



Research Paper

# Reading Habits and Students' Academic Performance in the Era of Information and Communication Technology

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**ABSTRACT:** This study aimed at examining the reading habits of students at the tertiary level of education to determine their level of academic performance in this era of Information and Communication Technology. The data for the study were drawn from a self-designed questionnaire administered on 30 students of English in a Nigerian College of education, using purposive random sampling technique and the academic records of the selected students in the selected English core course (ENG324 Language Testing). Three null hypotheses were formulated and tested; the data were analyzed using descriptive and inferential statistical techniques of Chi square. The findings revealed that students' reading habits and their academic performance are not statistically related ( $r=.528$ ,  $N=30$ ,  $P=.120$  tailed). Thus, there is no significant correlation between reading habits students' academic performance: also, there is no significant correlation between students' academic performance and Information and Communication Technology ( $r=.192$ ,  $N=30$ ,  $P=.310$ , 2 tailed). However, the study found out that there is a significant relationship between students' reading habits and Information and Communication Technology ( $r=.7555$ ,  $N=30$ ,  $P=0.59$ , 2 tailed). This suggests that Information and Communication Technologies are veritable tools for boosting students' reading habits. Based on the findings, students rely on e-books as their sources of information. The study concluded that ICT provides impetus that motivates students to read either for academic purposes or leisure. By this, reading habits are unconsciously developed and this could enhance their academic performance.

**KEYWORDS:** Reading Habits, Academic Performance, Information Communication Technology

Received 24 Nov., 2022; Revised 05 Dec., 2022; Accepted 07 Dec., 2022 © The author(s) 2022.

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## I. INTRODUCTION

Reading is one of the language skills that is very vital to students' academic performance in all subjects/courses across the curriculum, and an essential tool for lifelong learning thus, it is termed a literacy skill. Reading is the ability to understand words contained in a document and make use of the knowledge for personal growth and development [1]. Reading is done for different purposes, some of which include for pleasure, relaxation, leisure, information and for knowledge. It is a communication process through which information is passed from the writer to the reader by a means of written symbols. Reading is goal directed: it is the mental and systematic activity which is relevant to all academic undertakings. Reading has been defined as a highly complex activity that includes various important aspects, such as recognizing symbols quickly and accurately and interpreting them into different thought and action patterns [2]. Reading consists of two interdependent fundamental processes: the visual and the mental or intellectual. The eye is used for visual perception of printed symbols and the mind for the interpretation of what has been read. Reading is a complex literacy skill which entails certain developmental processes and stages which might not be completely mastered within a space of time, thus, a reader must make conscious effort at improving his/her reading ability or skills because reading is a crucial means through which one develops literacy and knowledge of his environment. The activities of reading are regarded as habits when such are repeatedly carried out. In measurable terms, before reading habits can be cultivated, the amount of the material being read, the frequency of reading as well as the average time spent on reading should be considered [1].

Reading habits empower students to have effective meaningful study skills, acquire knowledge of various study resources, and effective retention capacity [3]. Early guzzling of reading habits is a fundamental aptitude important in securing knowledge which is profoundly required in the life of every learner in the academic environment.

## **II. REVIEW OF LITERATURE**

There have been numerous researches on Information and Communication Technologies as well as, any other independent studies on reading habits in the previous years. The impact of ICTs on teaching and learning in relation to digital media, mainly computers and the internet cannot be overemphasized. ICTs are the technologies used in conveying, manipulation and storage of data by electronic means [4]. The abuse of the internet has been a major concern of the stakeholders in the education industry as well as parents as it is generally believed that students are affected by giving valuable time to internet activities. In a 2020 study, it was revealed that reading habits have important impact on students' academic performance; however, the major factor militating against students' reading habits is addiction to social media such as WhatsApp, Facebook, Instagram, etc. [3]. In the same vein, an investigation on the effects of social media on reading habits of students of Ikere Ekiti College of Education revealed that social networkings distract students from reading [1]. In supporting this finding, another study was of the view that some students may use ICTs to increase their leisure time and have less time to study [4]. This study, however, revealed that students have a positive attitude towards ICTs and use them to facilitate learning, although male students are more favourable towards ICTs usage and are likely to find ICTs help them at their studies [4]. These findings are in tandem with another study which indicated that students are better prepared for their examinations with the help of the internet, as e-journals and e-books are among the resources they mostly used [5].

A research on the effects of social media on the reading culture of students in Tamale Technical University, Ghana, revealed that excessive use of social media by students has a statistically significant impact on their reading culture and to an extent their academic performance [6]. It should be noted that the internet is an inseparable part of today's educational system; in fact, the whole system depends on the internet for academic and administrative purposes.

The emergence of ICTs has ushered in a new form of knowledge production and distribution. If properly harnessed, ICTs provides virtually immeasurable wealth of information resources readily available and accessible to numerous people across the globe all at the same time. In this era of Information and Communication Technologies, students' reading habits could be enhanced by their attitude and level of maturity towards the use of the internet which could in turn determine their level of academic performance.

## **III. OBJECTIVES OF THE STUDY**

The aim of this study is to find out the impact of Information and Communication Technologies on the students' reading habits and their academic performance.

The specific objectives of the study are:

1. to determine the extent to which students' reading habits have impact on their academic performance in the era of Information and Communication Technologies,
2. to examine the effect of Information and Communication Technologies on the reading habits of the students,
3. to find out the relationship between Information and Communication Technologies on students' academic performance,
4. To make recommendation on the basis of findings.

## **IV. RESEARCH HYPOTHESES**

H<sub>01</sub>: There is no significant relationship between students' reading habits and their academic performance

H<sub>02</sub>: There is no significant relationship between students' reading habits and Information and Communication Technologies

H<sub>03</sub>: There is no significant relationship between students' academic performance and Information and Communication Technologies.

