

## Reading Habits and Academic Performance of Business Education Students in University of Ilorin, Nigeria

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### Abstract

*To ascertain the effectiveness of any level of education, the academic performance is the yardstick that is often used. However, the academic performance of students is nothing to write home about as recent lamentation by the employers of labour showed that the graduates are half-baked and often need further training to perform in their respective areas of functions. This situation may be attributed to undesirable reading habit displayed by some of the students while in school and if perhaps its improvement can assist in bringing about improvement in students' academic performance. This study thus examined reading habits and academic performance of business education students in University of Ilorin, Nigeria. Descriptive survey design of correlational type was adopted for this study. Using Convenience sampling technique, 196 out of 454 Business Education students were selected for this study. The study found out that there is significance relationship between reading habit and students' academic performance; there is a significant relationship between peer group influence and reading habit and there is significant relationship between students' reading time and academic performance of business education students in University of Ilorin, Nigeria. Based on the findings of the study, it was recommended among others that schools should always provide adequate reading facilities needed by students and orientation should be given to students on the important of self-awareness to ascertain the study time that is suitable for them.*

**Keywords:** Reading habits, peer group influence, reading time, academic performance and business education

### Introduction

Tertiary education level is a level of education that is saddled with the responsibility for the production of qualified manpower for every sector of the nation. Like every other courses are designed to attain particular objectives, Business education is a branch of education that deals with teaching of skills and operations of the business industry experts and also the training and production of business study teacher as well as professional business personnel. This could be made possible by

conscious efforts of the students through their determination that will show in their commitment towards study and implementation of effective, efficient and suitable reading habit.

In order to assist students to acquire the reading skills required, the counsellor will need to conduct an assessment in order to find out what students reading habits are in order to determine their problems (Egong, 2014). With the need assessment conducted, the counsellor and other experts will then be able to guide the students on how to read; which include taking notes, methods of note taking, library skills, reading strategies, what to read, where to read and when to read (Otu, 2011). According to Egong (2014), reading is very strategic in daily life of the literate people and students' academic progression. An individual will find it difficult to succeed the demand of education if such individual cannot read very well or cannot read at all. It was the culture in the times past for students in colleges and universities to be exposed and made to read widely and cover several class reading materials. The reading habit among some of the students at the tertiary level in Nigeria institutions generally and University of Ilorin in Kwara State specifically as raised a lots of concerns over the years. Some of the students are seen cramming notes just for the purpose of exams. Many students involves themselves in the practice of reading a day or two before the examination which they later end up forgetting what they have read when they actually need it which lead to various forms of malpractice. In fact, some of the students don't know the location of the school library and some that know the library only visit the library during the exam period which these among others affects their academic performance.

Reading time refers to a specific time a student assigns for him or herself to study in order to acquire knowledge. Reading time includes some external activities that affect the internal process of learning (Rothkop, 2000). Physiological and psychological factors that affect study time include anxiety, stress from outside engagement like chores, parental involvement in homework, hunger, lack of care and affection which could have transferred negative effect on students' learning. Adeyemo (2005) opined that study time is an exercise that goes beyond merely reading for pleasure. A student who wants to graduate with good grade has to read his/ her books with understanding and that it will take more time to accomplish. In the same vein, Kunal (2008) observed that students who are very successful in their desired career have longer study time. Reading time doesn't only involve the duration and length of reading but also when to read to maximize whatever time devoted to it. It is observed in some University of Ilorin students through their comments that some like reading after the class some prefer it early in the morning while some prefer reading in the mid night. These behaviour among them stem from self-assessment and understanding of oneself that not all the time may be suitable for divert students and each student has to mastered their own time of productivity and act accordingly. The understanding of the time and duration to read by the students could consequently improve their academic performance.

