Academic engagement and achievement orientation as correlates of reading culture of in-school adolescents

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Abstract

The study investigated the academic engagement and achievement orientation as correlates of reading culture of in-school adolescents in Enugu State, Nigeria. Using correlational survey research design, the study made use of a population of 3469 senior secondary 11 (SS11) in-school adolescents. A purposive sampling and stratified random sampling techniques were used to draw a sample of 340 in-school adolescents. Four research questions and two null hypotheses tested at 0.05 level of significance guided the study. The three instruments used for data collection were in-school adolescents' academic engagement scale (IAES), in-school adolescents' achievement orientation scale (IAAOS) and in-school adolescents' reading culture scale (IARCS). Research questions 1-3 were answered using means and standard deviation whereas research questions 4 and 5 were answered using Pearson r and R-square. The hypotheses were tested using analysis of variance (ANOVA) at 0.05 level of significance. It was found that in-school adolescents' academic engagement and achievement orientation significantly related with their reading culture. Based on the findings of the study, it was recommended among others that, the government, school administrators and educators put concerted effort to encourage students to be mastery oriented and academically engaged in order to prevent deleterious outcomes associated with poor reading culture since high academic engagement and high achievement orientation relates with positive academic outcomes.

Keywords: adolescence, academic engagement, cognitive engagement, achievement orientation, reading culture.

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1. Introduction

Reading for pleasure or for academic purpose is a habit that forms the bedrock of greatness in everyone irrespective of age, gender or status. It is believed that people who constantly read, easily find solutions to problems of life, but when the reverse is the case, such solutions might fail to unfold. Arguably, inability to read leads to being uninformed. No wonder Igwe (2011) explained that reading in all its variety is vital to being better informed, having a better understanding of oneself as well as others. It makes one a thoughtful and constructive contributor to a democratic and cohesive society. Reading is a complex cognitive process of identifying and decoding symbols in order to derive meaning from written script (Adimora, 2012). Kareem (2011) explained that reading is one of the best ways of training and bringing up children, it brings out a revolutionary change in the outlook of a person and keeps one busy. Reading is essential for full participation in modern society. It adds quality to life, provides access to culture and cultural heritage, empowers and emancipates citizens as well as brings people together. Reading is one of the skills of learning a language. Culture is the total of inherited ideas, beliefs, values and knowledge. Reading culture in essence is the kind of culture that imbibes reading and studying as the basis of growth and development. It is the process of building up positive reading attitude among individuals especially students over a period of time (Fasipe, 2012).

Previously, the practice of reading was common among Nigerian students, youths and adults, but currently the culture of reading is fast fading among Nigerians. When an individual habitually and regularly reads books and other information materials that are necessary and even those that are not necessarily required for advancement in ones profession or career, one is said to have a reading culture (Igwe, 2011). Fasipe (2012) further pointed out that embracing a reading culture is vital to the individual and to the overall development of any nation. Research has shown that children who have reading culture have better reading and writting skills, broader vocabulary and even an increased general knowledge and understanding of other cultures. This is because it sharpens the mind, makes one reason rationally and objectively as well as projects one for greatness in life (Booktrust, 2012).

Regrettably, culture of reading is gradually fading out. Students of present time no longer have interest in reading. In most schools, academic libraries get filled up to the brim only when exam is fast approaching. This has resulted in an alarming rate of poor academic achievement of students in primary, secondary and even higher institutions. It has certainly led to misconception and has been a source of worry to all and sundry - the teachers, parents, government, authors, publishers and educational managers (Fasipe, 2012; Igwe, 2011; Jarkata, 2008).

According to Saheed (2012) the problem of poor reading culture is multi-faceted. First, reading is a tasking exercise that involves full concentration. Second, in Nigerian society today, nobody is interested in embarking on any activity that has no corresponding financial gains. Third, Nigerian socio-economic environment is not reading friendly, this is because, its harsh condition necesitates the daily struggle for economic survival and as such provides little or no time for people to imbibe good reading culture, especially those living in the cities. Fourth, the problem has also been attributed to distractive and wrong application of information and communication technology (ICT) device which tend to lead children especially the in-school adolescents to spend more time these days watching television and other electronic gadgets like phones and computers rather than reading their books. The whole world seems to be distracted by the power of multimedia, including television, movies, computers and video games. Many of the in-school adolescents and adults have become addicted to watching movies that they consider reading an ordeal. Fifth, the introduction of the global system of mobile (GSM) communication in Nigeria that ought to be a contribution to nation building seems to be associated with certain negative and distractive tendencies such as yahoo-yahoo, facebook, pinging, u-tube, whatsapp that are detrimental to the culture of reading among students especially in-school adolescents and the society at large. Sixth, most schools do not have befitting libraries such that the books are no more relevant, on the other hand the high cost of books are not affordable by the students. Finally, the frivolous, selfish and embezzling attitude of the leaders who pocket so much

money is a short cut to make money and as such discourages youths from working hard, but rather to look for such short cut of making money and feeling good.

