

# **Students' Reading Habit and Its Effect on Academic Performance: A Study of Management Students STIE Widya Dharma, Pontianak**

**Udur Delima Sibatuara**

Email: udurdelima@gmail.com

Akademi Bahasa Asing Widya Dharma Pontianak

## **Abstrak**

Penelitian ini bertujuan untuk mengetahui kebiasaan membaca dan pengaruhnya terhadap prestasi/hasil belajar mahasiswa manajemen STIE Widya Dharma, Pontianak. Penelitian ini menggunakan metode penelitian survei. Instrumen penelitian yang digunakan adalah kuesioner terstruktur. Temuan-temuan pada penelitian ini menunjukkan bahwa siswa kebanyakan membaca novel sebagai bahan bacaan mereka. Sumber bacaan yang digunakan siswa untuk memperbarui pengetahuan mereka kebanyakan adalah buku dan juga dari hasil browsing internet dan hanya beberapa siswa yang mengambil sumber dari jurnal dan majalah. Menurut penelitian ini, mahasiswa tidak terbiasa meluangkan waktu untuk membaca. Berdasarkan tujuan membaca, siswa kebanyakan membaca untuk kesenangan, pengembangan diri, dan untuk penyelesaian tugas kuliah. Hasil survey menyatakan bahwa siswa cenderung hanya sesekali mengunjungi perpustakaan. Survei ini juga menemukan bahwa kebanyakan siswa lebih memilih media sosial sebagai aktivitas utama mereka dan hanya sejumlah kecil yang suka membaca buku pada waktu senggang. Kebiasaan membaca siswa, sebagian besar dinyatakan bahwa mereka membaca hanya sebagai kebutuhan, mereka lebih suka membaca buku elektronik daripada buku cetak. Namun mahasiswa setuju bahwa ada pengaruh membaca terhadap prestasi/hasil belajar. Faktor utama yang menjadi penghalang dalam kebiasaan membaca adalah dengan adanya media sosial misalnya Facebook, Whatsapp, line, Instagram, dan lain-lain.

**Keywords:** *reading habits, academic performance, reading material*

## **1. Introduction**

Reading is an activity that is often done by human to gain a broad knowledge. Reading is also an art that provides a human being with the foundation upon which to straight his or her understanding of life to build his or her worldview. By reading someone can get better knowledge of one's own experiences and it can be an exciting journey to self-discovery. Reading transfers experiences to the individual so that the reader may expand one's horizons, identify, extend and intensify his or her interest and gain deeper understanding of the world (Green, 2002)

Smith & Robinson (1980) states reading as "an active attempt on the part of reader to understand a writer's message". According to Toit (2001) "reading is a process of thinking, recalling and relating concepts under the functioning of written words". Devarajan (1989) defines reading as the art of interpreting printed and written words. Irvin (1998) describes the reading process as "the interaction of what is in the head with what is on the page within a particular context that causes students to comprehend what they read". Thus, reading is the ability to recognize and examine words or sentences and understand the information within. It is a cognitive process of understanding a written linguistic message and to examine and grasp the meaning of written or printed characters, words or sentences.

In colleges or university, the success in all fields of study are connected to reading. To acquire the points, students are required to master all the courses taken. Students are expected to read to get the expected grade point. Achievement in the Colleges requires awareness of facts and acquisition of skills in the field of study. All these can be acquired through reading. However, the habit of reading does not reflect in the lives of most students in Colleges and Universities, even though the learners know how to read, what to read, when to read and where to read. The assumption states that students must have a book to read at a particular time, whether for pleasure or to pass the examination.

Reading and reading habit are two aspects that have received increasing attention in recent years. For improving the ability of reading habit, students need the motivation and ability. Reading Horizon Journal (2007: 252) define that there are two factors that contribute to the reading habit such as the motivation and the ability to read. It means that these aspects can give effects on student reading habit such as some of students like to read and do every chance they have or some of them who often in the same classroom dislike the whole idea of reading anything by motivating of friends. In the evolving knowledge society, reading is considered crucial for gaining the necessary information and insights, which prepare a person to face the diverse challenges of modern times. Therefore, the study investigates Students' reading habit and its effect on academic performance: A study of Management students STIE Widya Dharma, Pontianak.

