributing to the poor reading habits of post-primary students. Specifically, inadequate books in schools were acknowledged as a cause, with a mean score of 3.02 ± 0.87 , suggesting that students struggle to find adequate reading materials within their learning environment. Similarly, Lack of encouragement from home to read received a mean score of 3.21 ± 0.84 , reinforcing the significance of parental or guardian involvement in fostering a reading culture. Additionally, insufficient books at home (2.99 ± 1.10) and my school does not have a book club (3.47 ± 0.50) were recognized as major hindrances to developing a strong reading habit. I lack reading culture (2.92 ± 1.15) was also identified as a key issue, while lack good reading technique (2.57 ± 1.06) and I find it difficult to understand after reading (3.12 ± 0.88) further contributing to students' reluctance to engage in reading activities. Moreover, the non-availability of librarians to encourage reading habit (2.93 ± 1.03) and the high cost of books (3.17 ± 0.96) were highlighted as

barriers affecting students' reading habits. However, some items were not considered major causes. For instance, students disagreed with the claim that I cannot read (2.00 ± 1.03) and my school does not have a library (1.90 ± 0.97) were significant factors. This suggests that while libraries may exist, other barriers such as my school does not have book club books and the high cost of books remain more pressing issues.

The overall mean score of 2.85 ± 0.95 indicates that most respondents agreed with the listed causes of deprived reading habits. The findings indicate that multiple factors, which include my school does not have a book club, the high cost of books, and Lack of encouragement from home to read, contribute to the deprived reading habits of post-primary students. Addressing these challenges through improved access to books, trained educators, and enhanced reading culture initiatives may help promote better reading habits among students.

Research Question 2: What influences students' reading habits and their academic outcomes?

Table 2: Influence of students reading habit and academic success;

S/N	Items	Mean	Std.	Remark
-----	-------	------	------	--------

1	I love reading my books because it helps me achieve success	3.12	0.88	Agree
2	I make use of the library at home	1.83	0.84	Disagree
3	My school has reading hours	1.80	0.89	Disagree
4	My parents have a strong influence on my reading habit	2.43	1.06	Disagree
5	My parents always supervise my reading.	3.00	0.94	Agree
6	My parents are educated and such influenced my academic success	2.04	1.02	Disagree
7	There are forums for reading sessions in my class	3.02	1.00	Agree
8	Our teachers encourage our reading habits by giving us academic materials	3.18	0.92	Agree
9	I read always to achieve success.	2.97	1.04	Agree
10	My teacher is a great motivator for my reading habit.	3.14	0.97	Agree
Total Mean		2.65	0.96	Agree

Fieldwork, 2025

Table 2 reveals the several aspects that affect students' reading preferences and academic success 2 draw. A significant factor influencing students' reading habits is their love for books to achieve success, with a mean score of 3.12 ± 0.88 , indicating that students who enjoy reading tend to perform better academically. Forum for reading sessions in class was also found to be crucial, as students agreed that this creates opportunities for reading in class (3.02 ± 1.00). Furthermore, teachers giving students academic materials have a mean score of (3.18 ± 0.92). Additionally, my teacher is a great motivator of my reading habit (3.14 ± 0.97), and reinforced the importance of instructional strategies in fostering reading habits. My parent always supervised my reading, with a mean score of 3.00 ± 0.94 , showing that students whose parents actively promote reading are more likely to develop strong reading habits. Moreover, I read always to achieve success as reflected in a mean score of 2.97 ± 1.04 . These findings suggest that both internal motivation and external encouragement contribute to the development of reading habits. However,

certain factors were not considered strong influences. I make use of the library at home (1.83 ± 0.84) and my school has reading hours (1.80 ± 0.89) were rated low, indicating that these factors do not significantly impact students' reading habits. Similarly, my parents have a strong influence on my reading habit (2.43 ± 1.06) and my parents are educated and such influence on my academic success (2.04 ± 1.02) were also not seen as major influences, suggesting that many students may not receive structured reading support from home.