The multi-faceted problems in our society seem to culminate in in-school adolescents' inability to imbibe a good reading culture. This problem seems to be more prevalent among the in-school adolescents who are at the age of vulnerability to such distractions and also a period that they associate and share experiences with their peers and are sometimes negatively influenced by peer pressure. The dramatic and hormonal changes at this stage most likely trigger some non-compliant and deviant behaviours among adolescents especially the in-school adolescents who associate with and share experiences with their peers and are sometimes negatively influenced by these peers (Wikipedia, 2012). There are in-school and out-of-school adolescents, but the researchers focus on in-school adolescents. In-school adolescents, are the adolescents who are presently in the school especially in secondary school. In-school adolescents comprise of those adolescents that are still in school system and are said to be mostly influenced by peer relationship in school (Parents homepage, 2013).

Some researchers attribute students' failure partly to lack of culture of reading. They seem to urge teachers to stimulate students' love to read for understanding rather than for passing examinations (Vietnam, 2011). For the concerned teachers, however, there is always a worry on how to help the students adopt a reading culture. In this context, learners are now perceived as being responsible, independent, pro-active and in charge of their learning. This is in line with the advocacy that individuals learn better when they are pro-active, self-organized, self-reflecting, self-regulating and affectively, behaviourally and cognitively engaged (Braham, 1992). Some researchers, however, recommend teaching and encouraging students for academic engagement in a learning episode considering the diverse needs of individual students. Furthermore, individuals who are more engaged may work better under pressure or distracting situations or capable of attending to critical elements or tasks that are related to achievement or success (Rannaisance learning, 2013). Academic engagement refers to getting along with teachers, having an interest in the subject matter, related behaviours, attitudes and academic participation which captures the student's work effort both inside and outside of school, including hours spent on homework, meeting deadlines, not skipping classes and so on. Kareem (2011) explained that student's academic engagement as it relates to school activity is an important concept related to multiple educational outcomes such as achievement, attendance, behaviour, dropout/completion. Academic engagement - the degree to which students are 'connected' to what is going on in their classes has been shown to contribute to enhanced academic performance (Fredericks, Blumenfeld, Friedel & Paris (2005). In the research literature, the term academic engagement encompasses affective/emotional behavioral and cognitive dimensions.

Affective engagement refers to students' feelings toward their school, learning, teachers and peers. The affective engagement refers to emotional and psychological feeling of students towards their learning and academic activities, when a student has a positive feeling towards a teacher the student seems to have a positive feelings towards school activities. Behavioural engagement includes students' observable actions or participation while at school and is investigated through a student's positive conduct, effort and participation such as participation in extracurricular activities, attendance and work habits (Jimerson, Campos & Greif, 2003). Behavioural engagement reflects students' participation and efforts in academic tasks (i.e., doing homework, turning in assignments on time, and paying attention to class work, classroom behaviours, and attendance). Cognitive engagement, however, is the degree to which students are interested in and curious about what they are learning. It is the extent to which students are willing and able to take on the learning task at hand. This includes the amount of effort students are willing to invest in working on a task. This type of engagement in the classroom can be characterized by a psychological state in which students put in a lot of effort to truly understand a topic, and persistence in studying over a long period of time. Cognitive engagement has been traditionally operationalized by measuring the extent of students' homework completion, class attendance, extra-curricular activities, participation in activities, their general interactions with the teachers, attentiveness in to understand academic exercise and how

motivated they seem while engaging in classroom discussions (Rotgans & Schmidt, 2011). Cognitive engagement includes student's perceptions and beliefs associated with school and learning. It refers to the intellectual processing a student brings to academic tasks as well as the amount and type of strategies a student utilizes (Walker, Greene and Mansell, 2006). It involves exposing the students to intellectually challenging curriculum that requires appropriate solution to tasks, accurate and strategic delivery of instructions that enable the students to be cognitively engaged and stretched to grow within their "zones of proximal development" (Vygotsky, 1978), where they can reach higher performance with assistance from teachers and collaborating peers. This could be in line with Roebken (2007) who asserted, that some students value and are willing to undertake activities that allow them to improve their knowledge. They perceive effort as a positive, effective way to achieve their goals, while mistakes are considered a normal step in the learning process.