## **2. Statement of the Problem**

The most problem of students that contributes to their performance in tests and examinations is lack of proper reading habits. Nowadays, due to the influence of the mass media, people do not show much interest in reading books; magazines and journals, among others (Palani, 2012). Many students prefer to watch movies and other shows on the television, listening to audio-CDs, watching video-CDs, among others (Issa, 2012). Many parents, lecturers and teachers complain about students of nowadays generation who have not developed reading habits among themselves. From the assertion above, the work was conducted to examine the reading habits among students and the effects on their academic performance, specifically among management students of STIE Widya Dharma, Pontianak.

## **3. Objectives of the Study**

The main objective of this research is to investigate the students' reading habit and its effect on the academic performance of students STIE Management Widya Dharma, Pontianak. The specific objectives of the study are:

- 3.1. To examine the reading habits (styles) among students
- 3.2. To assess the effect of reading habits on students' performance
- 3.3. To determine the material students read when they visit the library
- 3.4. To ascertain the relationship between reading habit and academic performance

## **4. Research Questions**

The objectives were achieved based on finding answers to the following research questions:

- 4.1. What are the reading habits among students?
- 4.2. What does reading habit effect on academic performance?
- 4.3. What kind of materials do students read when they visit the library?
- 4.4. What Is the relationship between (Students') reading habits and academic performance?

## **5. Literature Review**

- 5.1. Reading

Reading as in Dadzie (2008) is the ability to understand words contained in a document and make use of the knowledge for personal growth and development. This implies making meaning out of recorded information either printed or non-printed in the life of an individual where people read for different reasons and purposes, some of which include for pleasure, leisure, relaxation, information and for knowledge. Palani (2012) observed that Reading is the identification of the symbols and the association of appropriate meaning with them. It requires identification and comprehension. Comprehension skills help the learner to understand the meaning of words in isolation and in context. He believes reading is a process of thinking, evaluating, judging, imagining, reasoning and problem-solving.

Deavers (2000) asserted that reading is an essential tool for knowledge transfer and the habit of reading is an academic activity that increases skills in reading strategies. To know about the world with its environment, someone helps himself through reading books, newspapers, magazines and other reading material. Since the child has been taught to read and has developed his love for books, he can explore for himself the wealth of human experiences and knowledge through reading. Children, who lost the opportunity of getting in touch with books in their early stages of life, find it hard to acquire good reading habits in their later years. Reading as an intellectual action which is possible only if someone built a habit of reading and practices it from childhood. Therefore, reading habits play a very crucial role in enabling someone to achieve practical efficiency. "Laws die but books never." Indeed, books are the most suitable medium through which knowledge is transmitted from generation to generation (Issa et al, 2012).

Reading as a prerequisite of students' effective study habit which will help them to improve their academic performance. It is the hallmark of success, not just in the academic environments but a means to lifelong learning. Reading is the catalyst for career progression and academic achievements. Therefore, for someone who diligently digs deeply to the root of knowledge and its enduring gift; is of course through reading.

According to Karim, and Hasan, (2007) reading is regarded as a process, mode of thinking, kind of real experience and involves many complex skills: the ability to perceive printed words, to skim for information and then perhaps read intensively to get the point of the reading. Okebukola (2004) affirmed that through reading, humans have the tools to transmit knowledge to each succeeding generation; it does allow one to listen to the wisdom and people of the ages. Aina, Ogungbeni, Adigun, and Ogundipe (2011) asserted that reading is a skill that must be nurtured from a child's earliest years and the habit of reading should begin at an early stage and should be imbibed throughout one's lifetime. However, someone should make reading to be a persistent activity of day to day training that evolves into a habit and eventually a culture. In the views of Okwilagwe (1998), it should be more of reasoning, involving the meaningful interpretation of words, phrases, and sentences, requiring all types of thinking such as critical, analytical, creative, imaginative, evaluative, judgmental and problem-solving.

