

An Assessment Extra-Curricular Activities and Primary School Pupils' Academic Self-Efficacy in Gwale Local Government Area, Kano State of Nigeria

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Abstract. This paper attempted to look at the level of primary school pupils' participation in extra-curricular activities; to find out the level of primary school pupils' self-efficacy; and to assess the relationship between extra-curricular activities and primary school pupils' self-efficacy in Gwale Local Government Area in the Kano State of Nigeria. It employed a cross sectional survey design, using quantitative approach. A sample of 400 pupils was taken from ten primary schools. To get the data, the researcher used self-administered questionnaire on extra-curricular activities and a standardized questionnaire of likert scale type, the *Morgan-Jinks Students Efficacy Scale (MJSES)*. The collected data were analyzed using the arithmetic mean and the Pearson's Linear Correlation Coefficient. The findings were that the level of the pupils' participation in extra-curricular activities was high, given the arithmetic mean of 2.8; pupils' level of self-efficacy was high, given the grand arithmetic mean of 2.55. Based on these findings, the pupils' participation in extra-curricular activities was found to be high, there is need to make it higher due to the need of balancing studies with leisure, as well as the many advantages of extra-curricular activities. In doing this however, academics need not be compromised. Given the pupils' high level of self-efficacy, there is need

for them to be more confident and have very high self-efficacy because the more one feels the ability to do something, the more one is likely to do it; and given the finding that the pupils who highly participated in extra-curricular activities highly felt the confidence to perform well academically, and those who participated less in extra-curricular activities felt that they would not perform well academically, there is need for the two groups of pupils, the higher and lower participants in extra-curricular activities both to develop a feeling and confidence that they can perform very well academically, and hence work hard to achieve it.

Keywords: Extracurricular activities, self-efficacy, primary education.

1. Introduction/ Background

Primary education is free and compulsory in Nigeria, thus academic self-efficacy and academic achievement are emphasized by parents and schools. Primary education begins at the age of 4 for the majority of Nigerians. Students spend six years in primary school and graduate with a school-leaving certificate. Subjects taught at the primary level include mathematics, English language, Christian Religious Knowledge, Islamic knowledge

studies, science and one of the three main indigenous languages and cultures, Hausa-Fulani, Yoruba, and Igbo. Private schools often also offer computer science, French, and Fine Arts. Primary school students are required to take a Common Entrance Examination to qualify for admission into the Federal and State Government Secondary schools, as well as private ones.

The Universal Basic Education, *UBE*, came as a replacement of the Universal Primary Education and an innovation to enhance the success of the first nine years of schooling. The *UBE* involves 6 years of Primary School education and 3 years of Junior Secondary School education, culminating in 9 years of uninterrupted schooling, and transition from one class to another is automatic but determined through continuous assessment. This scheme is monitored by the Universal Basic Education Commission, UBEC, and has made it "free", "compulsory" and a right of every child. Therefore, the *UBEC* law section 15 defines *UBE* as early childhood care and education. The law stipulates a 9-year formal schooling, adult literacy and non-formal education, skill acquisition programs and the education of special groups such as nomads and migrants, girl child and women, Al-majiri, street children and disabled people (Aderinoye, 2007).

In a bid to promote the learners' feeling of the ability to perform well academically (academic self-efficacy), corporal punishments are discouraged, teacher-pupil good relationship is encouraged, guidance and counseling as well as academic debates in schools are encouraged. In addition, extracurricular activities in the education system of Nigeria have been given much prominence of recent. A section of Nigerians have benefited from extracurricular activities which they started developing when they were still in primary schools (Aginam, 2006). Today, the advances in communication and computer technologies have culminated in the supplementation and near phase-out of traditional educational system. These new technologies allow for more flexibility in learning. For example, some of the extracurricular activities such as games are played using computers or smart phones (Salawudeen, 2010). In recent times, the issue of

mobile learning which means the use of wireless electronic technology to deliver and receive knowledge and skill has been raised and is practiced in the developed nations of the world (Ayodele, 2010). Nigerian primary educational institutions however can be said to be behind in the adoption of these technologies as there is evidently an extremely low rate of diffusion of e-learning and as a consequence, a low rate of usage. The reasons for this are that Nigeria, apart from being a developing country and having inadequate education finance policy, is also highly deficient in the area of engineering and technological development (Salawudeen, 2010).

