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**Effect of Form Four Students' Reading Habits on Academic Achievement in Public  
Secondary Schools in Kitui Central Sub-County, Kenya**



**Master of Science in Education Management**

**October, 2022**

**Effect of Form Four Students' Reading Habits on Academic Achievement in Public  
Secondary Schools in Kitui Central Sub-County, Kenya**

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**Submitted in partial fulfillment of the requirements for the degree of Master of Science in  
Education Management at Strathmore University**



**School of Humanities and Social Sciences**

**Strathmore University**

**Nairobi, Kenya**

**October 2022**

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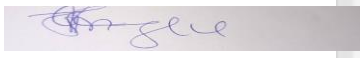
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Date: 28.08.2022

### Approval

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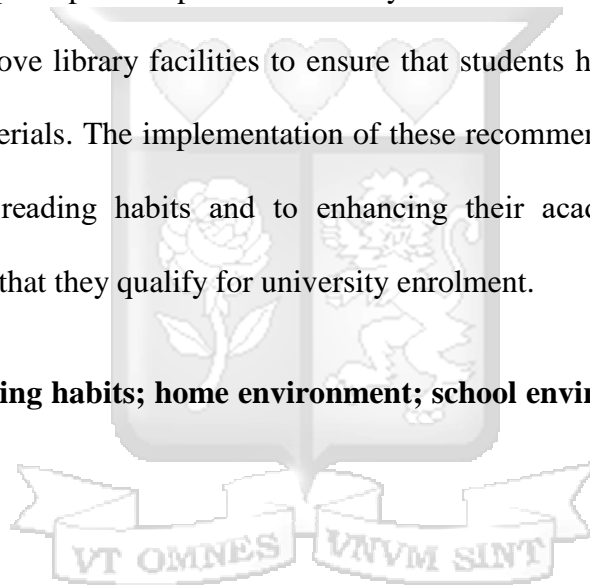


## Abstract

This study investigated the effect of form four students' reading habits on academic achievement in public secondary schools in Kitui Central Sub-County, Kenya. Form four students in secondary schools in Kitui Central Sub-County are performing poorly in the KCSE. The study objectives were: To examine reading habits of form four students in the home environment, to investigate the reading habits of form four students in the school environment, to assess the status of the libraries and to discuss the relationship between reading habits and academic performance of form four students in public secondary school students' in Kitui Central Sub-County. The study adopted three theories of reading namely, Traditional Bottom Up-View influenced by the behaviorist's psychology of the 1950s, Cognitive View developed in the 1960s in the cognitive sciences and the Schema theory based on the notion that experiences lead to creation of mental frameworks that help a reader make sense of new experiences. It used a descriptive research design with a sample size of 197 secondary school teachers and 335 Form Four students based on the Yamane Sampling formula. Primary data was collected using two sets of questionnaires (teachers' and students') containing open and closed-ended questions. Quantitative and qualitative data were analyzed using SPSS version 21 and content analysis techniques respectively. The study established that the home environment was not promoting good reading habits in students, the school environment was supporting good reading and most schools in the region lacked library facilities and services. The study also revealed that there exists a significant positive relationship between reading habits and student academic performance. The study made the following recommendations to the various stakeholders in Kitui Central, Sub-County.

The students should develop a positive attitude toward reading, be self-motivated, goal-oriented and focused to develop good reading habits for both academic and non-academic purposes. Parents must create an enabling reading environment at home, as well as promoting reading habits by purchasing books, allowing time for study, acting as mentors and role models, and supervising reading at home. The teachers in the school environment should develop students' reading habits by supervision of reading activities, allocating reading lessons in the timetable and scheduling time for students' private reading, among others. In conjunction with the national and local governments, the principals of public secondary schools in Kitui Central, Sub-County should construct or improve library facilities to ensure that students have access to appropriate reading and revision materials. The implementation of these recommendations would contribute to improving students' reading habits and to enhancing their academic performance, thus increasing the likelihood that they qualify for university enrolment.

***Keywords:* Student reading habits; home environment; school environment; school library; academic performance**



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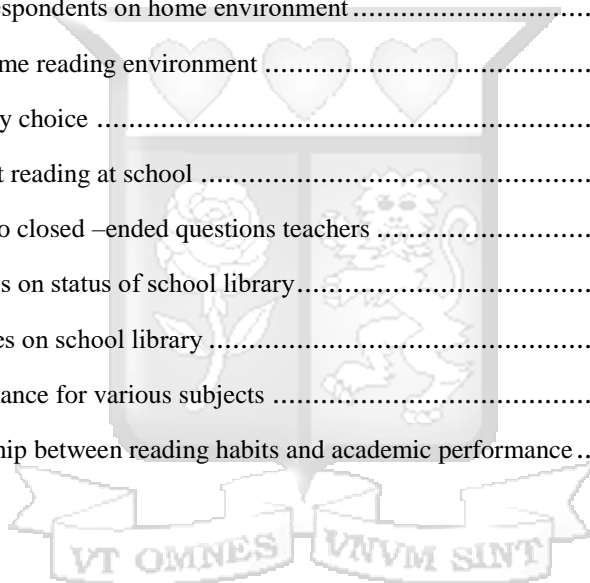


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## List of Abbreviations

ASHA-American Speech-Language Association

FERPA-Family Educational Rights and Privacy Act

HIPAA- the Health Insurance Portability and Accountability Act

KCSE- Kenya Certificate of Secondary Education.

KNEC- Kenya National Examinations Council

NACOSTI- National Commission for Science, Technology & Innovation

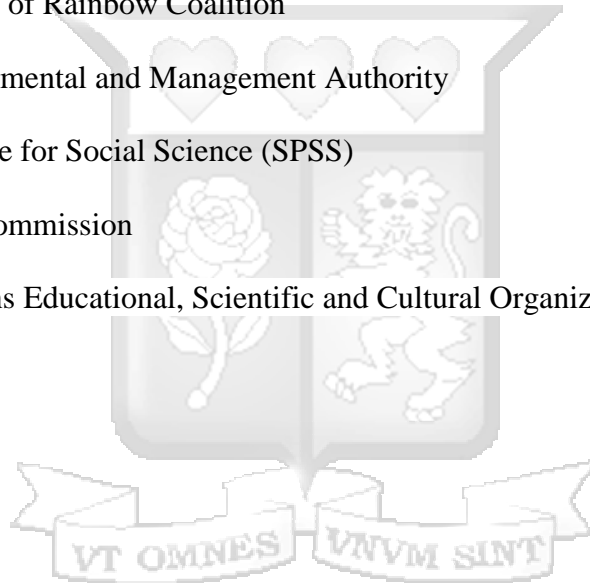
NARC-National Alliance of Rainbow Coalition

NEMA-National Environmental and Management Authority

SPSS - Statistical Package for Social Science (SPSS)

TSC-Teachers Service Commission

UNESCO- United Nations Educational, Scientific and Cultural Organization



## Definition of Key Terms

**Academic Performance:** Academic performance is the level of outcome from academic examinations and test.

**Habit:** Oxford Learner's Pocket Dictionary (2005), defines habit as a thing that a person often does and almost without thinking, especially something that is hard to stop doing. Moreover, Cambridge Advanced Learner's Dictionary (2013) also defines habit as something that you do regularly or usually, often without thinking about it because you have done it so many times before.

**Library:** Is any organized collection of printed books and periodical or audio-visual material with a staff to provide the use of such materials as are required to meet the informational research, educational and recreational needs of users (UNESCO, 1994)

**Reading:** Reading is the ability to look at and comprehend the meaning of content or matter (Palani, 2012).

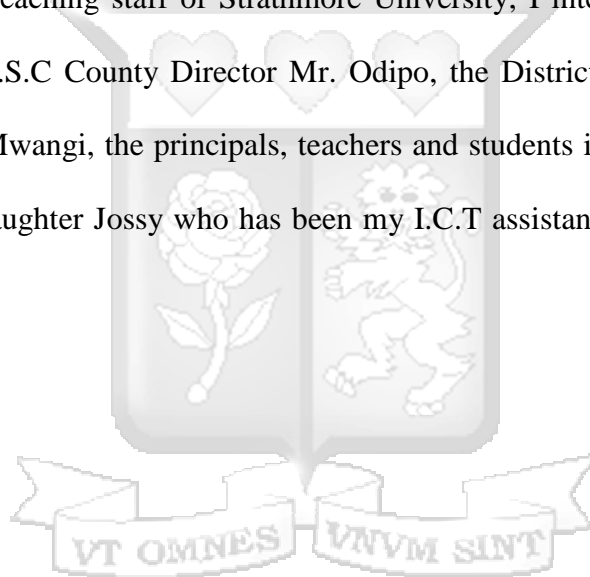
**Reading habit:** Is a reading activity that is repeatedly carried out.

**School:** It is an institution for educating children.

**Student:** A person who goes to school and learns something.

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## **Dedication**

I dedicate my work to the Almighty God for watching me all through my entire study life, my parents, brothers and sisters for immense support spiritually, morally and financially, to my three loving daughters, Josphine Kaloki, Dorcas Mulekye and Joy Zawadi for their understanding when I left them alone to pursue the masters, their prayers and encouragement too.



## **CHAPTER ONE: INTRODUCTION**

### **1.1 Introduction**

This chapter discusses background to the study, problem statement, overall aim of the research, research objectives and questions, scope, significance, and limitations of the research

### **1.2 Background to the study**

Reading is an essential learning tool, and developing the love of books is a skill-building academic activity that improves one understanding of the text. Information can be obtained by studying both printed and unprinted materials. (Rosli et al., 2018). According to Kutay (2014), reading improves thinking ability by giving new concepts and ideas and enhances vocabulary and language which is essential in verbal communication (Kutay, 2014).

While the term reading refers to the process of acquiring knowledge that involves decoding symbols to obtain meaning (Bormuth, 1973; Sandhu, 2016), the term habit is defined as an action that is carried out repeatedly and automatically (Clark, 2000). Therefore, the expression reading habit means the repeated and automatic process of acquiring knowledge through decoding symbols to understand their meaning (Sun, 2020). Good reading habits are developed when reading becomes a part of daily activity in a regular and intentional manner (Iftanti, 2015). Reading habits help the learner to obtain meaningful and desirable knowledge. Good reading habits act as a tool for students to excel in life (Bashir & Mattoo, 2012).

Reading habits have been singled out as having a significant effect on the scholarly output of students (Cunningham & Stanovovich, 2001; Hangu, Capps, Blacklock, & Garza, 2014; Levine, Waite & Bowman, 2007). It is an indispensable method of acquiring knowledge, is

essential for higher academic performance (Bashir & Mattoo, 2012), and determines the success of university students around the globe. Students interested in reading, including non-academic literature, increase their emotional and academic intelligence (Okwilagwe, 1998). If students possess good reading habits, they can improve their critical reasoning skills and ultimately achieve better educational outcomes. According to Kutay (2014), reading improves thinking ability by giving new concepts and ideas and enhances vocabulary and language which is essential in verbal communication (Kutay, 2014).

In measurable terms, reading habits, as stated by Chettri and Rout (2013), are often considered in terms of the number of materials read, frequency of reading, and the average time spent on reading. Chettri and Rout also mentioned that students' interest in fiction and non-fiction is one of the factors influencing their reading habits. Apart from contributing to academic success, reading also broadens the horizons of one's knowledge. Hence, it should be given utmost importance, and students in schools and universities should be encouraged to engage in meaningful reading (Chettri & Rout, 2013). Reading is a prerequisite for effective study habits, which helps to improve students' academic performance. It is the hallmark of success, not just in the academic environment but also as a means to lifelong learning. Reading is the catalyst to career progression and academic achievement (Chuks Danie, 2017a). Okebukola (2004) affirms that through reading, humans have the tools to transmit knowledge to each succeeding generation; it thus allows one to listen to the wisdom and people of all times.

Andayani and Maryam (2018) state that there is need to encourage activities that help students to develop an interest in reading which gradually becomes a habit. In the academic field, having good reading habits helps students to easily understand the context in a text and answer questions without obstacles. In addition, good reading habits also helps students to

speak confidently in class and develop reading habits that help in improving their analytical skills in comprehension tasks (Hanah, 2020).

According to Palani (2012), reading habits are essential for creating a literate society in this world (Palani, 2012). It shapes the personality of individuals; it helps in developing proper thinking methods and in creating new ideas. Reading habits do not appear suddenly, the habit should be fostered. According to (Iftanti, 2015) in developing reading habits is a gradual process of learning letters, words, sentences, paragraphs, and complete texts. In practice, reading accompanies a child throughout life. As a means for personal growth, it shapes the imagination and plays a critical role in allowing the individual to control language and play a role in society (Risman & Rozimela, 2018). Good reading habits contribute to formal education at school and to long-life learning. In the academic field, reading habits contribute to students' academic performance (Chettri & Rout, 2013). Oriogue et al. (2017) (Odin, 2002) reveal that reading habits lead to the improvement in learning ability for students, which contributes positively towards studying.

The government plays a crucial role in promoting reading habits to complement the learning process by providing affordable education through infrastructure, provision of learning materials, and developing learning policies. However, reading habits have not taken root in learning institutions (Odin, 2002) hence students have posted poor academic performance over the years. A study conducted by Owusu-Acheaw (2014) in Koforidua Polytechnic, Koforidua, Ghana, sought to assess the reading habits among students and their effect on academic performance. The findings confirmed that reading habits have an influence on academic performance and that there is a relationship between reading habits and academic performance (Owusu-Acheaw, 2014).

In Kitui Central Sub-County, the majority of form four students do not make it to join tertiary institutions due to poor academic performance. See Table 1.1 for Kenya Certificate of Secondary Education (KCSE) results for Kitui Central Sub-County schools in the year 2017-2019. It indicates poor academic performance in Kitui Central Sub-county, which raises questions about the reading habits of the secondary school students in the Sub-County.

*Table 1: 1 KCSE results Kitui central sub-county 2017-2019*

Description		KCSE Mean Grades									
Year	KCSE Candidates	A to C+	%	C to C-	%	D+ to D	%	E	%	X	%
2019	1,969	517	26.26	406	20.62	947	48.10	88	4.47	11	0.56
2018	1,887	442	23.42	373	19.77	979	51.88	85	4.50	8	0.42
2017	1,766	369	20.89	286	16.19	970	54.93	131	7.42	10	0.57
<b>Total</b>	<b>5,622</b>	<b>1,328</b>	<b>23.62</b>	<b>1,065</b>	<b>18.94</b>	<b>2,896</b>	<b>51.51</b>	<b>304</b>	<b>5.41</b>	<b>29</b>	<b>0.52</b>

Based on Kenya National Examination Council (KNEC), the minimum entry to university is C+ in Kenya. Table 1.1 shows the distribution of mean grades for the last three years for all subjects examined in the Kitui Central Sub-County. In 2017, 20.89% qualified for university admission. This percentage increased to 23.42% in 2018 and to 26.26% in 2019. While there is an upward trend over the three years, the average percentage for university admission over the same period is still quite low at 23.62%. Out of 5,622 students who sat the KCSE from 2017 to 2019, only 1,328 (23.62%) qualified for university admission. 3,961 students (70.45%) qualified for polytechnics and 333 students (5.93%) failed the KCSE completely. As argued by Chucks Danie (2017) in a study that investigated the effect of reading habits on the academic performance of students of Afe Babalola University, Ado-Ekiti, Nigeria,

reading habits have a significant effect on the academic performance of students (Chuks Danie, 2017). From Table 1.1, it is clear that form four students' academic performance in Kitui Central Sub-County is generally weak. This research was necessary to investigate the weak performance overall in the KCSE and the low number of form four students who qualified for university admission. The study focused on the reading habits and the academic performance of form four public secondary school students in Kitui Central Sub-County.

### **1.3 Problem Statement**



Stable and robust reading habits are core to enhancing student academic performance. As Table 1.1 indicates, form four students in public secondary schools in Kitui Central Sub-County have been performing poorly in the KCSE. From 2017 to 2019, an average of only 23.62% of form four students managed to score C+ and above to qualify to pursue undergraduate degree courses in Kenyan universities. Students' professional and academic progression largely depends on their level of performance in KCSE. In this context, it was important to look into Form Four students' reading habits and how they affect their academic performance. A deeper understanding of the reading habits and academic performance of form four students in Kitui Central Sub-County provides insights into ways of enhancing their performance in KCSE, thus contributing to improving their academic and professional future.

### **1.4 Overall aim of the research**

The overall aim of this research was to explore the effect of form four students' reading habits on academic achievement in public secondary schools in Kitui Central Sub-County, Kenya.

### **1.4. 1 Research Objectives**

1. To examine the reading habits of form four public secondary students in Kitui Central Sub-County in the home environment.
2. To investigate the reading habits of form four public secondary students in Kitui Central Sub-County in the school environment.
3. To assess the status of the libraries in public secondary schools in Kitui Central Sub-County.
4. To discuss the relationship between reading habits and academic performance of form four public secondary school students in Kitui Central Sub-County.



### **1.5 Research Questions**



1. What are the reading habits of form four public secondary school students in Kitui Central Sub-County, Kenya, in the home environment?
2. What are the reading habits of form four public secondary school students in Kitui Central Sub-County, Kenya, in the school environment?
3. What is the status of the libraries in public secondary schools in Kitui Central Sub-County, Kenya?
4. What is the relationship between reading habits and academic performance of form four public secondary school students in Kitui Central Sub-County, Kenya?

### **1.6 Scope of the study**

The study examined the reading habits of form four students in public secondary schools in Kitui Central Sub-County, Kenya in the home environment and in the school environment. It also established the status of the libraries in these schools. The study identified the

relationship between reading habits, library status and form four students' academic performance using student and teacher questionnaires containing closed and open-ended questions. The study targeted 33 public secondary schools, 388 secondary school teachers, and 2,069 Form Four students from public secondary schools in Kitui Central Sub-County, Kenya from the month of October to December 2021

### **1.7 Significance of the study**

The purpose of this study was to examine the effect of form four students' reading habits on academic performance in public secondary schools in Kitui Central Sub-County, Kenya. The findings are of interest to the national Ministry of Education, the Directorate of Education in Kitui Central Sub-County, principals, teachers, parents, and students.

