

**CORRELATION BETWEEN READING CULTURE AND LEARNING
OUTCOME OF SECONDARY SCHOOL STUDENTS
IN EDUCATION DISTRICT 1, LAGOS STATE**

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Abstract

The objective of the present study was to find out the correlation between reading culture and learning outcome of secondary school students in relation to gender. The study examined correlation between reading culture and secondary school goal achievement. The study used correlational research design type with sample of 150 junior secondary school students in education district 1 in Lagos state, Nigeria in which stratified random sampling technique was used to select 75 males and 75 females of three junior secondary schools in education district 1. The finding gathered information on learning outcome and positive behaviours of students with student's last basis education certificate examination results. The Pearson Product Moment Coefficient was used to analyze the data which showed that i) there was a significant correlation between reading culture and learning outcome of student studying in junior secondary schools; ii) there was a significant correlation between reading culture and learning outcome of male students studying in junior secondary schools; iii) there was a significant correlation between reading habit and learning outcome of female students studying in junior secondary schools. Based on the findings of the study, it was recommended that the Federal Ministry of Education should ensure that adequate facilities and equipment are provided to influence the students on reading culture to positively enhance the learning outcome of students.

Keywords: *Learning outcome, Secondary school, Students, Reading culture*

Introduction

According to Rabia et al. (2017), reading positively gives to the enhancement intellectual capacities of the learners. Higginbotham (1999) stated that positive reading culture will determine significant learning outcome (Issa et al., 2012; Kaur & Pathania, 2015) of the learners greatly because of the relationship between reading culture and learning outcome. Reading culture influence learners to display different experiences in respective of their sex, which in turn impact changes in their behavior, motivational levels, development of mental, physical skills, as well as values and beliefs (Bhan & Gupta, 2010; Ogbodo, 2010; Singh, 2011). Reading culture and learning outcome act as significant indicator to improve the quality of education at all levels (Lawrence, 2014). Moreover, little researchers have investigated the components affecting reading culture and proposed several components such as, duration of siesta and reading attention span by Rogaten et al (2013); Kelly et al. (2001) age groups collaboration and healthy competition by Yusuf et al (2011) parental participation and economic status by Farooq et al. (2011); Barnard (2004); Shumow and many other factors as well.

Several studies have been conducted to investigate the correlation between reading culture and learning outcome of students at different levels of education and concluded the result that a significant positive correlation exists between reading outcome and learning outcome (Alavi et al. 2017; Arora, 2016; Jafari et al. 2019; John et al. 2020; Kaur & Pathania, 2015; Looyeh et al, 2017; Numan & Hasan, 2017; Premlaxmi, 2012; Rabia et al., 2017; Sasi & Anju, 2020; Siahhi & Maiyo, 2015), whereas others found no significant relationship (Lawrence, 2014; Nonis & Hudson, 2010) some also found significant difference (Rabia et al., 2017; Singh, 2011; Vasu & Venkatarathanam, 2017) while some others found no significant difference (Bhan & Gupta, 2010; Gudaganavar & Halayannavar, 2014). More so, some researchers used reading culture as a predictor to enhance learning outcome (Numan & Hasan, 2017; Robres et al. 2021).

From the literature reviewed so far, evidence abound that learning outcome is strongly been determined by learners reading culture. More so, the prominent part of reading culture and its impact, and effects on learning outcome have been explained by various researchers throughout their research findings particularly

at secondary school levels of education. More so, some number of researches (Lawrence, 2014; Premlaxmi, 2012; Siah & Maiyo, 2015) have been conducted in relation to reading culture and learning outcome of students particularly at secondary school levels. For which the present study has been designed to study the correlation between reading culture and learning outcome of secondary school students.

Purpose of Study

The purpose of this study is to find out was to examine the correlation between reading culture and learning outcome of secondary school students. The specific purposes of the study are to;

1. assess the correlation between reading culture and learning outcome of junior secondary school students.
2. investigate the correlation between reading culture and learning outcome of male students studying in junior secondary school.
3. examine the correlation between reading culture and learning outcome of female students studying in junior secondary schools.

Research Questions

The following questions were raised and answered in this study:

1. What is the correlation between reading culture and learning outcome of junior secondary school students?
2. What is the correlation between reading culture and learning outcome of male students studying in junior secondary school?
3. What is the correlation between reading culture and learning outcome of female students studying in junior secondary schools?

Research Hypotheses

- Ho₁: There is no significant correlation between reading culture and learning outcome of junior secondary school students.
- Ho₂: There is no significant correlation between reading culture and learning outcome of male students studying in junior secondary school.
- Ho₃: There is no significant correlation between reading culture and learning outcome of female students studying in junior secondary schools.

Methodology

The research design used for the study was correlational research design type which was used to measure the correlation between reading culture and learning outcome of junior secondary school students. The junior secondary schools in Lagos education district 1 was used as the population of the study in which 150 junior secondary schools students was randomly selected and used as the sample with five junior secondary schools, 30 students from each of the selected schools were used comprises of 15 males and 15 females. The instrument that was used in this study was reading culture inventory developed by (Sharma, 1989), in which the instrument focuses on reading culture, learning capacity, time management and evaluation of reading culture. The reliability of this instrument was found to be 0.88 and 0.83 respectively and the instrument was considered reliable for the study. The data collected were analyzed with Pearson Product Moment Correlation Coefficient at 0.05 level of significance.

