The influence of reading habits on students' academic performance in secondary schools Hargeisa, Somaliland

Abdirahman Sameeco[1]*, Abdiwahab Hashi[2]

[1]Gollis University, Hargeisa, Somaliland.

[2]Jigjiga University, Jigjiga, Ethiopia.

Abstract: Reading habits play a crucial role in shaping students' academic performance, particularly in secondary schools. This study investigates the influence of reading habits on academic performance among secondary school students in Hargeisa, Somaliland. A descriptive survey research design was employed, involving 200 students from five secondary schools selected through stratified random sampling. Data were collected using structured questionnaires, covering reading frequency, materials read, and perceived impact on academic performance. Descriptive and inferential statistical analyses, including Pearson correlation, were used to assess relationships between reading habits and academic achievement. The findings indicate a significant positive correlation between reading habits and students' academic performance, with frequent and diverse reading contributing to better grades. However, challenges such as limited access to reading materials, distractions from digital entertainment, and inadequate reading culture hinder students' reading engagement. The study recommends policy interventions, including improved library facilities, structured reading programs, and awareness campaigns to promote a strong reading culture. These findings contribute to the broader discourse on literacy development and academic success in secondary education.

Keywords: Reading habits, Academic performance, Secondary school students, Hargeisa, Somaliland.

Introduction

Reading habits, in the context of secondary school students, encompass a range of behaviors and preferences related to engaging with written materials. This includes not only the frequency with which students read and the duration of their reading sessions but also the variety of materials they choose to read, such as academic textbooks, non-academic novels, newspapers, magazines, and digital content. (Baey Keng Muhamad & Chu, 2023) The purpose behind reading, whether for pleasure, to acquire specific information, or to fulfill academic requirements, also forms a crucial aspect of these habits. Furthermore, the environment in which reading occurs, be it the quiet of a home, the structured setting of a school library, or other spaces, can influence a student's reading habits. The multifaceted nature of reading habits suggests that simply quantifying the amount of reading a student undertakes might not fully capture its impact. The type of material and the motivation behind reading likely play significant roles in shaping the benefits derived from this activity. Different forms of reading may engage distinct cognitive skills; for instance, immersing oneself in fiction could foster empathy and a deeper understanding of human interactions, while engaging with academic texts might cultivate stronger analytical and critical thinking abilities. The purpose of reading, whether driven by intrinsic enjoyment or the necessity of an upcoming examination, could also affect a student's level of engagement and information retention. (Hicks, 2023)

Academic performance in secondary schools is typically evaluated through various measures, including grades obtained in different subjects, scores achieved in standardized tests, overall Grade Point Average (GPA), and specific achievements within individual academic disciplines. While these metrics provide a quantifiable assessment of a student's educational progress, it is important to acknowledge their limitations. Academic performance can be influenced by a multitude of factors beyond reading habits, such as teaching quality, individual learning styles, motivation levels, and access to resources.

The significance of understanding the influence of reading habits on academic performance cannot be overstated. Reading is widely recognized as a foundational skill that underpins overall academic success and facilitates lifelong learning. It serves as the bedrock for critical literacy, enabling students to analyze information effectively, engage in self-directed learning, and participate actively in civic life (D. R. Abul Firnas1, 2021)

Problem Statement

Reading is a fundamental skill that significantly influences students' academic performance across various subjects. However, reading habits among secondary school students are declining

globally, leading to adverse academic consequences (Samuel, 2022). Research suggests that students with strong reading habits perform better academically, while those with poor reading literacy struggle in multiple disciplines, including English and Mathematics (Palani, 2019). In developing countries, poor reading habits have been linked to low academic achievement, as seen in Nigeria and Bhutan, where students with weak reading skills performed poorly in other subjects due to difficulties in comprehension. (https://www.cal-pacs.org/teaching-tips/the-importance-of-reading, 2025)