By disseminating the research findings, the Ministry of Education nationally and in Kitui Central Sub-County may become more aware of the factors that negatively affect students' reading habits, contributing to poor academic performance by form four students. It is hoped that the Ministry of Education might establish policies and strategies to improve students' reading habits in schools across the entire county, especially by improving the quality of existing library facilities or constructing libraries in schools which have none. The findings may help principals to develop the management techniques necessary to encourage teachers to instill good reading habits among students, as well as working with local and national government to provide good library facilities in their respective schools. On the other hand, study findings should encourage teachers to organize more and better activities to help students improve their reading habits in the school environment. Findings from the study may be utilized to encourage parents to create a more enabling environment at home to help their children develop solid reading habits. Lastly, the findings could help secondary school

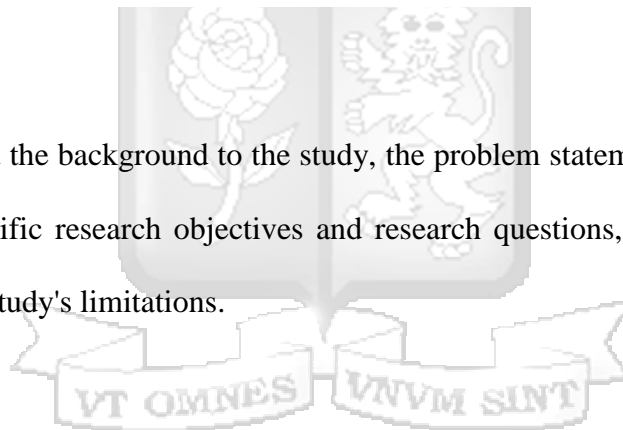
students to understand the importance of making a personal effort to develop their own reading habits and so improve their academic performance.

### **1.8 Limitations of the study**

Limitations are regulations beyond the researcher's control that may restrict the study and its application to other situations{Citation} (Best & Kahn, 1993). The study was limited to the effect of reading habits on academic performance in public secondary school students in Kitui Central Sub-County, Kenya. The study was restricted to public secondary schools in Kitui Central Sub-County, leaving out private secondary schools. The study targeted only form four students and teachers of the selected public secondary schools. The study did not include other stakeholders such as parents and school sponsors.

### **1.9 Conclusion**

Chapter one presented the background to the study, the problem statement, the overall aim of the research, the specific research objectives and research questions, the study's scope and significance, and the study's limitations.



## CHAPTER TWO: LITERATURE REVIEW

### 2.1 Introduction

The theoretical review of reading theories and their applicability to the research are covered in this chapter. Additionally, it includes the conceptual framework, conclusion, home environment and students' reading habits, school environment and students' reading habits, school libraries and students' reading habits, and empirical analysis of pertinent literature on reading habits and academic performance.

### 2.2 Theoretical Review of Relevant Reading Theories

There are several theories of reading as postulated by different proponents, some of which were relevant to this research as discussed below.

#### 2.2.1 Traditional Bottom-up View

The traditional approach to reading theory was influenced by the behaviorist psychology of the 1950s and holds that learning is founded on habit formation. Habit formation occurs due to repeated association of a stimulus with a response and language (Gee, 1999). Learning is characterized as a response system that humans acquire through automatic conditioning processes, where some patterns of language are reinforced and others are not, and only those patterns reinforced by the community of language users will persist (Omaggio, 1993). Students have to form the habit of reading through frequent and constant reading (Oyewole, 2017). Students should not only read for exams, but also to gain knowledge. School culture acts as a stimulus to students in actively engaging in meaningful reading. The school culture conditions the students to read and hence a reading culture is acquired (Oyewole, 2017). Schools should reinforce student habits that are positive and that promote reading and excellence.

The traditional approach to reading enables novice readers to acquire skills in a hierarchical order consequently building towards complexity (Oyewole, 2017). Upon mastering the sub-skills in that order, the readers are viewed as experts since they can read and comprehend. The traditional view of reading is about decoding a series of symbols that are written, to get aural equivalents and to make sense of the text, hence the name ‘bottom-up’ view of reading (Omaggio, 1993).

A child cannot start reading complicated content and reading ability is founded on simple structures as it heads towards the complex ones (Odin, 2002). The reader understands small content and develops skills that become more complex. A school reading culture is essential in building strong reading habits that will enhance higher order thinking skills in students according to Bloom’s taxonomy levels of skills acquisition (Odin, 2002).

### **2.2.2 The Cognitive View**

The Cognitive View of reading theory was developed in the 1960s (Eisemon, 1997). Emergence of the Cognitive View approach was due to a shift in cognitive sciences where behaviorism became discredited (Omaggio, 1993). According to this perspective, children are born with the mental ability to acquire a first language and cognitive abilities enable students to acquire a second language. Schools should build on the learners innate abilities to develop the thirst for reading materials in a second language (Eisemon, 1997). Reading is a psycholinguistic guessing game where readers take sample text and make hypotheses (Omaggio, 1993). After making the hypotheses, the readers either confirm or reject them and make new ones. The reader, who is the student, according to the Cognitive View theory, is at the heart of the reading process (Gee, 1999).

Even without going to school, children have the innate capacity to learn a first language. It is therefore necessary for schools to rely on this capacity to build students' reading ability. Teachers should be conscious that students come to class with their own experiences and they should use these to build a reading culture.

### **2.2.3 The Schema Theory**

The Schema Theory was one of the leading cognitivist learning theories and was introduced by Bartlett in 1932 and further developed in the 1970s by Richard Anderson. Bartlett developed this concept to provide a basis for a temporal alternative to traditional spatial storage theories of memory, since Schema Theory describes the way knowledge is acquired, processed and cerebrally organized. The Schema Theory of reading is based on the notion that experiences leads to the creation of mental frameworks that help a reader make sense of new experiences. It describes how background knowledge interacts with a reading task and illustrates how a student's knowledge and previous experience with the world is crucial to interpreting a text (Eisemon, 1997). Ability to use this schema, or background knowledge, plays a fundamental role in one's efforts to comprehend a text. According to the Schema Theory, a text gives the reader directions for retrieving meaning based on previously acquired knowledge (Omaggio, 1993). Therefore, text comprehension calls for interaction between the reader's background knowledge where the reader must have ability to relate textual content to possessed knowledge. So, the comprehension of words, sentences, and texts entails more than one's knowledge of linguistics (Omaggio, 1993).

The Schema Theory fits within the cognitive-based reading approach. Schemata, according to Omaggio (1993) are building blocks of cognition which process and interpret sensory data. The ability to read and comprehend, according to the Schema Theory, is founded on the environment such as the home or the school, and how the reader has interacted with it in the

past. Texts are understood based on what the reader has encountered in the past. The student's home environment has a significant impact on how the teacher should apply the Schema Theory to each one of them. Some students, for example, come from homes where their parents are educated and have access to reading materials, whereas others do not have access to reading materials because their parents are illiterate. This means that students who are exposed to reading materials will be able to read and comprehend faster than those who are not, and teachers must be careful to treat each student differently for better performance.

#### **2.2.4 Relevance of the reading theories to the research**

The Traditional Bottom-up approach to reading helped in the formulation of questions on home environment factors and school infrastructure such as libraries. The study gathered data on students' reading habits and how the home and school environment are of importance in establishing a sustainable reading culture. According to the theory, habit formation—which results from the repeated association of a stimulus with a response—is the basis for learning. Language, which is characterized by a response system that humans acquire through automatic conditioning processes, where some language patterns are reinforced while others are not, and only patterns that are sustained by the community of language users, is one such habit that is based in this theory.

The Cognitive View theory helped to formulate questions on school infrastructure and influence of library usage to find out how the students' mental ability is developed through reading. Understanding how school resources and the library support the development of cognitive reading by offering reading materials that foster students' mental development through creativity and discovery through reading as well as educating them on their own reading habits for lifelong learning was helpful.

The Schema Theory helped in the formulation of teachers' questionnaires to determine the strength of the link between the school and home environments in supporting and sustaining students' reading habits, as well as how they influence academic performance. The information gathered was analyzed to determine the influence of home background and school environment in supporting students' reading habits in form four public secondary school's students in Kitui-Central sub-county.

## **2.3 Empirical Review of relevant literature on Reading Habits and Academic Performance**

### **2.3.1 Global context**

A study conducted in China (Li & Qiu, 2018) indicates that parents compete for high-quality educational opportunities for children and better educational opportunities lead to better academic performance. Parenting behavior and educational support for children could influence learning habits and affect academic performance. The study also found that urban students' academic performance is more heavily affected by families' socioeconomic status compared with rural students. Li & Qiu (2018) study findings bear important implications on how to reduce class difference in students' academic performance and promote educational equity in contemporary China (Li & Qiu, 2018). A cross-country study by Lyu et al (2019) looked at the influence of family background and structural factors on children's academic. The study indicated that family socioeconomic status exerts stronger positive effects on children's academic achievement in the USA and Germany than in China; and that structural factors (such as those measured by location and urban/rural residence) play much smaller roles in the USA and Germany than in China.

A quantitative study (Balan et al., 2019) which examined reading habits and their influence on the academic achievements of students at Asia-Pacific International University, Thailand, found that the majority of the respondents value the importance of reading. However, the respondents had low reading habits. The study recommended that policymakers in universities should develop plans for increasing students' reading habits.

In Iraq a study conducted on the factors affecting reading and reading habits of preschool children by Celik, (2019) showed that families have a guiding role in helping children acquire reading habits. In addition, it concluded that groups of friends, the environment, various books and genres, kindergarten education, and libraries were other important elements in this preparation period (Celik, 2019).

A study by Kumara & Kumar, (2019) carried out in India on the impact of reading habits on academic achievement among university postgraduate students found that reading habits had made an impact on the academic achievements of the respondents. Further, it established that reading habits acted as a channel for gaining real-world knowledge, improved mental capacity, and enhanced reading skills in everyday life (Kumara & Kumar, 2019).

Taha conducted a study in 2021 to explore the reading habits among students and their effects on their academic performance in a school in a remote area of the United Arab Emirates. From the discussion, Taha was keen to know the extent to which reading habits help students to raise their academic achievement. His assumptions were that students read different kinds of books in their spare time on a regular basis and the habit of reading that the students have already developed helps them in improving their academic performance. The results showed that good study habits can help students do better at school in the different subjects as reading

books and magazine widens the horizon of the reader's knowledge and makes him feel more confident of his knowledge. The study established that reading habits have a significant influence on academic performance (Taha, 2021). Students' must therefore, cultivate good reading habits in order to perform well as there is a strong relationship between reading habits and academic performance.

In Northern Vietnam, a study was conducted in 2019 by Le et al to explore students' academic achievement and its association with their passion for reading, family socio-economic condition, parental education, and occupational aspirations. The study found that even among wealthy families, book purchases are still driven by personal interests. Despite the aforementioned educational benefits of book reading, as evidenced by a 7% point difference in the likelihood of purchasing books among wealthy-family students who were interested in reading (45%) versus students of the same background who were not interested in reading (38.7%), this shows that reading habits must be cultivated and nurtured, regardless of wealth(Le et al., 2019).

Another study conducted in Cambodia (Sun, 2018) looked at reading habits and academic performance among university students through surveying different levels and majors of students in both public and private universities. The study confirmed that reading habits affect academic performance as agreed by more than 80% of the respondents. The study also revealed that reading perception, reading materials, frequency of reading, schedule of reading, activities during reading, motivation for reading, a system of reading and difficulties in reading influence academic performance (Sun, 2018).

### **2.3.2. Regional context**

Kamar conducted a study in 2020 on the relationship between reading habits and students' academic performance in Sokoto State, Nigeria. The study adopted a correlational research

design and concluded that students who fostered good reading habits also tend to perform well at school (Kamar, 2020). Popool et al (2020) conducted a study on the influence of reading habits on student academic performance in a senior secondary school in Ibadan state, Nigeria. The study used a descriptive survey design. The findings indicate that good reading habits enhance the academic performance of students. Therefore, students should be encouraged to develop reading habits and schools should provide an enabling environment and infrastructures that stimulate students to read (Popoola et al., 2020).

A study carried out by Chucks Danie (2017) investigated the effect of reading habits on the academic performance of students of Afe Babalola University, Ado-Ekiti, Nigeria. The study revealed that reading habits have a significant effect on the academic performance of students. The major factors militating against good student reading habits were social media platforms such as Face book, WhatsApp, Twitter, and 2go among others (Chuks Danie, 2017).

A study conducted in Ghana to examine reading habits among students and their effect on academic performance at East Bank Senior High School in the Greater Accra region used the case study method. The findings revealed that 45.19% of the respondents recognized the importance of reading in their studies. The study findings indicated that the lack of a conducive home environment hinders their reading habits (Ameyaw & Anto, 2018). Another study conducted by Owusu-Acheaw (2014) in Koforidua Polytechnic, Koforidua, Ghana, sought to assess the reading habits among students and their effects on their academic performance. Questionnaires were used for data collection. The study confirmed that reading habits have an influence on academic performance and that there is a relationship between reading habits and academic performance (Owusu-Acheaw, 2014).

### **2.3.3 Local context**

A study on reading habits and academic success in rural Kenya explored the relationship between reading habits and reading materials, and the academic success of primary school students in the Ontulili Location of Meru County, Kenya (Mugambi, 2015). The study concluded that lack of exposure to relevant reading materials, educational resources, and opportunities leads to subtle contentment alongside individual inability to excel as manifested by low test scores in the national examinations (Mugambi, 2015).

A different study conducted by Otike (2011) states that the main goal of cultivating and promoting a reading culture is to make reading a habit that is enjoyable for citizens. In Kenya, most schools depend on library lessons to uphold and cultivate the reading culture. Furthermore, there are no policies in the Kenyan education system that boos the promotion of a reading culture. Due to the lack of a firm government policy, most schools have no libraries and adequate reading materials (Otike, 2011) and this impacts negatively on students' academic performance.

### **2.4.1 Home background and students' reading habits**

Parents should set an example for their children by modelling good reading habits, as their home environment forms youngsters. To encourage their children's reading habits, parents should stock their homes with bookshelves and other reading materials. It is also important that parents allow students to read other books apart from school prescribed textbooks (Acheson et al., 2008). However, most children in Kenya lack home libraries/bookshelves, and supportive parents in terms of provision of reading materials. Students do not have time for reading, and the majority of parents encourage students to read to pass exams (Otike, 2011)

Family is the fundamental unit of a society that helps in developing children to acquire different personalities (Zainol Abidin et al., 2012). Parents need to ask themselves several questions: How frequently have they read storybooks with students? How frequently do they buy storybooks for the children? (Zainol Abidin et al., 2012). Do they read in the presence of children and urge them to read? It is through such actions that parents cultivate reading habits in their children. Parents who introduce pre-school children to books and read daily, encourage children to attain higher reading levels and prepare them for school in later years (Andrew et al., 2008).

Parents are the initial educators of children. Exposing children to read at home removes the risk of reading difficulties later in life (Ailakhu & Unegbu, 2017). It is through reading that children develop the eagerness to explore academic knowledge (Andrew et al., 2008). Andrew et al. argue that children can learn how to read at an early stage when their parents read to them, and so they become more interested in the activity of reading. So, home background can help cultivate a reading habit in a child if parents invest time in reading to their children (Mugambi, 2015) (Brown & Lee, 2015). Unfortunately, today's parents are subjected to time pressures such that they devote less time to children compared to 40 years ago (Ailakhu & Unegbu, 2017). Home background influences reading habits of a person since parents are the first caregivers in a child's life. Family background of a child influences ability to read and academic performance. Literature suggests that parents have a huge influence on children's reading abilities and growth (Andrew et al., 2008). Literacy development is embedded in social relationships between parents or caretakers and children (Odin, 2002). Parents and caretakers should foster the motivation to read to their children.

Children are more likely to take reading seriously, both for pleasure and academic purposes, in homes where books are available and reading is valued (Baker & Scher, 2002). Availability of books at home will also promote reading as children can enjoy frequent reading (Clark & Rumbold, 2006). Children whose home experiences promote reading for entertainment are likely to become motivated to read (Baker & Scher, 2002).

#### **2.4.2 School environment and students' reading habits**

School environment refers to school systems and structures that support students' reading habits, the physical facilities such as the classrooms, the library and the curriculum support programs such as the school timetable, the syllabus, assignments, and exams as well as advisory programs given to both parents and students by the teachers. School administration and teachers are key in creating an ambience environment for nurturing students' reading habits. According to Dewey (1927) schools should focus on enhancing skills, knowledge, and dispositions that support engaged democratic citizens (students). Early school climate studies tended to focus on observable characteristics, like the physical plant and the condition of the school (Anderson S. Carolyn, 1982). Students, educators and families work together to develop, live and contribute to a shared school vision and climate. They nurture an attitude that emphasizes the benefits of reading and satisfaction from learning. Each person contributed to the operations of the school and the care of the physical environment (Rothkopf, E.Z. (2009). Promoting a conducive school environment calls for, among other things, a healthy physical environment that is attractive to teachers and learners and conducive to learning, (J.S.Farrant, 1980).

#### **2.4.3 School library and students' reading habits**

Students go to the library to read privately and borrow books. Libraries are vital to education and research has shown that lower levels of proficiency in reading are due to the

underfunding of libraries and their services (Ailakhu & Unegbu, 2017). It is important to establish school libraries to instill reading habits in Kenyan students. Reading requires books and good reading habits promote the effective use of library resources. Effective use of library resources is thus related to good reading habits (Ailakhu & Unegbu, 2017). The drive to encourage independent reading in Kenya would not be of any benefit if students have no access to reading materials as is the case for most schools in rural areas (Nyamu, 2015). A school library is paramount in improving students reading habits, which influence academic performance. School libraries and classrooms must be equipped with high-quality stock to increase access to interesting study materials and books (Nyamu, 2015). The library supports the reading process of students through acting as a link between classrooms and community (Mokhtari et al., 2009). Secondary school libraries must provide supplementary study materials to encourage wide and active reading (Nyamu, 2015).

School libraries in Kenya are designed for silent reading programs (UNESCO, 1994). However, the school system in Sub-Saharan Africa is designed such that there is little or no time for use of the library as priority is given to completing the curriculum in preparation for the final school exams (UNESCO, 1994). The declining reading standards are a result of the exam-oriented culture where students read only to pass their exams. This reveals a system that is skewed against recreational reading (Issa et al., 2012). The Kenyan government needs to invest more in libraries if it is to improve the reading culture in children and students (UNESCO, 1994).

