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Juliana Uloma Iheakanwa

Delta State University, Abraka,, iheakanwa@ndphc.net

Sunday Obro

Delta State University, Abraka, sobro@delsu.edu.ng

Williams Pius Akpochafo

Delta State University, Abraka, wakpochafor@gmail.com

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Reading Ability, Study Habits and Students' Academic Performance in Social Studies

Juliana U. Iheakanwa, Delta State University, Abraka, iheakanwa@ndphc.net

Sunday Obro Delta State University, Abraka, sobro@delsu.edu.ng, <https://orcid.org/0000-0002-7675-9166>

Williams P. Akpochafo, Delta State University, Abraka, wakpochafor@gmail.com, <https://orcid.org/0000-0002-8632-3323>

Abstract

This study investigated reading ability, study habits and students' academic performance in Social Studies. The study was an expos-facto study. The researcher employed a stratified and multi-sampling technique to sample 1103 students. The questionnaire was the instrument utilised to gather data. The Cronbach Alpha was utilised for the determination of the instrument reliability, and a reliability value coefficient value of 0.78 for Reading Fluency, 0.90 for Passage Recall and 0.92 for question Answering and 0.76 for Study habit was obtained. Data generated were evaluated employing correlation co-efficient of determination for the research questions, while the multiple regression and linear regression statistics were utilised to test the null hypotheses. The results indicates that a significant relationship exist between reading ability and students' performance, study habit and student's performance; no significant statistical relationship exist between sex and students' performance. It was suggested that students' reading interest be strengthened by providing and equipping school libraries; reading should be given adequate attention in classroom activity and not left to students' choice or discretion.

Keywords: Reading Ability; Study Habits; Academic Performance, Students' Academic Performance Social Studies.

Introduction

The performance of students academically has primarily been associated with many factors. Most students face coping with their studies daily because of poor reading ability and inefficient study habits. There are lots of meaning given to reading, but then it is imperative to be conscious that reading is beyond verbalisation. Reading must attach meaning in the heart or core of the decoder. Reading gets meaning when the decoder can make meaning or sense out of written material. Cimmiyotti (2013) affirms that reading constitutes the foundation of all school learning. He buttressed his point with the argument that students who cannot read comprehensively and fluently will not succeed to benefit from what school has to offer and will hardly become independent in access to the knowledge imparted. Reading is thus an intellectual process that gives access to information in every subject in the school curriculum.

Reading to a tremendous and sizeable extent determines the success in the academic endeavour, reading provides access into every subject in school programme or curriculum, and perhaps that is why Hall and Barnes (2017) stated that reading is an important and a tremendous tool for study, for creating awareness, for future employment and recreation. Reading is a skill or talent needed by individuals to attain success in their academic work.

To achieve reading comprehension, a reader must possess some essential critical intellectual and rational equipment to comprehend. The reader or learner must have intelligence, language and experience. An essential skill in reading is learning to comprehend a text focal idea. This is done first by determining the statement of the text, essential and necessary reading skills, including vocabulary and words acquisition, pre-reading techniques and strategies, textual or written organisational skills, intellectual capacity, and response.

How fast and well one can decode letters in words that are in content or text that is read is referred to as reading fluency, while the ability and skill to build or develop a sense or deduce meaning or sense from a specified written text is described as reading comprehension ability (Lems, Miller & Soro, 2010).

Social studies, as a subject, has been substantiated to be reading-intensive (Akpochafo, 2014), while study habits are seen as the predispositions towards private readings within a timeframe (Hussain, 2000). If students must do well in school, they must have the ability and competence to read well and study well. Dickens (2016) concurred and asserted that reading ability is the most essential tool for studying. Reading ability is the potential or the capability to read, and it implies that a student has the skill and capacity to decode or make meaning out of a written material. Reading ability is thus a skill needed by individuals to perform and be successful academically. The capability to read is indeed a vital skill for students to grasp for the reason that facts are presented and made available in the text world over (Kudo & Bazan, (2013).

