Factors Affecting Learning Readiness and Academic Performance among Students of Sub-Degree and Degree Programmes in Kaduna Metropolis

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Abstract

The study examined the extent to which learning readiness affects students' academic performance in sub-degree and degree programmes in Kaduna metropolis. Cross sectional survey research design was adopted on a four-point Likert scale. The research instrument used was a questionnaire. Fifteen items that make up the questionnaire were structured in content, construct and predictive validity of the study. The reliability of the instrument was established through test-retest method with Spearman correlation co-efficient 0.82. Sample size of the study was 153 respondents from students and lecturers in sub-degree and degree awarding institutions in Kaduna metropolis. Mean scores and standard deviation were used for descriptive statistics while t-test and percentage were used for inferential statistics. The major findings revealed that entry behaviour, class attendance and reading culture (in their inadequacies) were each contributing more than 75% to poor academic performance of students. Furthermore, the hypotheses confirmed absence of significant difference in responses between sub-degree and degree institutions, concerning negative effect of entry behaviour, class attendance and reading culture on students' academic performance in Kaduna metropolis. The major recommendations advocate sustainability of Post-UTME tests, pre-ND programmes and pre-degree programmes in bridging quality substance deficiencies occasioned by accustomed cheating at SSCE used for entry qualification into tertiary institutions of learning.
Keywords: Entry Behaviour, Class Attendance, Reading Culture, Students' Academic, Performance

Introduction

Learning readiness in students of tertiary institutions is being recognized in candidates, who have successfully passed Senior School Certificate Examination (SSCE) with minimum of five credits, which make up a subject-area, including English Language, for a course of study in university, polytechnic and college of education in Nigeria and abroad. The process for this secondary education graduation and matriculation examination is however being noted with irreconcilable disagreement between previous knowledge application and the grade of certificate such students hold to gain admission into their various programmes of study (Ibrahim, 2015). The examination administration at SSCE has been believed to be compromised in the name of "miracle

centres" as students are less engaged in reading to pass examinations (Raji and Okunlola, 2017;Akajagbor, n.d.; Onyibe et al., 2015).

Reading involves taking meaning out of printed, electronic and written words in books, articles and passages, for adequate information and enlightenment (Anidi, 2016). Reading promotes learning, intelligence, academic, moral and skills development (Ogwu, 2010). Reading is being recognized to be enhancing literacy level for examination excellence and as such, students' confidence in preparing for examinations is risen above indulging in examination malpractice (Dominic, n. d). Entry behaviour has been put as pre-learning understanding and interest of students for learning new things in progression of previous school level (Caliskan, 2014). It is also represented in five credit passes obtained to fit into various programmes of study (Ogbonnaya et al., 2014; Kolawole & Obembe, 2014).

Edward Thorndike postulated Theory of Connectionism, that learning must undergo 'trial and error' or 'trial and success' which in turn produces three laws. These laws are Law of Readiness, Law of Exercise and Law of Effect (Alao & Adeniyi, 2008). The Law of Readiness beams light on the quality of previous knowledge internalised (from the curriculum) in school certificate candidates and Diploma holders seeking admission into degree and Higher National Diploma (HND) programmes. The Law of Exercise stresses regular class attendance and positive reading culture among students, having been admitted. The Law of Effect alludes the results of the students' consolidated efforts on learning foundations in actualization or compromise of national educational objectives. Educational objectives become realizable when the learning process is thoroughly and duly observed. Compromising the learning process ends up in turning out cumulatively half-baked graduates to larger society and labour market.

Aramide (2023) investigates into the reading culture of undergraduates in Nigerian universities. The purpose of the study was to assess undergraduates' purpose of reading, attitude towards reading and frequency of reading in Nigerian universities. The research design was descriptive research design, using focus group discussion via social media chats. The major findings revealed undergraduates' purpose of reading as general knowledge acquisition. Attitude to reading was established to be positive and frequency of reading is for pleasure leisure. Ogunbodede and Sawyerr-George (2023) examine digital resources and the reading habits of university students in Nigeria. The research design adopted was a survey research design with

four-point Likert scale. The major findings indicated positive and significant relationship between digital resources and reading habits of undergraduate students in Nigerian universities.