Results

Ho₁: There is no significant correlation between reading culture and learning outcome of junior secondary school students.

Table 1.

The correlation coefficient between reading habit and learning outcome of junior secondary school students.

Variable	N	Pearson's Correlation	df	Level of significance
Reading culture	150	0.96	98	0.01
Learning outcome	150			Significant

P>0.01

Table 1 shows that the correlation between reading habit and learning outcome of junior secondary school students was 0.96 which is positive and significant at 0.01 level against df 98. This indicates that reading habit and learning outcome of junior secondary school students were positively correlated. Thus, the null hypothesis that there is no significant correlation between reading habit and learning outcome of junior secondary school students was rejected. It, therefore, showed that the reading habit and learning outcome of junior secondary school students were seen to be highly correlated.

Ho₂: There is no significant correlation between reading culture and learning outcome of male students studying in junior secondary school.

Table 2

The correlation coefficient between reading culture and learning outcome of male students studying in junior secondary schools.

Variable	N	Pearson's Correlation	Df	Level of significance
Reading culture	75	0.96	48	0.01
Learning outcome	75			Significant P>0.01

Table 2 found that the correlation coefficient between reading culture and learning outcome of male students studying in junior secondary school is 0.96 which is positive and significant at 0.01 level. It reflects that reading culture and learning outcome of male students were positively related. Therefore, the null hypothesis that there is no significant correlation between reading culture and learning outcome of male students studying in junior secondary schools was rejected. Thus, reading culture of junior secondary school male students was seen to be highly related. That is, higher the reading culture, higher is likely to be the positive learning outcome of students.

Ho₃: There is no significant correlation between reading culture and learning outcome of female students studying in junior secondary schools.

Table 3.

The correlation coefficients between reading culture and learning outcome of female students studying in junior secondary schools.

Variable	N	Pearson's Correlation	Df	Level of significance
Reading culture	75	0.98	48	0.01
Learning outcome	75			Significant P>0.01

Table 3 displays that the correlation coefficient between reading culture and learning outcome of female students studying in junior secondary schools was 0.98 which is positive and significant at 0.01 level. This as shown that reading culture and learning outcome were positively related. Thus, the null hypothesis that there is no significant correlation between reading culture and learning outcome of female students studying in junior secondary schools was rejected. More so, the correlation coefficient between reading culture and learning outcome of female students were 0.98 which is higher than the correlation coefficient of male. This can be said that female students had better study habits and they were seen to be higher positive learning outcome than the male students when it comes to positive learning outcome.

Discussion

The findings shows that a very high positive correlation was found between reading culture and learning outcome of students studying in junior secondary schools of Lagos education district 1, which forth-come to support previous findings of Arora (2016); Alavi et al. (2017); Looyeh et al. (2017); Numan and Hasan (2017); Rabia et al. (2017); Jafari et al. (2019); John et al. (2020) and Sasi and Anju (2020). Moreover, the reverse is the case with the results of the study of Lawrence (2014); Silverrajoo and Hassan (2018), since they found no significant relationship between reading culture and learning outcome. More so, the present study displayed that female students were performed better than their counterpart male students in relation to learning outcome shown to be related with the study of Numan and Hasan (2017); Vasu and Venkatarathanam (2017); Jafari et al. (2019) and Jena and Jena (2020), but didn't relate with the study of Gudaganavar and Halayannavar (2014) who found that male student learning outcome scores were higher than female students. Furthermore, the present findings displayed that female students who studied in junior secondary schools had better reading culture than male students can be seen to be similar with the findings of Numan and Hasan (2017); Vasu and Venkatarathanam (2017); Jafari et al. (2019). This implies that reading culture is highly valued in education to positively enhance the learning outcome of students and promote the attainment of educational goals.

Educational Implications

1. The study will help both teachers and parents to make students aware about the importance of reading culture for attainment of educational goals.
2. The study will help the policy makers to establish various mechanism to collect and utilize research finding for the improvement of reading cultures among students at all levels of education.
3. The study will help the curriculum framers to make reading culture to be an integral part of the syllabus by which students' interest towards book reading may be promoted.
4. The study will help the future researcher to undertake more researches by predicting other variables which directly or indirectly affect school performance of students.

Conclusion

The aim of this study was to examine the relationship between reading culture and learning outcome of junior secondary school students and the findings in which the study displayed that there is high significant relationship between reading culture and learning outcome of students studying in junior secondary school. This implies that an increase in the appraisal of reading habit will also bring increase in the goal achievement of secondary school students. Thus, realising the significant importance of reading, it can be said that effective reading culture along with guidance of parents and teachers can assist students to perform well in learning outcome because good reading culture are always helpful to determine the students learning outcome.

Recommendations

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

- i. The Federal Ministry of Education should ensure that adequate and sufficient facilities and equipment are provided to influence the students on reading culture to positively enhance the learning outcome of students.
- ii. Teachers should be implored to consistently attend workshops or seminars to deepening their teaching knowledge and understanding on how to motivate and compel students to imbibe reading culture.
- iii. Parents should be enlightened on the importance to consistently guide and support students on reading culture.

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