Surprisingly, even the extracurricular activities which learners could do physically such as football, netball, jumping, music, dance and drama are at times ignored by some schools or by some learners, as emphasis is on the passing of the national examinations. Some parents also discourage their children from engaging in them claiming that it will make them concentrate less on academics, that they may become physically injured, among others (Ayodele, 2010). The current study was thus carried out to establish the level of pupils' involvement in extracurricular activities, their perceived academic self-efficacy, and whether or not the pupils' level of participation in extracurricular activities is correlated with their academic self-efficacy. This study addressed two variables namely, extracurricular activities and perceived Self-efficacy.

Extracurricular activities are the non-academic tasks the learners usually engage in outside the classroom for various reasons such as reducing boredom, for physical fitness, for general health purposes, for socialization, for encouraging a spirit of good competition among the learners, for forgetting stressful situations, as well as for enhancing learning. These activities include among others football, netball, volleyball, athletics, jumping, singing/music, dance and drama.

Perceived academic self-efficacy is a person's belief about his capabilities to achieve a certain level of performance in a given academic field of learning. This belief can influence events that affect a person's life. Perceived self-efficacy determined and show how people feel, think,

motivate themselves, and behave towards a phenomena. It influences the choices they make, the effort they put forth, how persistent they are when confronted by obstacles, and how they feel. A strong sense of self-efficacy can enhance a person's accomplishments in many ways.

2. Statement of the Problem

Extracurricular activities have for long been known to reduce the learners' stress and to enhance learning. Games such as volley ball, netball, football; as well as the sports such as high jump, long jump, cross-country (running) among others, do a lot in not only reducing stress but also to improve the participants' health. Because of this, it is a requirement by the Ministry of Education in Nigeria for each school to have space for such activities, or some of them. Unfortunately however, some schools especially the private ones do not have space for such activities and some which have the space such as football or netball pitches do not optimally utilize them, thus the level of pupils' involvement in extracurricular activities while at school seems to be low. In addition, in urban areas such as Gwale, the influence of cosmopolitanism has seemingly made some pupils have high and others low level of academic self-efficacy as some of them see well educated people in a miserable state due to being unemployed (Ayodele, 2010). The study was therefore carried out to ascertain the level of pupils' involvement in extracurricular activities and the resultant perception of their academic self-efficacy.

3. Research Objectives

This study was carried out to:

- (i) Establish the level of primary school pupils' participation in extra-curricular activities in Gwale Local Government Area, Kano State, Nigeria.
- (ii) To assess the level of primary school pupils' self-efficacy in Gwale Local Government Area, Kano State, Nigeria.
- (iii) To assess the relationship between the level of pupils' participation in

extra-curricular activities and their academic self-efficacy in Gwale Local Government Area, Kano State of Nigeria.

4. Research Questions

This study was carried out to answer the following questions:

- (i) What is the level of primary school pupils' participation in extra-curricular activities in Gwale Local Government Area, Kano State, Nigeria?
- (ii) What is the level of primary school pupils' self-efficacy in primary schools in Gwale Local Government Area, Kano State, Nigeria?
- (iii) Is there a relationship between difference in the level of primary pupils' participation in extracurricular activities and their academic efficacy in Gwale Local Government Area, Kano State, Nigeria?

5. Research Hypotheses

- (i) The level of primary school pupils' participation in extra activities in Gwale Local Government Area, Kano State, Nigeria is low.
- (ii) The level of primary school pupils' self-efficacy in primary schools in Gwale Local Government Area, Kano State, Nigeria is low.
- (iii) There is no relationship between the level of primary pupils' participation in extracurricular activities and their academic efficacy in Gwale Local Government Area, Kano State, Nigeria.