Regis-Onuoha and Uwakwe (2023), in their quasi-experimental study, assess the integration of reading and writing instructional methods on writing achievement of students in Federal University of Technology Owerri (FUTO). The pre- experimental group and the post experimental group were each tested with Activation of Background Knowledge (ABK) strategy and Activation of Background Knowledge combined with Response to Text (ABKRT). The Control Group (CG) did not receive any treatment. The findings revealed that ABK, ABKRT and CG scored means (in percentages and scatter graphs) of 52.86, 51.99 and 51.40 at pre-test respectively. At post-test, they respectively pooled 70.57, 76.52 and 59.54. The paired t-test showed that positive and significant difference between pre and post-tests in each of the ABK, ABKRT and CG exists among fresh students of FUTO.

Adewole (2021) investigates class attendance and academic performance of students in Banking and Finance courses in University of Jos, using cross level comparison. Ex-post facto research design was employed to conveniently sample 686 observations of class attendance records kept, between 2015/2016 and 2019/2020 sessions, across all the levels of the undergraduates. The findings established positive correlation between class attendance and both continuous assessment and examination performance in banking and Finance courses. Olatoye et al. (2020) carry out a descriptive study with three research instruments built on four point Likert scale, on prior knowledge, creativity and entrepreneurial alertness of undergraduate students in Ogun State owned universities. The major findings revealed joint influence of prior knowledge and creativity, at R-Square of 57.1%, on entrepreneurial alertness in undergraduate students in Ogun State owned universities. Furthermore, F-ratio established such joint influence prior knowledge and creativity as positive and significant on students' entrepreneurial alertness.

Rilwanu et al. (2019) examine the dependence of higher institution students' academic performance on their ordinary level results, at the Department of Hospitality Management, Nassrawa State Polytechnic, Lafia, Nigeria. Correlation research design was employed on population size of 154 students. The findings revealed that students' SSCE results have positive and insignificant effect on academic performance in National Diploma of Hospitality Management in Nassarawa State Polytechnic, Lafia. Olufunmilola (2017) studies the relationship between class

attendance and academic performance of second year students in an organic Chemistry course in Oduduwa Unversity, Ile-Ife, Osun State, Nigeria. Ex-post facto research design was adopted on students' attendance register strictly observed on real time recording and examination scores of the course. The major findings revealed that class attendance has positive and significant relationship with students' academic performance in organic chemistry course, regardless of gender, in Oduduwa University.

Kari (2015) examines the dearth of reading culture among Nigerian university students in Federal University Otuoke, Bayelsa State, Nigeria. 305 undergraduate students were surveyed as respondents to YES or NO questionnaire from Faculties of Humanity, Management Sciences, Social Science and Science. Frequency counts and percentages were used. The findings revealed the causes of poor reading culture (in higher percentages) as: laziness and procrastination (NO); reliance on examination malpractice (YES); high cost of books (YES); lack of adequate library facilities (YES); cultism and social activities in higher institution (YES); poverty and economic background of students (YES); and adequate access and usage of electronic resources (YES).

Ogbonnaya et al. (2014) examines students' entry qualification and academic performance in basic schools of nursing in Enugu State between 1999 and 1995. Correlational research design was used to measure students' entry qualification and academic performance in two nursing schools. The findings revealed that students' entry qualification has positive and significant relationship with academic performance in basic schools of nursing in Enugu State. Further findings established difference in: academic performance between students with required credit passes and students without required credit passes; and academic performance of students between the two nursing schools in Enugu State.

Kolawole and Obembe (2014) have their study titled entry qualification, self-concept and study habits as predictors of academic performance of students in Nigerian universities. The research design adopted was correlational research design with two research instruments on 4.0 and 5.0 stanine scales. The major findings revealed that entry qualification and study habits have positive and significant effect on students' academic performance in Nigerian universities. Self-concept only has positive effect but not significant on students' academic performance. Oladipupo et al. (n.d.) assess the effect of class attendance on students' academic performance in Nigerian university undergraduate students, using association rule mining technique. 267 students were

surveyed from mathematical oriented courses and 116 students from logic oriented courses, totaling 383 respondents. The findings revealed that 70 – 100% class attendance have positive and insignificant effect on students' academic performance by grades obtained. Physical participation in class attendance is recommended to promote significant effect on students' academic performance.