Every anticipated behavioural improvement is generally affected by three main factors. These are learners' cognitive responses, teaching behaviours and environment (Oyibo & Obro, 2020). All these factors interact to produce learning (Bandura, 2001). Learners' cognitive responses are, however, the most prominent and most important. Reading potential/habit and study patterns are among the most significant learners' cognitive responses. Students' academic performances are the measures of their cognitive responses to tests of what has been learnt in school (Mordi, 2015, Obro, Ogheneakoke & Akpochafo, 2021). Therefore, a student's academic grades at termly examinations are an extent or measure of his performance academically. The march towards all-round youths development for sustainable development could be significantly helped by establishing how students' reading ability and study habits influence their performance.

Research Questions

1. Does a relationship between reading ability and social studies student's academic performance?
2. Does a relationship exist between study habits and social studies student's academic performance?
3. What is the relationship between sex and social studies student's performance?

Hypotheses

1. There is no significant statistical relationship between reading ability and social studies student's academic performance.

2. There is no statistically significant relationship between study habits and social studies student's performance.
3. There is no significant statistically relationship between sex and social studies student's academic performance.

Theoretical Framework

This study is hinged on Bandura (2001) Social Cognitive Theory. This theory is centred on four fundamental suppositions: that behaviour is decisive or goal-directed, that the individual is self-reflective, with triadic reciprocal determinism believed to be central to the theory, it is understood people are can handle self-regulation. For the fourth part, triadic reciprocal determinism encompasses acknowledged bidirectional stimulus or effects of the environment, person, and behaviour upon one another. The SCT proposes that behaviour hinges on the independent and mediated influences of environmental and personal variables. Environmental variables that affect behaviour include components and structure of one's social and physical environment or surroundings.

The primary doctrines of social cognitive theory for understanding performances in social studies have gotten increasing support in research using kids and adolescents. For example, elements of the physical environment (access to library facilities and neighbourhood safety), social environment (social support from family and friends), and person (example, self-efficacy, outcome expectancies, enjoyment) have all been linked with physical activity in multiple studies (Palupiningsih, 2011).

The Concept of Reading

According to Plocher (2016), reading is a vital tool for studying and creating awareness for future career and recreation. This means that every student needs to master reading ability and to read efficiently because reading provides access to every subject in the school curriculum and vocation. This also demonstrates that reading is a tool with which every student can forge ahead in his chosen career. Comprehension of text is the primary aim of reading is, which is concurrently extracting and making meaning through discussion and involvement with written languages (Marhaeni, 2016).

As a term, reading is used to connote an interaction where meaning encoded in visible stimuli by a writer creates meaning in the heart and mind of the reader. It entails identifying written or printed icons or symbols that provide stimuli for the recall or interpretation through intelligent manipulation of concepts already owned or have by the reader (Ruiz, 2015). The resulting connotations or meanings are put into the thought process in line with the purpose utilised by the reader, and the organisation successively brings about a modified thought or attitude that either takes its place in personal or social development.

Reading is described as the vocalisation or formulation of words in assigning meaning and importance to materials from another perception. Mangen, Walgermo and Brønnick (2013) described reading as an activity whereby one looks at, evaluates, and understands written words. Almutairi (2018) described reading as a means or mode of language and vocabulary acquisition and development of communication and of giving out ideas and information. For anyone to have the reading ability, there is a necessity to encourage and cheer up the reader while reading because it is a mental action or process that requires other skills to be joined with aptitudes like writing (composition), speaking, hearing or listening. This is supported by Almutairi (2018) where she opined that perusing or reading as a communicative and informative skill goes along with listening, speaking, writing and thinking.