## 5.2. Reading Habit

Reading habits usually begin with students' interest and can be seen from students' behavior towards reading. Sangkaeo (1999) found that reading habit refers to the behavior, which expresses the likeness of reading and tastes of reading. It usually begins with students' interest and can be seen from students' behavior towards reading. It is a way of how the reader manages his or her reading. Similarly, Shen (2006) identified reading habits, as how often, how much, and what the readers read. Reading is generally accepted as a way of acquiring new information and new knowledge. It is not only to increase knowledge but also

to build maturity and widen awareness of contemporary issues (Kim & Anderson, 2011). A habit is formed unconsciously when an individual does something many times and becomes part and parcel of such a person's life. Incidentally, many students do not belong in the category of those with good reading habits. Their poor or bad reading habits could partly be held responsible for the general poor performance that the school systems usually record in both internal and external examinations (Issa et al, 2012).

Due to the lack of good reading habits among students, perhaps academic performance with respect to their examination result has been dismal nowadays creating a great source of worry and concern for all stakeholders in the educational sub-sector (Issa et al, 2012). Ogbodo (2010) further identified three main types of reading habits: Hobby, Recreational, and Concentration. A hobby as an activity one does because one derives some joy and satisfaction from doing it, recreational as an activity that diverts or amuses or stimulate and concentration as the strength of a solution when doing reading. The practice of reading as a hobby helps one to be versatile in knowledge in many areas and the person can discuss issues knowledgeably with others.

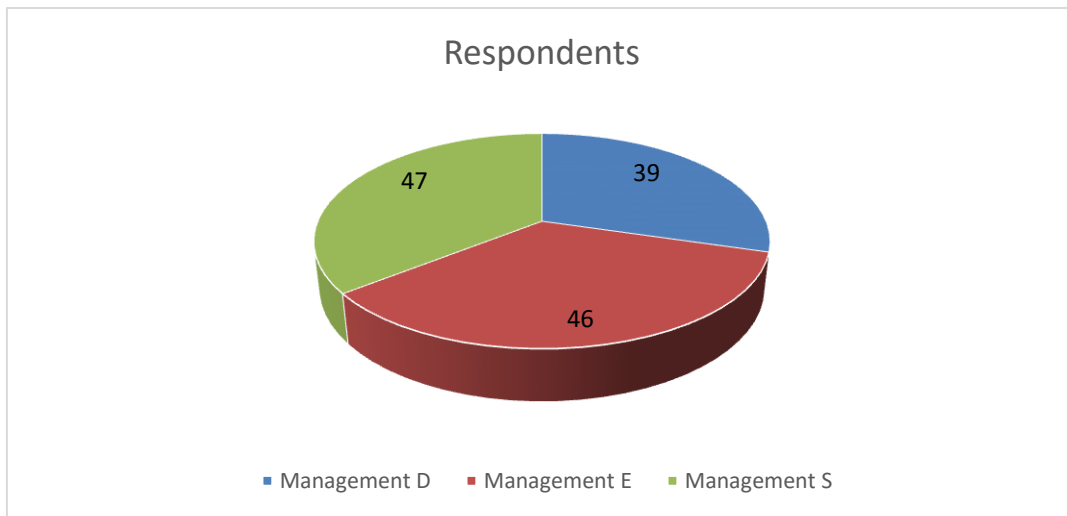
Accustomed reading and become a reading habit is a necessity in the development of intellectual capacity and capability of students. One ongoing way to acquire new knowledge is to develop the habit of reading, which "develops a capacity for focused attention and growth" (National Endowment for the Arts, 2004). Obada (2011) asserted that reading habit is the cultivation of an attitude and the possession of skills that make reading pleasurable, regular and a consistent activity. It is a positive attitude and regular skill developed towards reading. The credit of an educational system depends on the learning of its learners (Roth,1992). This depends on the ability of students to effectively comprehend with high concentration ability through cultivating good reading habit. Denga, (2001) further described man as a creator of habits. He stated that man has the ability to create habits that will enable him to achieve pressing needs hence; he can form habits of study, emotional control, habitual attitudes and habit of consumption. Therein, the success in college depends to a considerable degree upon students' ability to engage in strategic reading of extensive academic or informational (Caverly, Nicholson, & Richard Radcliffe, 2004). The improvement of academic performance of students is one of the fundamental objectives of any educational institution whose core vision is to develop human in character and excellence through teaching and research.

