

# Effect of Parental Background Factors on Reading Habits of Secondary School Students in Ogun State, Nigeria

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## **Abstract:**

**Purpose:** This study was carried out to investigate the extent to which parental background factors predict reading habits among secondary school students in Ogun State, Nigeria. This is part of a larger study carried out to investigate factors predicting reading habits of secondary school students in Ogun State.

**Design/Methodology/Approach:** The survey research design method of the correlational type was adopted for this study. Three specific objectives were set for the study while four research questions were answered. The multi-stage sampling technique was used to select a sample size of 595 senior secondary school two students to form the respondents for the study. The main instrument of data collection was the questionnaire designed by the researcher for the study. Five hundred and ninety five copies of questionnaire were distributed to the students out of which only 384 were returned with useful responses giving a response rate of 64.5%. The descriptive technique using frequency counts, percentages, mean scores and ranking as well as inferential technique of pearson product moment correlation were adopted for data analysis.

**Findings:** The results of the study revealed that the secondary school students' demonstrate high interest in reading as revealed by their keenness in reading and that the students read mainly for the purposes of passing examination, getting information, personal development, and knowledge acquisition. The results of the study also revealed that family income and father's occupation are the only background factors that positively affect or influence reading habits of secondary school students. On the other hand, findings from the study revealed that background factors when taken together do not significantly jointly affect reading habits of students

**Implication:** In order to address the negative effects which parents' occupation, educational level and family type are having on reading habits of students, it is suggested that government should provide a kind of safety nets through provision of monetary incentives to parents with low socio-economic status to enable them make provision for relevant reading materials for their wards/children.

**Originality/Value:** It is, therefore, recommended that school libraries/school library media centres should be adequately stocked with relevant library and information resources to enable students from both high and low parental background have access to more library and information resources to improve their reading habits and ultimately bring about improved achievement in their academic endeavours.

**Keywords:** Developing Countries; Nigeria; Ogun State, Parental Background Factors; Reading Habits; Secondary School Students.

**Paper type:** Empirical

## **Introduction**

Reading is the major key to making progress in learning while inability to read well may make a student to fall progressively behind other members of the class. According to Keles (2006) a student with poor reading habits usually suffers serious handicaps not only in school but also later in the world of work. This is true when one considers the fact that education is now learner-centred with the more effective techniques

placing a far greater emphasis on the learner's ability to read. Reading plays a significant role in an individual's life and thus regarded as an indispensable activity in the academic arena. Attaining excellence by students in today's competitive world involves extensive reading. This is because reading makes an individual to be more informed and exposed to issues around him/her. It is expected that most of a student's study time is devoted to reading, as such

endeavour leads to gaining understanding of the subject matter of any subject. In the light of this, for a student to be successful in his studies, he/she needs to acquire efficient reading skill and needs not only to read more materials but also to learn how to do so with great comprehension. A student is expected to read very widely and at the same time be able to reproduce much of what he has read. This is why one needs to be literate and be able to read in order to learn effectively in this academic world. Students, no doubt are faced with a lot of reading materials at the various levels of educational attainment. For instance, students read for various purposes such as reading for examination, reading for relaxation and pleasure, reading for appreciation and critical analysis of the text and the likes. If reading therefore occupies these important positions in the student's daily routine, a favourable reading habit may be developed.

Reading habits refer to the behaviour which expresses the likeness for reading and explains the purpose and preference for reading as well as frequency of reading. Therefore, students' reading habits revolve around the purpose of reading which may be for passing examinations, getting information, improve general knowledge and entertainment. In corroborating this assertion, Kumar, Ansari and Shukia (2010) reported that the major purposes of reading among senior secondary school students in India are for getting information and to improve general knowledge. Thus, good reading habits is an asset to students because it enables students to achieve excellent academic performance in their studies while bad reading habit constitutes constraints to learning and achievement leading to failure. Also, observations have revealed that students with poor reading skills end up receiving poor grades at school, get easily distracted and frustrated, have behavior problems, seem to dislike school and often fail to develop to their full potential.