Types of Reading

- **Extensive Reading:** Extensive (broad) reading has to do with much reading and for pleasure. It is reading done at a comfortable and relaxed, easy intensity. The main aim/objective is to read without using a dictionary after every sentence or paragraph. It is a reading aimed to build/create eloquence, pleasure and fluency in the reading process. Some benefits derived from extensive reading include language learning in areas like spelling, vocabulary, grammar/ syntax and text structure, enriched writing and reading skills; the higher pleasure of reading, different positive attitude to reading and higher possibility of creating a reading behaviour or habit (Benwari & Ebi- Bulami, 2014, Lorna, 2015).
- **Intensive Reading:** Intensive reading predominantly has to do with the learning of those features of language-syntactical and lexical, which the reader draws on in other to have the capacity to decode or decipher messages. An intensive reading emphasises skills for identification alternatively than for the development of vocabulary features. Reading intensively means learners reading at length and in-depth with the aim and task that consist of learners reading texts for satisfaction and improve overall reading skills. It then means that motivation towards intensive reading is for academic improvement and academic success. Academic reading is an intensive and thorough process where students essential read and study their designated readings to transform them developmentally.
- **Oral Reading:** Understandably, skilful reading's most essential or main characteristics are the speed at which text or what is read is reproduced into a spoken language (Adams, 1990). The key to oral reading articulatory or fluency is the oral translation or conversion of text with swiftness and accuracy. Oral reading is a direct measure of phonological segmentation and recording skill and speedy word identification and acknowledgement.
- **Silent Reading:** Silent reading also aid skills improvement of reading and analysing for a purpose (Educational purpose) as the emphasis is on understanding and grasping the content without the extra

load of having to centre on pronunciation. When students silently read, they can develop mental and conceptual pictures or connotation of the issue at hand being read or discussed. Silent reading help and support students to develop the plans required for reading fast and with better comprehension and subsequently success in academic work.

Use of Reading Material in the Library by Basic Secondary School Students

A library may be defined as follows; A collection of literary or scholarly books/documents or record stored for research, reference or borrowing. It is a reservoir created to keep books (written) and non-book (unwritten) materials and resources for reading and study. An assortment of standard programmes and sub-routines is kept and accessible for immediate use (Aina,2012). Whether a library is private or public, the intent of the library is the same everywhere. A library is established to support the original body's objectives: to provide reading materials, both printed (written) and non-printed (unwritten) materials, to the requirements of libraries and library patrons.

Noticeable amongst the highly essential services of the library is the offering or provision of extensive and rich collections for children of all age groups. Krashen (2002) agreed that access and contact with books and magazines are connected with higher and improved reading performance. Many researchers are of a similar view that school, teachers, parents, and society should provide students with access to a large amount or measure of books to develop reading culture and interest. Okwilagwe (2001) lamented over the scarcity of reading materials in Nigeria and narrated the book needs to University education. Furthermore, Rosenberg (2003) said it is impossible to inspire interest, involvement and confidence in reading without the suitable materials

Oguntimehin and Adeyemi (2004) offered the following as the aims and objectives of a school library.

- Support the teaching programmes of schools, guide students on the decision of appropriate materials for study.
- Provision of materials resources to improve academic progress and development. Help the pupils to cultivate skills in the usage of books, magazines and libraries.
- Acquire the appropriate books and non-books materials to meet the prerequisite of the school programme/curriculum.
- The library is essential; it helps guide the students in all spheres or aspects of their academic endeavour, instil in them the desired reading culture, and provide suitable materials to supplement classroom teaching.
- The school library, in addition, provides prospects for additional reading and utilisation of resources and materials outside the recommended classroom textbooks.

- Provides leisure materials and inspire students to read for fun.
- Encourage students to build up their power/ability of logical appraisal by exposing them to different brands of printed and other different media combinations in the library.

Study Habits of Basic Secondary School Students

Amandeep and Pathania (2015) defined study habit as a determined purposeful behavioural pattern geared towards previewing, questioning, leading and reciting to master an assignment. Study habits are the pattern of behaviour that students should adopt in the pursuit of their studies. The magnitude to which the student is involved in everyday actions is seen as appropriate studying exercises (e.g., reviewing materials and frequency of study sessions) or happening in an atmosphere favourable to study.

Suresh (2013) opined that study habits are those skills, for example, summarising (summing up), note-taking (jotting), outlining (description) that learners utilise to support themselves in the resourceful learning of the materials at hand. Nagaraj and Rajashekhar (2014) also see study habits as the routine conscious task of acquiring specific items intended for a set standard. Habit implies a thing a person does regularly and virtually without reasoning or thinking. Therefore, study habits are an example of behaviour embraced by learners or students to pursue academics or learning that functions as a learning tool or vehicle. According to Amandeep and Pathania (2015), study habits are all suitably planned and thoughtful arrangement of study that has achieved a form of regularity on the side of the student towards understanding an academic subject. This researcher chose to define study habits as the behavioural pattern in the form of study skills adopted by a student geared towards academic performance. Kizlik (2011) opined that study skills, including scheduling time, space of study, good note-taking skills, reading, survey, questions, recite and review (KSQRR), must be practised by students who strive to achieve or realise academic progress. Pitan (2013) study on poor study habits as an educational problem recommends that students embrace the steps below in developing good study habits.