## **6. Methodology**

In this research, the writer distributed the questionnaires to the students aimed to know their reading habit. The questionnaires were given to the students consist of many indicators. There are a total of 132 students of STIE Widya Dharma majored management were sampled, out of which one hundred and thirty-two was completed for analysis using frequency counts and simple percentaget to answer the research questions. Thus, Random-sampling technique was used to administer the questionnaire.

## 7. Result of Findings

**PICTURE 1**  
**DISTRIBUTION OF RESPONDENTS BY MAJORED/CLASS**



A total of 132 respondents took part in this study. Among the respondents, 47 (35.6%) of them were from management class E, 46 respondents (34.8%) were from management class S and 39 (29.6%) of them were from management class D and all of them still in the Second semester in the academic year of 2017/2018.

**TABLE 1**  
**DISTRIBUTION OF RESPONDENTS BY MAJORED/CLASS**

Majored / Class	Frequency	Percentage
Management D	39	29.6
Management E	46	34.8
Management S	47	35.6
Total	132	100.0

### Reading Habit

Findings on reading habits were analyzed through the Types of Materials Mostly they read, Types of reading materials to update their subject knowledge, Amount of time they spent on reading per day, their purpose of reading, their frequency of library visit, Preferred leisure time activities, Reading Habits of the students, Influence of reading on their academic performance, their obstacle to reading and the techniques to develop their reading habits.

### Types of Materials Mostly Read.

Table 2 illustrates the distribution of seven types of reading materials, i.e. fiction, reference/study book, Religion, Textbook, History, novel, Magazine / Newspaper. The majority of the students read Novels every day for at least a few times a week 61 (46.2%). This is followed by History 50 (37.8%), Reference book 43 (32.6%), Fiction 31 (24.2%), Magazine / Newspaper 23 (17.4%), Textbook and History just 11 (8.6 %) each. The results pointed to the high rate of newspapers and magazines as this may explain why Management students of STIE Widya Dharma were found reading for entertainment only, and not for academic purposes.

**TABLE 2  
TYPES OF MATERIALS MOSTLY READ**

Types of book	Respondents	Percentage
Novels	61	46.2
History	50	37.8
Reference book	43	32.6
Fiction	31	24.2
Magazine / Newspaper	23	17.4
Religion	11	8.6
Text book	11	8.6
Others:	-	-

**Types of Reading Materials to update subject knowledge.**

From the data displayed in Table 3 is observed that management students prefer to use books to update knowledge, followed by browsing internet 34.82%, reading newspaper as against 16.6%, meanwhile Reading magazine and Journal 11.3 % to update their knowledge. Thus, from the reading preferences of management students, we can say there is statistically significant association observed between the reading material used to update knowledge and level of students.

**TABLE 3  
TYPES OF READING MATERIALS TO UPDATE SUBJECT KNOWLEDGE**

Types of Reading material	Respondents	Percentage
Book	64	48.5
Newspapers	22	16.6
Magazine and Journal	15	11.3
Others: Browsing Internet	46	34.8

**Time Spent on Reading (per day).**

Table 4 shows the distribution of the amount of time spent on reading per day by the respondents. From the table above majority 81 respondents out of 132 respondents which is 81 (61.3%) of the students which took part in the study were reading less than an hour while 45 respondents (34.1%) were reading between one to three hours. A small percentage that 45 respondents (47.2%) were reading between four to six and only 3 respondents (2.3 %) were reading above seven hours.