However, students' learning background in terms of reading habits and entry behaviour has been manifest to be poor in class attendance at sub-degree and degree programmes. Many of the students learn to pass examinations and thereafter many of the concepts and theories are forgotten. During the course of study, many of them do attend the class for lectures but few of them engage in extra academic activities by reading to understand ahead of tests and examinations, performing experiments and engaging in workshop practical, as the case may be (Olusola et al., 2016; Al-Tameemi et al., 2023).

In the recent times of large enrolment size, it becomes more a herculean task for course lecturer to ascertain actual figure of present students, as attendance by proxy is promoted in the list by the present students in order to protect their friends absent. So it becomes expedient for tertiary institutions of learning in the present times to adopt fingerprint biometric system in monitoring class attendance of students (Oloruntola & Akinode, 2020). As this biometric system is acceptable for better management of class attendance, however, it (class attendance) does not guarantee excellent performance of all students in continuous assessment and examination. But the degree of association between class attendance and excellently performing students in tertiary education cannot be ruled out (Ihama & Aziegbemhin, 2021).

A large number of students, who are not regularly attending classes, use several means in ensuring that they pass and graduate. 75% class attendance policy (NBTE, 2014; Ugwuja & Onu, 2018) on students, as a prerequisite for writing tests and examinations, is mostly being relaxed by the pressure of large class size and plea from lecturer's colleagues and even officials from the institution's management. These truant students are easily identified in their wrong approaches to attempting examination questions in their examination scripts, despite explicit demonstrations and illustrations by course lecturer in his instructional delivery of topics in technical courses. The institutional management threshold policy on percentage of pass in each of the courses skews to favour these teeming students with low academic content and as such, course lecturers incline to

playing safe against appearance before panel to answering queries around massive failure. Consequently, many half-baked students are being turned out into larger society and world of work, as they graduate from sub-degree and degree programmes (Olutola & Olatoye, 2020).

Purpose of the study

The study aimed at achieving the following specific objectives:

i.   determine the extent to which entry behaviour affects students' academic performance in sub-degree and degree programmes in Kaduna metropolis

ii. find out the extent to which class attendance affects students' academic performance in sub-degree and degree programmes in Kaduna metropolis.

iii. determine the extent to which reading culture affects students' academic performance in degree and sub-degree programmes in Kaduna metropolis.

Research Questions

The study attempts to answer the following research questions.

i.   What is the extent to which entry behaviour affects students' academic performance in sub-degree and degree programmes in Kaduna metropolis?

ii. What is the extent to which class attendance affects students' academic performance in sub-degree and degree programmes in Kaduna metropolis?

iii. What is the extent to which reading culture affects students' academic performance in degree and sub-degree programmes in Kaduna metropolis?

Hypotheses

Three null hypotheses are formulated from the research questions as follows:

H_{01}:   There is no significant difference between sub-degree and degree programme responses on the extent to which entry behaviour affects students' academic performance in Kaduna metropolis.

H_{02}:   There is no significant difference between sub-degree and degree programme responses on the extent to which class attendance affects students' academic performance in Kaduna metropolis.

H_{03}:   There is no significant difference between sub-degree and degree programme responses on the extent to which reading culture affects students' academic performance in Kaduna metropolis.