Numerous factors could be attributed to poor study habit among the students in which students' peer group is not an exception. Peer influence has to do with the pressure exerted by a peer group in encouraging a person to change his/her attitudes, values in order to conform to group norms (Oyeboade, 2017). Often times, it is seen that some students in University of Ilorin often accompany their friends to night class in which they use that opportunity to read as well while some that even intend to visit the library for reading may get discouraged when they see their peers going for other social activities. The above situation aligns with observation of Olaleru and Owolabi (2021) which stated that Peer influence is the ability of people of age group to exert authority on their fellow mate making them participate in what will sometimes be against their wish. This peer influence if not properly addressed could breed bad reading habit among the students and which will consequently affect their academic performance. Bankole and Ogunsakin (2016) investigated the influence of peer group on the academic performance of students. The findings showed that peer's influences study habits as well as academic performance of students. Goethe (2001) finds out that students' study heights improve if they are with students of their own kind.

Academic performance of Business Education students as reflected in the Department yearly graduates list indicates more efforts still need to be exerted in this area. The Department hardly produced first class and whenever first class is being produced it is not usually more than one in the Department. For instance, in 2019, 29 (36.25%) graduated with second class upper division, 47(58.75%) graduated with second class lower division and 4(5%) graduated with third class with no single first class graduate. This evidence showed that more efforts still need to be given to all factors that could bring about improvements in the students' academic performance.

Academic performance is one of the commonly used proxies in assessing the effectiveness of any level of education. With this, majority of educational stakeholders demands higher level of academic performance among the students. These stakeholders however continuously express their concern on the level of academic performance of students graduating from the Tertiary level of education with the claims that most of these graduates are not afforded with all the required knowledge and skills necessary for them to make them employable. This has continue to be the situation and numbers of researchers have examined numbers of factors that could bring about improvements in academic performance. Reading habit is observed to be lacking among some of the students at this level as it is seen that some students often start reading a day or two to the examination and this is the point where the students often visit the library. Library at the beginning through to the middle of semesters are often seen to be vacant and students are often seen to cram their note just for the purpose of the exam which is not ideal. The researcher thus consider if intervention that could bring about improvements in students reading habit can contribute to their improvements in their academic performance.

Some of the related studies that have been carried out in this area include the study carried out by Balan, Katenga and Simon (2019) on reading habits and their

influence on academic achievement among students at Asia Pacific International University. The study used reading attitude, frequency, purpose of reading and time spent on reading which is quite different from peer group and study time used in this study. This study was carried out in University of Ilorin, Kwara State, Nigeria while the study was carried out in Thailand. It was found out among others that that the purpose of reading has a significant relationship with academic performance. Another study was carried out by Ojetunde (2022) on reading habits and students' academic performance in the era of information and communication technology. The study examined English Study Students in a college of education while this study examined Business Education students in University of Ilorin. The study found out that there is a significant relationship between students' reading habits and Information and Communication Technology. In addition, Olaleru and Owolabi (2021) examined a study on peer influence and school library use by students in public secondary schools in Lagos State, Nigeria. The study was conducted in Lagos State secondary schools while this study was carried out in University of Ilorin in Kwara State. The findings among others revealed that peer influence has a negative significant influence on school library use among students in public secondary schools in Lagos State, Nigeria.

To conclude with, Egong (2014) carried out a study on reading culture and academic achievement among secondary school students. The culture considered in the study includes concentration and schedule while this study examine Peer group and study time. Another area of difference is the locale covered where the study examined secondary school students in Calabar while this study examined Business Education students in University of Ilorin, Kwara State. It can be concluded from the foregoing and to the best knowledge of the researchers that there are still some gaps left behind by previous researchers in terms of variable and locale and these gaps are what the researchers intends to fill. Thus, the study examined reading habit and academic performance among business education students in University of Ilorin, Nigeria.

### **Purpose of the Study**

The main purpose of this study was to examine the relationship between reading habit and academic performance among business education students.