Lack of adequate access to reading materials is a huge factor leading to poor reading habits in secondary schools (Deavers et al., 2002). In Africa, Kenya included, there are only a few libraries thanks to donor funding (UNESCO, 1994). Lack of adequate government support

leads to deterioration of the study facilities. If the schools are to promote independent reading among students, then the stakeholders must create a conducive environment which includes a wide variety of books and other reading materials (UNESCO, 1994). Although the library system plays a critical role in enhancing reading culture, poor management of the school library systems derails the reading activities. Book borrowing policies in Kenya are also not favorable as the schools fear loss and damage of books and so they discourage reading among students. Most schools in rural Kenya have small book collections and libraries except for course books. Yet libraries play a significant role in the eradication of illiteracy and the improvement of academic achievement in Kenya (Fullan, 2001).

## **2.5 Gaps in the Literature**

Based on the researchers' review of literature related to the effect of student reading habits on academic performance, it is evident that many studies have been carried out globally and regionally which show the positive relation between good student reading habits and their academic performance. However, no study has been carried on the topic in the context of Kitui Central Sub- County, Kitui County. Given the poor academic performance in the sub-county (see Table 1.1), it is important to bridge this gap in the literature in order to understand student reading habits in the sub-county and identify recommendations that may improve reading habits and thus, academic performance.

## **2.6 Conceptual Framework**

The conceptual framework presents the independent and the dependent variables that were used in the study regarding reading habits of form four public secondary school students in Kitui Central Sub- County as represented in Fig 2.1. The independent variables were form four students' reading habits, the home environment, form four students' reading habits in the school environment and the status of the school libraries. These independent variables were

assessed using data provide by the form four students and their teachers. The dependent variable, academic performance, was assessed using form four students' self-reported data and data provided by their teachers.



## INDEPENDENT VARIABLES

## DEPENDENT VARIABLE

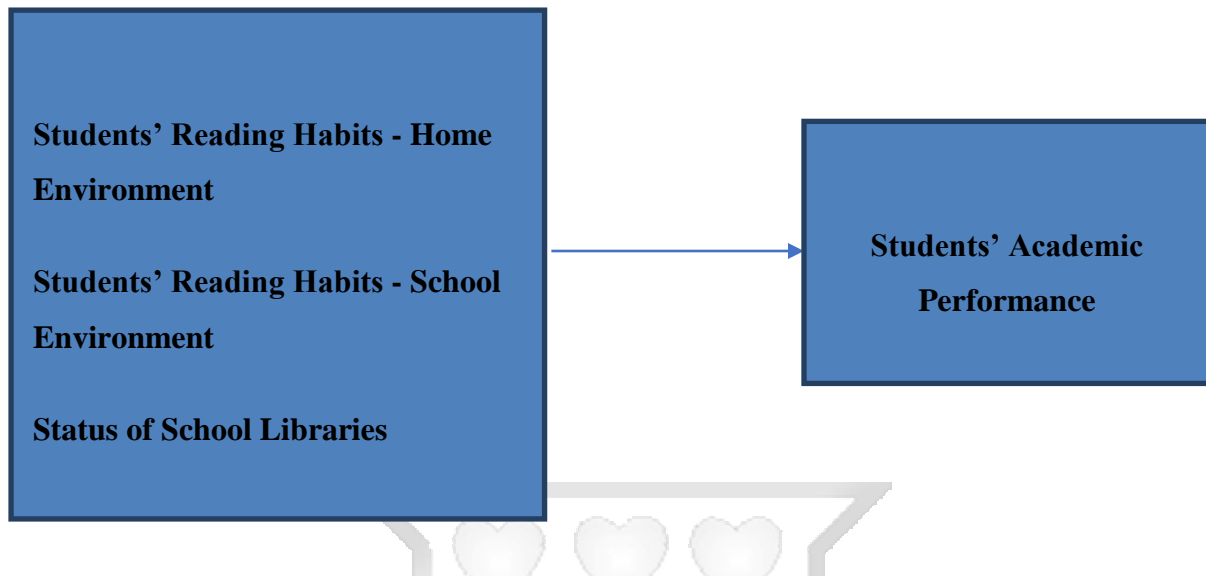


Figure 2: 1 Conceptual Framework Source: The Author, 2021

### Independent variables

The home environment can affect student's reading habits in school positively or negatively depending on the amount of support that they get from home, their parents and role models. Hence, the independent variable of student reading habits in the home environment was addressed in the students' questionnaire, which included questions about the home background of the students.

A school environment that is characterized by its facilities, classrooms, disciplinary policies, teachers with good reading habits and good leadership that empowers teachers and students to read can promote good reading habits that could lead to higher levels of academic performance. Hence, the independent variable of student reading habits in the school environment was addressed in both the student and teacher questionnaires using questions on students' reading habits and the school environment.

A school library is an important factor in building students' reading habits as it ensures access to and availability of reading materials thus enabling the school to sustain reading habits that leads to higher academic performance. Hence, the independent variable of the status if the school library was addressed in the student and teacher questionnaires using questions about the school library, the type and quantity of reading materials available, etc.

### **Dependent Variable: Students' Academic Performance**

The dependent variable, student academic performance, depends on the independent variables, which were student-reading habits in the home environment, student reading habits in the school environment and status of the school library. Data on student academic performance was gathered from the previous class performance of the Form Four students (2021). The questionnaire included questions about the students' academic performance at the end of Form Three. Teachers' questionnaire also provided information on the students' academic performance, section C of the teachers questionnaire asked teachers to give opinions about students academic performance.

The data collection tools were designed in line with the conceptual framework. The questions ensured that information was gathered on student reading habits in the home environment, students' reading habits in the school environment and the status of the school libraries as well as student academic performance. The literature review and an existing questionnaire from which the researcher adopted some questions, helped to develop the actual questionnaires that were used in the research. This data shed light on students' reading habits, which in turn, helped to understand their academic performance.

Table 2: 1 Alignment between study questions, variables, data collection tool and data analysis

**Study research questions, variables, and how data was analyzed from the questionnaire.**

Research questions	Study variable	Questions from the questionnaire	How data was analyzed
1. What are the reading habits of form four public secondary school students in Kitui Central Sub-County in the home environment?	Independent Variable: Student Reading Habits in the Home environment	Closed ended and open ended -Students' questionnaire part B Q1-20 -teachers' questionnaire Part Q1-12	Closed ended (quantitative) Charts, bar graphs and tables Open ended (qualitative) -content analysis
2. What are the reading habits of Form Four public secondary school in Kitui Central Sub-County in the school environment?	Independent Variable: Student Reading Habits in the School environment	Closed ended and open ended -Students' questionnaire Part C Q1-16 -teachers' questionnaire part CQ1-6	Closed ended(quantitative) Charts, bar graphs and tables Open ended(qualitative) - Content analysis.
3. What is the status of the libraries in public secondary	Independent Variable: Status of school	Closed ended and open ended -students'	Closed ended(quantitative) Charts, bar graphs and

schools in Kitui Central sub-county?	libraries	questionnaire Part D Q1-5 -teachers' questionnaire Part D Q1-6	tables Open ended(qualitative) - content analysis
4. What is the relationship between reading habits and academic performance of form four public secondary school students in Kitui Central Sub-County?	Dependant Variable: Academic performance	Closed ended and open ended -students' questionnaire Part E -teachers' questionnaire Section D Q1-Q6	Closed ended(quantitative) Charts, bar graphs and tables Open ended (qualitative) - content analysis

## 2.7 Conclusion

Chapter two discussed the relevant theoretical and empirical literature related to the overall aim of the research and the specific research objectives. It also highlights the gaps in the literature, which the study aimed to address, as well as presenting the conceptual framework for the study.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter presents the research methodology that was used in the study. It explains the research design, the target population, sampling procedure, sample size, research instruments, validity and reliability, data collection and analysis techniques, and ethical considerations.

### **3.2 Research Design**

This study used a quantitative descriptive research design with a survey research method, which is one of the most effective ways to collect descriptive data. Quantitative and qualitative data were collected concurrently using questionnaires designed for students and teachers, which included both closed and open-ended questions. Using quantitative research methods, researchers can collect and analyze data from a large sample of the population in a short period of time (Balan et al., 2019). Furthermore, it offers descriptive analysis to establish relationships between variables. In this case, the approach assisted in describing students' reading habits in the sampled schools in Kitui Central Sub-County and the influence this has on their academic performance.

### **3.3 Population and sampling frame**

The population of interest for the study is comprised of the individuals, dyads, groups, organizations, or other entities one seeks to understand and to whom or to which the study results may be generalized or transferred and is the principal group about which the research is concerned. The target population is the specific, conceptually bounded group of potential participants to whom the researcher may have access that represents the nature of the population of interest. The sampling frame is an operationalized representation of the target population and the group of units from which the sample is drawn. It is the precise group of

units – often individuals – that will be solicited for their participation in the study (Casteel & Bridier, 2021). In this case, the potential participants for this study were form four students, and teachers within public secondary schools in Kitui Central Sub County, Kitui County.

The study was conducted in Kitui Central Sub County. The target population consisted of the 33 schools which had students enrolled for KCSE in 2021-2022, the 2,069 Form Four students in these schools and the 388 high school teachers in these schools, based on data from the Kitui County TSC office. The study adopted a random sampling technique to determine the sample size of students and teachers. Random sampling is a form of probability sampling in which individuals were randomly selected from the target population (Mugenda, 2003).

Yamane (1967) provides a simplified formula to calculate sample sizes. The study used this formula to calculate the sample sizes that were adopted. A 95% confidence level and  $P = .05$  were assumed (Yamane, 1967).

$$n = \frac{N}{1 + N(e)^2}$$

Where

N is the population size

e is the level of precision

n is the sample size for the study

A sample of pre-determined size was drawn independently from each stratum. For this study, the target population was divided into two strata namely: Form Four students and all secondary school teachers

**Sample size for students:**

$$n = \frac{N}{1 + N(e)^2}$$

$$n = 2069 / 1 + 2069(0.05)^2$$

$$N = 335$$

The sample size of the students for this study was 335.

**Sample size for schools:**

$$n = \frac{N}{1 + N(e)^2}$$

$$n = 33 / 1 + 33(0.05)^2$$

$$N = 30$$

The sample size for schools was 30.

**Sample size for teachers:**

$$n = \frac{N}{1 + N(e)^2}$$

$$n = 388 / 1 + 388(0.05)^2$$

$$N = 197$$



*Table 3: 1 Study Sample Size Distribution*

Item	Total Number	Number to be sampled	Sample per school
Total Schools	33	30	
Total number of high school teachers	388	197	7
Total Form Four Students (2021)	2,069	335	11

## Response Rate

The schools sampled were a blend of boarding schools, mixed day and boarding, and mixed day schools. A set of two questionnaires (teachers and students) was used to collect data from the 30 public secondary schools sampled as shown in Table 3.2

Table 3: 2 Response rate

Respondents	Questionnaires distributed	Questionnaires returned	Response rate
Teachers	197	190	96.4%
Form Four Students	335	330	98.5%
<b>Total</b>	532	520	97.7%

A response rate of 96.4 percent for teachers and 98.5 percent for students was realized which was deemed to be sufficient for data analysis.

### 3.4 Data Collection Methods

Social sciences use research instruments such as questionnaires, interviews, schedules, and observation forms, among others for data collection (Mugenda, 2003). This study adopted survey questionnaires as primary data collection tools. Primary data was collected using survey questionnaires for teachers and students regarding the effects of reading habits on academic performance in form four public secondary school students in Kitui Central Sub-County, Kenya.

The study administered one questionnaire to secondary school teachers and another questionnaire was administered to Form Four students. Both questionnaires contained open-ended questions and closed-ended questions. The open-ended questions gave respondents freedom to express their opinions on students reading habits. The closed-ended questions

included several alternatives from which participants chose, to ensure the uniformity of specific data collected from all the respondents (Borg & Gall, 1983).

To gather information from the 30 secondary schools to be sampled (based on ease of access), the researcher visited the school principals to gain permission for data collection. Once permission was granted, the researcher then approached the secondary school teachers and invited them to take part in the research. The content of the research was explained to each teacher and the informed consent form was presented. Each teacher chose whether or not to participate. Those who chose to participate read and signed the consent form. The researcher gave the questionnaires to the teachers who had consented to participate and collected the completed questionnaires at a later date.

Regarding data collection from the Form Four students, consent was obtained as follows. For day schools, the information sheet about the research, along with the consent forms were given to all the Form Four students, who took them to parent/guardian to read and sign. Once the parent/guardian had signed the consent form the student brought the signed form back to the school. At this point, with the assistance of the class teacher, the research was explained to Form Four students who had received permission to participate, and they were given the student assent form to read and sign. The class teacher then administered the questionnaire to the participating Form Four students. The researcher collected the completed questionnaires after two weeks.

In contrast, in boarding schools, the research was explained to the principals to represent the parent/guardian of the students. Once the principals had read the information sheet, they signed the consent forms on behalf of the students' parent/guardian. With the assistance of the class teachers in sampled schools, the researcher explained to the Form Four students, who were then allowed to sign the assent forms. The class teacher then administered the

questionnaire to the participating Form Four students. The researcher collected the completed questionnaires after two weeks.

### **3.5 Data analysis**

Completed teacher and student questionnaires were cleaned and coded separately before being analyzed using the Statistical Package for Social Sciences (SPSS) version 21. Quantitative data collected from closed-ended questions was subjected to descriptive analysis to describe the sample in comparison to the population under study. Data presentation was in the form of bar graphs, charts, and percentiles. At the same time, content and thematic analysis was adopted to analyze qualitative data.

The two sets of questionnaires captured both nominal and ordinal scales of measurement (Likert scale). An analysis was done in view of the independent variables: students' reading habits in the home environment, students' reading habits in the school environment and the status of the school library to determine the effect of students' reading habits on academic performance. The results of the study aided in drawing conclusions and recommendations.

### **3.6 Research Quality: validity, reliability, and objectivity of the research**

**Validity:** refers to how well an instrument measures what it is intended to measure (Saunders et al., 2009). The researcher ensured the validity of the study by pretesting thirty (30) questionnaires.

**Reliability:** refers to the extent to which the data collection techniques or analysis procedures yield consistent findings (Easterby-Smith et al., 2008). To measure the reliability of the scale, the alpha value of the reliability coefficient was used. A reliable measure of the alpha coefficient value is between zero to one and is often measured with Cronbach's Alpha. According to George & Mallery (2003), if the alpha value is more significant than 0.50, it

implies that the constructs are reliable (Anderson S. Carolyn, September, 1). The instrument was constructed and validated using the Cronbach Alpha method of establishing a reliability coefficient, with a reliability coefficient of 0.7 (Mugenda & Mugenda, 2003).

**Objectivity:** refers to the avoidance of (conscious) bias and subjective selection during the conduct and reporting of research. Objectivity addresses whether the research results are generalizable: that is, whether the research findings will be equally applicable to other research settings, such as in other organizations (Saunders et al., 2009). Objectivity was ensured by mitigating the impacts of the researcher's values and maintaining ethics.

### 3.7 Ethical Considerations

Ethical considerations included seeking ethical approval from Strathmore University Institutional Ethics Review Committee (SU-IERC) and the National Commission for Science, Technology, and Innovation (NACOSTI) before data collection. Once approval was granted, sampled school principals and the potential participants as described in section 3.4 were approached. The participants were informed of their rights regarding the study and their consent to participate was sought. For all participants, their confidentiality was assured because they were not required to write their names on the questionnaires. All information given was kept anonymous. Before participation in the study, participants were duly informed that the study is purely for academic purposes and that it was not compulsory for them to respond to the questionnaires. The participants were assured that they could opt out of the study at any point during the data collection period. They were then required to sign the consent/assent forms before completing the questionnaires. All the data gathered was accessible only to the researcher. The hard copies of the questionnaires were stored in locked cabinets. The soft copies of files containing the summaries of data analysis were password protected on a computer that only the researcher could access.

### 3.8 Conclusion

Chapter three examined the research design, the population and sample size for the study, and the data collection and analysis tools utilized in the study. It also explained the ethics relevant to the study.



## CHAPTER FOUR: PRESENTATION OF RESEARCH FINDINGS

### 4.1 Introduction

This chapter presents the research findings for the study. The aim of the study was to examine the reading habits and the academic performance of form four public secondary school students in Kitui Central sub-county. The chapter starts with background information and presents the results in line with the research questions and the independent variables: students' reading habits in the home environment, student-reading habits in the school environment and the status of the school library to determine the effect of reading habits on students' academic performance. The research findings are presented in bar graphs, charts, tables, and percentile calculations using measures of central tendencies and dispersion for quantitative data while content analysis was used for qualitative data.

### 4.2 Demographic information

The study sought to collect demographic information from the respondents regarding gender, student age, student enrolment in Form Four, type of schools and the period teachers have served in the teaching profession.

#### 4.2.1 Distribution of respondents by gender

As indicated in Table 4.1, 52.8% of the teachers were females and only 43.6% were males. This implies that there are more female teachers in the sub county.

*Table 4: 1 Gender distributions of teacher respondents*

Category	Teachers	
	F	%
Females	100	52.8
Males	90	43.6
<b>Total</b>	<b>190</b>	<b>96.4</b>

As shown in Table 4.1, the majority (67.1%) of the students were male. The students' statistics suggest that there could be issues of access, participation and retention of girls within the Sub-County.

*Table 4: 2 Gender distributions of students' respondents*

Category	Students	
	F	%
Females	110	31.4
Males	220	67.1
<b>Total</b>	<b>330</b>	<b>98.5</b>

#### **4.2.2 Distribution of student respondents by age**

Information on the age of the students was sought and the results were as shown in Figure 4.1.

## Distribution of student respondents by age

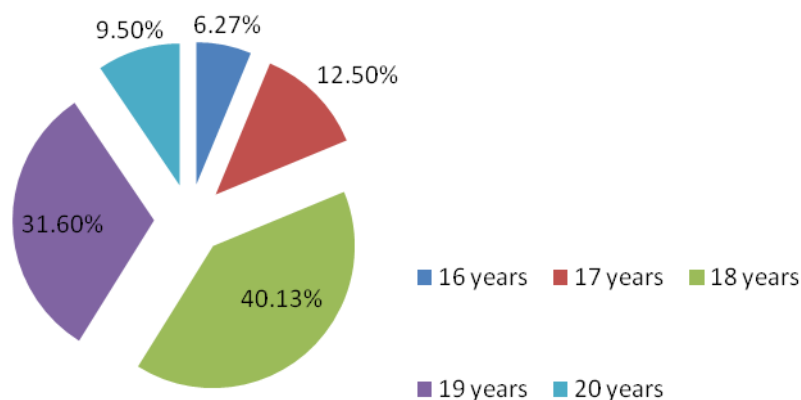


Figure 4:1 Age distribution of Student Respondents

### 4.2.3 Distribution of the types of schools for student respondents

The study findings show that there were several types of schools among the respondents within the Sub-County. The results are represented in Table 4.3.

