

DO READING HABITS AFFECT ACADEMIC PERFORMANCE?

AIM:

To assess whether students' reading habits affect their academic performance in a negative or positive way

OBJECTIVE:

To get a clear correlation between academic performance and reading

HYPOTHESIS:

It was theorized that students who read more often will have a better academic performance because student who read more were more creative, wouldn't be marked down for spelling and grammar mistakes, and would have better knowledge of the language.

It was also thought that students would believe that reading habits would effect academic performance but would still not want to change the habit.

METHOD/ COLLECTION:

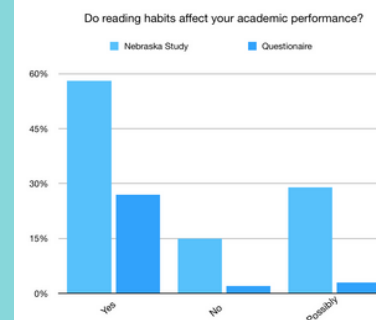
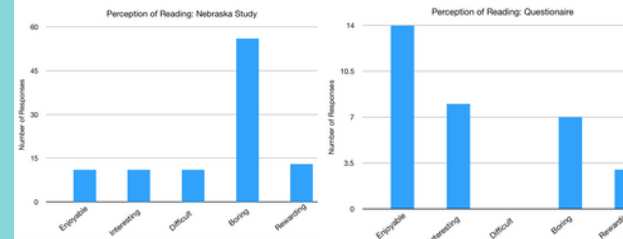
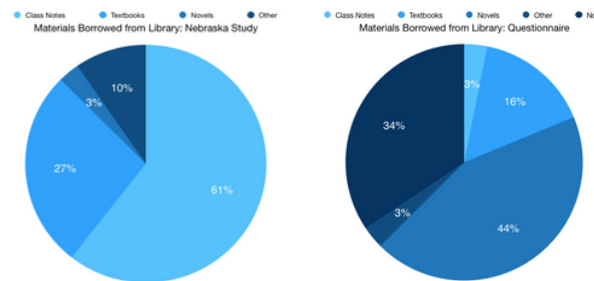
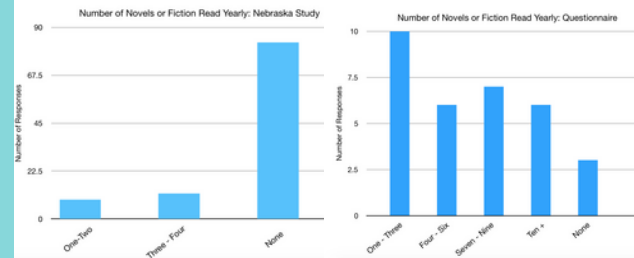
The data was collected in two ways. There was a questionnaire that was sent out to 32 of students from our school which would help find data from current school students. There was a study conducted in Nebraska in 2014 which asked similar questions asked in the questionnaire that was handed out. This study allowed us to compare and contrast data between USA and Australia and current and past students to see if there was a big difference in reading habits.



REFERENCES:

<http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=2908&context=libphilprac>
<http://digitalcommons.unl.edu/libphilprac/1130/>

RESULTS:



Nebraska Study	Stem	Questionnaire
7	5	0 4 5 8
5		1 5
		2
		3
		4
		5
		6
		7
5		

Key: | 1 | 5 = 15%

ANALYSIS:

The data that was collected was very similar to the 2014 Study. The 2014 study clearly had a lot more people that was surveyed, 102, and we surveyed 32 people. But by comparing these results It gives us a clear idea of the opinions of these high school students. Majority of the students said they read no novels or books in the 2014 Study. Majority of the students in the questionnaire said they read more than seven books every year which is a big difference between the studies. Less than a fifth of the subjects in the Nebraska study borrowed novels from a library and 44% of the students from the questionnaire said that they only borrowed novels from the library. 76% of students from the study said that they engaged in reading to pass exams, whereas 47% of students from the questionnaire said that they read for fun. Already, by the results, we can see that the result from the questionnaire are very positive. It seems that the results from the questionnaire show that the school that it was sent out to, most likely have a schooling system where reading is hugely incorporated. One of the questions was, "What is your perception about reading?". The results from this question made all the results link. In the Nebraska study, 43% of students said that they think reading is either enjoyable, interesting, rewarding or difficult. A huge 57% of students said that reading was boring. This I think shows that these students were not brought up on the idea that reading is good and enjoyable. In both of the surveys, majority (57% for Nebraska study and 85% for questionnaire) of the students said that their reading and reading habits do influence their own academic performance. Even though students know that their reading habits influence their own performance, they continue to not improve their habits. From the results, the students can only improve their habits.

RECOMMENDATIONS:

Based on the findings of the study, the following recommendations are made:

- Schools should have library periods for students to help promote reading of novels and fiction books.
- Students should visit library to collect information for assignments and tests rather than depending on class notes.
- Parents should encourage reading from a young age to help develop healthy reading habits for life