Methodology

Cross sectional survey research design was adopted with a four-point Likert scale research questionnaire. The questionnaire was structured in five items per research question, totaling 15 items. This research instrument was tagged as Learning Readiness and Academic Performance Questionnaire (LRAPQ). The items of the questionnaire were framed within content, construct and predictive validity of the study. The population of the study comprised two conventional institutions of learning in Kaduna. One sub-degree awarding institution (Kaduna Polytechnic) and one degree awarding institution (Kaduna State University [KASU]). Convenient sampling was used to obtain responses from 52 HNDII students and 36 lecturers across various Departments and three Colleges (Business & Management Studies, Technical and Vocational Education, and Science & Technology) in Kaduna Polytechnic. Responses from KASU were 34 Level 4 students and 31 lecturers across Faculties of Science, Social Science and Management Sciences. The total responses retrieved stood at 153. Test-retest method of reliability was used by obtaining extra 35 responses (19 students and 16 lecturers) from another tertiary institution (Federal Cooperative College Kaduna) outside the main study. The mean scores for each of the 15 items were correlated between the main test and the post-test, using Spearman correlation analysis. The reliability result obtained was 0.82. The descriptive statistics used were mean scores and standard deviation while the inferential statistics employed was t-test.

Results

Research Question One

What is the extent to which entry behaviour affects students' academic performance in sub-degree and degree programmes in Kaduna metropolis?

The data in the Tables 1 – 4 were presented and interpreted to answer the research question one.

Table 1: *Students' Mean Responses to Entry Behaviour and Students' Academic Performance in Sub-Degree Awarding Programmes in Kaduna Metropolis*

S/N	Entry Behaviour	SA	A	D	SD	N	$\dot{X}$	Std. Dev.	Remark
1.	Many students lack background of topics in their chosen programmes of study.	17	29	05	01	52	3.19	0.07	Accepted
2.	Many students lack background of topics in their admitted programmes of study.	16	27	07	02	52	3.10	0.02	Accepted

S/N	Entry Behaviour	SA	A	D	SD	N	$\dot{X}$	Std. Dev.	Remark
3.	Many students admitted suffer inadequacy of spelling skills in class lectures being attended	14	26	11	01	52	3.02	0.10	Accepted
4.	Many students find it difficult to take down notes by dictation in class.	21	20	10	01	52	3.17	0.05	Accepted
5.	Many students cannot make true findings by themselves the questions given to them as assignments.	23	16	10	03	52	3.13	0.01	Accepted
	Sectional Mean						**3.12**	**0.05**	**Accepted**

Table 2: *Lecturers' Mean Responses to Entry Behaviour and Students' Academic Performance in Sub-Degree Awarding Programmes in Kaduna Metropolis*

S/N	Entry Behaviour	SA	A	D	SD	N	$\dot{X}$	Std. Dev.	Remark
1.	Many students lack background of topics in their chosen programmes of study.	13	19	04	--	36	3.24	0.04	Accepted
2.	Many students lack background of topics in their admitted programmes of study.	14	14	07	01	36	3.12	0.08	Accepted
3.	Many students admitted suffer inadequacy of spelling skills in class lectures being attended	16	15	04	01	36	3.28	0.08	Accepted
4.	Many students find it difficult to take down notes by dictation in class.	14	17	04	01	36	3.23	0.03	Accepted
5.	Many students cannot make true findings by themselves the questions given to them as assignments.	11	21	02	02	36	3.14	0.06	Accepted
	Sectional Mean						**3.20**	**0.06**	**Accepted**

Table 3: *Students' Mean Responses to Entry Behaviour and Students' Academic Performance in Degree Awarding Programmes in Kaduna Metropolis*

S/N	Entry Behaviour	SA	A	D	SD	N	$\dot{X}$	Std. Dev.	Remark
1.	Many students lack background of topics in their chosen programmes of study.	15	12	07	--	34	3.23	0.19	Accepted
2.	Many students lack background of topics in their admitted programmes of study.	15	12	06	01	34	3.23	0.19	Accepted
3.	Many students admitted suffer inadequacy of spelling skills in class lectures being attended	09	11	14	--	34	2.85	0.19	Accepted
4.	Many students find it difficult to take down notes by dictation in class.	09	14	09	02	34	2.89	0.15	Accepted
5.	Many students cannot make true findings by themselves the questions given to them as assignments.	07	20	07	--	34	2.99	0.05	Accepted
	Sectional Mean						**3.04**	**0.15**	**Accepted**

Table 4: *Lecturers' Mean Responses to Entry Behaviour and Students' Academic Performance in Degree Awarding Programmes in Kaduna Metropolis*