**TABLE 4  
AMOUNT OF TIME SPENT ON READING PER DAY**

Hours	Respondents	Percentage
Less than 1 hour	81	61.3
1 to 3 hours	45	34.1
4 to 6 hours	3	2.3
Above 7 hours	3	2.3
Total	132	100.0

**Purpose of Reading**

Table 5 shows that students read books not only to prepare for exams or acquire knowledge but also for a number of other reasons. The largest number of respondents

is 61 (114,46.2%) indicated that they read for pleasure and relaxation, followed by Reading for self-development that 48 (36,3%) of respondents, For assignment and course work 32 (24.2 %), and For examination 29 (22,0%). Also, there are some students read a book only to impress their parents 6 (4,5 %) and some of the respondents 4(3,0%) indicated that read to get new information.

**TABLE 5  
PURPOSE OF READING**

Purposes of Reading	Respondents	Percentage
For pleasure and relaxation	61	46.2
For self-development	48	36.3
For assignment and coursework	32	24.2
For examination	29	22.0
To impress my parents	6	4.5
Others: get new information	4	3.0

### Frequency of Library Visit

Table 6 does not offer an encouraging finding because nearly half of the respondents 77(58.3%) visit Library only occasionally. On the other hand, the number of students 3 (2.3%) who visit the library every day is very discouraging. 10 (7.6%) students visit the library at least twice a week and 9 (6.8%) students go to the library at least once a week. But the bad thing there 33 (25.0%) students that never visit the library.

**TABLE 6  
THE FREQUENCY OF LIBRARY VISIT**

Library Visit Frequency	Respondents	Percentage
Occasionally	77	58.3
Never	33	25.0
Twice a week	10	7.6
Once a week	9	6.8
Every day	3	2.3
Total	132	100.0

### Preferred Leisure Time Activities

Table 7 provides the list of activities the respondents do at their leisure times. A majority of the respondents were found to choose social media as their main activity during leisure time 105 (79.5%) which also includes Facebooking, lining, whatsApping, Instagramming and other kinds of social media, followed by sleeping 63 (47.7 %) respondent, playing computer games 54 (40.9 %), and watching television/movies 42 (31.0 %) respondents, and Listening to music 31 (23.5 %) respondents. This indicates that the students don't prefer to read during their free time. The results of this survey showed that many students do not read as only 21 (15.9 %) respondents prefer to read in their spare time. This is supported by Pandian (2000) who also found that with the advancement of the technologies and electronic media, it may be said that students now read even less as they get more involved with the internet, watching TV and playing electronic games in their spare time. Other leisure activities favored by respondents are traveling, shopping and doing sport 7 (5.3 %). It is natural for young people to be engaged in various kinds of activities besides studying.

**TABLE 7**  
**PREFERRED LEISURE TIME ACTIVITIES**

Activities	Respondents	Percentage
Social media: Facebook, line, WhatsApp, Instagram, etc	105	79.5
Sleeping	63	47.7
Browsing internet / website	56	42.4
Playing computer / games	54	40.9
Watching TV	41	31.0
Listening to music	31	23.5
Reading books, newspaper/magazine	21	15.9
Others: Traveling, shopping, sport, etc	7	5.3

**Reading Habits of Students.**

Table 8 shows the rating of the items on the reading habit of students. Dominating on the list 52 (39.3%) respondents read only as the need arises, 37 (28.0 %) respondents prefer reading electronic materials to print materials while respondents initially learn about the book I will read, if my friend who has read it or it is recommended for a particular course by my lecturer 34 (25.7 %) and there are 20 (15.1%) respondents who more interested in reading class/lecture notes. Also, 11 (8.3 %) respondents that Formal features of a book (thickness, font size, illustrations, etc.) affect my preference for reading it or not, at lastly just 8 (6.0 %) respondents choose the library is my favorite reading place.