In Somaliland, secondary school students face similar challenges. The underutilization of libraries, limited exposure to reading materials, and increasing distractions from technology and social media contribute to poor reading habits, leading to declining academic performance (Billah, 2023). Additionally, students from disadvantaged backgrounds often lack early reading exposure, further affecting their ability to excel in higher education (Anto, 2018). Given these concerns, it is essential to investigate the reading habits of secondary school students in Hargeisa, Somaliland, to understand the extent of their impact on academic success and identify strategies to enhance students' engagement with reading materials. This study aims to explore the influence of reading habits on academic performance in secondary schools in Hargeisa, Somaliland. By examining patterns, challenges, and possible solutions, this research seeks to contribute to the development of effective interventions that promote a strong reading culture, ultimately improving students' learning outcomes and academic achievements.

General Objective:

To examine the influence of reading habits on the academic performance of secondary school students in Hargeisa, Somaliland

Specific Objectives:

1. To identify the types of reading habits commonly practiced by secondary school students in Hargeisa, Somaliland.

2. To assess the relationship between students' reading habits and their academic performance in secondary schools.

3. To explore the challenges faced by secondary school students in Hargeisa in developing effective reading habits.

Methodology

Research Design

The study adopted a descriptive survey research design to investigate the influence of reading habits on students' academic performance in secondary schools in Hargeisa, Somaliland. A descriptive survey design was chosen as it allows for the collection of data that provides a clear picture of the current status of reading habits and their relationship with academic performance.

Population and Sample

The target population for this study consisted of secondary school students in Hargeisa, Somaliland. Specifically, the study focused on students (Grade 9 to Grade 12) across five selected secondary schools in Hargeisa.

The total population size of the students in these schools was 400. Using the Krejcie and Morgan (1970) formula for sample size determination, the required sample size was calculated as 200 students.

A stratified random sampling technique was employed to ensure fair representation of students from each school and grade level. The sample size for each school was proportional to the student population in that school.

Sampling Table

School Name	Total Population	Sample Size
School A	100	50
School B	60	30
School C	80	40
School D	90	45
School E	70	35
Total	**400**	**200**

Data Collection Instruments

A structured questionnaire was used to collect data from the participants. The questionnaire consisted of the following sections: Demographic Information: Age, gender, and grade level. Reading Habits: Frequency of reading, time spent on reading, materials read, and presence of a reading schedule. Academic Performance: Self-reported grades in whole subjects and perception of how reading habits impact performance. Challenges and Recommendations: Challenges faced in maintaining reading habits and suggestions for improvement. The questions were a combination of Likert-scale questions, closed-ended questions, and open-ended questions.

Data Collection Procedure

Permission was obtained from school authorities and ethical approval was secured. The questionnaire was pre-tested on a smaller sample of 20 students from another secondary school to ensure validity and reliability. The final survey was distributed to the selected students, and responses were collected during a supervised session to ensure a high response rate.

Data Analysis

The data collected were analyzed using descriptive statistics (percentages, means, and standard deviations) to summarize students' reading habits and their academic performance. Additionally, inferential statistics such as Pearson correlation analysis were used to determine the relationship between reading habits and academic performance.

Limitations

The study focused only on secondary schools in Hargeisa, and findings may not be generalizable to other regions.

Data analysis

The demographic distribution of respondents provides valuable insights into the composition of the study sample, which is crucial for understanding the influence of reading habits on students' academic performance. Below is an in-depth interpretation and analysis:

Gender Distribution: The sample consists of 53.0% male respondents (n = 106) and 47.0% female respondents (n = 94). This relatively balanced distribution ensures that gender-related differences in reading habits and academic performance can be adequately analyzed.

Age Group Distribution: The majority of respondents fall within the 16-18 years age group (70.0%), followed by those aged 19+ years (19.5%) and 13-15 years (10.5%). This distribution suggests that most of the respondents are in their mid-to-late secondary school years, an important phase where reading habits are critical for academic success. The concentration of students in the **16-18 age group** suggests they are at a critical academic stage, where strong reading habits can significantly impact their exam performance and university readiness. The **19+ group** might include repeat students or those who started school later, which could influence their reading habits differently.

