The Impact of Reading Culture on Academic Performance of Students in Manafwa District

Khakale George1, Chelengat Moses, Nandutu Janet, and Gidudu Han-nah Lunyolo, **Corresponding Authors:** *khakalegeorge@yahoo.Com ,Gidudu Hannah Lunyolo jme.sph7bp@yahoo.com*

Abstract

In Uganda today the need to master reading is not ultimate but very crucial to all students at all levels. This is so because reading plays multifunctional roles both at school and society especially in Uganda. Which is multi-cultural. Despite the above view it has been noted that most students today are not interested in reading but opt to listen to teachers/lecturers. The researcher therefore intends to establish the impact of reading culture on the academic performance of learners. The study was guided by the general objectiveto establish whether lack of students motivations towards reading has any effect on their academic performance. The study adopted across sectioned. Survey design to be more applicable. This was because the sample size was large with a cross section of correspondents. The findings indicated that reading culture had an impact on academic performance. The school curriculum lacked space for library which promotes the reading culture. Teachers did not give research work to encourage reading by students. In conclusion, reading culture being a crucial issue needs to be addressed to enable students communicate effectively. The researcher recommends that parents and schools develop simple libraries to encourage reading culture in leaders. Parents should to the learners and encouraged teachers to give exercises which call for reading.

Key words *: Academic performance reading culture*

Background

With the advent of the colonial era English recently has steadily gained prominence in our society as a tool for communication.

In Uganda today, the need to master reading is great in value because language has a high instrumental role in the academic performance. Thus it is of the par amounting importance for Ugandan student to have a reading culture which is effective.

Nsibambi(1993) Mushega (1997) have all sadly commented on the deteriorating standard of the reading culture in Uganda. People in Uganda are complaining about the deteriorating standard of the reading culture, teachers in secondary schools are concerned about their student's poor performance in English. The ministry of education keeps on emphazing the need to improve the standard of reading. Complaints come from various institutions of higher learning about the same. Employers too, are concerning with the poor performance of school leavers at interviews and their inability to perform simple reading tasks. This reflects country wide concern about the deteriorating standard of the reading culture in Uganda as a whole.

As viewed above in Manafwa district, reading culture is attracting a lot of concern from stake holders. Thus this prompted the researcher to raise concern.

Categories of respondents

Category	No	Total
Students	150	150
Head teachers	18	18
Parents	30	30
Inspectors of schools	2	2
Total		200

Table 1:1: Factors that affect students reading culture Students= 150

	SA		A		D		SA	
	F	%	F	%	F	%	F	%
Lack of libraries	140	(93)	5	(3)	4	(3)	1	(0.6)
Provision of books	120	(30)	5	(3)	4	(3)	20	(0.6)
Provision of reading culture in curriculum	130	(87)	10	(7)	5	(3)	5	(13.3)
Students motivation for reading culture	30	(20)	20	(13)	5	(60)	10	(7)
Parents provision for reading culture	130	(87)	5	(87)	130	(87)	10	(7)
Inspector monitoring for reading culture	150	(100)			150	(100)		
Provision of media to encourage reading culture	150				150	(100)		

According the findings most schools are not visited by inspectors. Many schools lack libraries and there is no provision of reading culture in the curriculum. Provision of media is totaling not provided. Students' motivation for reading culture has only affected on 5 students.

Table I.II: Factors that affect students reading culture Headteachers= 18

	SA	%	A	%	D	%	SA	%
	F	%	F	%	F	%	F	%
Lack of libraries	8	(44.)	2	(11)	4	(22)	2	(11)
Provision of books	7	(5)	3	(2)	2	(11)	6	(4)
Provision of reading culture in curriculum	2	(11)	2	(11)	10	(7)	4	(22)
Students motivation for reading culture	1	(0.6)	1	(0.6)	8	(44)	8	(44)
Parents provision for reading culture	4	(22)	5	(3)	3	(2)	6	(4)
Inspector monitoring for reading culture	12	(8)	2	(11)	3	(2)	1	(0.6)
Provision of media to encourage reading culture	-	-	-	-	18	(100)		

According to the findings, there is no provision for reading culture for students head teachers. The above information also reveals that many institutions lack libraries and provision of media to promote a reading culture is not catered for.

Table I. III: Factors that affect students reading culture

Parents= 30

	SA		A		D		SA	
	F	%	F	%	F	%	F	%
Lack of libraries	25	(8)	2	(7)	3	(10)		
Provision of books	20	(6)	3	(10)	5	(2)	2	(7)
Provision of reading culture in curriculum	25	(8)	2	(7)	3	(10)		
Students motivation for reading culture	26	(8)	2	(7)	1	(3)	1	(3)
Parents provision for reading culture	18	(60)	4	(13)	3	(10)	5	(17)
Inspector monitoring for reading culture	28	(93)	1	(3)	1	(3)		
Provision of media to encourage reading culture					2	(100)		

According to the findings parents don't provide media to develop a reading culture. The figure also indicated that lack of libraries and provision of books in schools have negative impact on a reading culture

Table I.IV: Factors that affect students reading culture

Inspectors = 2

	SA		A		D		SA	
	F	%	F	%	F	%	F	
Lack of libraries	-	-	-	(2)	100	-	-	-
Provision of books	1	(50)	-	-	-	-	1	(50)
Provision of reading culture in curriculum	1	(50)	-	-	-	-	1	(50)
Students motivation for reading culture	1	(50)	-	-	-	-	1	(50)
Parents provision for reading culture	1	(50)	-		1	(50)	-	-
Inspector monitoring for reading culture	-	-	-		2	(100)	-	-
Provision of media to encourage reading culture	-	-	-		2	(100)		

According to the findings provision of media is lacking in schools. The information also indicates that there are few inspectors of school, only two of them

Conclusion

According to the findings most schools lack libraries – contributing to poor reading culture and poor academic performance by parents

Recommendation

- Libraries should be established at home to school
- Teachers should motivate students to develop a reading culture
- Inspectors of schools should monitor on the development of reading culture
- Parents should provide students with books to develop reading culture

References:

Richard L Allington Patrick M. Cunningham(1996): Schools that work where all children read and write Harper Collins College Publisher.

The Longman Reader 5th Edition Judith Nadell John Langan (2001): A comodrooms Lonsmans Publishers.

Jennie Ingham (1982) Books and Reading Development Heinemann Educational Books British National Bibliography Research Fund.