

READABILITY LEVEL OF SECONDARY SCHOOL STUDENTS IN SELECTED SECONDARY SCHOOLS IN OBIO-AKPOR LOCAL GOVERNMENT AREA, RIVERS STATE, NIGERIA

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ABSTRACT

This paper sought to investigate the readability level possessed by secondary school students as well as establishing a link between it and its causal factor, with a case study of selected secondary schools in Obio-Akpor Local Government Area, Rivers State. To go about this, 3 objectives and research questions as well as 1 hypothesis were formulated for this. To digress further for better understanding of the variables, 3 concepts and 1 theory were reviewed in this study. Descriptive survey design was adopted for this study while a sample of 300 out of 1,500 population of random secondary school students was used for the study. A self-constructed questionnaire was employed for the gathering of data and the gathered data was analysed using mean, standard deviation, and Chi-squared statistical analysis. It was found out that most secondary school students do possess a moderate readability level. It was concluded that secondary school students do possess varying level of readability and these variations are simply hinged to the kind of foundational strength that each and every one of them is being exposed to at their early stage. It was recommended that parents, teachers, and other responsible bodies should endeavour to initiate a continuous good reading ability and skills in their wards from their early days to their later years. It was also recommended that students should endeavour to acclimatize themselves with materials that are relevant enough towards aiding their readability level.

Keywords: Readability and Readability Level.