Study habits play an essential role in student academic pursuit- failure or achievement of individual student rest on his reading or study habits. Study habits are students predisposition to learn and explore when the occasions arise, the student's approach to studying, whether positively or negatively. Both study habit and students' performance are interconnected and reliant on each other. It determines students' academic performance a great deal even though students come from different environments, localities and also have different levels of students' performance

Studies Related to the Study

Caleb (2013) examined the relationships between students' academic performance in mathematics and english reading at the primary or lower basic levels. The data incorporated 95 student records from grades 2, 3, 4 and 5. The reading was based on vocabulary, fluency and comprehension. Mathematics

centred on summative feedback/assessments for the 2011-2012 school year. Results stated that a relationship exists between reading and mathematics performance. Looking at each grade level, they produced the same outcomes. No correlation existed between 2nd-grade reading and mathematics performance; however, a correlation exists was discovered at grades 3, 4 and 5. The correlation or relationship also seemed to raise in strength at higher grade ranks. Lorna (2015) examined the relationship of reading habit to vocabulary understanding and reading knowledge. The data collected were through a survey questionnaire on reading habit, vocabulary and reading knowledge test. A Pearson – r was applied in the study. The results proved that a relationship exists between reading habits and reading knowledge /comprehension.

Owusu-Acheaw (2014) assessed students reading habits on their academic performance. One thousand fifty-two students constituted the sample. The data were scrutinised quantitatively. The findings found out that students appreciated the significance of reading. The study established that a relationship exists between reading habit and students performance. Benwari and Ebi- Bulami (2014) examined the effect of intensive reading on students' performance. One hundred forty students were randomly picked for the research. Chi-Square was utilised to calculate the data. The result confirmed that study habits of intensive/wide reading, homework, and assignment affect students'. Amandeep and Raj (2015) focused their study on finding any significant relations between study habits and academic performance amongst college students. The study used 113 adolescents. Evaluation of the results submitted that significant relations existed between students' performance and study habits. It could be figured from the study that significant relationships exist among different and numerous dimensions of study habits and students' performance. Nagaraj and Rajashekhar (2014) worked on study habits and students performance in higher primary school. The study made use of 250 students as a sample. It was established that a relationship existed between study habits and students performance. Students did not differ in their performance based on sex.

Nsimi and Emeya (2015) investigated study habits on agricultural science students performance. It was a descriptive study. One hundred students were involved in the study. The study findings demonstrated that 35.8% of the participants or students spent a maximum of 40 minutes studying while 17.9% could study for up to 6hrs. Also, 4.1% of the study participants studied best when alone, while (20%) of the students favour studying in groups instead of studying alone. Additional analysis indicated that 14.7% of the study participants were influenced by their peer group, while 11.6% were affected by the absence of a well-furnished and equipped library, lack of motivation, interest and inadequate facilities. Singh (2011) examined students' academic performance and study habits. The study utilised 100 students randomly chosen for the research. The study revealed that students vary significantly in their study habits

and performance based on sex. Bhan and Gupta (2010) examined reading habit and students' performance in a planned caste or social group. The study finding disclosed that students sex had no significant influence on students reading habit and performance. Higginbotham (1999) looked at middle school's reading intention and interests in an urban public school situated in Atlanta, Georgia. The study's outcome bared differences in students interest by sex, which is in stereotypes, and females posted a better and robust interest in adventure, passion, companionship, animal tales/stories, and historical fantasy or works of fiction. Simultaneously, the males showed greater inclinations and choice for the classes of sciences and sports. Also, the male students had a higher choice or like for factual or true-life story than the female respondents.