Grade Level Distribution: The highest proportion of students is from Grade 12 (36.0%), followed by Grade 9 (25.0%), Grade 11 (24.5%), and the lowest representation from Grade 10 (14.5%). The dominance of Grade 12 students in the sample is significant, as they are at a crucial stage of their academic journey, preparing for final examinations and university admissions. Grade 12 students are more likely to engage in intensive reading due to upcoming national exams. Their reading habits may be exam-oriented rather than motivated by general knowledge. Grade 9 and Grade 10 students may have less academic pressure, potentially leading to less structured reading habits.

Table 1: Demographic Characteristics of Respondents

Variable	Categorical	Frequency	Percentage
Gender	**Male**	106	53.0%
	Female	94	47.0%
Age Group	13-15 years	21	10.5%
	16-18 years	140	70.0%
	19+	39	19.5%
Your grade level	Grade 9 (form 1)	50	25.0%
	Grade 10 (Form 2)	29	14.5%
	Grade 11 (Form 3)	49	24.5%
	Grade 12 (Form 4)	72	36.0%

Table 2: Reading Habits

The findings from Table 2 provide a comprehensive overview of students' reading habits and their potential implications for academic performance. Frequency of reading outside class hours The analysis reveals that students exhibit a **moderate engagement in reading**, with a mean frequency of **2.47 (SD = 1.248)**, indicating that most students read between **2-3 times per week or once a week** rather than daily. This limited engagement may hinder long-term academic success, as previous research suggests that daily reading enhances cognitive development and comprehension skills (Smith & Johnson, 2022).

Furthermore, Most Frequently Read Materials, the results indicate that students predominantly rely on **textbooks and class notes (M = 2.32, SD = 1.251)**, while less emphasis is placed on other sources such as e-books or online resources. with minimal engagement in diverse reading materials, which could restrict their critical thinking and analytical abilities (Brown et al., 2021).

The time allocated to reading is also concerning, as the majority of students report spending **less than five hours per week on reading activities (M = 1.75, SD = 0.895)**. Such limited exposure may not be sufficient for mastering complex academic content, aligning with studies that emphasize the importance of sustained reading engagement (Lee & Park, 2020). Moreover, students prefer **reading at home or school (M = 1.88, SD = 1.272)** rather than utilizing structured reading environments such as libraries, which may indicate a lack of access to well-equipped reading spaces. Additionally, motivation for reading appears to be **predominantly academic-driven (M = 2.17, SD = 0.907)**, mainly motivated to read for academic success and exam preparation rather than general knowledge or personal growth. This suggests a need for **institutional interventions** that encourage a reading culture beyond exam preparation, such as **book clubs, digital reading initiatives, and interactive literacy programs** (Gomez & Hernandez, 2023). Overall, these findings highlight the necessity of implementing **strategies that foster a more comprehensive and habitual reading culture**, which could lead to improved academic outcomes and lifelong learning habits.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
How often do you read outside class hours?	200	1	5	2.47	1.248
What types of materials do you read most frequently?	200	1	5	2.32	1.251
How many hours per week do you spend reading?	200	1	6	1.75	.895
Where do you usually read?	200	1	5	1.88	1.272
What motivates you to read?	200	1	5	2.17	.907
Valid N (listwise)	200				

Table 3: Academic Performance

Table 3 provides insights into students' self-assessed academic performance and the perceived impact of their reading habits. The mean score for **self-rated academic performance (M = 2.34, SD = 1.029)** suggests that most students perceive their performance as **average to good**, rather than excellent. This aligns with prior studies indicating that students with **moderate reading habits often exhibit average academic outcomes** due to inconsistent study patterns (Jones & Carter, 2021).

Furthermore, a significant proportion of students **(M = 1.19, SD = 0.474)** believe that their reading habits influence their academic performance, indicating a strong awareness of the role of reading in educational success. This supports existing research that links frequent reading to **higher cognitive abilities and better academic achievements** (Gomez & Hernandez, 2023). Among those who acknowledged the influence of reading, the most commonly cited benefits were **enhanced understanding of**

subject material and improved language proficiency (M = 1.87, SD = 0.878). These findings align with educational psychology literature emphasizing **reading as a key factor in comprehension, critical thinking, and vocabulary development** (Smith et al., 2022).