Academic engagement occurs along in a continuum. Highly engaged students are actively involved in their education, completing the tasks required to perform well in school. Somewhat engaged students may be doing "good enough" academic work but are not reaching their academic potential. Further along the continuum, there may be a significant gap between students' intellectual potential and their academic achievement. In cases of more extreme academic disengagement, lack of interest, erratic class attendance, and inadequate assignment completion can lead to multiple course failures that often foreshadow school dropout (Rumberger, 2004). Moreover, academic disengagement may not be immediate, but rather may occur over time in response to the accruing difficulties in community, school, family circumstances, and the consequent adjustments and compromises that are made. Teaching the in-school adolescents for academic engagement, however, requires teachers' delivery of instruction, such that embraces the learners' need to learn (Appleton, Christenson & Furlong, 2008). Tharp, Estrada, Dalton & Yamauchi (2000) asserted that, when all students are expected to meet high academic standards, devote serious effort to academic pursuits, and learn how to engage in sustained, disciplined, critical thought on topics relevant beyond school, it leads to achievement gains. Tharp, Estrada, Dalton & Yamauchi (2000) further stressed that when students independently search for information on the internet, they engage in self-initiated information-seeking behaviours- the level of autonomy seems to be relatively high and thus leads to more academic engagement. Working in groups and engaging in discussions could result in either high or low feelings of autonomy, depending on the group dynamics. For example, if there are domineering peers in the group, a student may feel less autonomous and engages less as opposed to a group that works well together, unless the student has an innate zeal to be resilient amidst turbulence in order to achieve. This form of academic engagement as identified by Harris, Artis, Walters & Licata (2006) may serve as an explanatory mechanism on achievement orientation.

Achievement orientation according to Kaur, Singh & Kaur (2012), is an internalized tendency to strive for standard of excellence. It attempts to account for the determinants of the direction, magnitude and persistence of behaviour. As a result of independent thinking, skill development and personality development in the academic atmosphere of a learning environment, it is expected that students' desire to excel enhances their achievement orientation. McGrew (2012) asserts that achievement orientation is the action given meaning, direction, and purpose by the goals that individuals seek out, and that the quality and intensity of behaviour change as these goals change. Achievement orientation maintains and inspires a result-driven approach, focuses on result and critical performance indicator (Wikipedia, 2012).

Achievement oriented students set high standards. They carefully think about how well they have done something and look for new and better ways to improve their skills and performance. They try to anticipate difficulties in meeting their goals and take calculated risks if they need to, to achieve what they want. Those that are achievement oriented, may never be satisfied. Conversely, people who lack this competence tend to work within their comfort zone. They rely on others to set deadlines and standards. Whilst studying, they might still be satisfied if they do just enough to scrape through or hand in work a little over the deadline. Achievement oriented people maintain high standards and seem to be successful in their endeavours (Add+vantage team, 2010). In this study, achievement

orientation is the presence of the motives, the nature of the situation evoking the motive and the goal of the behaviour. The motive is conceived as a desire to excel with reference to a standard of excellence. In a study by Niemivirta & Tapola (2008), three types of achievement orientation are learning, performance and avoidance-orientations. Learning-oriented students have a desire to understand, gain knowledge and improve their skills. Performance oriented students focus on demonstrating their ability, seek public recognition by trying to perform better than others with little effort. Avoidance orientation represents the avoidance tendency of motivation in its most passive form.