**TABLE 8.**  
**READING HABITS OF STUDENTS**

Reading Habits of Students.	Respondents	Percentage
I read only as the need arises	52	39.3
I prefer reading electronic materials to print materials	37	28.0
I initially learn about the book I will read, if my friend who has read it or it is recommended for a particular course by my lecturer	34	25.7
I am more interested in reading my class/lecturers notes	20	15.1
formal reading of book (thickness, font size, illustration, etc) affect my preference for reading it or not.	11	8.3
The library is my favourite reading place	8	6.0

**Influence of Reading on Academic Performance**

From Table 9, out of the total respondents of 132, 26 (19.7%) indicated respondents strongly agreed that reading had an influence on academic performance, 90 (68.2%) agreed, 10 (7.6%) disagreed, and 2 (1.5%) strongly disagreed that reading had influence on academic performance, while there 4 (3.0 %) respondents who didn't answer. The inference was that most 116 (87.9%) of the respondents at least agreed that reading had an influence on the academic performance of students. From the study, the majority response indicated that students with good reading habits are able to understand questions easily and better express themselves as opposed to those who do not have good reading habits or did no reading at all. This finding agrees with Issa et



al (2012) that engaging in reading continuously considerably influences ones studying skills and subsequent academic performance.

**TABLE 9**  
**INFLUENCE OF READING ON ACADEMIC PERFORMANCE**

Influence of Reading on Academic Performance	Respondents	Percentage
Agree	90	68.2
Strongly agree	26	19.7
Disagree	10	7.6
Strongly disagree	2	1.5

### **Obstacle to Reading**

Table 10 shows that the highest number of respondents 87 (65.9%) believe that social media: Facebook, line, WhatsApp, Instagram, etc. that arouse their interest is the single largest factor followed by watching TV and playing games 34 (25.7 %) .lack of interesting reading material 28 (21.2 %) and also playing sport/ games 28 (21.2 %) respondent. Excessive homework assignment given by teachers has been indicated by 26 (19.7%) respondents while unavailability of books has been mentioned by 13 (9.8%) students. Unpaid tuition has also been cited as negative factors. The reading habit is on the decline, especially among the younger generation, for a variety of reasons.

**TABLE 10**  
**OBSTACLE TO READING**

Obstacles to Reading	Respondents	Percentage
Social media: Facebook, line, whatsapp, Instagram, etc.	87	65.9
Watching TV and playing games	34	25.7
Lack of interesting reading material	28	21.2
Homework assign by teacher	26	19.7
Unavailability of books	13	9.8
Unpaid tuition	2	1.5

### **Techniques to Develop Reading Habits**

Table 11 shows that the majority of the respondents 103 (78%) thought that Reading materials about hobbies and interests were the most effective method in developing reading skills, which was closely followed by 'studying to improve vocabulary knowledge' 100 (75.8 %). Book reading 89(67.4%) was considered by many as influential in developing reading skills. For the great majority of the respondents was well-prepared reading material 86 (65.1%) and motivation by teacher 82 (62.1 %) means that teachers played a critical role in developing reading habits. Besides the motivational aspect, 61 (46.2%) of the respondents had confidence in the visiting libraries. Parental guidance and encouragement 60(45.4 %), and 53 (40.1%) of the respondents thought that reading newspapers daily improved reading habits. The least effective method selected by 52 (39.3 %) of the respondents was Consistent use of dictionary.

We hereby conclude that reading habit has significant effect on academic performance on the students.

**TABLE 11**  
**TECHNIQUES TO DEVELOP READING HABITS**

Techniques	Respondents			
	Yes	%	No	%
Reading materials about hobbies and interests	103	78.0	24	18.1
Studying to improve vocabulary and knowledge	100	75.7	23	17.4
Book reading	89	67.4	41	31.0
Well-prepared reading material	86	65.1	43	32.6
Motivation by teachers	82	62.1	44	33.2
Visiting libraries	61	46.2	78	59.1
Parental guidance and encouragement	60	45.4	56	42.4
Daily newspaper reading	53	40.1	85	64.4
Consistent use of dictionary	52	39.3	79	59.8