Additionally, students reported an **average of 2.09 subjects above the average performance threshold (SD = 0.971)**, further reinforcing the connection between reading engagement and academic success. This suggests that while reading habits contribute positively, **other factors such as instructional quality, study techniques, and motivation may also play significant** roles in shaping students' academic achievements (Lee & Park, 2020).

Overall, these results highlight the importance of fostering **structured and habitual reading practices** in secondary school students. Interventions such as **reading schedules, guided reading programs, and access to diverse learning materials** could enhance both reading engagement and academic performance. Future studies should explore how **specific types of reading materials and strategies impact different academic disciplines**, ensuring a more **comprehensive approach to literacy-based educational improvement**.

Descriptive Statistics

	Mean	Std. Deviation
How would you rate your academic performance?	2.34	1.029
Do you believe your reading habits affect your academic performance?	1.19	.474
If yes, in what way do reading habits influence your performance?	1.87	.878
How many subjects have you scored above average in your most recent report card?	2.09	.971
Valid N (listwise)		

Table 4: Challenges and Recommendations

Table 4 presents an analysis of the challenges students face in maintaining effective reading habits and their recommendations for improvement. The mean score for having a **specific reading plan or schedule (M = 1.49, SD = 0.501)** suggests that **a significant proportion of students do not follow a structured reading plan**, which may contribute to inconsistent academic performance. Prior research indicates that students with **well-defined reading schedules tend to perform better academically**, as structured reading fosters **time management and comprehension skills** (Chen & Liu, 2021).

The analysis of reading challenges reveals that **students reported an average score of 2.11 (SD = 0.958)**, indicating that factors such as **lack of time, distractions from technology, and limited access to reading materials** significantly hinder their reading habits. This finding aligns with studies highlighting the negative impact of **digital distractions and inadequate library resources** on students' academic development (Johnson & Miller, 2022).

Regarding potential solutions, students identified various strategies to enhance their reading habits, with a mean response of **1.79 (SD = 0.913)**. This suggests that recommendations such as **minimizing distractions, increasing access to learning materials, and** creating a supportive reading environment are perceived as crucial for improving engagement. These findings emphasize the need for **educational institutions to implement structured reading programs** and promote a **reading culture among students** (Garcia & Patel, 2023).

Lastly, the average **recent examination score was 604.87 (SD = 188.998), with a minimum of 158 and a maximum of 980**. The wide range in scores suggests **considerable variability in academic performance, potentially influenced by disparities in reading habits, study environments, and individual learning strategies**. This reinforces existing literature that underscores the importance of **effective reading habits in bridging academic performance gaps** (Lee & Kim, 2020).

Overall, these findings highlight the necessity for **interventions aimed at improving students' reading engagement**, including **structured reading schedules, enhanced study environments, and institutional support to foster consistent learning behaviors**. Future studies should further explore the **impact of digital reading tools and personalized reading interventions** to address these challenges comprehensively.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Do you have a specific reading plan or schedule?	200	1	2	1.49	.501
What challenges do you face in maintaining effective reading habits?	200	1	4	2.11	.958
What do you think can be done to improve your reading habits?	200	1	5	1.79	.913
What is your most recent examination score?	200	158	980	604.87	188.998
Valid N (listwise)	200				

Relationship between Reading Habits and Academic Performance

Table 5 presents the results of the **Chi-Square test** examining the relationship between **reading habits and academic performance** among secondary school students. The **Pearson Chi-Square value (χ^2 = 525.490, df = 500, p = 0.208)** suggests that there is **no** statistically significant association between reading habits and academic performance at the 0.05 significance level. This implies that while reading habits may play a role in learning, other factors such as **teaching quality, study environment, and personal motivation** might contribute more significantly to students' academic success.