Table 4: 3 Types of schools sampled

School Type	Count	%
Pure Boys Boarding Schools	4	13
Pure Girls Boarding Schools	4	13
Mixed Day and Boarding Schools	12	40
Mixed Boarding Schools	8	27
Mixed Day Schools	2	7
<b>Total</b>	<b>30</b>	<b>100</b>

Out of the 30 schools sampled, 4 were boy boarding schools (13%), 4 were girl boarding schools (13%), 12 mixed day and boarding schools (40%), 8 mixed boarding schools (27%)

and 2 day mixed schools (7%). Results indicate that the Sub-County has more mixed schools, which are dominantly mixed day and boarding schools.

#### 4.2.4 Distribution of teacher respondents by period of service

Teachers revealed disparities in the period they have served in the teaching profession as shown in Table 4.4. The categories 5-10 years (22.06%), 10-15 years (33.82%) and 15-20 years (28.43%) together represent a majority of the respondents, which implies that they understood the effects of reading habits and how they affect academic performances. This goes a long way in determining whether the respondent is well versed in the institution's academic operations to be able to expound further on effects of reading habits.

*Table 4: 4 Years in teaching profession*

	<b>1 – 5 Years</b>	<b>5 - 10 Years</b>	<b>10 - 15 Years</b>	<b>15 – 20 Years</b>	<b>Over 20 Years</b>
<b>Percentage</b>	8.82	22.06	33.82	28.43	6.86

#### 4.3 Reading habits of public secondary school students at home

The first objective of the study was to examine reading habits of public secondary students in Kitui Central Sub-County in the home environment. To achieve this, information was sought from students on their home environment in terms of their reading habits using a students' questionnaire, teachers were not asked questions about students' reading at home thus there were no findings on home environment from the teachers

##### **Students' responses to closed-ended questions on home environment**

As shown in table 4:5, the findings were obtained from the students' questionnaire in response to research objective one regarding the reading habits of secondary school students in the home environment.

Table 4: 5 various students 'respondents on home environment

SN	ITEMS	YES%	
1.	Availability of a designated reading area/space at your home	39.70	60.30
2.	Ability to study for a sustained period of time (at least forty-five minutes)	42.09	57.91
3.	The habit of getting right down to serious work at study time	44.18	55.8
4.	Ability to arrange study time and area so that distractions and interruptions are minimized	84.03	15.97
5.	The habit of reviewing each subject regularly during the term	40.90	59.10
6.	Preparation for examinations without cramming	32.84	67.16
7.	Preparing for exams while outlining course work	38.51	61.49
8.	Ability to anticipate important topics that might be covered on exams	32.31	62.69
9.	Making it a habit to prepare possible answers to essay questions in advance	63.28	36.72
10.	Ability to study regularly at a regular study time	35.52	64.48
11.	Scheduling time intelligently to cover all subjects	25	75
12.	Scheduling social activities so that they won't interfere with studying	57.91	42.09
13.	Resting properly so that fatigue does not reduce efficiency	56.42	43.58
14.	Recognizing the need to devote extra time to over learn certain subjects	51.34	48.66
15.	Parents/guardians rewarding for good performance	52	47
16.	Parents/guardians encouraging to read/study while you are at home	29	71
17.	Making it a habit to review daily for each class	37	62

From the data collected and analyzed, it was established that 60.30% of the students did not have a designated place or area to read at home. It was also observed that 39.70% of the students had an area set for them their studies at their homes. This suggests that not having a dedicated reading space in the home may have a negative impact on how well students' learn. 57.91% of the students indicated that they could not read for a sustained period of at least forty-five minutes at home. While only 42.09% indicated that, they could study for at least 45 minutes. The study sought to investigate if students had a habit of getting right down to serious work during study time. Only 44.18% of students had a habit of getting right down to serious work during study time, while 55.8% did not, and 84.03% of student respondents indicated that they experienced minimal distractions in respective study space areas time, compared to 15.97% who experienced distraction within their study areas. This implies for students who had reading spaces at home the reading environment was conducive and students' reading habits may be enhanced, as there are minimal distractions in their reading areas. The study sought to investigate if students had a habit of getting right down to serious work during study time. The study sought to discover whether students had a habit of devoting all of their study time to serious work. Only 44.18% of students had a habit of getting right down to serious work during study time, while 55.8% did not, and 84.03% of student respondents reported minimal distractions in respective study space areas time, compared to 15.97% who reported distraction within their study areas. This could potentially lead to poor performance in that they do not have enough time to absorb the study contents before examination. Hence, they experience information overload during exam preparation time.

The study sought to understand how students prepared for exams. From the results, it was clear that, a majority (67.16%) of the student respondents indicated that they do not practice cramming for their examinations but 32.84% indicated, 'YES' they cram while preparing for exams. One of the best ways to prepare for an exam is listing all topics likely to be covered in an exam, in order to review all the material that has been presented in the course. The study examined the actions taken by students during their exam preparation, specifically preparing a course outline, 61.49% of the students did not prepare a course outline, while 38.51% indicated that they prepared one.

Another effective way to study for exams is to predict the questions that will be on the test. Predicting exam questions help to focus on the most important topics to know going into the exam. The key to predicting exam questions is to identify the most likely sources of information from which your teacher will construct test questions. Information was sought to determine whether students were able to anticipate topics that might be covered on examinations. Results indicated that 62.69% were not able to anticipate on the topics which might be examined. Only 32.31% could anticipate for the topics to be covered.

For students to earn the full marks allocated, it requires careful preparation, clear and neat diagrams, use of correct terms and complete thought and sentences to demonstrate understanding. In accordance with this, the researcher sought to ascertain whether students had a habit of preparing possible answers to essay questions for various subjects; 63.28% of respondents prepared possible essay answers, while 36.72% did not. Students were also asked if they had a regular time for study and 64.48% of the students responded that they did not have a regular time to study while 35.52% of the students had a regular study time. It was also important to find out how students set aside time for studying and revising all of their

subjects, findings showed that just 25% of respondents were able to plan their time wisely to cover every topic, while 75% were unable to.

As indicated in table 4.6, 57.91% of students scheduled for social activities so that they would not interfere with studying. The researcher also related these results to previous studies, which indicate that more students tend to plan better for social media activities than their studies (Osharive, 2015). In line with this, only 42.09% indicated that they do not schedule social activities not to conflict with studies.

The researcher sought to determine whether students received adequate rest so that fatigue did not impair their reading efficiency; the findings show that 56.42% of students rested properly, while 43.58% did not. These results could be attributed to the fact that most of student respondents were in day schools, which mean they commute to and from school daily. They may also lack adequate rest before studies as some are involved in household chores and commute long distances.

In order to establish whether students devoted extra time to study certain subjects, students were asked to indicate opinions. Respondents were almost evenly divided on whether it was necessary to devote extra time to certain subjects, with 51.34% indicating that they do so, while 48.66% did not. This essentially means that they thought all subjects should be given the same weight and amount of study time. The study wanted to know if parents and guardians rewarded students for good grades. Findings show that most parents and guardians reward good performance; 52% of students said their parents reward good performance, while 47% said they do not. These results are also supported by previous studies, which show that parents tend to only reward students when they have good performance (Moneva & Logarta, 2020). Most of the time, parents blame the students when they do not perform well. In contrast a large proportion (70%) of the student indicated that parents do not encourage

them to study while about 29% do. This could be one of the key factors that affect student performance.

The researcher also sought to establish the habits of students in regard to reviewing class work. Results obtained from respondents established that 62% of the students do not review class work daily. However, 37% of the students have the habit of reviewing class work daily. Failure to review work has a negative effect on reading habits as class work review engages students to the tasks assigned.

### Acquisition of reading materials

Information was sought to determine whether families buy reading materials for students. As shown in Figure 4:2, most parents (65%) do not buy reading materials for students, while 34% of families do. This could be due to the assumption that the government caters for reading materials and parents only need to pay for the school fees.

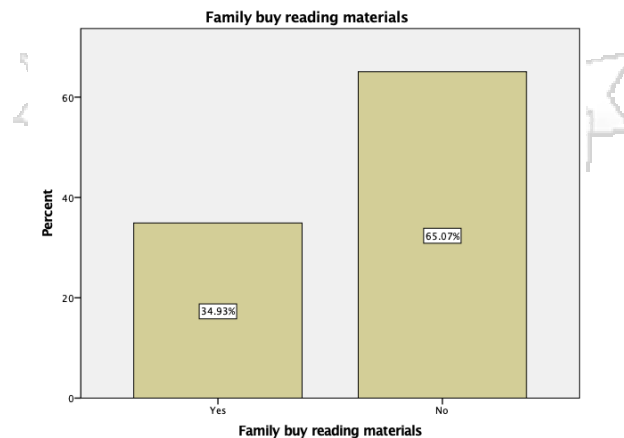


Figure 4: 2 Family buying reading materials

As shown in Figure 4.3, 93.13% of those who indicated that their families purchased some reading materials said that revision books were the most commonly purchased. Adequate access to reading materials helps students develop good reading habits.

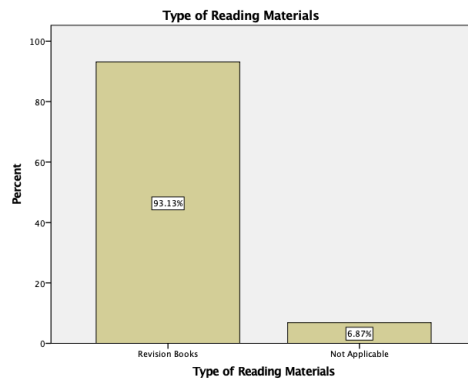


Figure 4: 3 Type of reading materials bought by parents

### Frequency of reading at home

The researcher sought to determine how frequently students study from home. 4.18% of the students never read at home, while 36.12% of the students indicated that they studied two or more times per week at home, 20.60% studied at home probably once per week, 32.54% studied at home nearly every day and 6.57% study daily at home as shown in Figure 4.4. This indicates that 68% of students have low levels of reading habits based on the frequency of reading at home.

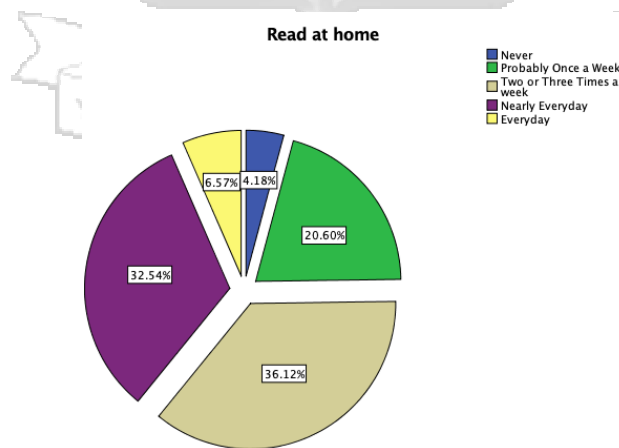


Figure 4: 4 Reading at home

### Overall rating of the reading environment at home

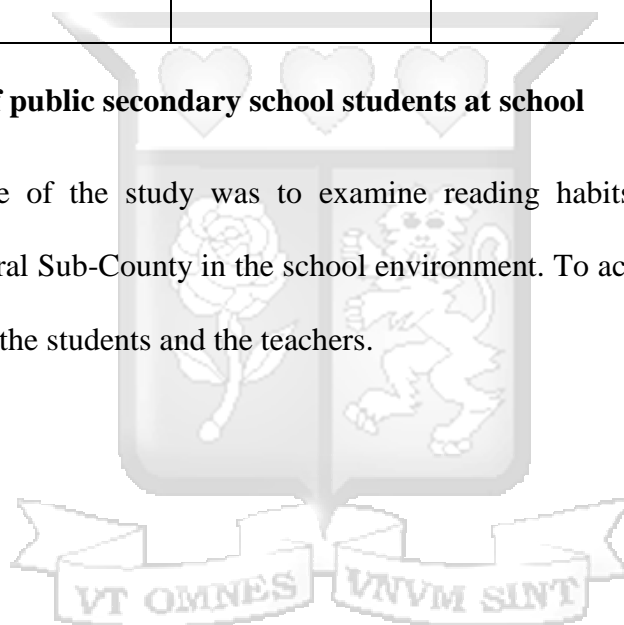
The researcher sought to determine the overall rating of home study environment by the students. As shown in Table 4.6, respondents indicated that the reading environments were very good by 11.50%, with 14.50% rating them as good while 30.60% rating poor and 43.40% rated home reading environment as very poor. This implies that there is need for parents to enhance home environment to improve the reading habits among students.

*Table 4: 6 Overall rating of home reading environment*

	<b>Very Good</b>	<b>Good</b>	<b>Poor</b>	<b>Very Poor</b>
<b>Percentage</b>	11.50	14.50	30.60	43.40

#### **4.4 Reading habits of public secondary school students at school**

The second objective of the study was to examine reading habits of public secondary students in Kitui Central Sub-County in the school environment. To achieve this, information was sought from both the students and the teachers.



#### 4.4.1 Students' questionnaire

##### 4.4.1.1 Data from closed ended questions

Quantitative data collected from closed-ended questions was subjected to descriptive analysis in the form of bar graphs, charts, and percentiles

##### How often students read in school by choice

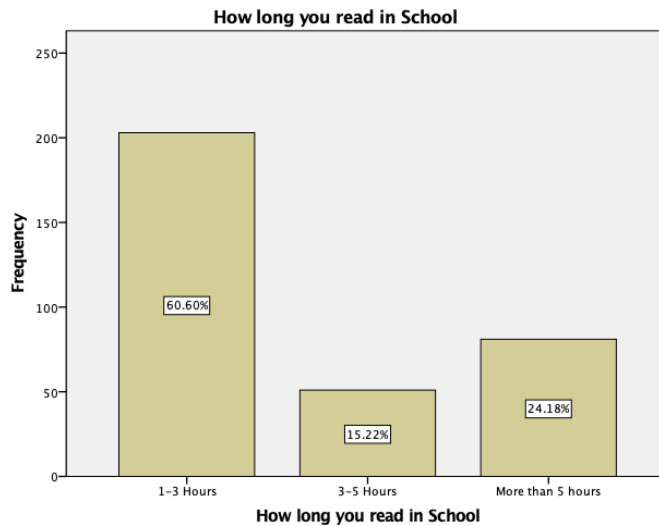
The researcher sought to determine how often students read in school by choice each week to gauge on reading habits. According to Table 4.8, 30% of students never read by choice at school. 2.09% read at school freely 1 to 2 times per week. 14.33% read at school by choice 2 to 3 times per week. 35.83% read 4 to 5 times weekly at school by choice and finally, 47.46% of students read every day at school by choice.

Table 4: 7 Reading in school by choice

Frequency/Week	Not at all	1-2 Times	2-3 Times	4-5 Times	Everyday
Percentage	0.30	2.09	14.33	35.82	47.46

##### Length of time students read while in school

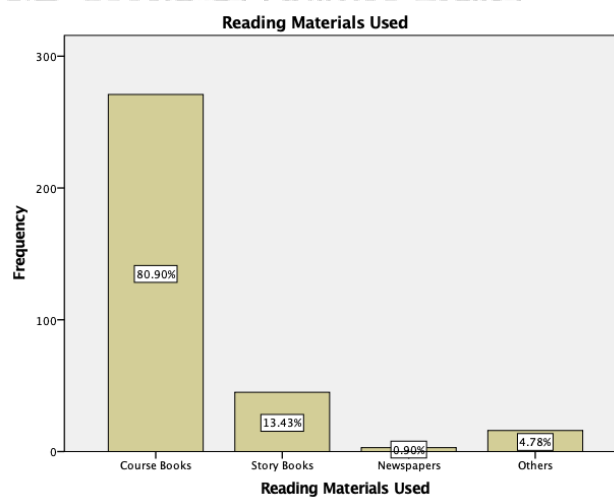
Information was sought on how much time students spent reading while in school. Figure 4.5 shows that 60.60% of students spend 1-3 hours studying while at school. This may be because students who are boarders usually have prep time after classes between 7pm to 10pm while day scholars have to create own study time at home. 15.22% of the respondents spent between 3-5 hours while only 24.18% spent more than 5 hours.



*Figure 4: 5 Time spent in reading at school*

### **Type of reading material used in school**

The researcher sought to determine the type of reading materials available in public secondary schools in Kitui Central Sub-County. As per Figure 4.6, course books were the most common reading materials available in the secondary schools (80.90%). 13.43% of reading materials are storybooks, while newspapers account for 0.90% of materials and 4.78% are other kinds of reading materials.



*Figure 4:6 Reading materials in schools*

### Location of study in school

The researcher sought to determine where students read from while in school. The results indicate that students mostly (80%) carried out studies in classrooms. A very small percentage 9% and 8% studied in the open compound and Libraries respectively.

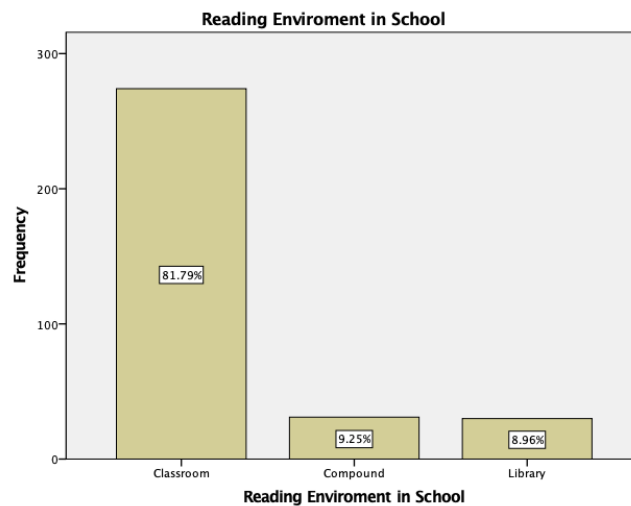


Figure 4: 7 Location of study while at school

### Extent to which students enjoy reading in school

The researcher also sought to establish how much students enjoyed reading while at school. Students were asked to rate extent of enjoyment in 5 levels according to the Likert scale - to a very large extent, to a large extent, to a moderate extent, to a small extent and to a very small extent. As per Table 4.8, enjoyment levels vary from 18% (to a very large extent) to 35% (a large extent) and 22% (a moderate extent). While only 14% enjoyed reading to a small extent and 8% enjoyed reading to a very small extent. This implies that 53% of students enjoy reading while at school.