Specifically, the study sought to:

1. ascertain relationship between peer group influence and reading habit of business education students in University of Ilorin, Nigeria;
2. find out the relationship between reading time and academic performance of business education in University of Ilorin, Nigeria;

### **Research Hypotheses**

The Following research hypotheses were formulated to guide the study

**Ho<sub>1</sub>:** There is no significant relationship between reading habit and academic performance among business education students in University of Ilorin, Nigeria.

**Ho<sub>2</sub>:** There is no significant relationship between peer group influence and reading habit of business education students in University of Ilorin, Nigeria.

**Ho<sub>3</sub>:** There is no significant relationship between reading time and academic

performance of business education in University of Ilorin, Nigeria.

**Methodology**

Descriptive survey design of correlational type was adopted for this study. The target population of the study comprised 454 Business Education students as at the period of this study. Using research advisor's table, 196 out of 454 Business Education students were sampled for this study. Convenience sampling technique was used to select the students. A questionnaire titled "Reading Habit and Students' Academic Performance Questionnaire" (RHSAPQ) was used to obtain data from the students. The questionnaire was divided into three sections. Section A of the questionnaire was used to obtain students' level, age and gender; section B was used to obtain data on the students' academic performance (CGPA and/or Class of Degree) while section C was used to obtain data on the students study habit and its measure using a likert scale of SA (4), A (3), D (2), and SD (1). The instrument was subjected to both validity and reliability tests. At first, the questionnaire was given to expert in the field to check for the face and content and face validity. Subsequently, factor analysis was conducted on the questionnaire items and scale content validity index was used to ascertain the clarity of the questionnaire and the process yield a conclusion that the questionnaire is valid. For the reliability of the questionnaire, Cronbach's alpha measure of internal consistency was used to test the reliability of the questionnaire and a coefficient of 0.87 was generated indicating that the questionnaire is reliable. Inferential statistics of Pearson product-moment correlation was used to test the formulated hypotheses at 0.05 level of significance using Statistical Package of Social Science (SPSS).

**Result of the Study**

In testing the following hypotheses, Pearson product-moment correlation was used at 0.05 level of significance.

**H<sub>01</sub>:** There is no significant relationship between reading habit and Students academic performance among business education students in university of Ilorin.

**Table 1:** Reading habits and students' academic performance

| Variables                      | N   | X    | Sd  | df  | Cal value | P-value | Decision        |
|--------------------------------|-----|------|-----|-----|-----------|---------|-----------------|
| Reading habits                 | 196 | 3.87 | .49 |     |           |         |                 |
| Student's academic performance |     |      |     | 228 | .787      | .000    | H <sub>01</sub> |
|                                | 196 | 5.78 | .38 |     |           |         | Rejected        |

**Significant p<.05**

Evidence from the table 1 shows the calculated r-value of .787 while p-value (0.000) is less than the significance level (0.05). Hence, the hypothesis which states that there is no significant relationship between reading habit and students' academic performance among business education students in University of Ilorin is rejected.

Thus, there is significance relationship between reading habit and students' academic performance among business education students in University of Ilorin.

**H<sub>02</sub>:** There is no significant relationship between peer group influence and reading habit of business education students of University of Ilorin.

**Table 2:** Peer group and reading habit

| Variables     | N   | X    | Sd  | df  | Cal r-value | P-value | Decision        |
|---------------|-----|------|-----|-----|-------------|---------|-----------------|
| Peer group    | 196 | 2.37 | .76 | 228 | .643        | .000    | H <sub>02</sub> |
| Reading habit | 196 | 3.87 | .49 |     |             |         | Rejected        |

**Significant p<.05**

Statistics in the table 2 indicates that the calculated r-value of .643 while p-value (0.000) is less than the significance level (0.05). Therefore the hypothesis is rejected. This implies that there is a significant relationship between peer group influence and reading habit of business education students of University of Ilorin.

**H<sub>03</sub>:** There is no significant relationship between reading time and academic performance of students in business education in University of Ilorin.