## 8. Discussion of Findings

The findings reveal that all of the respondents are university students from three classes of Management and the respondents are mainly between the age 19-21 respectively. From the findings, it can be deduced that majority of the respondents who took part in the study are mostly reading novel as their reading material means that they just like reading as a fun, even some still reading history and reference book because they just follow the style of students or young age r nowadays although some of them still read newspaper or magazine, but only few students who read textbook. The types of reading material that the students used to update their subject knowledge mostly are book and also browsing internet and just some used journal and magazine. The respondents also are not used to their time for reading. Based on the purpose of reading, the majority of the respondents mainly read for pleasure, self-development and for assignment and coursework. A discouraging trend among the students surveyed is that the majority of them visit the library only occasionally. On the other hand, there are a number of students who never visit the library and only 2.3 percent of the respondents who visit the library every day. This survey also found that most respondents prefer social media as their main activity during leisure time to others and just few number of them who like to read books at their leisure time.

On the reading habits of the respondents, most of the respondents indicated that they read only as the need arises, they prefer reading electronic materials to print materials, they are more interested in reading their class/lecture notes, and some of them thought that the formal features of a book (thickness, font size, illustrations, etc.) affect preference for reading and very few of them who made library as favorite reading place. However, respondents agreed that reading had an influence on their academic performance even though very few still disagree with this statement. Based on the findings, the major factors militating against students reading habit is the Social media e.g. Facebook, Whatsapp, line, Instagram, etc. Finally, the study also revealed that there are some techniques to develop reading habits. The most respondents said that Reading materials about hobbies and interests were the most effective

method in developing reading skills, which was closely followed by studying to improve vocabulary knowledge and the least effective method selected by respondents was Consistent use of dictionary. We hereby conclude that reading habits has significant effect on academic performance on the students. This is line with the study by Owusu-Acheaw, M., and Larson, A. G (2014) and Issa et al (2012) that reading habit has significant influence on academic performance and there is a relationship between reading habit and academic performance.

## **9. Conclusion**

Reading is paramount importance in the life of everyone, it is inseparably linked to learning. And learning leads to an overall mental, professional, and human development. Reading not only gives people new ideas, information, and insights, it also helps them to become more compete in every aspect. As Birkerts (2010) observed, "In a lifetime of reading, we store impressions ... according to private systems of distribution, keeping factual information on one plane, acquired psychological insight on another, ideas on a third, and so on." Therefore, reading is crucial for every human being because it benefits people, not in one way but several ways. With the decline of the reading habit among young people, it is important to find new ways to instill the love for reading in their hearts and improve their reading habit. This cannot be done overnight. It will take concerted efforts from all quarters and the creation of an atmosphere conducive to reading at home, educational institutions, libraries, and workplaces, to bring back the golden days of reading; students need to cultivate the habit of readings. As reading has been highly acknowledged by different authors as an influencing factor to academic performance. Therefore, the study recommends that: (1) Students should be motivated and encouraged by their lectures to read different information resources other than their notebooks and handouts so as to be exposed to diverge and broader views to knowledge. (2) Academic institutions should be encouraging students to have a blueprint of their time schedule for reading (3) Academic institutions should monitor abuse of the use of social media so that students will meticulously use it for educational purposes.

## **10. Recommendations**

Based on the findings, the study recommends that:

- ✓ Students should be motivated and encouraged by their lectures to read different information resources other than their notebooks and handouts so as to be exposed to diverge and broader views to knowledge.
- ✓ Academic institutions should be encouraging students to have a plan of their time schedule for reading.
- ✓ Academic institutions should monitor abuse of the use of social media so that students will meticulously use it for educational purposes.
- ✓ Academic institutions should encourage students to visit the library and read not only lecture notes but novels and fiction as well, and further borrow some from the library.
- ✓ In addition, parents must play an in important role in improving the reading habits of their children. They must encourage their child to invest his money in purchasing and reading good books. Students must have self-motivated, they must be encouraged both at home and college, visit book exhibitions and, join public libraries.