Table 4: 8 Extent of enjoyment reading at school

Extent	A very large	A large extent	A moderate	A small extent	A very small
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	extent		extent		extent	
Percentage	18	35	22	14	8	

#### 4.4.1.2 Data from open- ended questions

Qualitative data collected from open-ended questions was subjected to content and thematic analysis

#### Student attitudes towards reading

Data from Figure 4.8 established that generally, students have a good attitude, 37.31% of students indicated that they have good attitude towards reading, a significant 21.19% indicated that their attitude was poor, 19.40 % indicated that their attitude was very good, 15.52% felt that their attitude was excellent while 6.57% described their attitude as very poor. In summary, 27.76% indicated poor attitude while 72.22% indicated a good attitude as shown in Figure 4.8.

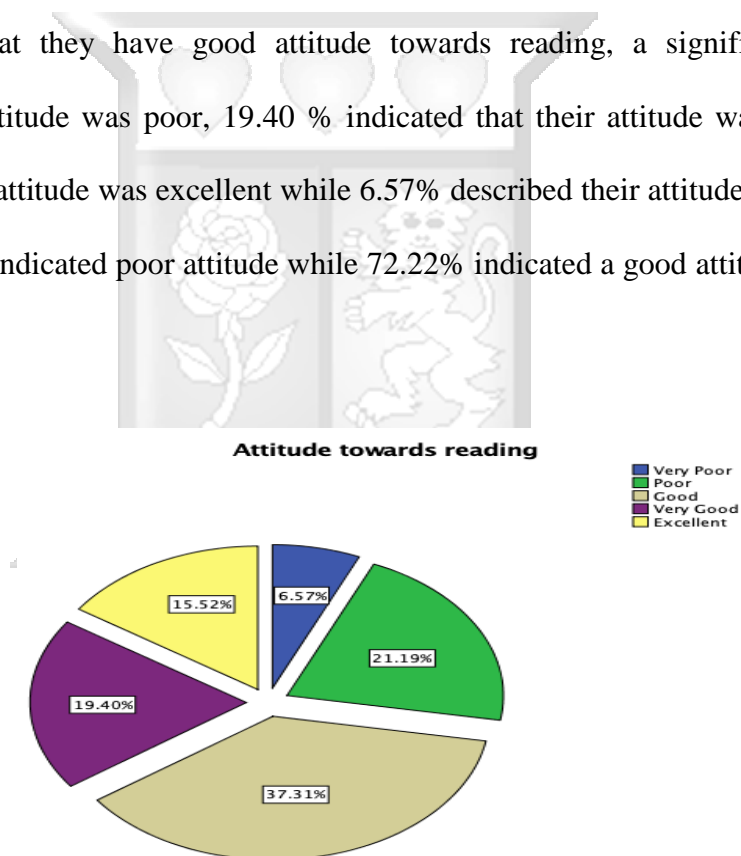


Figure 4: 8 Student attitudes towards reading

## Motives for reading

The researcher sought to establish what motivates students to read. The study established that good performance is the key main source of motivation for students to read. As shown in Figure 4.26, 40% of the students indicated that good performance drives them to read more. 21% indicated that the need and curiosity for information was their key motivation, while 19% indicated that they read for enjoyment and self-fulfillment. 7% of the student respondents read to ensure that they can work on their school assignment and 10% only read when they get motivated by friends to read.

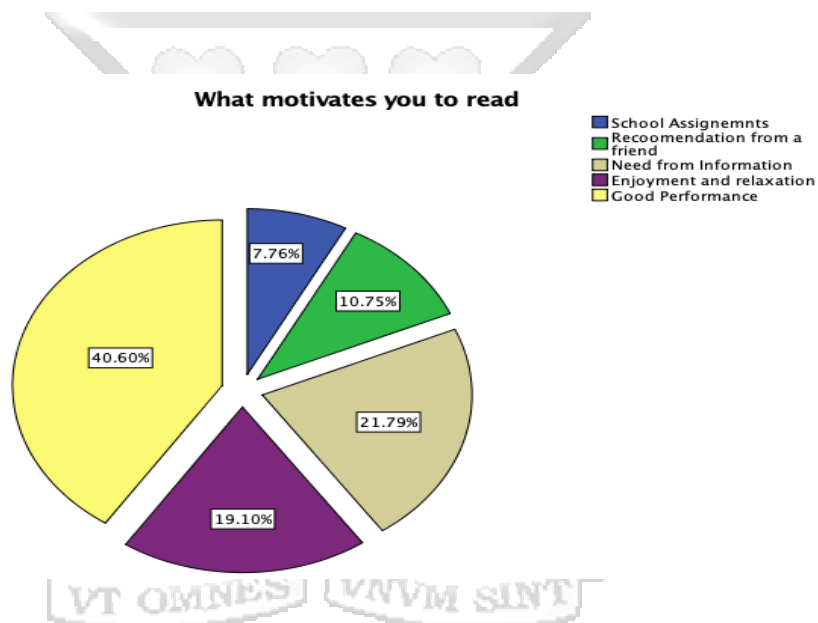


Figure 4: 9 Motivation to read

#### 4.4.2 Teachers' questionnaire

##### 4.4.2.1 Data from closed ended questions

Quantitative data collected from closed-ended questions was subjected to descriptive analysis in the form of bar graphs, charts, and percentiles

#### Teachers' responses to closed- ended questions on school environment

Table 4: 9 teacher responses to closed –ended questions teachers

<b>Instructions: Tick Yes/No</b>	<b>Yes %</b>	<b>No%</b>
1. Able to recommend other reading materials to students other than course books	29.17	70.83
2. Able to test reading assignments allocated to students during their own free time	54.17	45.83
3. Advising parents on the importance of supporting good reading habits	66.67	33.33
4. The school being able to environment promote students' reading habits	62.50	37.50
5. Availability of adequate reading materials in the school	41.67	58.33
6. Ability to supervise students' reading during their free time	50	50
7. The school timetable allocating specific time for voluntary reading	58.33	41.67
8. School ensuring timely coverage of syllabus	83.33	16.67
9. School assignments allow students to read while at home	91.67	8.33

Data from the teachers' questionnaire was collected and analyzed; 70.83% of teachers did not recommend students to read materials other than course books, while 29.17% did. Although this has a positive impact on academic success, it has a negative impact on students' reading habits because they do not see any other benefits to studying other than academic excellence. 54.17% of teachers stated that they test the reading assignments assigned to students during

their free time as a method of ensuring that students read and were kept busy. However, 45.83% of the students were not tested.

Information was sought about whether teachers advised parents on the importance of supporting good reading habits. 66.67% of the teachers said they did while 33.33% confirmed that they did not as demonstrated this suggests that more tactics need to be introduced to teachers to encourage students' reading habits. It was established that 62.50% of the teachers agreed that the school environment promotes students reading habits, while 37.50% disagreed. The results indicate that teachers are aware that the school environment contributes to student reading habits and so to academic performance.

Teachers were asked if students had access to adequate reading materials at school. 58.33% said no, while 41.67% said yes. These findings may explain why the majority of teachers did not recommend that students read materials other than course books. It was also clear that 50% of teachers supervise students reading during their own free time, while 50% do not. Thus, the findings show that teachers may or may not be aware of what their students are reading. Some students who are not focused may not read at all, which has a negative impact on academic performance, whereas the 50% who are supervised may perform better.

Most public secondary schools in Kitui Central Sub-County have allocated specific time for voluntary reading, as indicated by 58.33% of the schools do while 41.67% do not. This suggests that schools that allow students time to read make it easier for students to complete class work assignments and find time to read materials other than course books. This may contribute to improved reading habits hence enhancing academic performance. 83.33% of the teachers responded that they ensured timely coverage of the syllabus before students sit for exams while 16.67% do not. However, failure to cover the syllabus may affect negatively on students' performance since areas not covered in class may be tested in Examinations.

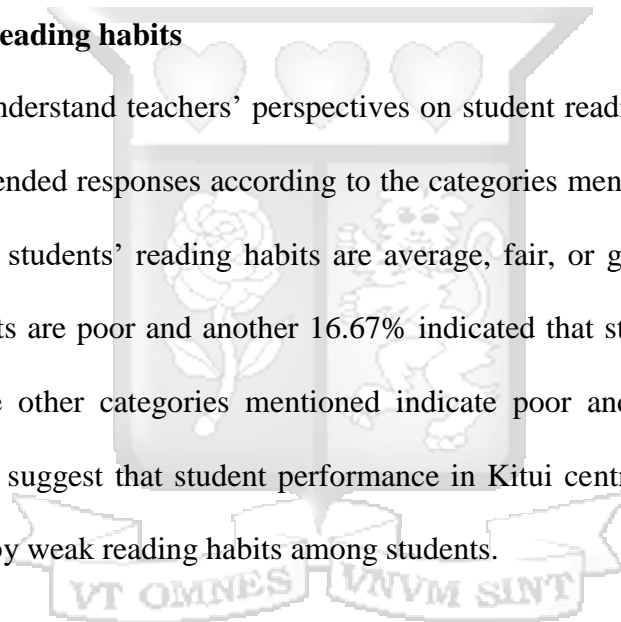
91.67% of the teachers argued that school assignments allow students to read while at home, while 8.33% of the teachers felt that school assignments did not allow students to read. The 91.67% might have responded positively in connection to students doing school assignments only but not any other reading outside the given work.

#### ***4.4.2.2 Data from open-ended questions***

Qualitative data collected from open-ended questions was subjected to content and thematic analysis

#### **Describing students reading habits**

The study sought to understand teachers' perspectives on student reading habits. Figure 4.10 summarizes the open-ended responses according to the categories mentioned by the teachers. 20.84% indicated that students' reading habits are average, fair, or good. 16.67% said that students' reading habits are poor and another 16.67% indicated that students' reading habits are not good. All the other categories mentioned indicate poor and inconsistent reading habits. These findings suggest that student performance in Kitui central sub-county may be significantly affected by weak reading habits among students.



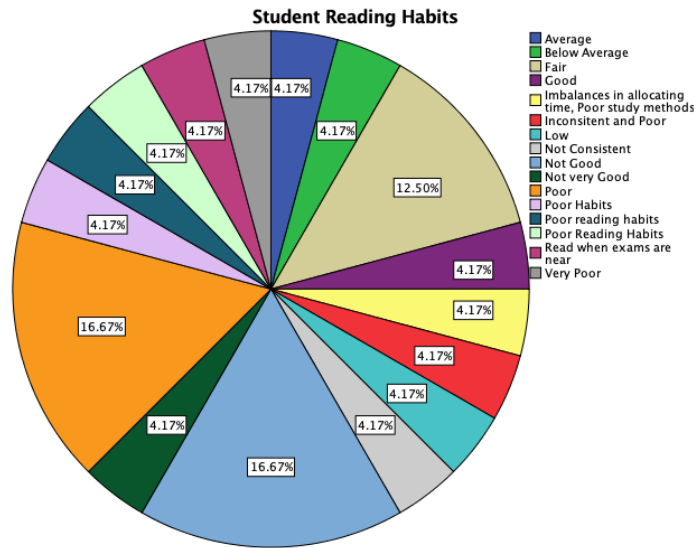
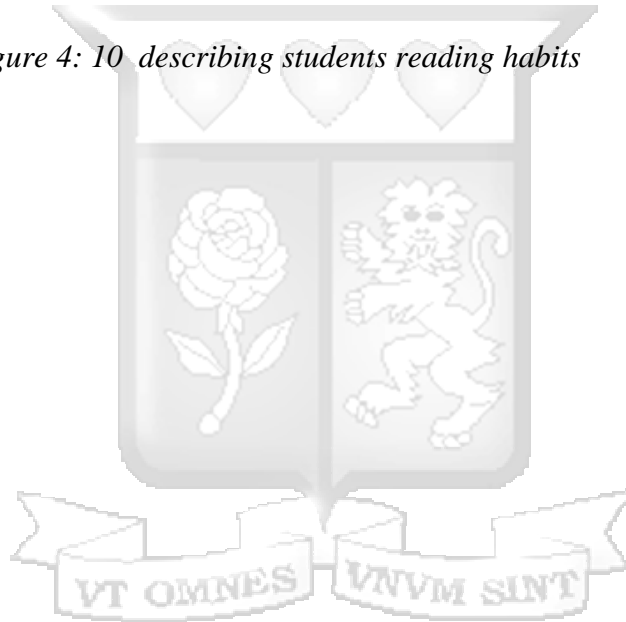


Figure 4: 10 describing students reading habits



### Schools promoting reading habits

Teachers cited various ways in which schools promoted reading habits, such as weekly readings, symposiums, free lessons, rewards among others. See Figure 4.11 for a summary of responses.

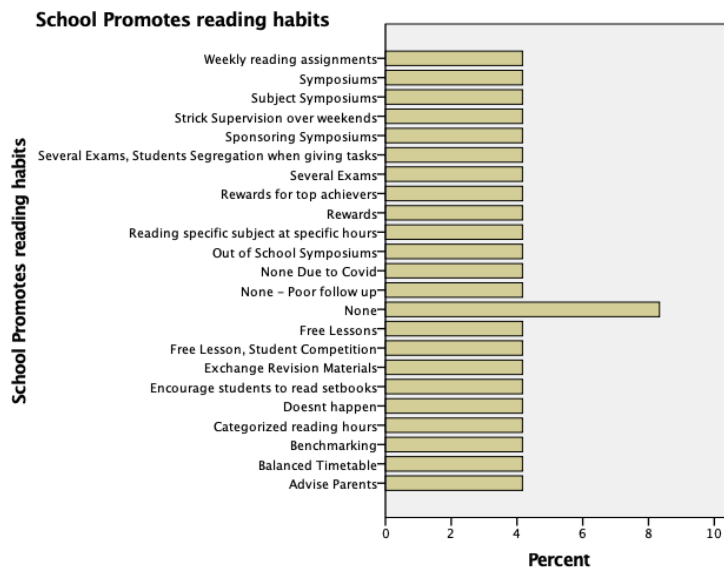


Figure 4: 11 Schools promoting reading habits

### School reading environment rating

Figure 4.12 below demonstrates that school reading environment in most schools is good at 75%, while 4.17% indicated very good and 20.83 said the school-reading environment is poor. A reading environment that supports student reading habits enables students to feel relaxed and comfortable hence able to concentrate thus contributing to good performance.

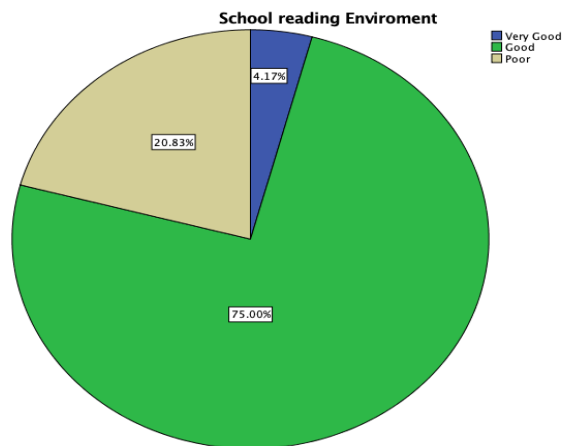


Figure 4: 12 rating school reading environment

### Student reading habits

Teachers listed some of the students' reading habits in schools, as illustrated in Figure 4.13. Some of the habits were: note taking, cramming, peer teaching, reading in groups, teacher consultation, class presentation etc., each scoring 4.17%.

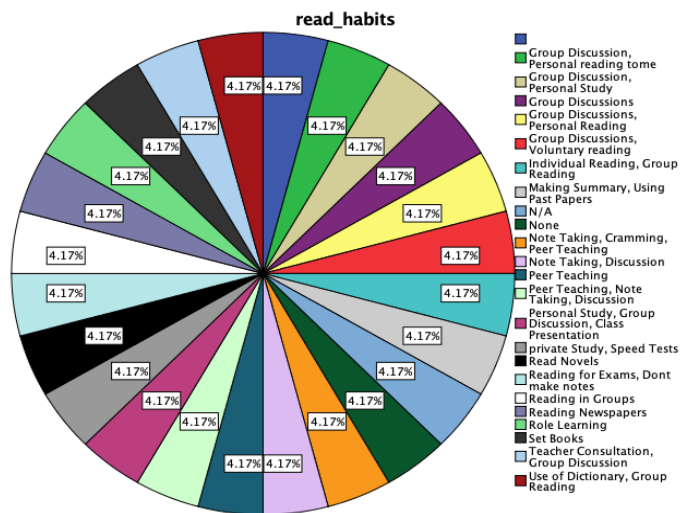


Figure 4: 13 Student reading habits

## Aspects affecting students' reading habits among schools

Figure 4:14 illustrates some of the other aspects that affect reading habits of students in the school as per the teachers' opinion. Absenteeism, lack of an equipped library, lack of exposure, lack of commitment, lack of motivation, learner's attitude, school policies were among the many factors listed each affecting by 4.17%

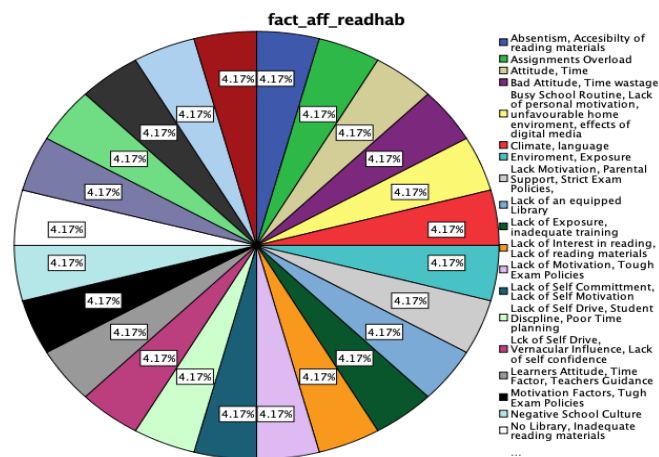


Figure 4: 14 Aspects affecting students reading habits

### 4.5 Status of school libraries in public secondary schools in Kitui Central Sub -County

The third objective of the study was to assess the status of the school library in public secondary schools in Kitui Central Sub-County. To achieve this, information was sought from both students' and teachers' questionnaires on availability, use and influence of a library on reading habits of students in public secondary schools.