The overall mean score of 2.65 ± 0.96 suggests that students generally agree that reading preference influences academic outcomes. Based on these findings, schools should strengthen teacher-led reading initiatives and provide structured reading opportunities to enhance students' reading culture. Additionally, parents should be more involved in guiding and encouraging reading habits at home to further support academic success.

Research Question 3: What are reading habits that enhance learning of Post-Primary students?

Table 3: Reading habit and Post-Primary students learning enhancement

S/N	Items	Mean	Std.	Remark
1	It has enhanced my communication skills	3.34	0.79	Agree
2	It has led to improved academic success	3.05	0.91	Agree
3	It has improved my self-esteem as a result of good grades	3.12	0.88	Agree
4	At times reading is boring resulting in poor grades	2.57	1.06	Agree
5	I get poor grades when I don't read always	3.10	0.97	Agree
6	Reading always enhances my grades	3.25	0.87	Agree
7	It improves my discourse skills	3.20	0.85	Agree
8	Reading enlarged my cognizance	3.18	0.90	Agree
9	Regular reading at home leads to academic success	2.57	1.06	Agree
10	I have a negative attitude toward reading which results in my poor results	2.67	1.16	Agree
11	I always record low grades because I don't have interest in reading for a long time	2.78	1.10	Agree
Mean Total		2.98	0.96	Agree

Fieldwork, 2025

The results in Table 3 indicate that students generally acknowledge the positive impact of reading habits on their academic outcomes. One of the strongest responses was that reading has enhanced my communication skills, with a mean score of 3.34 ± 0.79 , suggesting that strong reading habits contribute to better verbal and written communication. Additionally, reading improves my discourse skills (3.20 ± 0.85), and reading enlarges my cognizance (3.18 ± 0.90), reinforcing the importance of regular reading in improving cognitive and linguistic abilities. Reading habits were also linked to academic performance, as students agreed that reading has led to improved academic success (3.05 ± 0.91) and reading always enhances my grades (3.25 ± 0.87). Furthermore, students reported that reading has improved their self-esteem as a result of good grades (3.12 ± 0.88), highlighting the confidence boost that comes from academic success through effective reading. However, the responses also revealed some challenges. Some students admitted that

at times reading is boring resulting in poor grades (2.57 ± 1.06), which negatively affects their ability to study effectively. Additionally, students agreed that they get poor grades when they do not read always (3.10 ± 0.97). Interestingly, some students acknowledged that poor reading habits contribute to their academic struggles. The statement, "I have a negative attitude to reading which results in my poor results," had a mean score of 2.67 ± 1.16 , indicating that some students recognize the link between their reading preference and academic challenges. Similarly, students always record low grades because they do not have an interest in reading for a long time (2.78 ± 1.10). Despite these challenges, the majority of students agreed that regular reading at home leads to academic success (2.57 ± 1.06).

The total mean score of 2.98 ± 0.96 suggests that students generally recognize the significance of reading habits in shaping their academic outcomes. Given these findings, interventions should be designed to

encourage more engaging and structured reading routines, helping students overcome distractions and develop consistent reading practices for academic success.

Research Question 4: How plentiful time do the students devote in reading?

Table 4: Time invested in reading.

S/N	Response	Frequency	Percentage
1	45 minutes- 1 Hour	110	47.8%
2	1-3 hours	82	35.7%
3	3-5 hours	25	10.9%
4	6 Hour and above	13	5.6%
Total		230	100%

