
READING HABITS AND LEARNERS' ACADEMIC PERFORMANCE IN LUGANDA SUBJECT. A CASE OF SECONDARY SCHOOLS, WAKISO DISTRICT**Nakiyemba Oliver¹, Omendo Vincent²****1, 2 Metropolitan International University****ABSTRACT**

Reading habit refers to the behavior which expresses the likeness of reading of individual types of reading and the tastes of reading. In Uganda, Luganda subject is one of the languages that are being learnt and over 10% of students do offer Luganda at both ordinary and advanced level of education. This study comprised of assessing the influence of reading habits in the learner's academic performance in Luganda subject, the case of secondary schools Wakiso, to know the place and the frequency of reading books by the learners, knowing the purpose of reading by the learners, understanding the influence of reading habits on the learner's academic performance. Qualitative data collection method has been used in collecting data about the influence of reading habits on the learner's academic performance in Luganda subject. The findings revealed that there was a connection between the frequency of reading habits and learner's academic performance of $(r) = 0.776$. The fact that the p-value was 0.000, which was less than 0.05 ($p < 0.05$), and the p-value was significant enough to lead to the conclusion that the two parameters may be slightly positively correlated. The learners should be motivated towards reading, increasing on the learner- teacher relationship, and increase on the learner's interests towards luganda subject which will lead to their success in this subject through reading actively, self-assessing regularly, set their goal towards education. This hence helped the learners to increase on their reading skills hence a high performance and being exemplary to their fellow learners.

Key words: reading habits, learners and academic performance**Background of the study**

In Uganda, students lack a culture of reading where, according to oral tradition (Anthony et al., 2023), reading is not a priority in their culture. Some students argue that the unavailability of books and other reading materials will lead to a limited reading habit. Most secondary schools in Uganda today emphasize reading habits such as: - Kampala City Secondary School, Alliance Nansana Secondary School, Makerere Secondary School (Godfrey et al., 2023), Nansana St. Joseph. Globally, 35% of people said they are reading more this year because of the pandemic. Two of the top 10 best-selling books on Amazon, where children's workbooks as homeschooling have become mainstream during the pandemic. The Development of Literacy It is no surprise that literacy has come a long way in the last few decades, and for good reason (Suzan & Kazaara, 2023). In 1820 only 12% of the population could read and write, while today 86% of the population is literate. This is mostly due to major improvements that make education accessible to all and break down inequalities. While we have seen huge improvements in first world countries, poorer countries still suffer from low literacy rates. For example, in Nigeria, the youth (15-24) literacy rate is only 36.5% (World Reading Habits in 2020) (infographic) November 6, by Israel Cabrera (Allan et al., 2023).

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Statement of the problem

The main research problem of this study is to inculcate the culture of reading in students at all levels of education, more at the general and advanced levels (Zulaikha & Rebecca, 2023), to visualize the intellectual level of students, to verify the teaching approaches used by teachers in providing teaching services to students (Victoria et al., 2023), establishment of school libraries to complement the formal school system by providing books and resources to students, assessment of the effect of reading habits on student academic performance in Luganda subject case of secondary schools, Wakiso. This study will include a qualitative methodological approach (Micheal et al., 2023).

Specific objectives

1. To know the place and frequency of reading books by the learners in secondary schools.
2. To identify the help in knowing the purpose of reading by the learners.
3. To influence the reading habits on the learner's academic performance in secondary schools.

Methodology

This study comprised of the research strategy of qualitative and its aim is exploring the influence of reading habits on the learner's academic performance. This helped to investigate the frequency of reading books by the learners, the purpose of reading by the learners and understanding the influence of reading habits on the learner's academic performance. The study was conducted to the respondents who were ready to provide relevant information to the researcher at the time of data collection in the study area, this directs to the teachers, learners, prefects, head teachers, of Secondary Schools, and the people of the community were all inclusive. The sample size of 150 respondents was selected for the purpose of this study. These samples were used in the study using purposive sampling and stratified random sampling. 100 were learners, 25 teachers, and 25 members of the community. This study was containing of non-random sampling strategies where both the teachers and the learners whether teaching and studying Luganda or not, were all addressed in order for researcher to get a close view of the influence of reading habits on the learner's academic performance. In this study, the researcher edited the errors, and this was followed by the qualitative analysis of data which was consisting of the literal description and narration of the emerging issues, quoting extensively. Data was analysed using correlation and regression analysis using SPSS&STATA (Nelson et al., 2022).