The **Likelihood Ratio (χ² = 419.366, df = 500, p = 0.996)** also indicates a lack of strong association, reinforcing the idea that **reading habits alone do not directly predict academic performance**. However, the **Linear-by-Linear Association (χ² = 6.008, df = 1, p = 0.014)** is statistically significant, suggesting that **a linear trend exists between certain aspects of reading habits and performance, meaning students who engage in more frequent reading may have a slight academic advantage**.

A key limitation of this analysis is that **630 cells (100%) have an expected count less than 5**, which violates the assumptions of the Chi-Square test and **may weaken the reliability of the results**. The minimum expected count of **0.08** suggests that some response categories had very low frequencies, which could impact the test's validity. Despite the lack of a strong statistical association, prior research suggests that **reading frequency, material type, and study motivation contribute positively to academic outcomes** (Chen & Lee, 2022). Future research should explore how **reading comprehension, study strategies, and engagement levels** mediate the impact of reading habits on academic performance to gain a deeper understanding of this relationship.

Table 5: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	525.490[a]	500	.208
Likelihood Ratio	419.366	500	.996
Linear-by-Linear Association	6.008	1	.014
N of Valid Cases	200		

a. 630 cells (100.0%) have expected count less than 5. The minimum expected count is .08.

*Compare **average exam scores** of students who read daily vs. those who read less often*

Table 6 presents the **Independent Samples t-Test** results comparing the **average exam scores of students who read daily vs. those who read less often**. The **group statistics indicate that** **Daily Readers (M = 2.61, SD = 1.353)** have a higher mean score compared to **Non-Daily Readers (M = 2.29, SD = 1.088)**. This suggests that students who engage in **regular reading outside class hours tend to achieve better academic performance**.

Table 6: Independent Samples t-Test

Group Statistics

	reading group	N	Mean	Std. Deviation	Std. Error Mean
How often do you read outside class hours?	Daily Readers	109	2.61	1.353	.130
	Non-Daily Readers	91	2.29	1.088	.114

Table 6 presents the results of an Independent Samples t-Test examining the difference in academic performance between Daily Readers and Non-Daily Readers. Levene's Test for Equality of Variances indicates a statistically significant difference in variances (**F = 9.690, p = 0.002**), leading to the interpretation of the t-test results under the assumption of unequal variances. The t-test results (**t(197.738) = 1.905, p = 0.058**) suggest that while Daily Readers scored higher on average (**mean difference = 0.329**), the difference is not statistically significant at the conventional 5% level (**p > 0.05**). The 95% confidence interval (-0.012, 0.669) suggests that the true mean difference could range from a slight disadvantage to a moderate advantage for Daily Readers, indicating a potential but inconclusive trend. These findings imply that while reading habits may have a positive impact on academic performance, the effect is not strong enough to be statistically confirmed. The small effect size highlights the potential influence of other factors, such as study methods, socioeconomic background, and school resources, which may play a more significant role in academic success. Future research with a larger sample size and better control of confounding variables could provide deeper insights into the relationship between reading habits and academic outcomes. Thus, while Daily Readers exhibit slightly higher academic performance, the results suggest that this difference may be attributed to random variation rather than a meaningful causal effect of reading habits.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
How often do you read outside class hours?	Equal variances assumed	9.690	.002	1.868	198	.063	.329	.176	-.018	.676
	Equal variances not assumed			1.905	197.738	.058	.329	.173	-.012	.669

Table 7: ANOVA Compare mean exam scores among students who read Daily, 2-3 Days, Weekly, Monthly, Never

Table 7 presents the results of a one-way ANOVA comparing the mean examination scores among students with different reading frequencies: Daily, 2-3 Days per Week, Weekly, Monthly, and Never. The analysis reveals that the variation in exam scores between groups is not statistically significant (**F(4,195) = 1.615, p = 0.172**), indicating that reading frequency does not have a substantial impact on academic performance at the conventional **α = 0.05** level. The between-group sum of squares (**228000.355**) and within-group sum of squares (**6880304.265**) suggest that the majority of variance in exam scores is attributed to differences within groups rather than between them. While students with more frequent reading habits may exhibit slightly higher scores, the lack of statistical significance implies that reading habits alone are insufficient to predict academic performance. This finding underscores the need to consider additional factors such as study strategies, instructional quality, and motivation levels in future research. Expanding the study with a larger sample size and controlling for confounding variables may provide a clearer understanding of how reading frequency interacts with other determinants of academic success.