According to Barkur, Govindan & Kamath (2013) and other contemporary achievement orientation researchers, there are four classes of achievement orientation - mastery, performance approach, performance avoidant and work avoidant. The above researchers further explained that in an academic situation, students' orientation to mastery and performance approach is crucial for achieving the intended learning objectives. Students oriented towards mastery are focused on what to learn as well as its application. Students hold mastery orientation (also referred to as being mastery-oriented) when their goal is to truly understand or master the task at hand; students who are mastery-oriented are interested in self-improvement and tend to compare their current level of achievement to their own prior achievement. Contrarily, the second type is called a performance orientation. Students hold performance orientation (also referred to as being performance-oriented) when their goal is to demonstrate their ability compared to others. Students who are performance-oriented are interested in competition, demonstrating their competence, and outperforming others; they tend to use other students as points of comparison, rather than themselves. Students oriented towards performance concentrate more on their performance in assessments by trying to do better than their mates rather than developing their skills. These students focus on their class ranking or grades. In addition to the older mastery and performance orientations, are performance avoidance orientation (academic alienation) and work avoidance orientation. Students with performance avoidance orientation hide themselves trying not to get involved in any activity. They do this either because of their inability to perform a particular task or due to hesitation. The focus of students with work avoidance goal orientation is to complete the task at hand with as little work as possible. This relates to a situation where failure is avoided, exerts a minimum of hard work. Dowson & McInerney (2001) determined that work avoidance was an important facet of academic motivation. Particularly, this orientation was associated with a great deal of effort minimization strategies. Unlike mastery oriented students, it is hypothesized that work-avoidant students do not value hard-work and effort unlike performance-approach oriented students, these students do not have a need for ego-social displays of competence. In other words, students who adopt this goal orientation just want to complete the course or curriculum with minimal effort expenditure-work avoidant. The avoidance-orientation represents the avoidance tendency of motivation in its most passive form. It avoids the demonstration of incompetence. It refers to the goal of not working hard. Work-avoidance approach seems to be related to the situation on ground among Nigerian students. They hold a passive and indifferent attitude towards learning and try to get work done with the least effort. This is related to the challenge of poor reading culture among Nigerian students. This is however, a very terrifying situation that needs to be addressed.

1.1 The Problem

The high failure rate in examinations or poor academic achievement, high cost of books, the devastating and frivolous attitude of leaders, the introduction of the global system of mobile (GSM) communication in Nigeria that has made the students addicted to spend most of their time in watching film, yahoo-yahoo or internet fraud, facebook, pinging, u-tube, whatsapp, distractions from ICT, poor academic achievement of students, the production of half-baked graduates who are novices in their fields have been a prevalent problem in the country. Such deviations are associated with poor reading culture, and are all affecting the country socially, economically and politically. However, with

these striking problems on ground, one seems to wonder if a suggestion of some interventions and remmediation strategies such as encouraging students to be academically engaged to boost their achievement orientation could give a solution to the problem. This is because the emphasis in Nigerian schools is more on teaching methods over learning methods which could be disruptive to the future generation and the nation at large.

However, it seems that the mass failure of in-school adolescents in Agbani Education Zone of Enugu State especially in Enugu south, stems from the fact that they lack good reading culture and that such ugly trend might have been triggered by poor engagement and achievement orientation of in-school adolescents. To the best of researchers' knowledge, no study has examined the correlation among academic engagement, achievement orientation and reading culture of in-school adolescents in Enugu State, Nigeria. On that note, the relationship among academic engagement, achievement orientation and in-school adolescents' reading culture is still in doubt and calls for urgent research attention. Against this background, therefore, the researchers set to investigate the correlation among academic engagement, achievement orientation and reading culture of in-school adolescents in secondary schools in Enugu south of Agbani Education zone of Enugu State Nigeria. In this area, students seem to have an overwhelmingly poor reading culture, poor teaching-learning method and lack of innate zeal to read. The problem which arose for this study, stated in question form, therefore is; what is the relationship among in-school adolescents' academic engagement, achievement orientation and reading culture?

1. The understated research questions guided the study:

2. What is the in-school adolescents' academic engagement?

3. What is the in-school adolescents' achievement orientation?

4. What is the in-school adolescents' reading culture?

5. What is the relationship between in-school adolescents' academic engagement and reading culture?

6. What is the relationship between in-school adolescents' achievement orientation and reading culture?

Two null Hypotheses, tested at 0.05 probability level, which were formulated to guide this study are:

1. In-school adolescents' academic engagement has no significant relationship with reading culture.

2. Achievement orientation has no significant relationship with in-school adolescents' reading culture.

2. Method

A correlational survey research design was adopted for this study. The study was carried out in Agbani Education zone of Enugu State comprising Enugu south, Nkanu east and Nkanu west. The population comprised all the 3469 senior secondary 11 (SS11) in-school adolescents in forty three 43 public secondary schools in Enugu south of Agbani Education zone of Enugu State during the 2012/2013 academic session (Planning, Research & Statistics Zonal Office Enugu, 2013).