The acquisition of favourable reading habits does not only affect or improve confidence in students just as Aina Okusaga, Adebowale and Ogundipe (2011) outline the advantages of good reading habits to include; development of active mental process, development of fundamental skills, vocabulary improvement, insight into other cultures and places, concentration and memory improvement, self-esteem building and development of independent learning ability. The quality of reading habits and interests of

students has vital importance in the development of students' mind and this has made analyzing students' reading habits very necessary.

Scholars (for example Barbosa, Ramos, Araujo and Almeida, 2006; Adetunji, 2007; Okioaga, 2013) have identified many factors influencing the ability of students to cultivate favourable reading habits. One of these is the background factors of the students. Background factors described the combination of economic and sociological status of an individual relative to others, based on income, education and occupation. Socioeconomic status is typically broken into three categories, high, middle, and low to describe the three areas a family or an individual may fall into. When placing a family or an individual into one of these categories any or all of the three variables, income, education, and occupation can be assessed.

Researchers in developed countries have repeatedly established that students' background status affects their reading habits. According to them the economic hardships that are caused by low socio-economic status lead to disruptions in parenting and increased amount of family conflicts, and an increased likelihood of depression in parenting households. Studies (Omoegun, 2007; Oni, 2007) have also revealed that the attitudes of high school students towards reading differed significantly in relation to father's and mother's educational level in favour of students whose fathers and mother had high school and/or graduate level of education in the study. These results obtained in the research were to the disadvantage of students whose father and mothers were illiterates and/or had elementary school level of education.

On the other hand, However, Suna (2006) found out a significant difference between reading attitudes of students and their mother's educational level, but not their father's educational level. So, it can be said that in the light of these findings, the findings in relation to father's and mother's educational level variable of this research are paralleled to the studies in the literature. These findings can be explained from two perspectives. The first reason can be explained by Bandura's (1977) social learning theory since students observe their parents. When students have parents who are poorly educated, they will not have enough academic, emotional and social support from their parents as well as they will not see their parents while reading. This specifically established the fact

that socioeconomic factors of parents such as educational level does affect the habits that students exhibits towards reading.

The second reason can be explained with financial income level since parents who are poorly educated do jobs for low background status and they reserve less money for their children's education. Financial income level of families differed significantly in terms of attitudes of students towards reading such that parents whose financial income level is high can meet their children's needs, whereas parents whose financial income level is low cannot meet their children's needs. So, this issue can cause children not to have favourable reading habits as such children cannot have access to resources that can improve their reading habits. Oni and Omoegun (2007), in their study, reported a significant difference between rates of reading habits formation among students from high and low background status.

Students' background factors of parents does not only affect the reading habits of students but also make it impossible for children from low socio-economic background to compete well with their counterpart from high socio-economic background under the same academic environment. For instance, secondary school students from poor and average income families are often likely to face various problems causing emotional and psychological disturbance which will negatively influence their reading habits. It is not out of place to imagine that socio-economic background of students could constitute a hindrance or a benefitting factor to the development of reading habit among students since a person's education is closely linked to their life chances, income and well being. Therefore, socio-economic factors can be established as one of the major factors that can predict reading habits formation among the students and it is closely followed by the availability of library and information resources.

Parental background status of students comprises several elements such as family income, parent's educational attainment and parent occupation. Studies focusing on the socio-economic status related gaps in literacy have identified several explanations for the poorer early literacy of disadvantaged children. Family socioeconomic status is strongly correlated both with early literacy (and other academic outcomes) and literacy later in the school years. Although the school is responsible for the experiences that

make up the individuals life during school periods, yet parents and individuals experiences at home play tremendous roles in building the personality of the child and making the child what she is (Uwaifo 2008). Thus the environment from which a student comes from can greatly influence their performance at school.

Several studies had been done on reading habits and socioeconomic factors such as Eamon (2005) and Fosudo (2010), who observed that, the acquisition of good reading habit has a beneficial effect on all subjects. Some of these studies established that students who have a low background status have negative attitude to reading and are more likely to have poor reading habits. According to these studies, the economic hardships that are caused by low background status lead to disruptions in parenting and increased amount of family conflicts, and an increased likelihood of depression in parenting households.