#### 4.5.1 Students' questionnaire

##### Students' responses on the school library

Table 4: 10 Students' responses on status of school library

S/N	ITEMS	Yes%	No%
1.	Availability of a school library	29.95	70.05
2.	Ability to read from the library when you are free	33.33	66.6
3.	School library well equipped with variety of reading materials	14.21	87.79
4..	School library equipped with revision examination materials	23.05	76.95

The study sought to know more about how the presence or lack of a library influences students' reading habits. It was established that 70.05% of the schools lacked library services. Only 29.95% indicated that they had a library or some kind of library services in the school. This implies that Schools must establish libraries with a variety of reading resources in order to encourage reading habits and perform well in academics. The researcher also sought to find out if students read from the library when free. Study finding indicate that 66.6% did not while 33.33% said they visit the library, this may be attributed to the fact that the majority of secondary schools within the sub-county lack library services. Although, there were some libraries or library services in the school, students did not perceive the available library services to be adequate in terms of the materials, equipment and services the library offered. Further analysis showed that 85.79% of the student respondents said that the libraries lacked the resources they needed for reading, while 14.21% said that, in their opinion, they were well stocked. Similarly, 76.95% said that the school libraries lacked adequate resources for revision, while 23.05% said that the materials were sufficient and useful.

##### How often students read in the school library

Students were asked how often they read from the library. Figure 4.15 shows that the majority (61.25%) said never, 16.67% indicated that they visited the library probably once a week while 15.28% went to read from the library two or three times a week and 6.25% never visited the library. A library provides a conducive setting for reading, so it is important to encourage students to pursue their studies there because doing so fosters discipline and encourages reading habits in the study space.

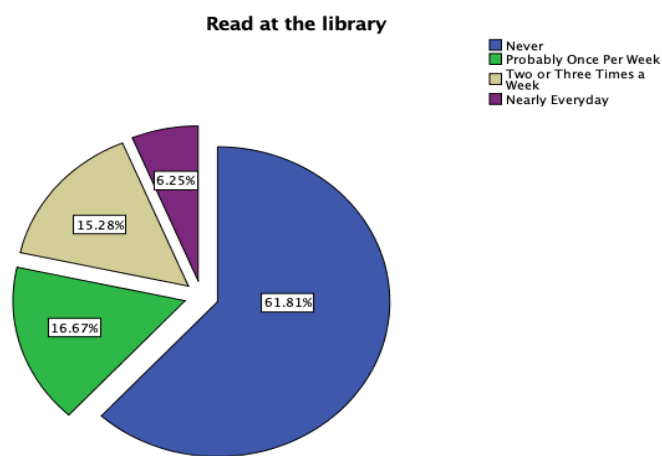


Figure 4: 15 Frequency of reading at the library

#### 4.5.2 Teachers' questionnaire

The study assessed availability and use of libraries in schools in Kitui Central Sub-County and hence asked teachers several questions. The study findings are presented below.

**Access to libraries, usage, equipment standards, relationship between habits and libraries, and attitudes toward library use.**

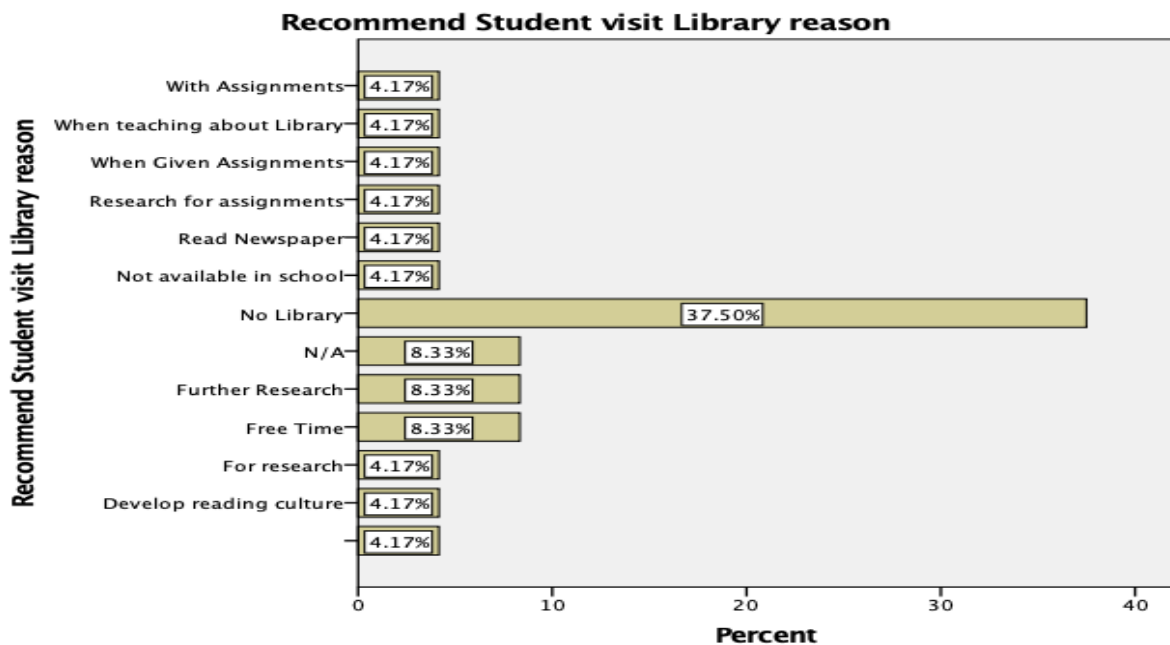
Table 4.11 indicates that 76% of schools in Kitui Central Sub-County lack libraries, while only 24% have. It also shows that 71.5 % of the students did not read from the library when free, with only 28.45% doing reading from the library. It further reveals that only 40.5% of the schools in the sub-county have well equipped libraries, with 59.5 % under equipped. It was established by 62.50 % that there was a strong relationship between reading habits and academic performance while 37.50% stated that there was no relationship. Students were asked to state their attitude towards visiting the library, Seventy-five percent of the students disliked going to the library, this might be explained by the absence of library services in the majority of schools and the available ones being poorly equipped, despite that fact, 25% of students indicated they enjoy going to the libraries

*Table 4: 11 Teachers’ responses on school library*

SN	Statement	Yes%	No%
1	Availability of a library	24%	76%
2	Students read from library when free	28.45%	71.55%
3	Library well equipped	40.5%	59.5%
4	Relationship between reading habits and library	62.50%	37.50%
5	Students’ attitude towards visiting the library	25%	75%

**Reasons for recommending library visits**

Teachers were asked to give reasons why they send students to the library. The findings are presented in Figure 4.16.



*Figure 4: 16 Reasons for recommending library visit*

A total of 41.67% indicated that they do not send students to the library because the school has no library as indicated by combining 37.50% [no library] and 4.17% [not available in school] in Figure 4.47, 8.33% send students for further research. Another 8.33% send students to the library to keep them busy during their free time. 8.33% gave other information that was not applicable [N/A]. Other reasons rated at 4.17% each were to develop a reading culture, for research, to read newspapers, research for assignments, when given assignments, when teaching about the library, and with assignments.

#### **4.6 Relationship between reading habits and academic performance**

The fourth objective was to determine the relationship between reading habits and academic performance. Data was analyzed from both the student questionnaires and the teacher questionnaires as presented.

#### 4.6.1 Students' questionnaire

##### Student academic performance in the past one year

The researcher sought to determine how students described their academic performance for the past one year. As shown in Figure 4.17, it was established that 52% of students viewed their academic performance as low. Only 23% of the respondents termed their performance as high while the rest of the respondents (23%) described their performance as moderate for the past one year.

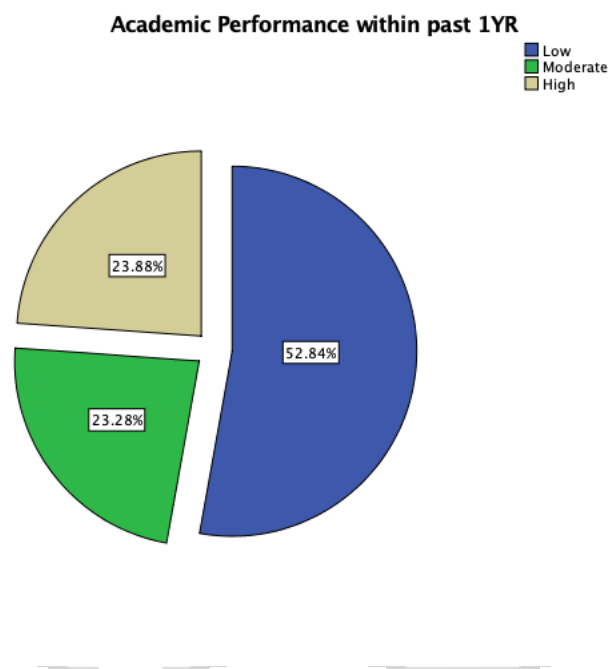


Figure 4: 17 Academic performances over the past 1 year

##### Students' opinions on impact of their reading habits on academic performance

The researcher sought to determine the student opinions about how they think reading habits influence overall academic performance. As shown in Figure 4.18, it was established that almost all students believed that reading habits impact academic performance. As 81% of respondents, indicated that reading habits influenced academic performance, while 18% believed they do not.

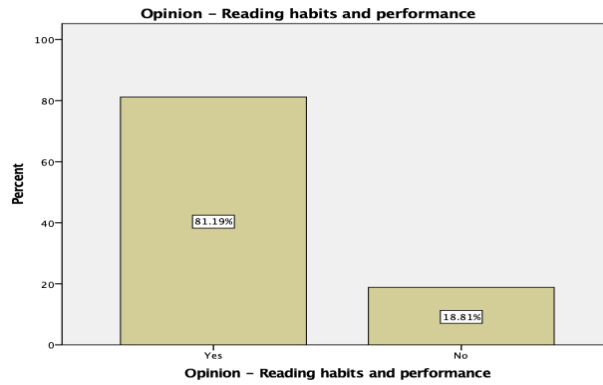


Figure 4: 18 Students' opinions on impact of their reading habit

### Student academic performance in the previous year

Information was also sought from the student respondents on overall subject performance on previous academic year 2020. Averages for the various subjects were generated as shown in Table 4.12.

Table 4: 12 Academic performance for various subjects

Subject Grade	English	Math	Swahili	B/Studies	CRE	Bio	Chem	History
A	8	5	3	7	4	3	4	9
A-	12	8	6	14	12	7	4	7
B+	17	13	10	9	19	13	6	8
B	18	16	11	12	17	4	13	5
B-	32	14	26	20	14	10	10	9
C+	23	17	37	15	27	30	11	17
C	57	43	86	120	59	28	72	146
C-	131	12	95	97	88	146	102	90
D+	37	198	61	41	95	101	113	44

<b>D-</b>	8	5	3	7	4	3	4	9
<b>Count</b>	335	326	335	335	335	342	335	335
<b>Subject Mean Score</b>	5.33	4.41	4.98	5.18	4.96	4.47	4.43	4.98
<b>Subject Mean Grade</b>	C-	D+	D+	C-	D+	D+	D+	D+
<b>Overall mean score</b>	4.25 D+							

Study findings indicate that students' performance was poor in Mathematics and Chemistry as compared to other subjects. The study further established that this trend persisted in all the schools in the study area as depicted in the subject result mean scores of Mathematics (4.41) and Chemistry (4.43) that were lower than all the other subjects. It was also observed that the performance of English (5.33) and Business Studies (5.18) was slightly better, suggesting that there could be some factors contributing to this better performance in the two subjects. This is in line with research findings that stated that the most important factor that affected student performance in business studies was their competence in speaking English (Harb & El-shaarawi, 2007). The overall mean score was 4.25 D+, which implies that majority of the students in Kitui central sub-county scored below C+, the minimum university entry.

The Pearson product moment correlation was used to test performance and show the relationship between reading habits and performance based on data provided by students in form three 2020. On average the students were 335 and an overall mean of 4.25 D+.

*Table 4: 13 showing relationship between reading habits and academic performance*

<i>Reading habit</i>	<i>No. of students</i>	<i>Pearson correlation</i>	<i>Remarks</i>
<i>Academic performance</i>	<i>Subject mean</i>	<i>(P value)</i>  <i>0.11</i>	<i>Positive significance</i>

From the table, there is a very strong relationship between reading habits and academic performance as the p values tends towards 1 (0.11.) and it is also greater than the correlation co-efficient value 0.05.

On average, based on the overall KCSE results for Kitui central sub-county between the year 2017-2019, the mean grade was 4.48 (D+) which falls under the percentage of students who did not qualify to join the university in the area (Table 1: 1 KCSE Results Kitui Central Sub County 2017-2019).

Generally, it can be deduced from the two means, K.C.S.E mean from 2017 to 2019 (4.48, D+) and the mean for students' performance in Form Three as established by the research (4.25, D+), that students' performance in Kitui Central Sub-County is below average according to the data provided by the students and KCSE data from the TSC offices ,Kitui County.

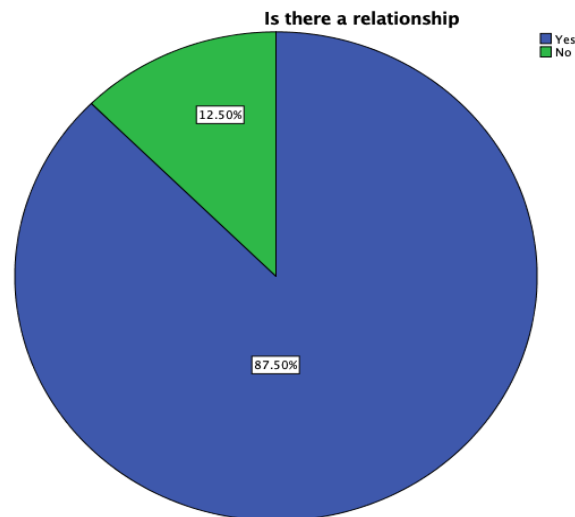
#### **4.6.2 Teachers' questionnaire**

##### ***4.6.2.1. Data from open-ended questions***

Qualitative data collected from open-ended questions was subjected to content and thematic analysis

#### **Relationship between reading habits and academic performance**

Teachers thought there was a direct link between pupils' reading habits and academic performance. As shown in Figure 4.19, 87.5 percent of respondents said there was a good correlation between reading habits and academic success, whereas 12.50 % disagreed whereas 12.50 percent disagreed.



*Figure 4: 19 Relationship between reading habits and academic performance teachers' opinion*

Good reading habits have a positive association to performance, while bad reading habits typically have a negative correlation to performance, according to some teachers. Some people asserted that "improved reading habits help students do better."

## Motives for reading

As shown in figure 4.20 ,62.50% of the teachers in the study area stated that students' reading habits is driven by desire to succeed academically, they explained that for most students they read in order to perform better in exams while 37.50% stated that students reading habits were not only for success but gave other reasons such as ability to communicate fluently both in speech and writing, self-motivation etc.

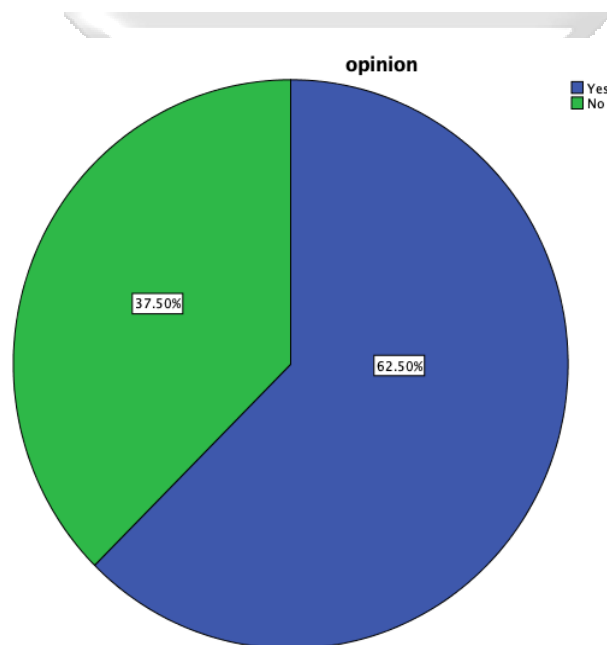
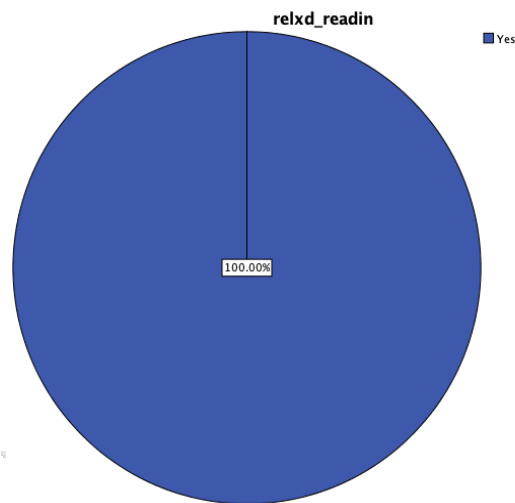


Figure 4: 20 motives for reading

## Students relaxed on reading

As demonstrated in figure 5.21, teachers agreed by 100% that there were times when students relaxed on reading thus affecting academic performance. They also stated that on several occasions, students who had relaxed due to reasons such as school closing for breaks, fees, government directives like the Covid-19 pandemic, etc. always dropped or performed poorly.

This clearly illustrates that there was a strong relationship between reading habits and academic performance.



*Figure 4: 21 Instance when students have relaxed reading*

#### **4.7 Chapter summary**

The chapter has presented findings on the effect of form four students' reading habits on academic performance in public secondary schools in Kitui Central Sub-County the reading habits of students in the home and school environments have been described using the data provided by the students and teachers. The status of libraries in Kitui Central Sub-County public secondary schools was presented, and the relationship between reading habits and academic performance analyzed.

## **CHAPTER FIVE: DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

This chapter summarizes and discusses the research findings, and presents conclusions and recommendations based on the study, along with suggestions for further research.

### **5.2 Summary of findings**

#### **5.2.1 Reading habits of Kitui Central Sub-County public secondary students at home**

The first objective of the study was to describe the reading habits of public secondary students in Kitui Central Sub-County in the home environment.

The student questionnaire found that the home environment was not promoting good reading habits among students, as the majority do not have a designated place or area of study due to inadequate spaces at home. This finding agrees with a study conducted in Ghana to examine reading habits among students and their effect on academic performance at East Bank Senior High School in the Greater Accra region. The study also found that lack of a conducive home environment hinders the reading habits of students when they are at home (Ameyaw & Anto, 2018).