Fieldwork, 2025

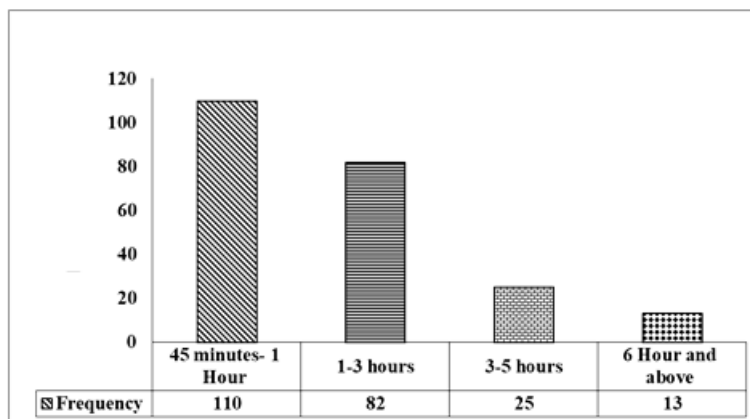


Fig. 1. Chart of Time students invest in reading

The data in Table 4 and Fig 1 reveals how much time students dedicate to reading on a daily basis. The majority of the students, 110 (47.8%), reported that they spend between 45 minutes to 1 hour reading each day. This suggests that while most students recognize the importance of reading, their study duration is relatively limited, which may not be sufficient for in-depth learning and academic improvement.

A significant portion of students, 82 (35.7%), indicated that they read for 1 to 3 hours daily. This group represents those who invest slightly more time in reading, which may have a more positive effect on their academic performance compared to those who read for shorter periods. However, only 25 students

(10.9%) devote 3 to 5 hours to reading, while an even smaller percentage, 13 students (5.6%), dedicate 6 hours or more to reading. The lower number of students in these categories suggests that extended reading sessions are uncommon among the respondents.

In a nutshell, the findings indicate that most students engage in reading for relatively short durations, with only a small percentage dedicating significant time to the activity. This pattern may contribute to academic challenges, as more extended and focused reading sessions are typically associated with better comprehension and retention of knowledge. To improve academic success, it is essential to encourage students to allocate more time to reading

through structured study plans, school reading programs, and parental support.

Discussion

Causes of deprived reading habits among secondary school students

The study identified several factors contributing to poor reading habits among secondary school students in Post-Primary Students in Ikpoba-Okha Local Government Area, Edo State Nigeria. A significant issue is the lack of book clubs, as indicated by a mean score of 3.47 ± 0.50 . This absence of organized reading groups diminishes students' motivation to read. Additionally, the high cost of books as reflected by a mean score of 3.17 ± 0.96 , suggests that financial constraints limit students' access to necessary resources. These findings align with Anyalebechi et al. (2017), who identified socioeconomic factors, including parents' financial disposition to provide reading resources, as significant contributors to poor reading culture among Nigerian secondary school students.

Conversely, the study found that factors such as not being able to read (2.00 ± 1.03) and lack of school libraries (1.90 ± 0.97) were not contributors to poor reading habits. This suggests that while resources may be available, other factors like lack of home support (3.21 ± 0.84) and lack of books at home (2.99 ± 1.10) play more critical roles. These insights are consistent with findings from Kamar (2020), who emphasized that students' reading habits are influenced by their home environment and parental support.

Influences of students' reading habits and learning enhancement

The study revealed that love for reading (3.12 ± 0.88) and teacher encouragement (3.18 ± 0.92) are pivotal

in shaping reading preferences and academic success of students. Students who enjoy reading and receive motivation from teachers tend to perform better academically. This observation is supported by Bamidele (2018), who found that students' reading habits are positively influenced by their interests and the support they receive from educators.

Furthermore, the study found that having a home library (1.83 ± 0.84) and having reading hours at schools (1.80 ± 0.89) were not significant influencers of reading habits and academic outcomes. This contrasts the findings by Anyalebechi et al (2017) and Uwaifo (2011), who identified the availability of home libraries and institutional support as critical factors influencing reading culture among students. The discrepancy suggests that in the context of Ikpoba-Okha, intrinsic motivation and teacher support may play more substantial roles than physical resources in fostering effective reading habits.