S/N	Entry Behaviour	SA	A	D	SD	N	$\dot{X}$	Std. Dev.	Remark
1.	Many students lack background of topics in their chosen programmes of study.	16	10	02	03	31	3.26	0.20	Accepted
2.	Many students lack background of topics in their admitted programmes of study.	09	16	04	02	31	3.03	0.03	Accepted
3.	Many students admitted suffer inadequacy of spelling skills in class lectures being attended	09	16	05	01	31	3.06	0.00	Accepted
4.	Many students find it difficult to take down notes by dictation in class.	07	13	08	03	31	2.77	0.29	Accepted
5.	Many students cannot make true findings by themselves the questions given to them as assignments.	13	12	05	01	31	3.19	0.13	Accepted
	Sectional Mean						**3.06**	**0.13**	**Accepted**

Tables 1 and 2 present mean responses to entry behaviour and students' academic performance respectively from students and lecturers in sub-degree programmes while Tables 3 and 4 also present mean responses from students and lecturers in degree programmes in Kaduna Metropolis. Their sectional means are respectively 3.12, 3.20, 3.04 and 3.06 out of 4.00 to establish that they agreed that previous knowledge in students admitted for learning is over 75% inadequate for better

academic performance in terms of previous topics, current courses, spelling errors, note taking and doing the assignments given.

Research Question Two

What is the extent to which reading culture affects students' academic performance in degree and sub-degree programmes in Kaduna metropolis?

The data in the Tables 5 – 8 were presented and interpreted to answer the research question 2.

Table 5: *Students' Mean Responses to Class Attendance and Students' Academic Performance in Sub-Degree Awarding Programmes in Kaduna Metropolis*

S/N	Class Attendance	SA	A	D	SD	N	Ẋ	Std. Dev.	Remark
6.	Many spill-over students do not regularly attend the class of courses they are re-sitting.	21	23	06	02	52	3.22	0.22	Accepted
7.	Many carry over students do not regularly attend the class of courses they are re-sitting.	20	25	05	02	52	3.21	0.21	Accepted
8.	Many students do not regularly attend the class of courses they are learning for the first time.	10	20	13	09	52	2.59	0.41	Accepted
9.	Many students who do not avail themselves writing the tests do follow up for make-up tests.	18	23	05	06	52	3.02	0.02	Accepted
10.	Many students do not pay keen attention to technicalities of topics being explained while they are busy copying notes.	14	25	11	02	52	2.98	0.02	Accepted
	Sectional Mean						**3.00**	**0.18**	**Accepted**

Table 6: *Lecturers' Mean Responses to Class Attendance and Students' Academic Performance in Sub-Degree Awarding Programmes in Kaduna Metropolis*

S/N	Class Attendance	SA	A	D	SD	N	Ẋ	Std. Dev.	Remark
6.	Many spill-over students do not regularly attend the class of courses they are re-sitting.	25	10	01	--	36	3.67	0.53	Accepted
7.	Many carry over students do not regularly attend the class of courses they are re-sitting.	22	13	--	01	36	3.55	0.41	Accepted
8.	Many students do not regularly attend the class of courses they are learning for the first time.	04	16	12	04	36	2.42	0.72	Rejected
9.	Many students who do not avail themselves writing the tests do follow up for make-up tests.	08	18	09	01	36	2.92	0.22	Accepted
10.	Many students do not pay keen attention to technicalities of topics being explained while they are busy copying notes.	07	27	02	--	36	3.14	0.00	Accepted
	Sectional Mean						**3.14**	**0.38**	**Accepted**

Table 7: *Students' Mean Responses to Class Attendance and Students' Academic Performance in Degree Awarding Programmes in Kaduna Metropolis*

S/N	Class Attendance	SA	A	D	SD	N	$\dot{X}$	Std. Dev.	Remark
6.	Many spill-over students do not regularly attend the class of courses they are re-sitting.	16	14	03	01	34	3.33	0.29	Accepted
7.	Many carry over students do not regularly attend the class of courses they are re-sitting.	13	18	03	--	34	3.30	0.26	Accepted
8.	Many students do not regularly attend the class of courses they are learning for the first time.	06	03	18	07	34	2.24	0.86	Rejected
9.	Many students who do not avail themselves writing the tests do follow up for make-up tests.	10	16	07	01	34	3.03	0.01	Accepted
10.	Many students do not pay keen attention to technicalities of topics being explained while they are busy copying notes.	12	20	02	--	34	3.29	0.25	Accepted
	Sectional Mean						**3.04**	**0.33**	**Accepted**