6. Geographical scope

Geographically, the study was conducted in Gwale Local Government Area, Kano State, Nigeria. Gwale is one of the six local government areas in Kano State of Nigeria. The

area is urban and the population is generally literate. There are many civil servants in the area, business men and a few farmers who grow on a small scale beans, rice, maize, millet, ground nuts, and also do poultry farming. This area was chosen because of its metropolitan nature. With metropolitanism, all categories of people are found, which translates in schooling. Therefore, different categories of pupils from different backgrounds are usually found in urban schools. Whereas many schools in Gwale local government area are well equipped with facilities such as football and netball pitches, it was not clear whether or not the learners participate much or less in the extra-curricular activities, as there is a tendency among the literate parents to urge their children to concentrate more on academics than on extra-curricular activities.

Content wise, the study was limited to the extra-curricular activities the learners usually do at school (not outside school) such as football, netball, one-legged sport, sack race, middle race, high jump and egg race.

7. Literature

7.1 Theoretical Review

This study was based on Spearman's two-factor theory of intelligence, developed in 1927. Charles Spearman, a British psychologist gave various tests to children and in the end he concluded that different individuals have different abilities, thus they can perform well in some areas and perform poorly in other areas. He postulated that intelligence is composed of a general factor "g" and at the same time individuals have specific abilities "s". This theory is relevant to this study in the sense that it is perceived that all pupils have the capacity to do certain academic tasks such as in subjects like Mathematics, English, science, language and social studies. However, they have different talents when it comes to games and sport, whereas some students are well talented in games and sports, others are less talented or not talented at all in them. Despite this however, if they are given chance to practice them and are properly trained in a conducive environment, they can perform well, but if they fail to

properly utilize the time, they may fail to balance academics and extracurricular activities. This study was also based on Piaget's theory of constructivism which argues that people produce knowledge and form meaning based upon their experiences. Piaget's theory covered learning theories, teaching methods, and education reform. Two of the key components which create the construction of an individual's new knowledge are accommodation and assimilation. In this aspect students must be serious in both curricular and extra-curricular activities in order to accommodate the information. Assimilating causes an individual to incorporate new experiences into the old experiences. This causes the individual to develop new outlooks, rethink what were once misunderstandings, and evaluate what is important, ultimately altering their perceptions. A healthy reading culture in students helps the individual to develop new outlook and alter their perception of different ideas. Accommodation, on the other hand, is reframing the world and new experiences into the mental capacity already present. Individuals conceive a particular fashion in which the world operates. When things do not operate within that context, they must accommodate and reframing the expectations with the outcomes and this goes together with a healthy reading culture.

One way for students to promote and practice their pro-social and interpersonal relationships is to be involved in extracurricular activities outside of school. Additionally, the involvement of extracurricular activities has other benefits. In a study of academically successful urban high school males, Hibert (2000) found that involvement in youth organizations after school gave students the awareness that they had options in their lives outside of their urban environments. These organizations were perceived by these young men as "safe places where they could be with their peers and engage in activities centered on cooperatives am building and reinforced with consistent adult support" (Hibert,2000). These organizations provided opportunities for these students to build a sense of self-efficacy in addition to providing success in different types of activities. McLaughlin (cited in Hibert, 2000) found that urban teenagers who participated in

extracurricular activities built a positive sense of self through their accomplishments and successes within the program.

Perry-Burney and Takyi (2002) found that girls who are involved in team sports tend to have a higher sense of self-confidence while playing. These feelings resulted in higher grades academically, increased participation in extracurricular activities in school, and more involvement at home. It was found that these behaviors were demonstrated because of their high level of self-efficacy. These girls were also found to have a clearer and more consistent view of their long-term goals. It was also found in Perry-Burney and Takyi's study that not only did these girls have higher grades, they also scored higher on standardized tests when compared to their non-athletic peers.