RESULTS

Table 1: Model summary for reading habits and learner's academic performance in secondary schools

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.712	.507	.503	.27449
a. Predictors: (Constant), reading habits				

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Source; Primary data, 2022

Keeping others constant, a one percent increase in reading habits would on average lead to 0.712 increase in learner's academic performance. The R-squared value (0.507) is greater than the adjusted R-squared value (0.503) because it takes into consideration the degrees of freedom

Table 2: ANOVA values for reading habits and learner's academic performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.607	1	4.617	64.231	.000 ^b
	Residual	8.363	149	.061		
	Total	16.970	150			
a. Dependent Variable: learner's academic performance						
b. Predictors: (Constant), reading habits						

Source; Primary Data, 2022

The examination's findings, which are shown in the table above, show that the regression model successfully forecasts the variable that is the dependent variable. The regression model's statistical significance is denoted by $F=64.231$ and $P=0.000$, both less than 0.05 (Nelson et al., 2023). The disparity between the regression's initial mean square value of 4.617 and the remainder's mean square value of 0.061 serves as more evidence for this. This demonstrates the relationship between learner's academic performance and reading habits.

Table 3: Coefficients of in reading habits and learner's academic performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.769	.239		7.130	.000
	reading habits	.421	.078	.712	3.578	.000
a. Dependent Variable: learner's academic performance						

Source; Primary Data, 2022

Table 3 above includes T-values and Beta. The t-values look for deviations from zero in the coefficient. To reject this, a t-value greater than 1.96 must be used (with a 95% level of confidence). The t-value of reading habits decreases is 3.578, which is greater than 1.96. This implies that reading habits have an impact on learner's academic performance (Christopher et al., 2022). Consideration is given to a substantial constituent (Sig = 0.000).

Table 4: Correlation between frequency of reading habits and learner's academic performance**Received: 13.11.2023****Accepted: 19.11.2023****Published on: 30.11.2023**

		frequency of reading habits	Learner`s academic performance
frequency of reading habits	Pearson Correlation	1	.776**
	Sig. (2-tailed)		.000
	N	150	150
Learner`s academic performance	Pearson Correlation	.776**	1
	Sig. (2-tailed)	.000	
	N	150	150
**. Correlation is significant at the 0.05 level (2-tailed).			

Source; Primary Data, 2022

The information in table 4 above illustrates the relationship between frequency of reading habits (an independent variable) and learner`s academic performance (a dependent variable). By employing bivariate means, it reveals that there is a connection between the frequency of reading habits and learner`s academic performance of $(r) = 0.776$. The fact that the p-value is 0.000, which is less than 0.05 ($p < 0.05$), and the p-value is significant enough to lead to the conclusion that the two parameters may be slightly positively correlated. The relationship between an enhancement in the frequency of reading habits and a corresponding change in learner`s academic performance appears to be reciprocal, as indicated by the beneficial r value (Zulaikah & Rebecca, 2023).

Conclusion

The influence of reading habits has a great impact on the learner`s academic performance due to the fact that, in order for every learner to pass well any subject, the learners have to be with the ability to write. This implicates that the strong reading culture of the learner plays a big role towards passing the given subject in the examinations. The study made Secondary Schools in Wakiso to be the leading schools in the community in terms of their learner`s high performance in Luganda and in the rest of the subjects because they all require a learner to be with good reading skills. The study linked Luganda subject at these schools in the community because Luganda is the most common language used by the people of the community.

Recommendations

The recommended the following: - reading culture should be inculcated into the learners at an early stage. Teachers should use teaching methods and approaches that will make learners to be having interest in reading. The parents, teachers, curriculum developers should play their part collectively and individually in developing interest, positive perception, and the attitude of learners towards reading.

The learners should be motivated towards reading, increasing on the learner- teacher relationship, and increase on the learner`s interests towards luganda subject which will lead to their success in this subject through reading actively,

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self-assessing regularly, set their goal towards education. This hence helped the learners to increase on their reading skills hence a high performance and being exemplary to their fellow learners.

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