Table 8: *Lecturers' Mean Responses to Class Attendance and Students' Academic Performance in Degree Awarding Programmes in Kaduna Metropolis*

S/N	Class Attendance	SA	A	D	SD	N	$\dot{X}$	Std. Dev.	Remark
6.	Many spill-over students do not regularly attend the class of courses they are re-sitting.	22	05	04	--	31	3.58	0.53	Accepted
7.	Many carry over students do not regularly attend the class of courses they are re-sitting.	16	12	03	--	31	3.41	0.36	Accepted
8.	Many students do not regularly attend the class of courses they are learning for the first time.	01	09	17	04	31	2.21	0.84	Rejected
9.	Many students who do not avail themselves writing the tests do follow up for make-up tests.	08	15	06	02	31	2.93	0.12	Accepted
10.	Many students do not pay keen attention to technicalities of topics being explained while they are busy copying notes.	09	17	05	--	31	3.13	0.09	Accepted
	Sectional Mean						**3.05**	**0.39**	**Accepted**

The Tables 5 and 6 represent mean responses from students and lecturers in sub-degree programmes while the Tables 7 and 8 also represent mean responses from students and lecturers in degree programmes respectively on class attendance and students' academic performance. Their sectional means respectively stood at 3.00, 3.14, 3.04 and 3.05. Item 8 on non-regular attendance of class by students in a first time course was rejected in the Tables 6, 7 and 8. Only students in sub-degree programme accepted it on average. On a whole, class attendance by students is

accepted above 75% to be accounting for low students' academic in sub-degree and degree programmes in Kaduna metropolis.

Research Question Three

What is the extent to which reading culture affects students' academic performance in degree and sub-degree programmes in Kaduna metropolis?

The data in the Tables 9 – 12 were presented and interpreted to answer the research question three.

Table 9: *Students' Mean Responses to Reading Culture and Students' Academic Performance in Sub-Degree Awarding Programmes in Kaduna Metropolis*

S/N	Reading Culture	SA	A	D	SD	N	$\dot{X}$	Std. Dev.	Remark
11.	Many students do not read to understand the concepts but only to pass the examinations.	28	20	04	--	52	3.45	0.15	Accepted
12.	Many students do not read the topics taught as they accumulate until few days to the tests/examinations.	26	18	06	02	52	3.26	0.04	Accepted
13.	Many students do not use their private time on the internet for studies but rather much for social media communication.	29	18	03	02	52	3.43	0.13	Accepted
14.	Many students who do not read to take meaning out of literature review to enrich their project writing but rather engage in copying others' research projects.	24	22	05	01	52	3.37	0.07	Accepted
15.	Many students do not read carefully to identify their written / typed errors grammatically for corrections.	15	25	09	03	52	3.00	0.30	Accepted
	Sectional Mean						**3.30**	**0.14**	**Accepted**

Table 10: *Lecturers' Mean Responses to Reading Culture and Students' Academic Performance in Sub-Degree Awarding Programmes in Kaduna Metropolis*

S/N	Reading Culture	SA	A	D	SD	N	Ẋ	Std. Dev.	Remark
11.	Many students do not read to understand the concepts but only to pass the examinations.	18	17	01	--	36	3.48	0.08	Accepted
12.	Many students do not read the topics taught as they accumulate until few days to the tests/examinations.	18	16	01	01	36	3.42	0.02	Accepted
13.	Many students do not use their private time on the internet for studies but rather much for social media communication.	18	16	02	--	36	3.44	0.04	Accepted
14.	Many students who do not read to take meaning out of literature review to enrich their project writing but rather engage in copying others' research projects.	16	19	01	--	36	3.42	0.02	Accepted
15.	Many students do not read carefully to identify their written / typed errors grammatically for corrections.	10	24	02	--	36	3.22	0.18	Accepted
	Sectional Mean						**3.40**	**0.05**	**Accepted**