55% of students indicated that they could not read for a sustained period of time and that they have difficulty in getting down to serious work during study time. However, for those who have study areas they were conducive, with minimum distractions. Very few students have a habit of reviewing their subjects regularly during the term and most of them do not cram for exams. It emerged that most students in the in Kitui central sub county do not prepare a course outline and thus could not anticipate important topics that might be covered in exams.

Notably, students do not have a regular study time, and this means that they do not schedule their study time to cover all subjects. Almost half of the student population in the study area schedule for social activities so that they do not interfere with studies. They also rest so that fatigue does not reduce efficiency when studying and they find extra time to study some subjects. Students indicated that parents do not reward good performance nor encourage them to study while at home. They also do not buy reading materials and those who do, buy revision books aligned to school assignments. This concurs with research by Otike (2011) which indicates that most Kenyan children lack home libraries. Their parents are not supportive in terms of provision of reading materials, and time for reading. The majority of parents only encourage students to read to pass exams (Otike, 2011).

The study established that students in Kitui central sub-county rely on course books and revision materials, and that their parents do not buy other books and materials to read. This differs from the findings of Acheson et al (2008) who show that children are greatly shaped by their home environment and that parents should act as role models and instill reading habits in their children. They should provide reading materials, make a home library available, help in facilitating children's reading and allow their children to read other books apart from school prescribed textbooks (Acheson et al., 2008).

Most students do not review their daily class work. To sum up, all students at least try to read from home, but the home reading environment was rated by 43.4% as poor. Home background can help cultivate a reading habit in a child if parents invest time in reading to their children (Brown & Lee, 2015). The home background influences the reading habits of a person since the parents are the first caregivers in a person's life. The family background of a child influences their response to reading and ultimately, their academic performance. Children are more likely to take reading seriously, both for pleasure and academic purposes,

in homes where books are available and reading is valued (Baker & Scher, 2002). The availability of books at home will also promote reading as children can enjoy frequent reading (Clark & Rumbold, 2006).

### **5.2.2 Reading habits of Kitui Central Sub-County public secondary students at school**

The second objective of the study was to examine the reading habits of public secondary students in Kitui Central Sub-County in the school environment. Data was gathered from both the student and teacher questionnaires in response to this objective.

Findings from students show that most students in Kitui central sub-county read by choice and study for a long time in school. Course books are the most available reading materials in schools and are read most frequently. Students indicated that they mainly study in the classrooms and that they enjoy reading to a large extent. The research revealed that students have a positive attitude toward reading, with the primary motivation being a desire to improve their academic performance. The Koech Commission (TIQET, 1999) noted in its report that for good performance to be realized, there must be the implementation of the curriculum, which includes the provision of adequate and appropriate facilities, equipment, learning and teaching materials, which are some of the factors affecting academic performance. This agrees with the findings that schools in Kitui Central Sub- County provide course books and ensure availability of classrooms where learners carry out reading activities and that they enjoy reading largely. It was established students have a good attitude towards reading and good academic performance was the key motivation to reading.

Although teachers' intervention in the classroom is frequently cited as the most important factor in sparking and maintaining students' interests (Hulleman & Harackiewicz, 2009), most teachers in Kitui Central Sub-County stated that they do not recommend that students read

materials other than course books while in school because the materials are not available. Teachers take time to test reading assignments allocated to students during own free time and also advise parents on the importance of supporting good reading habits.

According to the teachers, the school environment promotes good reading habits but schools in the sub-county do not have adequate reading materials. Ngaroga (2007) refers to teaching and learning materials as those that are accessed in the school environment (Ngaroga, 2007). Teachers described the students' reading habits in the region as poor, inconsistent, and generally weak. Teachers were quick to list some reading habits that affect students' reading habits such as absenteeism. Half of the teachers supervised their students' reading during their free time, while the other half did not. In order to improve students' academic performance in their final Kenya Certificate of Secondary Exams (KCSE), most teachers strive to ensure timely coverage of the syllabus. Schools in the Kitui Central Sub-County promote reading habits through activities such as debates, free lessons symposiums, and so on. Overall, the school reading environment was rated as good.

### **5.2.3 Status of the library in public secondary schools in Kitui Central sub-county**

The third objective of the study was to assess the status of libraries in public secondary schools in Kitui Central sub-county. Data was analyzed from both the student and the teacher questionnaires on the availability and use of a library in schools and the influence of the library on the reading habits of the students.

Most schools in the study area, according to students, lack adequate library facilities and services. As a result, the majority of students stated that they do not read from the library when they have free time. The majority of schools with libraries do not have a wide range of reading and revision materials. It was discovered that the students never used the library. This

is due to the fact that most schools do not have a library. The role of a library cannot be underrated when it comes to student reading habits and academic performance. Both teachers and students agreed that libraries were necessary and do affect their academic performance. The teachers noted that students who had a habit of visiting the library performed better

According to Ailakhu and Unegbu (2018), libraries are critical to education and that lower levels of reading proficiency are caused by underfunding of libraries and their services. The effective use of library resources gives an advantage in promoting good reading habits (Ailakhu & Unegbu, 2017).

The teachers agreed with the students about the fact that most schools in Kitui Central Sub-County lack library facilities and services, and that those that have them they are not well equipped. This explains why most students do not read from the library. However, some teachers indicated that there is a strong relationship between availability of a library and academic performance. The findings indicate that students do not like visiting the library. Teachers also gave reasons to explain why they send students to the library where they are available, such as to encourage personal reading, do research, do assignments, etc.

Educators agree that the presence of a library plays a positive role in the implementation of the school curriculum by facilitating the quality of education. A school library is paramount in improving the performance of students. School libraries and classrooms must be equipped with high-quality stock to increase access to interesting study materials and books and must provide supplementary study materials to encourage wide and active reading (Nyamu, 2015). The library supports the reading process of students through acting as a link between classrooms and community (Mokhtari et al., 2009).

#### **5.2.4 Relationship between reading habits and academic performance**

The fourth objective was to determine the relationship between reading habits and academic performance. Data from both the students' questionnaire and the teachers' questionnaire was analyzed as summarized below.

Findings from the students' questionnaire indicated that most students in Kitui Central Sub-County termed their academic performance as low. They indicated that their reading habits affected their overall academic performance. Their results for the past year in Form Three showed that there was a positive correlation between students' reading habits and academic performance. This is also evident in academic performance means in Form Three (4.48, D+) and KCSE results from 2017 to 2019 (4.25, D+). The majority believe that reading habits have a strong impact on academic performance. Kamar conducted a study in 2020 on the relationship between reading habits and student academic performance in Sokoto State, Nigeria. The study concluded that students who develop good reading habits also tend to perform well at school (Kamar, 2020). Popool et al (2020) also conducted a study on the influence of reading habits on student academic performance in a senior secondary school in Ibadan state, Nigeria. The findings indicate that good reading habits enhance the academic performance of students. Therefore, students should be encouraged to develop good reading habits and schools should provide an enabling environment and infrastructure that stimulate students to read (Popoola et al., 2020).

From the findings, the teachers also agreed that there is a strong positive correlation between reading habits and performance of the students. Teachers stated that reading habits are driven by the desire to succeed because most students read in order to perform better. Teachers totally agreed that there were times when students have relaxed on reading and have subsequently performed poorly. According to the teachers, the students who perform better

are good readers. They also noted that students who had a habit of visiting the library performed better. Thus, there is a very strong relationship between reading habits and academic performance. The study by Achew Owusu (2014) confirmed that reading habit has an influence on academic performance and there is a relationship between reading habit and academic performance (Owusu-Acheaw, 2014).

Taha conducted a study in 2021 to explore the reading habits among students and their effects on their academic performance in a school in a remote area of the United Arab Emirates. It established that reading habits have a significant influence on academic performance (Taha, 2021)

### **5.3 Conclusions from the Study**

The study concluded that:

The home environment in Kitui Central Sub-County was not supportive of good reading habits in students and consequently affected academic performance negatively. Parents need to support and promote reading habits by buying reading books, allowing time to study and acting as children mentors and role models.

The study concluded that the school environment in Kitui Central Sub-County is generally quite positive in terms of encouraging good reading habits in students. Teachers help students develop reading habits by exposing them to activities such as symposiums, and essay writing competitions. Largely, teachers do supervise reading activities, allocate reading lessons in the timetable and schedule time for students' private reading.

According to the study, most schools in Kitui Central Sub-County do not have a library, but a few do have a library or a room where reading and resource materials are kept. The study

strongly pointed that the libraries and the rooms were under equipped and students could not access reading and revision materials..

Finally, the study concluded that there is a strong correlation between reading habits and academic performance among public secondary school students in Kitui County Sub-County. Table 4.14 indicates that students' poor performance in Form Three may be a consequence of self-reported weak reading habits. In addition, Table 1:1 (KCSE results of 2017-2019) shows that most students performed below average, a mean of 4.48 D+. This indicates that there is a strong relationship between reading habits and academic performance as findings from the research implied.

#### **5.4 Recommendations**

The study proposes the following recommendations to different stakeholders in Kitui central sub-county based on the research findings.

##### **5.4.1 Policy**

The government should consider the construction and availability of critical learning resources like libraries in the region. The lack of adequate educational resources such as the library conditions and lack of library facility has negatively influenced students' performance in the region

Parents, school stakeholders and the government should identify and implement strategies that promote reading habits among students and provide adequate reading materials that will help students to obtain good grades.

Reading resources and materials are key to good reading habits as well as school environment should provide students with reading and revision materials to cushion the textbooks and

provide students with a variety of diverse knowledge and skills and different techniques of answering questions in exams.

#### **5.4.2 Practice**

The study found that students' reading habits and, as a result, academic performance were greatly influenced by their home environment, so students should develop a positive attitude toward reading and be self-motivated. They should be goal-oriented and focused, and they should develop good reading habits for both academic and non-academic purposes, as research shows that there is a link between reading habits and academic performance.

Parents must create an enabling reading environment at home, as well as strongly support and promote reading habits by purchasing reading books, allowing time for study, acting as mentors and role models, and supervising reading at home.

On school environment, the school administrators and teachers in schools in Kitui central sub-county should develop students' reading habits by exposing the students to activities such as symposiums, essay-writing competitions, supervision of reading activities, allocating reading lessons in the timetable and scheduling time for students' private reading. It is advisable the teachers develop reading tests that encourage students' continuous reading and develop career talks and counseling programs where teachers can guide students on the importance of good reading habits that will post good academic results.

Libraries serve as a collection place where reading and revision materials are kept, this gives students an opportunity to access a variety of reading materials. However, the study demonstrates that most schools in Kitui Central Sub-County lacked this facility and in those schools that have a library, these are not well equipped. The school administrators should provide a library where students can access reading materials and strive to equip them.

Data from the students' performance in Form Three 2020 (Table 4.13) and the K.C.S.E results of 2017-2019 (Table 1.1), shows that students' performance in Kitui Central Sub-County is below average, with a mean grade of D+ in each, far below the minimum university entry of C+. It is therefore, the responsibility of students to develop good reading habits, be focused and committed to their studies in order to obtain good academic results since from the research it is clear that there is a relationship between reading habits and academic performance.

#### **5.4.3 Recommendations for future research**

The study recommends further research on private secondary school students in the Kitui Central Sub-County to assess the effect of reading habits on academic performance and find out if there is a significant difference in reading habits and performance of students in public schools and those in the private schools.

The study could also be conducted in a different region in Kitui county or another county in Kenya and find out if the students' reading habits affect academic performance.

Longitudinal research with the same students over time may be conducted to see how they performed in KCSE and their actual academic progression in tertiary institutions in obtaining various qualifications (certificate/diploma/degree/etc.).

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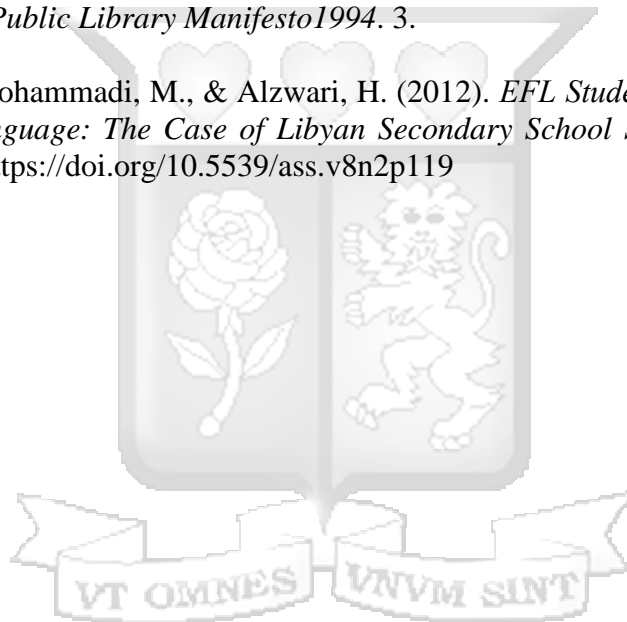
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## APPENDICES

### Appendix I: Ethical Clearance Letter



12<sup>th</sup> October 2021

**Mrs. Mangelu Grace**, grace.mangelu@strathmore.edu

Dear Mrs. Mangelu,

**RE: The effect of reading habits on students' academic performance in Public Secondary Schools in Kitui Central Sub-County, Kenya**

This is to inform you that SU-IERC has reviewed and **approved** your above **SU-master's** research proposal. Your application reference number is **SU-IERC1169/21**. The approval period is **12<sup>th</sup> October 2021 to 11<sup>th</sup> October 2022**.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including (informed consents, study instruments, MTA) will be used
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by SU-IERC.
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to SU-IERC within 48 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affected

safety or welfare of study participants and others or affect the integrity of the research must be reported to SU-IERC within 48 hours

- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to SU-IERC.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke/> and also obtain other clearances needed

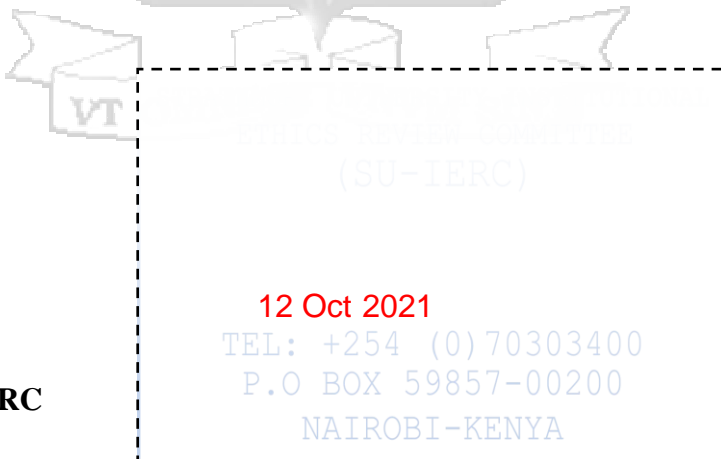


Yours sincerely,

for:

Prof Fred Were,

**Chairperson; SU-IERC**



Ole Sangale Rd, Madaraka Estate. PO Box 59857-00200, Nairobi, Kenya. Tel +254 (0)703 03400

Email [admissions@strathmore.edu](mailto:admissions@strathmore.edu) [www.strathmore.edu](http://www.strathmore.edu)

**Appendix II: NACOSTI Research License**



Ref No: 775569

**RESEARCH LICENSE**



**This is to Certify that Ms.. grace kalekye mangelu of Strathmore University, has been licensed to conduct research in Kitui on the topic: The effect of reading habits on students' academic performance in Public Secondary Schools in Kitui Central Sub-County, Kenya for the period ending : 28/October/2022.**

License No: NACOSTI/P/21/13642

775569

Applicant Identification Number

*Walter*  
Director - General  
**NATIONAL COMMISSION  
FOR SCIENCE, TECHNOLOGY  
& INNOVATION**

Verification QR Code



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## **THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013**

The Grant of Research Licenses is Guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

### **CONDITIONS**

1. The License is valid for the proposed research, location and specified period.
2. The License any rights there under are non-transferable.
3. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report (thesis) within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

National Commission for Science, Technology and Innovation off Waiyaki Way, Upper Kabete, P. O. Box 30623, 00100 Nairobi, KENYA

Land line: 020 4007000, 020 2241349, 020 3310571, 020 800107

Mobile: 0713 788 787 / 0735 404 245

E-mail: [dg@nacosti.go.ke](mailto:dg@nacosti.go.ke) / [registry@nacosti.go.ke](mailto:registry@nacosti.go.ke)

Website: [www.nacosti.go.ke](http://www.nacosti.go.ke)

## **Appendix III: Participant Information and Consent Form for Subject Teachers and Parents/Guardians or Principals**

### **SECTION 1: INFORMATION SHEET**

**Title of research project:** *Effect of students' reading habits on academic achievement in Public Secondary Schools in Kitui Central Sub-County, Kenya*

**Name and position of researcher:**

**MANGELU GRACE KALEKYE**, Master of Science in Education Management Strathmore University Graduate School.

### **SECTION 2: STUDY INFORMATION**

#### **2.1 Why is this study being carried out?**

The purpose of this study is to assess effects of students' reading habits on academic achievement in public secondary schools in Kitui Central Sub-County, Kenya. The target populations for this study are Form Four students and secondary school teachers. The information collected for this study will be used for academic purposes only.

#### **2.2 Do I have to take part?**

No. Participating in this study is optional. However, your input is valued as it will give a better understanding of the subject matter. You are free to withdraw your participation at any given time.

#### **2.3 Who is eligible to take part in this study?**

- High School Subject Teachers based at Public Secondary Schools in Kitui Central Sub-County, Kenya

- Form Four Students based at Public Secondary Schools in Kitui Central Sub-County, Kenya

#### **2.4 Who is not eligible to take part in this study?**

- Secondary school Subject Teachers based at any other school
- Form Four Students based at any other public school in Kenya

#### **2.5 What will taking part in this study involve for me?**

You will be approached by the researcher, who will explain the study to you and invite you to consent to participate. You will then be given a questionnaire to fill in, in your own time. The researcher will collect the questionnaire from you after a few days.

#### **2.6 Are there any risks or dangers in taking part in this study?**

There are no risks involved. All information you provide will be treated with confidentiality and not used in any way without your permission.

#### **2.7 Are there any benefits of taking part in this study?**

By participating in the study, you will contribute to identifying the effects that students' reading habits have on their academic achievement in Public Secondary Schools in Kitui Central Sub-County, Kenya. The findings will help to improve the students' reading habits in these schools and enhance academic performance.