## REFERENCES

- Aina, A. J., J. I. Ogungbeni, J. A. Adigun, & T. C. Ogundipe. 2011. "Poor Reading Habits Among Nigerian: The Role of Libraries." *Library Philosophy and Practice* (e-journal) Paper 529. Retrieved 5 January 2018 from <http://digitalcommons.unl.edu/libphilprac/529>.
- Birkerts, Sven. 2010. "Reading in a digital age: Notes on why the novel and the Internet are opposites, and why the latter both undermines the former and makes it more necessary." *The American Scholar*. Retrieved 10 January 2018 from: <http://theamericanscholar.org/readingin-a-digital-age>
- Caverly, D. C., S. A. Nicholson, & R. Richard Radcliffe. 2004. "The effectiveness of strategic reading instruction for college developmental readers." *Journal of College Reading and Learning*, 35 (1): 25-49.
- Dadzie, P. S. 2008. "Reading for Education: The roles of Libraries." *Ghana Library Journal*, Vol. 20. No. 1. pp. 1-14.
- Deavers, R. 2000. "The Effect of Instruction on Early Non-Word Reading Strategies." *Journal of Research in Reading*, No.23, pp 267-286.
- Denga, A. M. 2001. "The effect of study habits on academic performance of Business Education students in tertiary institutions of Rivers State." Unpublished bachelor's degree project, University of Port Harcourt, Rivers State.
- Green, P. 2002. "Teachers intervention in children's reading." *Journal of Child Hood Education*, 46 (3), pp. 147-149.
- Irvin, J. L. 1998. *Reading and Middle School students: Strategies to enhance literacy*. Needham heights, MA: Allyn & Bacon.
- Issa, A. O., M. B. Aliyu, R. B. Akangbe, & A.F. Adedeji. 2012. "Reading Interest and Habits of the Federal Polytechnic Students." *International Journal of Learning & Development*, Vol. 2, No.1, pp 470-486.
- Karim, N. S. A. & H. Hasan. 2007. "Reading Habits and Attitude in the Digital Age: Analysis of Gender and Academic Program Differences in Malaysia." *The Electronic Library*, 25 (3), pp. 285-298. Retrieved on 9 January 2018 from DOI 10.1108/02640470710754805.
- Kim, J. Y., & T. Anderson. 2011. "Reading Across the Curriculum: A Framework for Improving the Reading Abilities and Habits of college Students." *Journal of College Literacy and Learning*. 37, pp. 29-40.
- National Endowment for the Arts. 2004. "NEA report: Reading at risk." *Arts Education Policy Review*, 106 (1), pp. 38-39.
- Obada, A. M. 2011. *Reading Culture in Nigeria: A librarian's Perspective*. Ondo: Covena House Publishers, 53.
- Ogbodo, R.O. 2010. "Effective Study Habits in Educational Sector: Counseling Implications." *Edo Journal of Counseling*, Vol. 3, No.2. pp. 1-11.
- Okebukola, F. O. 2004. *Reading: Key to Lifelong Development. A Key Note Address Delivered at The Workshop on Readership Promotion Campaign Organized by the National Library of Nigeria*.

- Okwilagwe, O. A. 1998. *A New Approach to Reading Comprehension and Summary for Schools and Colleges*. Ibadan: Sterling – Horden Publishes (Nig) Ltd.
- Palani, K. K. 2012. "Promising Reading Habits and Creating Literate Social." *International Reference Research Journal*, Vol. III Issue 2(1), pp 91.
- Roth, R. M. 1992. *Under Achieving Students and Guidance*. Houghton: Mifflin Press.
- Sangkaeo, S. 1999. "Reading Habit Promotion in Asian Libraries." *Paper Presented at 65th IFLA Council and General Council and General Conference*, Bangkok, Thailand.
- Shen, L. 2006. "Computer Technology and College Students' Reading Habits." *Chia-Nan Annual Bulletin*, 32, 559–572.
- Smith, N., & H. Robinson. 1980. *Reading Instruction for Today's Children*. Englewood Cliffs, NJ: Prentice Hall
- Toit, C.M. 2001. "The Recreational Reading Habits of Adolescent Readers: A Case Study." (Unpublished Master's Thesis). University of Pretoria, South Africa.