Table 11: *Students' Mean Responses to Reading Culture and Students' Academic Performance in Degree Awarding Programmes in Kaduna Metropolis*

S/N	Reading Culture	SA	A	D	SD	N	Ẋ	Std. Dev.	Remark
11.	Many students do not read to understand the concepts but only to pass the examinations.	25	09	--	--	34	3.73	0.32	Accepted
12.	Many students do not read the topics taught as they accumulate until few days to the tests/examinations.	21	12	--	01	34	3.56	0.17	Accepted
13.	Many students do not use their private time on the internet for studies but rather much for social media communication.	20	12	01	01	34	3.50	0.11	Accepted
14.	Many students who do not read to take meaning out of literature review to enrich their project writing but rather engage in copying others' research projects.	10	20	04	--	34	3.18	0.21	Accepted
15.	Many students do not read carefully to identify their written / typed errors grammatically for corrections.	06	22	06	--	34	3.00	0.39	Accepted
	Sectional Mean						**3.39**	**0.24**	**Accepted**

Table 12: *Lecturers' Mean Responses to Reading Culture and Students' Academic Performance in Degree Awarding Programmes in Kaduna Metropolis*

S/N	Reading Culture	SA	A	D	SD	N	$\dot{X}$	Std. Dev.	Remark
11.	Many students do not read to understand the concepts but only to pass the examinations.	21	08	01	01	31	3.57	0.08	Accepted
12.	Many students do not read the topics taught as they accumulate until few days to the tests/examinations.	18	10	02	01	31	3.45	0.04	Accepted
13.	Many students do not use their private time on the internet for studies but rather much for social media communication.	18	13	--	--	31	3.56	0.07	Accepted
14.	Many students who do not read to take meaning out of literature review to enrich their project writing but rather engage in copying others' research projects.	19	11	01	--	31	3.57	0.08	Accepted
15.	Many students do not read carefully to identify their written / typed errors grammatically for corrections.	11	19	01	--	31	3.31	0.18	Accepted
	Sectional Mean						**3.49**	**0.09**	**Accepted**

The Tables 9 and 10 present mean responses from students and lecturers in sub-degree programmes while Tables 11 and 12 also present mean responses from students and lecturers in degree programmes, on reading culture and students' academic performance. The sectional means pooled 3.30, 3.40, 3.39 and 3.49 respectively. Therefore, reading culture is accepted above 75% to be poorly affecting students' academic performance in sub-degree and degree programmes in Kaduna metropolis, due to shallow understanding of concepts and topics, more attention to social media communications, copying project ideas and less concern for grammatical errors of theirs.

Testing of Hypotheses

H_{01}: There is no significant difference between sub-degree and degree programme responses on the extent to which entry behaviour affects students' academic performance in Kaduna metropolis.

Table 13: *t-test for Entry Behaviour and Students' Academic Performance in Sub-Degree and Degree Programmes in Kaduna Metropolis.*

Variable	N	Mean	SD	df	t-cal	t-tab (0.05)	Decision
Sub-Degree Programmes	5	3.16	0.06	09	0.55	1.833	H_{01} is not rejected
Degree Programmes	5	3.05	0.14				

Source: Researcher's Computation, 2023

From the Table 13, the t-calculated (0.55) is less than the t-critical (1.833) at 9 degree of freedom (df) and 0.05 level of significance. The null hypothesis is accepted, implying that no significant difference exists in both sub-degree and degree responses that poor previous knowledge in students have been accounting for low academic performance in their various programmes.

H_{02}: There is no significant difference between sub-degree and degree programme responses on the extent to which class attendance affects students' academic performance in Kaduna metropolis.