Method

Study Design

This study is a correlation study using an ex-post-facto research design. This design was considered appropriate because there was no control of the study variables in that they cannot manipulate them since what is being examined has occurred already.

Population of the Study

The study population comprises all (244,039) upper basic eight students in public (government) secondary schools in South-South Nigeria. The South-South States comprises 123 local Government Areas with 18 Senatorial Districts with 244,039 upper basic eight students, made up of boys and girls.

Sample and Sampling Techniques

The multi-stage sampling stratified and simple random techniques were adopted to choose the sample for the study. The researcher sampled 1080 students for the investigation.

Research Instruments

Three instruments were utilised for this study:

- i. Reading Ability was measured with the aid of NAEP (2002) 'Reading Fluency Scale' and Kudo and Bazan's (2009) 'Passage Recall' and 'Question Answering' Test of Reading Comprehension. Reading Fluency Scale measures the amount of words read accurately in a selected passage in a minute, Passage Recall measures the extent to which the five main points in the short passage are recalled, while Question Answering measures the number or amount of questions answered or responded to accurately centred on the five main points of the passage. The passage used for assessing reading ability was the 60-word passage titled "The Nuclear Family" taken from Ehiorobo's (2015) 'Simplified Social Studies for Schools and Colleges Book 2'. For reading fluency, each correct reading of a word was scored 1 (one) mark for the sixty words; a student who reads all would score a total of 60marks. For passage

recall measures, each correct recall of the five key points in the short passage carried 1 (one) mark, each that is 5 (five) marks for correct recall of all the five main points in the passage. Answers to Questions were scored 1 (one) mark each for a question answered correctly.

ii. Study Habit Inventory adapted from Quia’s (2016). Study Habits Scale was used to ascertain participants’ study habits. The Inventory has two Sections A and B. Section A elicited information on students’ biodata, for example, gender and location. The scale for study habits was scored a maximum of 100 marks. 87.5 to 100 was for good study habits while 1 to 86.5 was for bad study habits.

Section B consisted of 25 items that are to elicit responses from students with regard to their study habits on a four-point rating scale:

	Key:	Rating Scale
Strongly Agreed	- SA	4 Marks
Agreed	- A	3 Marks
Disagreed	- D	2 Marks
Strongly Disagreed	- SD	1 Mark

iii. After their academic session’s examination, scores achieved by the students/participants were utilised to measure students performance in social studies. A participant would therefore have an academic performance score of either Excellent four marks (70.0% and above), Very Good three marks (between 60% and 69.9%), Good two marks (between 50% and 59.9%), Fair one marks (between 40% and 49.9%) or Poor (below 40%).

Instruments Reliability

The researcher used the test retest method of establishing reliability to determine the instruments reliability of the instrument. The Pearson Product Correlation Coefficient (r) was applied to correlate responses from the two separate instruments’ administration. This yielded a value of 0.78 for Reading Fluency, 0.90 for Passage Recall and 0.92 for question Answering and 0.76 for Study Habit inventory.

Method of Data Analysis

The data gathered were analysed using a Co-efficient of determination for the research questions, and multiple regression and linear regression analysis was utilised to test the hypotheses.

Results

Research Question 1

Does a relationship between reading ability and social studies student's academic performance?

Table 1: Correlation coefficient of Determination of Reading Ability and Social Studies Students Academic Performance.

Variable	N	r	r ²	r ² %	Decision
Reading Ability Academic Performance	1103	0.734	0.5388	53.88	High Positive Relationship

Table 1 shows that the r-value of 0.734 signified the relationship between reading ability and social studies students' academic performance. The coefficient of determination was 0.5388, and the degree of contribution to social studies students' performance was 53.88%. The result shows that a high positive association or relationship existed between reading ability and social studies students' performance.

Research Question 2

Does a relationship exist between study habit and social studies student's academic performance?

Table 2: Correlation coefficient of Determination of Study habits and Social Studies Students Academic Performance.

Variable	N	R	r ²	r ² %	Decision
Study Habits Academic Performance	1103	0.229	0.0524	5.24	Low Positive Relationship

Table 2 indicates the r-value of 0.229 as the relationship that existed between study habits and social studies students' performance. The coefficient of determination was 0.0524, and the extent of contribution was 5.24%. This revealed a low positive correlation between study habits and social studies students' performance.