Background socio-economical conditions are significant for reading habit formation. It is not out of place to imagine that students' socio-economic background can have possible effects on their reading habits formation (Geske and Ozola 2008). Other researchers have reiterated that continuous and regular progress in education among secondary school students is dependent on their reading habits and that several personal, environmental, and institutional factors relate to predict the reading habit formation among secondary school students. It is on the basis of the foregoing that this study is investigating the extent to which students' background would predict reading habits of Senior Secondary School Students in Ogun State, Nigeria.

Learning among secondary school students is dependent on their reading habits. Research has shown that the reading habit of Secondary School students in Nigeria is declining. Secondary school students lack reading habit and a large percentage of students have problem with poor reading habit. This has led to poor academic performance in both internal and external examinations and this has become a major concern to all stake holders in the education sector. One of the reasons for the decline of the reading habit and may have to do with the poor background from which most of the students in public schools come from.

### **Objectives of the Study**

The broad objective of this study is to investigate the extent to which students' background factors predict the reading habits of secondary school students in Ogun State, Nigeria. The specific objectives of the study are to:

1. find out the pattern of reading of senior secondary school students in Ogun state, Nigeria;
2. ascertain the relationships that exist between students' background factors (parents' income level, educational level, occupation and occupational designation and reading habit of secondary school students in Ogun State; and
3. find out the extent to which students' background factors of senior secondary school student determine their reading habit.

### **Research Questions**

The following research questions were answered in the study

1. What is the pattern of senior secondary school students reading habit in Ogun State?
2. For what purposes do senior secondary school students in Ogun State read?
3. What relationships exist between students' background factors (parents' income level, educational level, occupation and occupational designation) and their reading habits?
4. To what extent do background factors of secondary school students determine their reading habit?

### **Significance of the Study**

This study find relevance in the growing literature on the influence of students' background factors and reading habits of students just as it provides insights into the extent to which the above factors contribute to reading habits among the students with the aim of proffering solutions to challenges that may arise as a result of the contribution of this factors to reading habits and consequently form the basis for making recommendations that will encourage improvement in the background factors of students such that it would translate to

meaningful improvement in students' reading habits.

### **Scope of the Study**

This study aims at investigating the relative contributions of students' background factors to reading habits among secondary school students in Ogun state, Nigeria. The schools selected for the study was limited to only senior secondary schools in Ogun State, while the students were limited to senior secondary school two students in the selected schools. On the other hand, the reading habits of the students were limited to purpose of reading, frequency of reading, and reading preferences among the students. The students' background factors considered in the study were limited to family type, parents' occupation, parents' educational level, income level and designation in place of work.

### **Literature Review**

The background factors of students have been suggested to have ability to influence the reading habits of students. Also, it is not out of place to imagine that parental socio-economic background can have possible effects on the academic achievement of children in school. Whatsoever affect the developmental environment of children would possibly affect their education or disposition to it. Parental status is one of such variables. Parents of different occupational classes often have different styles of child rearing, different ways of disciplining their children and different ways of reacting to their children (Adetunji, 2007). According to him these differences do not express themselves consistently as expected in the case of every family but rather they influence the average tendencies of families for different occupational classes. In a previous local finding in Nigeria, Oni (2007) and Omoegun (2007) reported that there is significant difference between the rates of reading among students from high and low socio-economic statuses.

According to Ogunsola and Adewale (2012) it is not out of place to imagine that students' parental background can have possible effects on their reading habits. Also, Bas (2012) study revealed that attitudes of high school students towards reading differed significantly in relation to father's and mother's educational level in favour of students whose fathers and mother had high school and/or graduate level of education in the study. These results obtained in the research were for the disadvantage of students whose

father and mothers were illiterates and/or had elementary school level of education. The findings from Bas (2012) corroborated other studies such as Keleş (2006) and Anastasiadou (2009) that also found out in their studies that reading attitudes of students differed significantly in terms of father's and mother's educational level. This specifically established the fact that socioeconomic background factors of parents such as educational level does affect the habits that students exhibits towards reading.

Parental income level has also been suggested to be a major factor that may promote or hinder the reading habits of students since parents who are poorly educated do jobs for low socio-economic status and reserve less money for their children's education. Ünal (2010) finding on the relationship between parent's occupation and reading attitudes of student found no significant difference between students' reading attitudes and their parents' occupations. However the findings of Bas (2012) established a significant difference in students' reading attitudes and their parents' occupation.