Hibert (2000) found that young urban males in his study who were involved in extracurricular activities felt that their involvement allowed them to develop their talents and exposed them to another world outside of their urban community. Furthermore, they began to see themselves as valued individuals. This perception enabled their belief in self to become stronger. This in turn led them to believe they were better prepared to succeed. It was concluded by Hibert (2000) that the most important factor influencing the success of the urban males in his study was a strong belief in self. The students that participated in this study claimed that it was in fact their membership in the school's swim team that fostered their strong sense of self and had a powerful impact on shaping their belief in self. In addition, Perry-Burney and Takyi (2002) concluded from their survey that teenage girls from suburban schools who participated in team sports have a higher sense of self-confidence; they also observed improvement in GPA and the desire to attend college.

Barber, E. and Stone as well as other researchers (as cited in Martin and Dowson 2009) found that extracurricular activities such as sports, music, dance, clubs, and church groups are positive influences in a child's life. This positive influence affects their educational, social and emotional lives. This sense of belonging is a key factor that helps create positive effects in a child's life. The adults

involved in these extracurricular activities model effective behaviors, and help develop social skills that in turn build a student's sense of control (Martin & Dowson, 2009).

A strong sense of self-efficacy can influence a person's aspirations; increase his level of motivation and his perseverance in the face of difficulties and setbacks (Bandura, et al. 1996). He argued that unless a person believes that he can produce a desired effect by his actions, he has little incentive to act. A child's self-efficacy can affect the different aspects of his life as well. However, it is believed that, in his efficacy to regulate his own learning activities and to master difficult subject matters affect his academic motivation, interest, and scholastic achievement. A child's perceived self-efficacy affects adaptation and can influence perseverance and resilience to adversity (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001).

As adolescents move from family as the primary social influence to a broader array of influences such as peers and significant others, they learn that differing levels of people's competencies exist and they become aware of their own competency levels. Parents who are supportive and remain active in their children's education by helping them with homework and engaging in direct academic matters tend to have adolescents who have academic self-efficacy (Wentzel, 1994). As children become adolescents, a crucial step in social learning occurs as the adolescent moves to include peers and others in situations such as schools into their primary influence of the self. The external world becomes increasingly important to developing self-awareness of capabilities. As children move into the larger community, peer relationships expand the ability to test capabilities. A large amount of social learning is done in the context of peer relationships.

The benefits of having an increased level of self-efficacy many benefit a child's life in many ways. Help in create this better sense of self-efficacy may be achieved in numerous ways. A supportive and encouraging social network positively influences a child's sense of self-efficacy. The benefits of high quality interpersonal relationships are important in a

child's capacity to function effectively including their academic lives (Martin & Dowson, 2009). Equally as important is the child's pro-social behavior. Pro-social nesses portrayed in cooperativeness, helpfulness, ability to share, and empathy (Caprara, Barbaranelli, Pastorelli, Bandura, & Zimbardo, 2000) . Individuals learn about themselves during social interactions with others. They learn what is needed to fit into a group. They found that early pro-social behavior strongly predicted levels of academic achievement. He found that prosocialness fosters mutually supportive social and intellectual relationships. It also reduces vulnerability to depression and other problem behaviors, which undermine the pursuit of academic activities. Martin and Dowson (2009) further state that related less affects a child's motivation by creating positive feelings of self-worth and self-esteem, which are related. A child's academic achievement is shaped by their perceived academic ability, social and self-regulatory efficacy and academic aspirations.

Self-efficacy beliefs have been shown to affect educational performance through their effects on motivation, achievement and self-regulation. Motivation studies have found that three indicators of motivation (choice of activities, persistence and level of effort) are influenced by self-efficacy beliefs. For example, Bandura and Schunk,(1981) found that children with a high sense of perceived self-efficacy were more likely to choose to continue with a task than children with low self-efficacy, Schunk (1981) found that children with a high sense of self-efficacy persisted longer and were more successful on difficult arithmetic tasks than children with low self-efficacy.