Reading habits and students' learning enhancement

The study found a strong correlation between positive reading habits and improved academic outcomes among students. Students reported that reading helps them express themselves effectively in class (3.34 ± 0.79) and enhances their communication/interaction skills (3.20 ± 0.85). These findings are in line with Kamar (2020) and Uwaifo and Udemba (2023) who noted that good reading habits enhance students' intellectual abilities and academic performance.

However, some students indicated that they have negative attitude to reading which result in their poor results with a mean score of $2.67 \pm$

1.16 for the statement, "I have negative attitude to reading which result in my poor results" aligns with Bamidele (2018), who observed that students with poor reading habits often struggle academically. The findings underscore the importance of cultivating good reading habits to achieve academic success.

Time students devote to reading

The research findings indicate that most post-primary students (47.8%) spend between 45 minutes to 1 hour reading daily, while only 5.6% dedicate 6 hours or more to reading. This limited reading time may hinder academic achievement. Bamidele (2018) found that students who read for longer periods tend to perform better academically, highlighting the importance of dedicating sufficient time to reading. However, a study by Kamar (2020) found that even shorter reading periods can be effective if the reading is strategic and focused. This suggests that while increasing reading time is beneficial, the quality and focus of reading sessions are also crucial factors in enhancing academic performance.

Conclusion

The findings of this study highlight the significant impact of reading preference on learning enhancement of post-primary students in Ikpoba-Okha Local Government Area, Edo State, Nigeria. Poor reading habits were found to be influenced by various factors, including the absence of book clubs, financial constraints limiting access to reading materials, and a lack of parental support. Despite the availability of school libraries, many students still struggle to develop a consistent reading culture. Additionally, intrinsic motivation and teacher encouragement

were identified as critical factors influencing students' habits of reading and overall academic success. The study further established that students who dedicate more time to reading tend to perform better academically, although a majority of students allocate only 45 minutes to 1 hour for reading daily. This suggests a need for targeted interventions, such as structured reading programs, parental involvement, and school-based initiatives to foster a culture of reading among students. Ultimately, improving reading habits requires a multi-faceted approach that involves students, educators, parents, and policymakers working collaboratively to enhance literacy development and academic achievement.

Recommendations

The following recommendations were made from the findings:

- i. Schools should establish well-equipped libraries and book clubs to encourage a culture of reading among students and provide easy access to diverse reading materials.
- ii. Parents should actively support their children's reading habits by providing relevant books at home, setting designated reading times, and engaging in shared reading activities.
- iii. Teachers should integrate interactive and engaging reading sessions into the school curriculum, using motivational techniques to enhance students' love for reading and comprehension.
- iv. Government and educational stakeholders should implement policies that subsidize the cost of books and digital reading resources, ensuring that all students, regardless of financial background, have access to quality reading materials.