On the influence of income level on students' attitude towards reading, findings from Bas (2012) revealed significant difference in attitudes of students towards reading based on income level of parents. It is expected that while parents whose financial income level is high can meet their children's needs, parents whose financial income level is low may not be able to meet their children's needs. So, this issue can cause parents not to make their children have reading habits. In other research carried out by Keleş (2006) it was found out that financial income level of families differed significantly in terms of attitudes of students towards reading. Hence, it can be said that there exists a considerable body of results showing that monthly income level of the family affects students' reading attitudes levels. Similarly, the acquisition of good reading habit has a beneficial effect on all subjects. Poor reading habit can make a student develop a poor attitude towards libraries and schools, and can create self-esteem problems later in life (Fosudo, 2010).

The reading habit refers to the frequency of reading, and the average time spent on reading materials. An individual's interest may be determined to a considerable extent by the amount of reading materials he will read and the intensity with which he will pursue his reading activity. Bas (2012) emphasized a favourable

reading habit as a prerequisite for a healthy intellectual growth and plays a very crucial role in enabling a person to achieve practical efficiency. By reading books, one gets confirmation or rejection of one's own ideas, which makes one think more critically about right and wrong in the society. Reading therefore provides people with a sense of values, which enable them to gradually develop the greatest of all virtues, that is the ability to understand rather than condemn (Bas 2012).

In the frequency of reading, Nnadozie and Egwim (2008) reported that majority of the students that participated in their study were involved in daily reading, though most of the regular readers were students of private schools. This implies that there is more serious reading in private schools. The establishment of higher standard of education may be one of the reasons which necessitated the frequent reading by pupils in these schools. On the amount of time spent on reading, findings from Nnadozie and Egwim (2008) established that majority of the students spend less than two hours on each reading text. The lesser time spent on reading by the students may be due to the fact that there are electronic gadgets that compete with books for the attention of student at home and in schools.

### **Research Methodology**

The survey research design of the correlational type was adopted for this study while the questionnaire was used as the major instrument of data collection. The drafts of the questionnaire was given to experts in the fields of library and information studies, school media, test and measurement for their inputs on the adequacy and appropriateness of the items included in the main instruments. Also, the questionnaire was trial-tested on 40 senior students of one Senior Secondary School in Odeda Local Government Area that was not part of the main study. This is to ensure the reliability of the instruments. The data collected was subjected to reliability coefficient variable by variable and the results range from 0.69 to 0.85.

The population of the study comprises all the senior secondary school students in public secondary schools students in Ogun State, Nigeria. There are two hundred and ninety seven (297) senior secondary schools spread across the twenty Local Government Areas in Ogun State (Ogun State Education yearbook. 2013).

The multi-stage sampling technique was adopted for this study. At the first stage, simple random sampling technique using balloting system was used to select twenty-five percent (25.0%) out of the twenty local government areas in Ogun State. Thus, five (5) local government areas selected were selected (See Table 1). Also, there are sixty (60) senior secondary schools spread across these selected local government areas with a total population of 2975 senior secondary school two students (See Table 1). At the second stage of the sampling, the simple random sampling technique was adopted in selecting 30% of the total number of senior secondary

schools in each of the selected local government area. Therefore, nineteen senior secondary schools were selected across the five local government areas selected for the study (See Table 1). At the third stage of the sampling procedure, the simple random technique was adopted to select 20% of the total number of senior secondary school two (SSS2) students in each of the selected schools. Thus, 595 senior secondary school two (SSS2) students were selected for this study as follows: Yewa South 177, Ogun Water Side 62, Ipokia 158, Ijebu North East 75 and Ewekoro 123 SSS2 students (See Table 1).

**Table 1: Sample size based on schools and no of students**

Local Government Area	Number of schools	Number of schools selected	Total Enrolment of SS2 Students in the selected schools	Sample
Local Govt. A	9	3	883	177
Local Govt. B	9	3	312	62
Local Govt. C	13	4	788	158
Local Govt. D	13	4	377	75
Local Govt. E	16	5	615	123
Total	60	19	2975	595

The descriptive methods of analysis such as frequency, percentage, mean, and standard deviation; and inferential statistics such as multiple regression analysis were used in analysing the data collected for the study.