Research Question 3

What is the relationship between sex and social studies students' academic performance?

Table 3: Correlation coefficient of Determination of sex and Social Studies Students' Academic Performance.

Variable	N	r	r ²	r ² %	Decision
Sex Academic Performance	1103	0.044	0.002	0.2	Low Positive Relationship

The result in table 3 shows that the r-value of 0.044 was the extent of the relationship between students gender and their academic performance. The coefficient of determination was 0.002, and the degree of

contribution was 0.2%. This implied a low positive association or relationship between social studies students sex and their academic performance.

Hypothesis 1

There is no significant statistically relationship between study habit and social studies student’s performance.

Table 4: Regression Analysis of Reading Ability and Social Studies Students’ Academic Performance.

MODEL SUMMARY			
R	R-Square	Adjusted R-Square	Std Error
0.734	0.539	0.539	9.832

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig
Regression	124492.169	1	124492.169	1287.813	0.000
Residual	106433.050	1101	96.669		
Total	230925.218	1102			

Table 4 shows the regression output of a linear relationship between reading ability and social studies students’ performance. The calculated $F(1, 1102) = 1287.813$, $p < .05$ significance level. Therefore, the hypothesis of no significant relationship between reading ability and social studies student’s performance was rejected. This indicates that a significant statistically relationship exists between reading ability and social studies student’s performance. The R^2 - adjusted value of 0.539 showed that 53.9% of the result variance in social studies students’ performance was accounted for by reading ability.

Hypothesis 2

There is no statistically significant relationship between study habit and social studies student’s performance.

Table 5: Regression Analysis of Study Habits and Social Studies Students’ Academic Performance.

MODEL SUMMARY			
R	R-Square	Adjusted R-Square	Std. Error
0.229	0.053	0.052	14.097

ANOVA					
	Sum of Square	DF	Mean Square	F	Sig
Regression	12136.476	1	12136.476	61.074	0.000
Residual	218788.742	1101	198.716		
Total	230925.218	1102			

Table 5 shows the regression output of the linear relationship between study habit and social studies students' performance. The calculated $F(1, 1102) = 61.074$, $P < .05$. Thus, the hypothesis that states that there is no statistically significant association between study habit and social studies students' performance" was rejected. This designates that a significant statistically association exists between study habit and social studies students' performance. The R^2 - adjusted value of 0.052 showed that 5.2% of variance in social studies students' performance was accounted for the study habits.

Hypothesis 3

There is no significant statistically relationship between sex and social studies student's academic performance.

Table 6: Regression Analysis of sex and Social Studies Students' Academic Performance.

MODEL SUMMARY			
R	R-Square	Adjusted R-Square	Std Error
0.044	0.002	0.001	14.469

ANOVA					
	Sum of Square	DF	Mean Square	F	Sig
Regression	441.747	1	441.747	2.110	0.147
Residual	230483.472	1101	209.340		
Total	230925.218	1102			

Table 6 indicates the regression output of a linear relationship between sex and social studies students' performance. The calculated $F(1, 1102) = 2.110$ $P > .05$ significant level. Therefore the hypothesis of no statistically significant relationship or association between sex and social studies student's performance" was retained. This shows that a significant statistically relationship did not exist between sex and social studies students' performance. The R^2 adjusted value of 0.001 showed the 0.1% of variance in social studies students' performance was accounted for by sex.

Discussion of Results

Result of hypothesis 1 shows a positive and affirmative relationship between reading ability and Students academic performance. This finding endorses that of Cooper (2002), and Pretorius (2002), who noted that a relationship exists between reading ability and social studies students' performance. This indicated that reading ability appears to have made a difference in students' performance. This study's findings suggest that students who did well in their academics probably engaged in intensive and

extensive reading. Extensive reading is for pleasure and reading outside what one is given, which has the merit or benefit of exposing students more to prints and improving their word to prints and improving their recognition of words and development of vocabulary. In contrast, in intensive reading, the students pay and give close attention to the mechanical accuracy of a text, studying the textual features of a passage/paragraph and answering questions on it. The two forms of reading contribute to students' positive performance because they both work together to help students develop and fine-tune their reading comprehension and recall.