References

- Adamu, Y., & Bello, K. (2024). Challenges in accessing library resources in developing nations: Implications for student success. *Journal of Library Science and Research*, 12(1), 55-70.
- Aina, A.J., Ogungbeni, J. I., Adigun, J.A., and Ogundipe, T.C., (2011), "Poor reading habit among Nigerians: the role of librarians". *Library Philosophy and Practice (e. journal)*. 529.
- Ajila, C. and Olutola, A. (2000), "The impact of parents' socio-economic status on university students' academic performance", *Ifé Journal of Education Studies*, 7(1); 31-39.
- Akabuike, I. G., & Asika, I. E. (2012). Reading habits of undergraduates and their academic performances: Issues and perspectives. *African Research Review*, 6(2), 246-257.
- Akande, S. O., & Oyedapo, R. O. (2018). Effects of social media use on the reading habits of selected high school students in Nigeria. *Information Impact: Journal of Information and Knowledge Management*, 9(1), 46-58.
- Anderson, P. (2023). The role of academic libraries in enhancing student research skills. *Higher Education Review*, 40(3), 215-230.
- Anyalebechi, L. I., Odimegwu, C., Benson, O. V., & Ariole, I. A. (2017). Analysis of technological, institutional and socioeconomic factors that influence poor reading culture among secondary school students in Nigeria. *Nigerian School Library Journal*, 16, 1-15
- Anyira, I. E. (2023). Influence of social media on reading culture among Nigerian polytechnic students. *Asian Journal of Advanced Research and Reports*, 17(10), 224-235.
- Ari, G. (2014), "Evaluation of the questions of understanding the text in Turkish Language textbooks according to the revised Bloom's Taxonomy". *International Journal of Academic Research*, 16(1); 69 -71.
- Ayoti, A. L. (2015), "*Free Newspaper and reading culture: a culture of the people daily*". (Unpublished Master's Thesis) University of Nairobi, Nairobi.
- Balan, S., Katenga, J. E., & Simon, A. (2019). Reading habits and their influence on academic achievement among students at Asia Pacific International University. *11th International Scholars Conference*, 7(1), 1490-1516.
- Bamidele, I. A. (2018). The reading habits of public senior secondary school students in Ogun State, Nigeria. *Middle Belt Journal of Library and Information Science*, 16, 1-12.
- Boonk, L., Gijssels, H. J., Ritzen H., & Brand-Gruwel, S. (2018). A review of the relationship between parental involvement indicators and academic achievement. *Educational Research Review*, 24, 10-30.
- Cain, K., & Oakhill, J. (2018). *Reading comprehension and development*. Routledge.
- Chen, R., Zhang, L., & Taylor, M. (2023). The impact of digital libraries on student engagement and academic performance. *Educational Technology Journal*, 15(4), 333-349.
- Davidovitch, N., & Gerkerova, A. (2023). Social factors influencing students' reading habits. *African Educational Research Journal*, 11(3), 351-359.

- Duhigg, C. (2019). *The power of habit: Why we do what we do in life and business*. Random House.
- Duke, N. K., & Cartwright, K. B. (2021). The science of reading comprehension instruction: Combining cognitive science and educational practice. *Educational Psychologist*, 56(2), 140-157.
- Erdem, A. (2015), "A research on reading habit of University students" (Sample of Ankara University and Erciyes University). *Elsevier Procedia: Social and Behavioral Sciences*. (174); 3983-3990.
- Gbadamosi, T. (2007). Library reading culture and students' academic performance in secondary schools in Oyo State. *Middle Belt Journal of Library and Information Science*, 7(2), 42-58.
- Gehlot, L., Al-Khalaf, H. A., & Gehlot, H. (2020). Evaluation of the reading habits of Indian students (reading aloud and reading silently) from low, middle and high class schools. *Educational Research and Reviews*. 15(2), 41-51.
- Gorham, E., Lee, J., & White, C. (2023). Information literacy and academic success: The evolving role of university libraries. *Journal of Academic Libraries*, 29(2), 120-138.
- Guthrie, J. T., & Klauda, S. L. (2019). Engagement and motivation in reading. In S. E. Israel (Ed.), *Handbook of research on reading comprehension* (pp. 41-64). Guilford Press.
- Ho, E. S. C., and Lau, K. L. (2018). Reading engagement and reading literacy performance: Effective policy and practices at home and in school. *Journal of Research in Reading*, 41(4) 657-679.
- Ibrahim, Y., Arshad, R., and Salleh, D. (2017), "Stakeholder perception of secondary education quality in Sokoto State, Nigeria". *Quality Assurance in Education*, 25(2); 248-267.
- Igah, O. J., and Uwaifo, R. O. (2023). Influence of Information and Communication Technology on Education among Secondary School Students in Ethiopie East Local Government Area, Delta State, Nigeria. *Benue State University Journal of Education*. 23(3)71-79.
- Jones, D. (2024). Artificial intelligence in academic libraries: Transforming student learning and research. *Library & Information Science Research*, 46(1), 78-92.
- Kamar, K. Y. (2020). Relationship between reading habits and students' academic performances of secondary schools in Sokoto State, Nigeria. *International Journal of Research and Innovation in Social Science (IJRISS)*, 4(2), 242-246.
- Kim, S., & Shumaker, D. (2023). Library use and academic achievement: A case study of university students. *Journal of Learning Resources*, 19(3), 98-112.
- López, R., & Patel, S. (2023). The impact of digital collaboration in academic libraries on student learning outcomes. *Educational Research and Development*, 28(4), 289-305.
- Marenga, D. O. (2016), *Factors Influencing Reading Habits of Secondary Students in Nigeria*. Department of Arts and Social Science Education. Ahmadu Bello University, Zaria.
- Miller, H., & Thompson, J. (2023). Barriers to effective library use among college students: Addressing gaps in access and literacy. *Library Trends*, 72(1), 42-58.
- Mukun, L., (2022). The relationship between students' study time and academic