**Presentation of Results**

A total of 595 copies of questionnaire were administered on the senior secondary school

students out of which only 384 were returned with useful responses giving a response rate of 64.5%. This response rate was considered adequate for this study.

**Research Question 1: What pattern of reading habits do senior secondary school students in Ogun State use library and Information resources?**

**Table 2: Reading habit of Senior Secondary School Students in Ogun State**

Statement	Agree	Disagree	Mean	SD
I am keen at reading information materials of benefit to me	339(45.0%)	45 (11.7%)	3.22	.803
I read always to pass an examination	326(84.9%)	58 (15.1%)	3.20	.857
I read to get information	319(83.1%)	65 (16.9%)	3.19	.888
I always take reading as a serious task	323(83.3%)	61(15.9%)	3.17	.854
I often use my spare time to read books	328(84.3%)	56 (14.5%)	3.10	.728
Most often times, I read for personal Development	317 (82.6%)	67 (17.8%)	3.09	.855
My usual daily reading period is more than an hour	295 (76.8%)	89 (23.2%)	3.02	.862
I take pleasure in reading at my leisure period	300 (78.1%)	84 (21.8%)	2.97	.798
I am usually motivated to read to gain knowledge	288 (75.0%)	96 (25.0%)	2.96	.977
I prefer reading in Isolation	305 (79.4%)	79 (20.6%)	2.94	.774
I most often squeeze in time to read everyday	384 (74.8%)	97 (25.3%)	2.94	.826
I don't feel fulfilled until I have a read in a day	286 (74.5%)	98 (25.5%)	2.92	.904
I read to derive pleasure	282 (73.4%)	102 (26.6%)	2.89	.996
I do not read because I consider reading as a waste of time	244 (63.6%)	140 (36.5%)	2.75	.993
I often read to while away time	134 (61.0%)	150 (39.1%)	2.68	1.041

Table 2 presents information on the pattern of reading among the senior secondary school students surveyed. It revealed that most of the respondents affirmed their keenness in reading information material that is of benefit to them (339, 88.3%;  $\chi = 3.22$ ). Also, most of these students affirmed that they read information materials to pass examination (326, 84.9;  $\chi = 3.20$ ), get information (319, 83.1;  $\chi = 3.19$ ), for personal development (317, 82.6%;  $\chi = 3.09$ ), and to gain knowledge (288, 75.0;  $\chi = 2.96$ ) which implies that materials that are useful for examination, information purposes, personal development, and knowledge acquisition attract the interest of the students. Furthermore,

information gathered from the analysis revealed that most of the students use their leisure/spare period to read (328, 85.4%;  $\chi = 3.10$ ) and read in isolation (305, 79.4%;  $\chi = 2.94$ ) just as most of the students affirmed that they are not fulfilled until they have read in a day (286, 74.5%;  $\chi = 2.96$ ). The implication to be drawn from this is that the senior secondary school students have a favourable reading pattern and consider reading as very important to their personal development, information and knowledge acquisition.

**Research Question 2: For what purpose do Senior Secondary School Students in Ogun State read?**

**Table 3: Purpose of Reading Among Senior Secondary School Students**

Purpose of Reading	Agree	Disagree	Mean	SD
I read to pass an examination	301(78.4%)	83 (21.6%)	3.04	.948
I read to while away time	270 (70.2%)	114 (29.7%)	2.98	1.000
I read for personal development	283 (73.7%)	101(26.3%)	2.96	.962
I read to catch fun	292 (73.7%)	192 (24.0%)	2.95	.942
I read to derive pleasure	283 (73.7%)	101(26.3%)	2.94	.924
I read because I get bored and have nothing also to do	280 (72.9%)	104 (27.1%)	2.92	.967
Knowledge acquisition is a major drive for reading by me	278 (72.4%)	106 (27.6%)	2.92	.982
I read to get information	276 (71.9%)	108 (28.1%)	2.91	1.005
I read because I have to read for school	289 (75.3%)	95 (24.8%)	2.90	.899
I see reading as an hobby	273 (71.1%)	111(28.9%)	2.90	1.012
I read to learn things on my own	247 (64.3%)	137 (35.7%)	2.77	1.026
I really do not read much	233 (60.7%)	151(39.3%)	2.76	1.057
I read because my teacher recommend materials to me	235 (61.2%)	129 (38.8%)	2.67	.992
I read because my parents encouraged me to do so	232 (58.8%)	152 (39.6%)	2.66	1.002
I read because my friends read	222 (57.8%)	162 (42.2%)	2.62	.996