**Table 3:** Reading time and students' academic performance

| Variable                       | N   | X    | Sd  | df  | Cal r-value | P-value | decision        |
|--------------------------------|-----|------|-----|-----|-------------|---------|-----------------|
| Reading time                   | 196 | 3.27 | .47 | 228 | .547        | .000    | H <sub>03</sub> |
| Students' Academic performance | 196 | 5.78 | .38 |     |             |         | Rejected        |

**Significant p<.05**

Table 3 shows that the calculated r-value of .547 while p-value (0.000) is less than the significance level (0.05). Therefore the hypothesis was rejected. In the light of statistical analysis it was concluded that there is significant relationship between students' reading time and academic performance of business education in University of Ilorin.

**Discussion of the Findings**

Evidence from the table 1 shows the calculated r-value of .787 while p-value (0.000) is less than the significance level (0.05). Hence, the hypothesis which states that there is no significant relationship between reading habit and students' academic performance among business education students in University of Ilorin is rejected. Thus, there is significance relationship between reading habit and students' academic performance among business education students in University of Ilorin. The r-value

showed a positive correlation between the two variables. This indicates that the higher the level of students' reading habit, the higher the level of their academic performance. In furtherance, the correlation with r-value .787 is strong. This by implication means that students should assert more efforts towards their reading habit as that will positively affect their academic performance. The result of the study is in line with that of Balan Katenga and Simon (2019) which showed a positive significant relationship between reading habit and students' academic performance. However, the findings of this study differ from the result of the study carried out by Ojetunde (2022) which showed statistically that there is no significant correlation between students' reading habit and academic performance. The differences in the result of this study maybe as a result of the different categories of students involved and on the basis of institution covered.

Statistics in the table 2 indicates that the calculated r-value of .643 while p-value (0.000) is less than the significance level (0.05). Therefore the hypothesis rejected. This implies that there is a significant relationship between peer group influence and reading habit of business education students of University of Ilorin. This finding showed that peer group chosen by the students' affects their study habit. Although the correlation is positive and is not really strong; however, it was not low either. The result explains that the choice of students peer group associated will impact their study positively or otherwise. The findings of this study disagrees with that of Olaleru and Owolabi (2021) which showed that peer influence has a negative influence on school library use among students in public secondary schools. The difference along this line may be as a result of the fact that secondary school students lean more towards the use of notes and some recommended textbooks which they may have to purchase without visiting the library. Another situation may be due to the fact that most public schools don't have functional library in the state in which the study was conducted.

Table 3 shows that the calculated r-value of .547 while p-value (0.000) is less than the significance level (0.05). Therefore the hypothesis was rejected. In the light of statistical analysis it was concluded that there is significant relationship between reading time and academic performance of business education students in University of Ilorin. The finding revealed that the choice of students reading time affect their academic performance. This showed that among every other thing, the students should pay close attention to their reading time and be able to understand when they retain more while reading. This will enable the students to plan their reading time and stop imitating others. The outcome of this study is in line with that of Egong (2014) which revealed that reading culture in terms of time habit and ability to concentrate was significantly related with academic performance.

## **Conclusion**

To ascertain the effectiveness of any level of education, the academic performance is the yardstick that is often used. However, the academic performance

and achievement of students is nothing to write home about as recent lamentation by the employers of labour showed that the graduates are half-baked and often need further training to perform in their respective areas of functions. This situation may be attributed to undesirable reading habit displayed by some of the students and if perhaps its improvement can assist in bringing about improvement in students' academic performance. This study thus examined reading habits and academic performance of business education students in University of Ilorin, Nigeria. The study concluded that the higher the level of reading habit, the higher their level of academic performance among business education students in University of Ilorin.

### **Recommendations**

Based on the findings of the study,

1. It is strongly recommended that schools should always provide adequate reading facilities needed by students.
2. Government through her agencies should help the school by providing facilities needed by students to supplement what have been taught in the classrooms.
3. Orientation should be given to students on the importance of self-awareness to ascertain the study time that is suitable for them.
4. Counseling session should be organized to guide the students on the importance of choice of peer group and its influence on their academic endeavours.

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