Furthermore, this finding agrees with Geske and Ozola (2008), Cromley (2009), Singh (2011), Akabuike and Asika (2012), Issa, Aliyu, Akangbe and Adedeji (2012), Samrotul (2014), Owusu-Acheaw (2014) and Lorna (2015). They found a positive relationship/connection between basic, reading, literacy and students' performance success. They acknowledge that student's reading abilities proved to be a strong display factor of students performance or success.

The result in Hypothesis 2 revealed that there was a significant statistically positive association or relationship between study habits and social studies students' performance. This is not surprising because study habit is an indispensable and essential aspect and tool for students performance. Effective and valuable study habit brings about or lead to positive learning results or outcomes. Poor or ineffective study habits could result in little or no learning and have been identified as a major factor in students' poor performance or success. The findings supported the study of Verma (1996), Fagbemi (2001), Nagaraju (2004), Sadia (2005), Tschumper (2006), Okegbile (2007), Bhan & Gupta (2010), Singh (2011) and Nsimi and Emeya (2015) who stressed that students' performance improved significantly due to the quality and degree of their reading and study habit. This implies that the students' good study habits contributed to their positive academic performance in their schooling endeavour.

Furthermore, the finding of this study conforms with the outcome of Nagaraj and Rajashekhar (2014), who established a significant relationship between study habit and students' performance. Amandeep and Raj (2015) also concurred with Nagaraj and Kajeshkha (2014) findings when they

submitted that a statistically significant relationship existed between student's performance and study habit. The effect of study habit on students' performance also shows a relationship among various study habits ranging from note-taking, reviews, use of time table, question and answer.

Findings in hypothesis three show that there was no significant statistically relationship between sex and students' performance. In other words, the results show that no significant difference exists between boys and girls performance in reading abilities and study habit, which confirmed with conclusions found by previous studies. The main reason for this is that study habit and reading ability are not peculiar to any group or sex. Students, regardless of sex, have an equal chance or opportunity and the equivalent level of encouragement of positive reading abilities and reading habits to update and enhance their performance. Adeosu (2002) and Croxford (2002) also confirmed that a significant difference does not exist between boys and girls academic performance and detention in social studies.

More so, the result of the present study supported that of Yusuf (2004), who affirmed that students did not vary in their performances based on sex. In furtherance, Abiam & Odok (2006) and Meltem & Serap (2007) separately found no difference in students performance based on students sex. More so, the finding/result of this study supported the finding of Ab-Raheem (2010), who agreed in his finding with Akinbole (1999), finding that gender does not play any substantial role in students' performance in social studies.

However, the finding of this study is at variance with that of Fakorede (2009), Okeke (2001), Akinbola (2005), and Abayomi and Awoyemi (2013), who concluded that sex difference exists in students' performance probably due to social, psychological and cultural dimension/aspect of being a male or female. Despite the biological factor, studies have proven and upheld that boys and girls' performance has been broadly similar. This finding is reinforced by the study of Akinbole (1999), Bhan & Gupta (2010), Musibau & Johnson (2010), Singh (2011), Abdu-Raheem (2012), Ndirika (2012) and Misan-Ruppee (2015). They reported that sex does not play any significant role in students' performance academically.

Conclusion

Based on the research findings, the researcher made the following conclusions. The study demonstrated that reading ability and study habit had a significant connection or relationship with social studies students' performance. Sex had no relationship with students' performance. The study confirmed that reading ability and study habit contribute to students performance in social studies. Furthermore, that student's academic performance is not based on sex but students' individual and or personal effort. More so, students who had high reading ability and adopted effective study habits notwithstanding their sex and school location were positively high.

Recommendations

1. Student's reading interest should be strengthened by providing and equipping school libraries.
2. Reading should be given adequate attention in classroom activity and not left to students choice or discretion.
3. Schools authorities should do well to encourage and motivate students to form study groups in schools.
4. Teachers should endeavour to administer study habit inventory on students periodically to keep or maintain a track record of student's study habit.

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