Information gathered from Table 3 on the purpose for which the respondents read revealed reading to pass examinations (301, 78.4%;  $\chi = 3.04$ ), reading to while away time (270, 70.3%;  $\chi = 2.98$ ), reading for personal development (283, 73.7%;  $\chi = 2.96$ ), reading to catch fun (292, 76.1%;  $\chi = 2.95$ ), and reading to derive pleasure (238, 73.7%;  $\chi = 2.94$ ), as topping the list of purposes for which senior secondary schools in Ogun State read. Other reasons that prompted the students read include: to get out of boredom (280, 72.9%;  $\chi = 2.92$ ), for knowledge acquisition (278, 72.4%;  $\chi = 2.92$ ), to get information (276, 71.9%;  $\chi = 2.91$ ), for school

purposes ( $\chi = 2.90$ ), to learn new things ( $\chi = 2.77$ ), to satisfy teacher's recommendation ( $\chi = 2.67$ ), to satisfy parent's encouragement ( $\chi = 2.66$ ) and also to be in tune with what friends are doing ( $\chi = 2.62$ ). This implies that senior secondary school students in Ogun State read mainly for the purposes of academic, information and knowledge acquisition.

**Research Question 3: What relationships exist between students' background factors (family type, parents' income level, educational level, occupation and occupational designation) and their reading habits?**



**Table 4: Summary of Correlation Matrix Showing Relationship Among Students’ Background factors and Reading Habits of Students**

S/N	Variable	$\chi$	SD	N	r	p
1	Reading habit	45.04	7.36	384	-	
2	Family type	1.75	0.655	384	-.018	.728
3	Family income	1.45	0.498	384	.041	.421
4	Fathers’ occupation	3.46	2.406	384	.068	.185
5	Mothers’ occupation	2.95	1.52	384	-.111	.030
6	Fathers’ educational level	2.34	1.57	384	-.006	.911
7	Mothers’ educational level	2.17	1.42	384	-.046	.369
8	Fathers’ occupational designation.	1.53	0.500	384	-.049	.343
9	Mothers’ occupational designation.	1.51	0.501	384	-.008	.877

Correlation Significant at  $p < 0.01$  level.

Table 4 presents information on the relationships between students’ background factors and reading habits of senior secondary school students. It can be deduced from the Table family type ( $r = -.018, p > 0.05$ ), mothers’ occupation ( $r = -.111, p < 0.05$ ), fathers’ educational level ( $r = -.006, p > 0.05$ ), mothers’ educational level ( $r = -.046, p > 0.05$ ), fathers’ designation ( $r = -.049, p > 0.05$ ) and mothers’ designation ( $r = -.008, p > 0.05$ ) are negatively related to reading habit while family income ( $r = .041, p > 0.05$ ) and fathers’ occupation ( $r = .068, p > 0.05$ ) are positively related to reading habit of students.

The negative relationship between family type and reading habit implies that reading habit of students increases with irregularity of family and vice versa. The implication of this is that students from irregular family such as polygamous and single parents’ family are more favourably disposed to reading than those from regular monogamous family. The negative relationship established between parents’ educational level and reading habit implies that students’ from lowly educated parents’ are more favourably disposed to reading than those from

highly educated parents and vice versa. This may be due to the fact that highly educated parents that are engaged in formal and co-operate businesses do not have time to monitor the reading habit of their children reading habit. Also, negative relationship between parents’ occupational designation and reading habits implies that students from highly designated parents are found not to exhibit favourable reading habit unlike their counterparts from lowly designated parental background.