8. Methodology

The study employed a cross sectional survey design. It was a survey design because of the relatively large number of respondents who participated in the study. It was cross sectional because the researcher got data from the respondents once at a time. The study took a quantitative approach. The quantitative approach was adopted in quantifying the responses of the respondents to get the mean and percentage distribution. The target population of 2,000

constituted the pupils of ten primary schools from Gwale local government area.

Sampling Strategies

The researcher first clustered the schools according to the foundation body, namely Public primary schools and private primary schools. After that, random sampling was used to select five public primary schools and to select five private primary schools. Those were the ones that participated in the study. Private and public schools were both chosen so as not to get biased data regarding participation in extra-curricular activities and academic self-efficacy of the learners. As for the respondents, random sampling was also used in the sense that the researcher went to the respective schools under study and just picked the pupils of primary five and primary six at random. The research instruments were administered to those very pupils.

8.1 Research Instruments

Pupils were administered with a researcher-made questionnaire, a student survey which asked for their gender, age, grade/class and if they participate in extracurricular activities. They were then. The respondents were also administered with a standardized questionnaire of likert scale type, the *Morgan-Jinks Students Efficacy Scale (MJSES)*(Jinks&Morgan,1999). The MJSES is an inventory designed for middle school students to gain information about student efficacy beliefs that are related to school success. The MJSES is comprised of 30 items to which participants respond using a Likert scale ranging from "strongly agree to "strongly disagree."The MJSES yields an overall Academic Self-Efficacy score as well as scores on three sub-scales. The sub-scales measure a student's self-efficacy with respect to context, talent, and effort. Context refers to how the students feel about school in general. Talent refers to how they feel about their academic performance. Effort refers to how they feel about their work ethic in school.

9. Findings

The details of the findings are presented in tables that follow

Table. 1
Profile of Respondents (Item of Analysis) n = 300

Category	Frequency	Percent
Gender		
Male	250	62.5
Female	150	37.5
Total	400	100
Age		
10 years and below	50	12.5
11-12 years	270	67.5
13 Years and above	80	15

In terms of gender, table.1 shows that male respondents were the majority of the respondents 62.5% followed female respondents represented by 37.5%. This reveals gender imbalance in primary schools. Whereas the Government has tried to sensitize the public about educating the girl child, schools have more male pupils than female pupils.

In regard to respondents' age, 67.5% of the respondents were in the age bracket of 11-12 years; 15% in the age bracket of 13 years and above. Very few pupils, 12.5% were in the age bracket of ten years and below. The study indicated therefore that majority of the respondents were pupils start schooling at an early age, probably because Gwale local government area is an urban locality where many people are more likely to be well informed than their counterparts in the rural areas.

Table 4.2 showing the level of primary school pupils' participation in extra-curricular activities in Gwale Local Government Area.

Item	Mean	Interpretation
Football/ netball	2.64	High
Volleyball	2.41	Low
Basketball	2.43	Low
Lawn tennis	1.74	Very low
Table tennis	1.73	Very low
Singing/music	3.36	Very high
Dance	3.21	High
Drama	3.20	High
One-legged sport	3.28	Very high
Sack race	3.31	Very high
Niddle race	3.26	Very high
High jump	2.48	Low
Egg race	3.34	Very high
Grand Mean	2.80	High

The above table shows that the level of primary school pupils; involvement in extra-curricular activities is high, the meaning here is that the learners in the primary schools of Gwale local government area highly participate in extracurricular activities at their respective schools, and balance academics with play in form of games and sports. By policy, all primary schools must have atleast a play- ground. Break time, usually from 10.30 am- 11am is meant for games and sports for the learners to relax, as well as after taking lunch, 1:00-2:00 pm, and after classes, 4:30pm onwards are sometimes used for games and sports. The schools in Gwale local government area are generally well facilitated with such. The findings thus prove that the facilities for games and sports are used.