ANOVA

What is your most recent examination score?

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	228000.355	4	57000.089	1.615	.172
Within Groups	6880304.265	195	35283.612		
Total	7108304.620	199			

Table 8 presents the results of Tukey's post-hoc test, which compares the mean examination scores among students with different reading frequencies. The results indicate a trend where students who read more frequently tend to have higher examination scores. Specifically, students who never read had the lowest mean score (**M = 544.04**), followed by those who read once a month (**M = 556.19**) and once a week (**M = 579.86**). Meanwhile, students who read 2-3 days per week (**M = 625.51**) and daily (**M = 637.60**) exhibited the highest mean scores. However, the homogeneous subset analysis suggests that while differences exist between groups, the means fall within a single subset at **α = 0.05**, indicating no statistically significant differences. The use of the harmonic mean sample size (**N = 29.782**) accounts for the unequal group sizes, but Type I error levels are not guaranteed, necessitating caution in interpreting the findings. These results suggest a possible positive relationship between reading frequency and academic performance, though additional factors such as study habits, cognitive ability, and environmental influences should be considered. Future research could employ a larger, more balanced sample and control for confounding variables to further investigate the potential impact of reading habits on academic success.

What is your most recent examination score?

How often do you read outside class hours?	N	Subset for alpha = 0.05
		1
I never read	23	544.04
Once in a Month	16	556.19
Once in a Week	37	579.86
2-3 days in a week	79	625.51
Daily	45	637.60

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 29.782.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Table 8 . Correlation (For Linear Relationship)

Table 8 presents the Pearson correlation analysis examining the linear relationship between reading frequency and examination scores. The results indicate a **negative correlation** between how often students read outside class hours and their most recent examination scores (**r = -0.174, p = 0.014**). Since the **p-value is less than 0.05**, this correlation is statistically significant at the **5% significance level**. However, the correlation coefficient is relatively weak, suggesting that while a relationship exists, it is not strong enough to imply a direct causal effect. The negative direction of the correlation is unexpected, as higher reading

frequency is generally assumed to improve academic performance. This result may indicate that other factors, such as the quality of reading materials, study effectiveness, or external pressures (e.g., exam stress), play a more significant role in influencing academic outcomes. Further research could explore these factors in greater depth, incorporating qualitative insights or multivariate analyses to clarify the complex relationship between reading habits and student performance.

Correlations

		How often do you read outside class hours?	What is your most recent examination score?
How often do you read outside class hours?	Pearson Correlation	1	-.174[*]
	Sig. (2-tailed)		.014
	N	200	200
What is your most recent examination score?	Pearson Correlation	-.174[*]	1
	Sig. (2-tailed)	.014	
	N	200	200

*. Correlation is significant at the 0.05 level (2-tailed).

Regression Analysis: Prediction of Academic Performance

Table 9 presents the **Model Summary** for a multiple linear regression analysis predicting students' **exam scores** based on various reading habit factors, including reading frequency, study environment, and motivation. The model explains **6.1% of the variance** in exam scores ($R^2 = 0.061$), while the **adjusted $R^2 = 0.037$**, indicating that after adjusting for the number of predictors, the model accounts for only **3.7% of the variance**. The **standard error of the estimate (185.512)** suggests a relatively high level of unexplained variance, implying that additional factors beyond reading habits may play a more significant role in determining academic performance.

Although the model shows a weak relationship between reading habits and exam performance, further analysis is required to assess the statistical significance of individual predictors. Future research could incorporate additional variables such as **time management, learning strategies, and socioeconomic background** to improve predictive accuracy.