On the other hand, the positive relationship between family income and reading habit implies that reading habit of students’ increases with increased family income. In other words, students from higher family income background are more favourably disposed to reading than those from low family income background. This may be due to the fact that students from high family income background have access to more books and other information materials.

**Research question 4: To what extent do background factors of senior secondary school students determine their reading habit?**

**Table 5: Relationship between parental background factors and reading habit of senior secondary school students**

Model	Sum of Squares	df	Mean Square	F	R	R Square	Sig
Regression	801.448	8	100.181	1.883	.197	.039	.061
Residual	19953.885	375	53.210				
Total	20755.333	383					

Table 5 presents information on the extent to which parental background factors of senior secondary school students determine their

reading habit and it showed that socio-economic factors of senior secondary school students positively determine their reading habits ( $r =$

.197,  $p > 0.05$ ). Thus, for every one level increase in background factors of students a 3.9% increase in reading habit of students will be achieved. This implies that high background factors of students would positively influence their reading habits. The study also revealed that the background factors when taken together do not significantly affect reading habits of students

### Discussion of findings

#### Parental background factors and reading habit of senior secondary school students in Ogun States

The socio-economic information of the senior secondary school students revealed that there are more students from monogamous family than from polygamous and single parents' family in senior secondary schools in Ogun State. Furthermore, majority of the students were found to have parents working in the formal sector such as civil service and corporate businesses with high income earning. Findings on the designation and qualification of students' parents revealed that majority of the students are from highly educationally qualified parents that belong to the senior staff category in their respective places of work. The parents of the students were found to have qualifications such ranging from Diploma to PhD. Furthermore, findings from the study established that students with high socio-economic background are not favourably disposed to reading. This may mean that high socio-economic background is a predisposing factor to negative reading habit due to the fact that those students with high socio-economic background are pre-occupied with other activities that distract them from reading. One of these distracting factors may be access to social media.

Findings from the study revealed a negative relationship between parents' educational level and reading habit which means that students' from lowly educated parents' are more favourably disposed to reading than those from highly educated parents. This is in contrast with Bas (2012) study which reported significant difference in the attitudes of high school students towards reading in favour of students whose fathers and mother had high school and/or graduate level of education in the study. These results obtained in the research were for the disadvantage of students whose father and mothers were illiterates and/or had elementary school level of education.

Moreover, findings from the study revealed negative relationship between parents' occupational designation and reading habits which implies that students from highly designated parents are found not to exhibit favourable reading habit unlike their counterparts from lowly designated parental background. This is in contrast with Ünal (2010) study which reported no significant difference between students' reading attitudes and their parents' occupations.

#### Pattern of reading among senior secondary school students in Ogun State

On the pattern of reading among the students, finding from the study revealed that students in secondary schools in Ogun State are favourably disposed to reading information material that is of benefit in terms of being useful for examination, information, personal development, and knowledge acquisition purposes. Furthermore, information gathered from the analysis revealed that the students use their leisure/spare period to read, and read in isolation and are not fulfilled until they have read in a day. The implication to be drawn from this is that the senior secondary school students have a favourable reading pattern and consider reading as very important to their personal development, information and knowledge acquisition.

### Conclusion

Based on the findings of the study, it can be concluded that senior secondary school students in Ogun State have favourable reading pattern. Also, senior secondary school students in Ogun State read mainly for personal development, information and knowledge acquisition while family income and fathers' occupation positively determine reading habit of secondary school students in Ogun State. However, students' background factors were found to significantly determine reading habit of senior secondary school students in Ogun State.

### Recommendations

The following recommendations were made based on the findings of the study:

1. Government should provide a kind of safety nets through provision of monetary incentives to parents with low socio-economic status to enable them make provision for relevant reading materials for their wards.

2. Government and school authorities should ensure that library and information resources provided within the schools are adequate in quantity and quality.
3. The school library media centre should be adequately stocked with relevant and adequate library and information resources to enable students from both high and low parental background have access to more library and information resources to improve their reading habit and ultimately bring about improved achievement in their academic endeavours.
4. Secondary school students should be adequately counseled on the need for them to develop favourable reading habits that can influence their performance in schools.
5. Students' should be encouraged towards the use of library and information resources to develop their reading habits.

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