Table 3 shows the level of pupils' academic self –efficacy

Item	Mean	Interpretation
I work hard in school	2.61	High
I could get the best grades in class if I tried enough.	2.59	High
Most of my classmates like to do math because it is easy.	2.41	Low
I will get better grades in the national examinations	2.82	High
i work harder on the homework than many of my colleagues in class do.	2.62	High
I am a good science student.	3.02	High
I will graduate from primary school.	3.34	Very high
I go to a good school.	2.52	High
I always get good grades when I try hard.	2.42	Low
Sometimes I think an assignment is easy when the other kids in class think it is hard.	2.39	Low
I am a good social studies student.	2.52	High
i perform well in Islamic religious knowledge	3.27	Very high

When I am old enough I will go to college.	3.28	Very high
I am one of the best students in my class.	2.39	Low
I perform well in Hausa Language subject	2.49	Low
My teacher thinks I am smart	2.47	Low
It is important to go to high school	3.17	High
I am a good pupil in English	2.43	Low
My classmates usually get better grades than I do.	3.17	High
What I learn in school is important.	3.32	Very high
I usually understand my homework assignments.	2.59	High
I usually get good grades in Maths	1.73	Very low
It does not matter if I do well in school	2.47	low
Kids who get better grades than I do get more help from the teachers than I do.	2.48	Low
I am a good reading student.	2.49	Low
It is not hard for me to get good grades in school.	2.53	High
I read very well	2.67	High
I avoid being friendly to dull pupils	1.88	Low
Teachers like kids even if they do not always make good grades.	2.38	Low
I perform well in Agricultural Science	2.43	Low
Grand Mean	2.55	High

Table 3 shows the results gathered from the respondents about the pupils’ perceived academic self-efficacy. The finding that their perceived academic self-efficacy is high means that the learners, on average perceive themselves to be capable of doing well in academic-related circles.

The items where the learners rated themselves very highly were that they will graduate from primary school level that they will go to College when they are old and that what they learn in school is important (mean, 3.34, 3.28 and 3.32 respectively). All this reveals the learners’ determination and self-confidence they have. Indeed, they feel that they have the capacity to make their dreams come true, that they will make it. In other items the learners rated themselves highly for example they perceived themselves to be working hard in school (mean, 2.61), they perceive themselves to be capable of getting good grades in the national examinations (mean, 2.82), they perceive themselves to be

doing well in Science, English, Social Studies and Primary Science. By implication, the learners feel that those subjects are not hard, that they can manage them very well.

However, they perceived themselves to be very poor in Mathematics (mean, 1.73). It seems to be a general problem countrywide that Mathematics is perceived to be a very hard subject. This could reveal that many children prefer the subjects where they can gamble around, such that even if they had not revised they can use common sense, gamble and pas, something which cannot work in Mathematics.

Surprisingly, the learners perceived themselves to be poor in Hausa Language subject and Agricultural Science (mean, 2.49 and 2.43) respectively. Probably Gwale being an urban area many of the learners seem to be having a negative attitude towards local languages and Agriculture, perceiving them to be for the rural semi-illiterate people.

Table 4 showing relationship between extra-curricular activities and pupils’ self-efficacy in primary schools in Gwale Local Government Area in the Kano State of Nigeria.

Items correlated	r-value	P= value	Type of relationship
Extra-curricular activities Vs children’s self-efficacy	0.43	0.003	Significant

10. Conclusions

Based on the findings of the study the following conclusions were made:

- (i) Schools and pupils of Gwale Local Government Area take extra-curricular activities seriously, thus highly engaging /participating in them.
- (ii) The majority of the primary school pupils in Gwale Local Government Area have a strong sense of feeling that they can perform well in academic-related areas.
- (iii) Pupils' level of participation in extra-curricular activities can predict their level of self-efficacy, such that the more they participate in extra-curricular activities' the more they perceive themselves to be capable of producing good results in academics and vice-versa.

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