Table 14: *t-test for Class Attendance and Students' Academic Performance in Sub-Degree and Degree Programmes in Kaduna Metropolis.*

Variable	N	Mean	SD	df	t-cal	t-tab (0.05)	Decision
Sub-Degree Programmes	5	3.07	0.28	09	0.698	1.833	H_{02} is not rejected
Degree Programmes	5	3.05	0.36				

Source: Researcher's Computation, 2023

From the Table 14, the t-calculated (0.698) is less than the t-tabulated (1.833) at 9 df and 0.05 level of significance, hinting that the null hypothesis is accepted. Hence, both sub-degree and degree programme responses agree that poor class attendance of students has been making them to fail courses in their various programmes of study.

H_{03}: There is no significant difference between sub-degree and degree programme responses on the extent to which reading culture affects students' academic performance in Kaduna metropolis.

Table 15: *t-test for Reading Culture and Students' Academic Performance in Sub-Degree and Degree Programmes in Kaduna Metropolis.*

Variable	N	Mean	SD	df	t-cal	t-tab (0.05)	Decision
Sub-Degree Programmes	5	3.35	0.10	09	-0.18	1.833	H_{03} is not rejected
Degree Programmes	5	3.44	0.17				

Source: Researcher's Computation, 2023

From the Table 15, the t-calculated (-0.18) is less than the t-tabulated (1.833) at 9 df and 0.05 level of significance. This suggests that no significant difference exists in both sub-degree and degree

responses on how poor reading culture among students has brought about poor academic programmes in their various programmes of study.

Discussion of findings

Entry behaviour was accepted to be low and affecting students' academic performance in sub-degree and degree programmes in Kaduna metropolis. This finding is in contrast with Rilwanu et al. (2019), Ogbonnaya et al. (2014) and Kolawole and Obembe (2014) who posit that students' entry qualification (SSCE results) have positive and significant relationship with academic performance (raw scores in semester examinations) at tertiary learning. It is also in disagreement with Regis-Onuoha and Uwakwe (2023) in their quasi-experimental findings that activation background knowledge (ABK/ABKRT) has positive and significant effect on fresh students' writing efficiency in tertiary institutions of learning. Class attendance was also accepted to be low and brings about poor students' academic performance in sub-degree and degree programmes in Kaduna metropolis. This finding is in divergence from Adewole (2021) and Olufunmilola (2017) who establish that class attendance by students has positive and significant relationship with their scores and grades in their degree programmes. Oladipupo et al. (n. d.) only establishes positive effect but such effect is insignificant on students' academic performance. Reading culture was accepted to be poor among students of sub-degree and degree programmes in Kaduna metropolis and such, poor academic performance is being recorded. This finding corroborates Kari (2015) who establishes poor reading culture among undergraduate students to a number of factors. The finding disagrees with Aramide (2023) and Ogunbodede & Sawyerr-George (2023) who posit that reading culture through electronic means among undergraduate students has positive and significant relationship with knowledge acquisition and academic performance.

Conclusion

Students' learning readiness through entry behaviour, class attendance and reading culture is established to be low and affecting academic performance in sub-degree and degree programmes in Kaduna metropolis. Management policy on entry qualification, class attendance and reading culture is thus urged to be strengthened in tertiary institutions of learning.

Recommendations

In view of the findings, the following items are recommended for management information system in sub-degree and degree programs.

    i.   Post UTME test by admitting institutions through its departmental questions should be administered in order to ascertain more quality assurance of the candidates to be admitted into various programmes.

    ii.   Pre ND programmes in one year duration should be reintroduced with a view to arresting substance deficiency in SSCE and Post UTME entry qualifications of the candidates who do not meet Post UTME requirements.

    iii.   Pre degree programmes known as IJMB/PUJAB should be sustained with a view to bridging substance deficiency occasioned by endemic cheating in SSCE.

    iv.   Class attendance records should be emphasized by the NBTE, the NUC and professional bodies and associations in departmental accreditation exercise.

    v.   Extant 75% class attendance policy should be activated by departments regardless of plea from related and non-related stakeholders' pressures.

    vi.   Thorough supervision of instructional delivery and its spread across instructional period should be strengthened by Head of Department on class attendance by lecturers and students.

    vii.   Non-compromising stance on examinational malpractice in the institutions should be sustained with a view to enforcing and heightening the level of reading culture and study habits among tertiary students.

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