## **V. METHODOLOGY**

The target group for this study was 300 level students of English in Michael Otedola College of Primary Education, Noforija Epe, Lagos state, Nigeria. A self designed questionnaire, comprising 15 question items, was administered on selected 30 students of English in the institution, using purposive random sampling technique and the academic records of the selected students in the selected English core course (ENG 324

Language Testing). The three null hypotheses were tested and the data collected were analyzed using descriptive and inferential statistical techniques of Chi square.

## VI. DATA ANALYSIS AND DISCUSSION

The data presented below is based on the returned questionnaire. 30 questionnaires were administered and all were returned. To derive useful results from the data, and examine the proposition of the study, data from the survey were analyzed using descriptive and inferential statistical techniques of chi square as mentioned earlier.

**Table 1: Socio-Demographic Characteristics of the Respondents**

Age	Frequency	Percent
15-20 years	13	43.3
21-25 years	16	53.3
26 years and above	1	3.4
<b>Total</b>	<b>30</b>	<b>100.0</b>

**Field Survey, 2022**

The table above reveals the distribution of the students' age. As It can be seen, 43% of the students were between 15 – 20 years, 53% were between 21 -25 years and 3.4% were between 26 years and above. The processed data indicate that majority of the respondents covered in this study were adults between the age range of 26 and 30 years. The implication of this is that high percentage of the respondents participated in the study was relatively young, active and physically capable of performing time consuming tasks.

Gender	Frequency	Percent
Male	11	36.7
Female	19	63.3
<b>Total</b>	<b>30</b>	<b>100.0</b>

**Field Survey, 2022**

The Table above shows that the sample population contained more female than male. More than half of the respondents were female; it was revealed that 36.7% were male while 63.3% were female. However, the difference between male and female numerically as shown in the Table could also have arisen from the random sampling procedure adopted in the study, which gave every respondent equal chance, irrespective of gender.

## VII. TEST OF HYPOTHESES

**Hypotheses One:** There is no significant relationship between students reading habits and their academic performance.

**Table3: Correlation Analysis between Students' Habits and their Academic Performance**

Variables	N	X	SD	r	Significance
Reading Habits	30	20.5000	3.72086	.528	.120
Academic Performance	30	48.4333	8.38588		

**Not significant at P>0.05**

Table 3 shows that there is no significant relationship between students' reading habits and their academic performance in ENG 324 ( $r=.528, N=30, P=.120, 2$ -tailed). This implies that students' reading habits and their academic performance in ENG 324 was not statistically related in Michael Otedola College of Primary Education (MOCPE) in Epe Local Government Area in Lagos state.

**Hypothesis Two:** There is no significant relationship between students reading habits and Information and Communication Technology.

**Table 4: Correlation analysis between students' reading habits and Information Communication Technology**

Variables	N	X	SD	r	Significance
Reading Habits	30	20.5000	3.72086	.755	.059
ICT	30	23.7000	3.04166		

**Significant at P>0.05**

Table 4 shows that there is significant correlation between students' academic performance and Information and Communication Technology in ENG324 ( $r=.755, N=.059, 2$ -tailed). This implies that Information and Communication Technologies are veritable tools for boosting students' reading habits.

**Hypothesis Three:** There is no significant relationship between students' academic performance and Information and Communication Technologies.

**Table 5: Correlation analysis between students' academic performance and information and Communication Technologies**

Variables	N	X	SD	r	Significance
Academic Performance	30	48.4333	8.38588	.192	.310
ICT	30	23.7000	3.04166		

**No significant at P>0.05**

Table 5 shows that there no significant correlation between students' academic performance and Information and Communication Technologies in ENG 324( $r=.192, N=30, P=, .310, 2$  tailed). This implies that the relationship between students' academic performance and Information and Communication Technologies was not statistically related in Michael Otedola College of Primary Education (MOCPED).

## VIII. DISCUSSION OF FINDINGS

The first research hypothesis predicted that there is no significant relationship between students' reading habits and their academic performance. The finding of the study revealed that there was no significant relationship between students' reading habits and their academic performance in ENG324 in Michael Otedola College of Primary Education in Epe Local Government Area of Lagos State. The finding of the study corroborates [7] who found that no significant relationship existed between students' reading habits and their academic performance in English Language. The finding is however at variance with [8] who found that study habits help to develop necessary study skills that enhance students' reading comprehension and academic performance.

The second research hypothesis predicted that there is no significant relationship between students' reading habits and Information and communication Technologies in ENG324. The finding is in line with that of [9] who reported that students access the internet everyday and they use the internet in support of their academic work. [10] confirmed that majority of students rely on e-resources as their sources of information and are of the opinion that printed materials are costlier compared to e-books. Further, majority of the students agreed that e-resources could be quickly accessed and easy to read. Similarly, [11] submitted that the application of ICT in teaching and learning increases students' academic performance in English.

The last hypothesis predicted that there is no significant relationship between students' academic performance and communication technologies. The finding of the study showed that there was no significant relationship between students' academic performance and ICT in ENG324 in the sampled College. The finding is similar to those of [10] who found no significant correlation between students' academic performance and Information and Communication Technologies. However, [12] concluded that students perform well when they study using ICT compared to those who study via conventional strategies. Utilizing ICT in carrying out academic activities, especially reading and studying, aids students in processing data better and also enhances their comprehension and boost their memory [12].

## IV. CONCLUSION

This study investigated reading habits of students and their academic performance in this era of Information and Communication Technology. The study revealed that students nowadays are versed in the use of the internet for various purposes, particularly for academic purposes. Thus, their frequent contact with the internet propels them to read either for academic purposes or leisure. By this, reading habits are unconsciously developed and this could enhance their academic performance.

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