#### **2.8 What will happen to me if I refuse to take part in this study?**

Your participation is voluntary. Withdrawal from the study has no adverse consequences to you.

**2.9 Who will have access to my information during this research?**

Records will only be accessible to people closely working on the study. They will be securely stored in locked cabinets and where in digital format, password protected

**2.10 Who can I contact in case I have further questions?**

You can contact me, Mangelu Grace Kalekye at Strathmore University, or by e-mail [gmangelu@gmail.com](mailto:gmangelu@gmail.com) or by phone -0721250968. You can also contact my supervisor, Dr. C.Dean at Strathmore University, Nairobi.

**If you want to ask someone independent anything about this research, please contact:**

The Secretary at Strathmore University Institutional Ethics Review Board, P. O. BOX 59857, 00200, Nairobi. The email: [ethicsreview@strathmore.edu](mailto:ethicsreview@strathmore.edu) and Tel number: +254 703 034 188

**Please tick yes or no**

I voluntarily accept to participate in the study

I understand I can withdraw any time, refuse to answer any question without any consequence

I understand I will not benefit directly in participating in the in this research

I understand that all information provided in this study will be treated confidentially

I understand that my identity remains anonymous in the study

I understand that extracts of my questionnaire may be used in the study

I, \_\_\_\_\_, have had the study explained to me. I have understood all that I have read and have had explained to me and my questions were answered satisfactorily.

I understand that I can change my mind at any stage.

**Please tick the boxes that apply to you:**

**Participation in the research study**

I AGREE to take part in this research

I DON'T AGREE to take part in this research

**Storage of information from the completed questionnaire**

I AGREE to have my responses stored for future data analysis

I DON'T AGREE to have my responses stored for future data analysis

**Participant's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Participant's Name:** \_\_\_\_\_

**Time:** \_\_\_\_\_

*(Please print name)*

I, \_\_\_\_\_ (Name of person taking consent) certify that I have followed the SOP for this study and have explained the study information to the study participant named above, and that s/he has understood the nature and the purpose of the study and consents to the participation in the study. S/he has been given opportunity to ask questions which have been answered satisfactory

**Investigator's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Investigator's Name:** \_\_\_\_\_

**Time:** \_\_\_\_\_



## **Appendix IV: Assent Form for Students**

### **PARTICIPANT INFORMATION AND ASSENT FORM**

Your parent/guardian has given consent for you to take part in a research study on the effect of students' reading habits in your school. You need to read the information about the study presented below. Please feel free to ask any questions that you might have. Once you understand the content of the study and how you will be involved, you may agree to take part [by signing at the bottom of this form] or you may choose not to take part [in this case, you can return this form unsigned to the person who gave it to you]. You will not be victimized if you choose not to take part.

#### **SECTION 1: INFORMATION SHEET**

##### **Title of research project:**

*Effect of students' reading habits on academic achievement in Public Secondary Schools in Kitui Central Sub-County, Kenya*

##### **Name and position of researcher:**

**MANGELU GRACE KALEKYE**, Master of Science in Education Management Strathmore University Graduate School.

#### **SECTION 2: STUDY INFORMATION**

##### **2.1 Why is this study being carried out?**

The purpose of this study is to assess effects of students' reading habits on academic achievement in Public Secondary Schools in Kitui Central Sub-County, Kenya. The target populations for this study are secondary school students and subject teachers. The information collected for this study will be used for academic purposes only.

## **2.2 Do I have to take part?**

No. Participating in this study is optional. However, your input is valued as it will give a better understanding of the subject matter. You are free to withdraw your participation at any given time, without any danger of victimization or other negative effects.

## **2.3 Who is eligible to take part in this study?**

- High School Subject Teachers based at Public Secondary Schools in Kitui Central Sub-County, Kenya
- Form Four Students at Public Secondary Schools in Kitui Central Sub-County, Kenya

## **2.4 Who is not eligible to take part in this study?**

- High School Subject Teachers based at any other schools
- Form Four Students based at any other secondary school in Kenya

## **2.5 What will taking part in this study involve for me?**

You will be approached by the researcher who will explain the study to you and invite you to agree to participate. You will then be given a questionnaire to fill in, in your own time. The researcher will collect the questionnaire from you after a few days.

## **2.6 Are there any risks or dangers in taking part in this study?**

There are no risks involved in taking part in this study. All the information you provide will be treated with confidentiality and not used in any way without your permission.

## **2.7 Are there any benefits of taking part in this study?**

By participating in the study, you will contribute to identifying the effects of students' reading habits on academic performance in Public Secondary Schools in Kitui Central Sub-County, Kenya. The findings will help to improve the students' reading habits in these schools and enhance academic performance.

### **2.8 What will happen to me if I refuse to take part in this study?**

Your participation is voluntary. You are free to withdraw from the study at any time.

Withdrawal from the study has no adverse consequences to you.

### **2.9 Who will have access to my information during this research?**

Records will only be accessible to people closely working on the study. They will be securely stored in locked cabinets and where in digital format, the data will be password protected.

### **2.10 Who can I contact in case I have further questions?**

You can contact me, Mangelu Grace Kalekye at Strathmore University, or by e-mail [gmangelu@gmail.com](mailto:gmangelu@gmail.com) or by phone –0721250968. You can also contact my supervisor, Dr. C. Dean at Strathmore University, Nairobi.

**If you want to ask someone independent anything about this research, please contact:**

The Secretary at Strathmore University Institutional Ethics Review Board, P. O. BOX 59857, 00200, Nairobi. The email: [ethicsreview@strathmore.edu](mailto:ethicsreview@strathmore.edu) and Tel number: +254 703 034 188

**Please tick yes or no**

I voluntarily accept to participate in the study

I understand I can withdraw any time, refuse to answer any question without any consequence

I understand I will not benefit directly in participating in the in this research

I understand that all information provided in this study will be treated confidentially

I understand that my identity remains anonymous in the study

I understand that extracts from my questionnaire may be used in the study

I, \_\_\_\_\_, have had the study explained to me. I have understood all that I have read and have had explained to me and my questions were answered satisfactorily.

I understand that I can change my mind at any stage.

**Please tick the boxes that apply to you:**

**Participation in the research study**

I AGREE to take part in this research

I DO NOT AGREE to take part in this research

**Storage of information from the completed questionnaire**

I AGREE to have my responses stored for future data analysis

I DON'T AGREE to have my responses stored for future data analysis

**Participant's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Participant's Name:** \_\_\_\_\_

**Time:** \_\_\_\_\_

*(Please print name)*

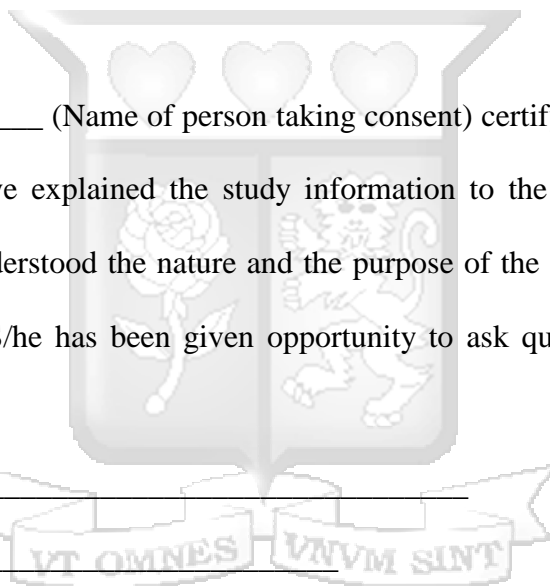
I, \_\_\_\_\_ (Name of person taking consent) certify that I have followed the SOP for this study and have explained the study information to the study participant named above, and that s/he has understood the nature and the purpose of the study and consents to the participation in the study. S/he has been given opportunity to ask questions which have been answered satisfactorily.

**Investigator's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Investigator's Name:** \_\_\_\_\_

**Time:** \_\_\_\_\_



## Appendix V: Research Questionnaire for Students

My name is Grace Kalekye Mangelu, I am a student at Strathmore University pursuing a Master of Science in Education Management. As a programme requirement, I am writing a research project in the field of study. For this purpose, I kindly request that you spare your time to fill in the questionnaire provided to study *effect of students' reading habits on academic achievement in Public Secondary Schools in Kitui Central Sub-County, Kenya*. The information will be treated with utmost confidentiality and shall only be used for this academic research work. Names of respondents shall not be used or indicated anywhere in this research. Only the data gathered shall be analysed and findings generalized. You are kindly you requested to fill in the blank spaces at the end of each question or simply put a tick where appropriate.

### SECTION A: BACKGROUND INFORMATION ABOUT THE RESPONDENTS

*(tick your option or fill your answer in the spaces provided)*

1. Name of school:
2. What is your gender?
  - a) Male
  - b) Female
3. What is your age?

### SECTION B: This section covers Students' Reading habits in home environment

Please tick Yes or No to the following statements

1.	Is there a designated reading area/space at your home?		
2.	Are you able to study for a sustained period of time (at least forty-five minutes)?		
3.	Are you in the habit of getting right down to serious work at study time?		
4.	Do you arrange your study time and area so that distractions and interruptions are minimized?		
5.	Are you in the habit of reviewing each subject regularly during the term?		
6.	Do you prepare for examinations without cramming?		
7.	When preparing for exams, do you outline your course work?		
8.	Are you able to anticipate important topics that might be covered on exams?		
9.	Do you make it a habit to prepare possible answers to essay questions in advance?		
10.	Do you study regularly at a regular study time?		
11.	Do you schedule your time intelligently to cover all subjects?		
12.	Do you schedule social activities so that they won't interfere with studying?		
13.	Do you rest properly so that fatigue does not reduce efficiency?		
14.	Do you recognize the need to devote extra time to over learn certain subjects?		
15.	Do your parents/guardians reward you for good performance?		
16.	Do your parents/guardians encourage you to read/study while you are at		

	home?		
17.	Do you make it a habit to review daily for each class?		

18. Does your family buy you reading material? If yes, indicate the type of reading material

.....

19. How do you rate your reading environment at home?

- a) Very Good
- b) Good
- c) Poor
- d) Very poor



20. How often do you read at home?

- a) Never
- b) Probably once per week
- c) Two or more times per week
- d) Nearly every day
- e) Every day

**SECTION C: This section covers Students' Reading habits in school environment**

1. How often do you read in school?

- a) Not at all
- b) 1-2 times a week
- c) 2-3 times a week
- d) 4-5 times a week

e) Everyday

2. How long do you read at a given time in school? (indicate time in hours):

3. What kind of reading materials do you read?

a) Course books

b) Story books

c) Journals

d) Magazines

e) Newspapers

f) Others specify

4. Where do you read from?

a) Classroom

b) Compound

c) Library

5. To what extent do you enjoy reading?

a) To a very large extent

b) To a large extent

c) To a moderate extent

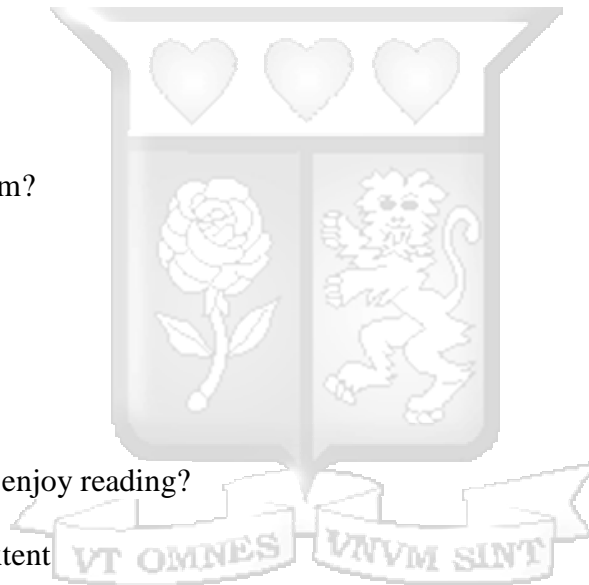
d) To a small extent

e) To a very small extent

6. How often do you read at school when it is your choice?

a) Not at all

b) 1-2 times a week



c) 2-3 times a week

d) 4-5 times a week

e) Everyday

7. How much time do you spend reading during your free time in school?

a) Less than 15 minutes

b) Between 15 minutes to 30 minutes

c) 30 minutes or more

8. What motivates you to read? Check all choices that apply to you.

a) School assignments

b) Recommendation from a friend

c) Need for information for myself personally

d) Enjoyment and relaxation

e) Good performance

9. How often do you read in school?

a) Never

b) Probably once per week

c) Two or more times per week

d) Nearly every day

e) Every day

10. What is your attitude towards reading?

a) Very Poor

b) Poor

c) Good

d) Very Good

e) Excellent

11. How often do you read your book?

a) Daily [ ]

b) Twice a week [ ]

c) Once a Month [ ]

d) At leisure [ ]

15. Do you think there is a relationship between your reading habits and your academic performance? Explain.....

16. How would you describe your academic performance in the past one year?

a) Low [ ]

b) Moderate [ ]

c) High [ ]

**SECTION D: This section covers Students' reading habits in the School Library**

Please tick Yes or No to the following statements

S/N	ITEMS	Yes	No
1.	Does your school have a library?		
2.	Do you read from the library when you are free?		
3.	Is your school library well equipped with variety of reading materials?		
4..	Is your school library equipped with revision examination materials?		

5. How often do you read in the school library?

- a) Never
- b) Probably once per week.
- c) Two or more times per week
- d) Nearly every day
- e) Every day

**SECTION E: This section covers Students ‘academic performance at the end of the previous academic year**

Kindly indicate below your grades in the final exams last year [Form Three]

<b>SUBJECT NUMBER</b>	<b>SUBJECT NAME</b> [Indicate the names of optional subjects]	<b>GRADE</b>
1.	English	
2.	Maths	
3.	Kiswahili	
4.		
5.		
6.		
7.		
8.		

**Thank you**

## Appendix VI: Research Questionnaire for Secondary School Teachers

My name is Grace Kalekye Mangelu, I am a student at Strathmore University pursuing a Master of Science in Education Management. As a programme requirement, I am carrying out a research project on *effect of students' reading habits on academic achievement in Public Secondary Schools in Kitui Central Sub-County, Kenya*. For this purpose, I kindly request that you spare your time to fill in the questionnaire provided. The information will be treated with utmost confidentiality and shall only be used for this academic research work. Names of respondents shall not be used or indicated anywhere in this research. Only the data gathered shall be analyzed and findings generalized. You are kindly you requested to fill in the blank spaces at the end of each question or simply put a tick where appropriate.

### SECTION A: BACKGROUND INFORMATION ABOUT THE RESPONDENTS

*(tick your option or fill your answer in the spaces provided)*

1. What is the name of your school?
2. What is your gender?
  - a) Male
  - b) Female
3. How many years have you served in the teaching profession? \_\_\_\_\_

### SECTION B: This section covers students' reading habits in school environment

Instructions: Tick Yes/No	Yes	No
1. Do you recommend other reading materials to students other than course books?		
2. Do you test reading assignments allocated to students during their own free time?		
3. Do you advise parents on the importance of supporting good reading habits?		

4. Does the school environment promote students' reading habits?		
5. Is there adequate reading materials in the school?		
6. Do you supervise students' reading during their free time?		
7. Does the school timetable allocate specific time for voluntary reading?		
8. Does your school ensure timely coverage of syllabus?		

9. Do school assignments allow students to read while at home? Explain your answer.

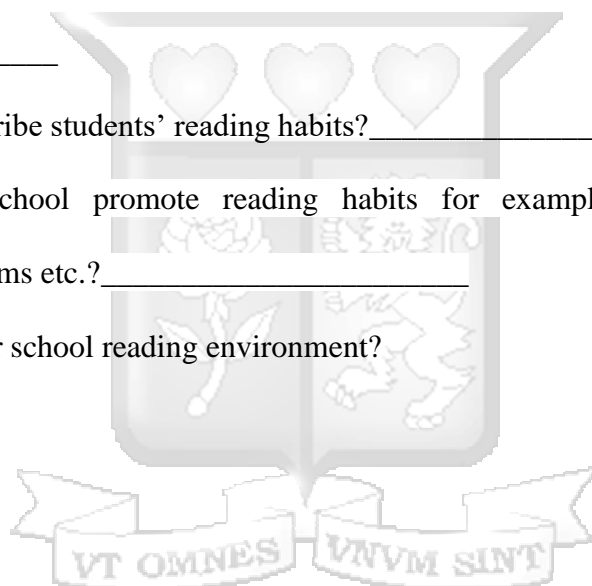
\_\_\_\_\_

10. How would you describe students' reading habits? \_\_\_\_\_

11. How does your school promote reading habits for example, school reading day, benchmarking, symposiums etc.? \_\_\_\_\_

12. How do you rate your school reading environment?

- a) Very
- b) Good
- c) Poor
- d) Very poor



**SECTION C: This section covers students' reading habits in the school library**

Instructions: Tick Yes/No	Yes	No
1. Does your school have a library?		
2. Do your students read from the library when free?		
3. Is your school library well equipped with a variety of reading materials?		
4. Is there a relationship between school library and academic performance?		

5. What is the students' attitude towards visiting the library?		
---	--	--

6. Are there instances when you recommend students to visit the library?  
Explain. \_\_\_\_\_

**SECTION D: Teachers' opinions about the effects of reading habits on students' academic performance**

1. What are some of the students' reading habits in your school? List them \_\_\_\_\_

2. Is there a relationship between reading habits and academic performance?  
Explain. \_\_\_\_\_

3. What do you think are the main factors that affect students' reading habits?  
Explain \_\_\_\_\_

4. In your own opinion, do you think students' reading is driven by desire to succeed?  
Explain \_\_\_\_\_

5. Are there times when students have relaxed on reading, hence affecting their performance?  
Explain \_\_\_\_\_

6. In your experience, do the students who are good readers also perform well in academics and vice versa? \_\_\_\_\_

THANK YOU













## Appendix VII: Similarity Index



### Document Information

Analyzed document	MANGELU GRACE KAALEKYE.doc (D139700667)
Submitted	2022-06-08T18:20:00.0000000
Submitted by	
Submitter email	Grace.mangelu@strathmore.edu
Similarity	12%
Analysis address	library.strath@analysis.orkund.com

### Sources included in the report

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<b>W</b>	URL: <a href="https://journal.widyadharma.ac.id/index.php/mabis/article/download/620/674">https://journal.widyadharma.ac.id/index.php/mabis/article/download/620/674</a> Fetched: 2021-03-06T09:09:25.6970000	 3