- performance and its practical significance. *BCP Education & Psychology* 7, 412-415.
- Ndenje-Sichalwe, E. (2022). The relationship between library usage and academic performance: A longitudinal study. *Journal of Educational Research*, 18(2), 199-215.
- Nguyen, H., Clark, T., & Evans, M. (2023). Enhancing student engagement with academic library resources: A digital approach. *College & Research Libraries*, 84(2), 167-184. <https://doi.org/10.5860/crl.84.2.167>
- Nwokolo, C. N., & Duaka, B. N. (2023). Relationship between study habits and academic achievement among secondary school students in Anambra State. *Journal of Guidance and Counselling Studies*, 7(1), 157-170.
- Parents. (2024, October 11). Kids may not be reading full books at school anymore—Pass or fail? *Parents*. <https://www.parents.com/why-kids-are-no-longer-reading-full-books-8724446>
- Smith, A., & Johnson, R. (2024). The evolving role of academic libraries in student success initiatives. *Higher Education Policy Review*, 31(1), 123-140.
- Snow, C. E. (2020). *Reading for understanding: Toward an R&D program in reading comprehension*. RAND Corporation. *Reading Matrix* 7(2), 117-142.
- The Guardian. (2024, October 11). How to put your phone down and get back into the habit of reading books. *The Guardian*. <https://www.theguardian.com/books/2024/oct/11/how-to-put-your-phone-down-and-get-back-into-the-habit-of-reading-books>
- The Times. (2025, March 6). How to get your kids to read more: Expert advice. *The Times*. <https://www.thetimes.co.uk/article/how-to-get-your-teenager-to-read-from-the-experts-8bc8v9jb6>
- The Times. (2025, March 6). How to get your kids to read more: Expert advice. *The Times*. <https://www.thetimes.co.uk/article/how-to-get-your-teenager-to-read-from-the-experts-8bc8v9jb6>
- Torgesen, J. K. (2020). The impact of early reading intervention on the development of reading skills. *Journal of Educational Psychology*, 112(3), 417-429.
- Uwaifo, R. O. & Udemba, C. U., (2023). Reading habits and academic outcome of secondary schools in Warri south local government area, Delta State, Nigeria. *Innovations*. 73,124-133.
- Uwaifo, S. O. (2011), Promoting reading culture among students in lower institutions of learning in Delta State, Nigeria: The place of the Librarian. *Journal of Sociology and Education in Africa*. 10(2); 29 39.
- Uwaifo, S. O. (2021). In the throes of pandemic: Rejigging library and information services for the information healthy and sick society. 86th in the series of inaugural lectures of Delta State University, Abraka, Nigeria.
- Vesna, S., (2023) Time students spend studying: Quality time or poor time management. Management Knowledge and Learning. International Conference. 311-320
- Vox. (2024, December 15). America's literacy crisis isn't what you think. *Vox*. <https://www.vox.com/culture/386286/kids-reading-literacy-crisis-books>

Williams, J., & Garcia, M. (2024). Information literacy and student academic achievement: The role of library

instruction. *Journal of Academic Studies*, 21(3), 204-221.