Table 9 Model summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.246[a]	.061	.037	185.512

ANOVA: Regression Model for Predicting Exam Scores

Table 10 presents the **ANOVA** results for the multiple linear regression model predicting students' **exam scores** based on various predictors such as reading habits, study environment, and motivation. The **F-value = 2.510** and the corresponding **p-value = 0.031** indicate that the regression model is statistically significant at the 0.05 significance level. This suggests that the combination of predictors (i.e., frequency of reading, study materials, reading location, and reading motivation) significantly contributes to explaining the variation in exam scores.

The **Sum of Squares** for the regression is **431,877.802**, representing the variation explained by the model, while the **residual sum of squares** of **6,676,426.818** indicates the unexplained variation, highlighting that there is still considerable variance in exam scores that the model does not account for. Despite the significance of the model, the relatively modest **F-value** suggests that while the predictors are significant, their contribution to explaining academic performance is not overwhelmingly strong.

Further investigation into individual predictors would help determine which specific factors are driving the variation in exam scores and whether there are additional variables to consider for improving the model's accuracy.

Table 10:

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	431877.802	5	86375.560	2.510	.031[b]
	Residual	6676426.818	194	34414.571		
	Total	7108304.620	199			

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Table 11: **Coefficients**[a]

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	683.774	57.989		11.792	.000
	How often do you read outside class hours?	-25.909	10.905	-.171	-2.376	.018
	What types of materials do you read most frequently?	11.730	10.724	.078	1.094	.275
	How many hours per week do you spend reading?	12.096	15.542	.057	.778	.437
	Where do you usually read?	-21.717	10.387	-.146	-2.091	.038
	What motivates you to read?	-10.485	14.907	-.050	-.703	.483

a. Dependent Variable: What is your most recent examination score?

Findings

This study explored the relationship between **reading habits** and **academic performance** among high school students. The key findings are as follows:

Demographic Characteristics: The sample consisted of 200 students, with a nearly equal gender distribution (53% male, 47% female). Most students (70%) were between 16–18 years old, indicating that the majority were in their final years of secondary education. Grade 12 students constituted 36% of the sample, underscoring their heightened academic pressures

Reading Habits and Academic Performance: The mean exam score among **daily readers** (637.60) was higher than those who **never read** (544.04). Textbooks and class notes were the primary materials read, which may restrict critical thinking development. However, ANOVA results (F = 1.615, p = .172) indicate that this difference was not statistically significant.

The **Independent Samples t-Test** showed that **daily readers had slightly higher scores than non-daily readers**, but the difference was not statistically significant at the 5% level (p = 0.058).

Self-assessed academic performance averaged 2.34, indicating that most students view their performance as average to good.

A significant number of students acknowledged that their reading habits influence their academic performance, emphasizing the connection between reading and comprehension.

Challenges: Many students lack structured reading plans (M = 1.49), indicating a need for better time management. Challenges such as digital distractions and limited access to resources were prevalent, highlighting barriers to effective reading habits.

Regression Analysis: The multiple regression model (R^2 = 0.061, p = 0.031) suggests that **reading habits, study environment, and motivation explain only 6.1% of the variance in exam scores**. The low R^2 value indicates that **other factors**, such as **teaching methods, socioeconomic background, or personal study strategies**, may play a more significant role in academic performance.

Conclusion

While students who read more frequently tend to score higher on exams, the statistical analysis does not provide strong evidence to confirm a significant relationship between reading habits and academic performance. The findings suggest that reading alone is not a sufficient predictor of academic success. Instead, other variables such as **study strategies, cognitive skills, instructional quality, and external learning environments** may contribute more significantly to student achievement. Additionally, the weak negative correlation between reading frequency and exam scores

suggests that merely reading more does not necessarily guarantee better academic results. Instead, **the quality of reading materials, comprehension skills, and the ability to apply knowledge effectively** may be more important determinants of success. The study highlights that although students recognize the importance of reading, their engagement remains **limited to academic materials**, and reading habits alone do not significantly predict performance outcomes. Therefore, fostering **a balanced academic approach that integrates effective study methods, quality instructional support, and a conducive learning environment** is essential for maximizing student success.

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