The sample is 340 in-school adolescents in Agbani LGA. A multi-stage sampling technique was employed to compose the sample. A purposive sampling technique was employed to sample only Enugu south Local Government Area. It was purposive because Enugu south is strategically situated in a commercial city and therefore predisposes the students to township life, distraction from GSM and other ICT facilities. Second, a stratified random sampling technique was employed to sample 16 in-

school adolescents from each of the fifteen schools in the Local Government Area. This gave a total number of 340 in-school adolescents in the public secondary schools in Enugu south Local Government Area of Agbani Education Zone in Enugu state.

Three instruments were used for the study. One is a 25 items instrument named in-school adolescents' acadmic engagement scale (IAES) adapted from Fredericks, Blumenfeld, Friedel & Paris (2005), structured to elicit information on in-school adolescents' academic engagements. The second instrument is a 34 items instrument named in-school adolescents' achievement orientation scale (IAAOS) adapted from Was (2006) achievement orientation scale, structured to elicit information on in-school adolescents, achievement orientation. The third instrument is a 21 items instrument named in-school adolescents' reading culture inventory (IARCI). The three instruments had responses that ran on a four point scale thus: Very Much True (VMT) = 4 Points, Very True (VT) = 3 Points, Moderately True (MT) = 2 points, Not at all True (NAT) =1 point. The instruments were validated by three experts, two in educational psychology and one in measurement and evaluation. Their comments and suggestions were used to modify the present instrument. The reliability of the three instruments were ascertained using. Cronbach alpha to determine the internal consistency, which yielded 0.78, 0.87 and 0.83 reliability estimate for the three instruments respectively. The researcher with the help of two research assistants distributed and collected back the instruments from the respondents. Data for research questions 1-3 was answered using mean and standard deviation whereas that of 4 and 5 was analyzed using Pearson r and R-square. The hypotheses were tested using analysis of variance (ANOVA) at 0.05 level of significance. For each respondent, an overall mean score for all the items were computed. An overall mean score of 2.5 and above was the benchmark for acceptance.

The results of the study were presented based on the research questions and corresponding hypotheses.

Table 1. Mean Scores and standard deviation of respondents showing the in-school adolescents' academic engagement

S/N	ITEM STATEMENTS	N	X	SD
	Affective engagement indicator - *Affective liking for school*			
1	Most mornings, I look forward to going to school.	340	3.05	.85
2	I am happy to be at this school.	340	3.21	1.00
3	I believe that what we are learning in school is interesting.	340	3.25	1.05
4	I do not like what I am learning in school.	340	2.92	.77
5	I enjoy learning new things in my class.	340	3.14	.86
6	I think learning is boring.	340	2.61	.94
	Behavioural engagement indicator			
7	When I am in class, I participate in class activities.	340	3.24	.81
8	I pay attention in class.	340	3.29	.78
9	When I am in class, I just act like I am working.	340	2.83	.90
10	In school, I do just enough to get by.	340	2.80	.86
11	When I am in class, my mind wanders	340	2.52	1.00
12	If I have trouble understanding a problem, I go over it repeatedly until I understand it.	340	3.24	.82
13	When I run into a difficult homework, I keep working on it until I think I have solved it.	340	3.21	.79
14	I am an active participant of school activities such as sport day and school picnic.	340	3.34	.72
15	I take an active role in extracurricular activities in my school.	340	3.47	.96
15	When I study, I try to understand the material better by relating it to things I already know.	340	2.86	.89

16	When I study, I figure out how the information might be useful in the real world.	340	3.11	.76
17	When I study, I try to connect what I am learning with my own experiences.	340	3.62	.85
	Cognitive Engagement indicator			
19	I make up my own examples to help me understand the important concepts I learn in school.	340	3.16	.92
	When learning things for school, I often try to associate them with what I learnt in other classes about the same or similar things.	340	2.76	.93
20	When learning things in school I try to see how they fit together with things I already know.	340	3.44	.71
21	I try to see the similarities and differences between things I am learning for school and things I know already.	340	3.18	.87
22	I do not try to understand how the things I learn in school fit together with each other.	340	2.94	.76
23	I try to match what I already know with things I am trying to learn for school.	340	3.51	.91
24	Instead of just reading over, I try to think through topics and decide what I am supposed to learn from them.	340	3.33	.93
25	When studying, I try to combine different pieces of information from course material in new ways.	340	3.51	.79
	Overall Mean		3.26	.81

Data in Table 1 reveal the in-school adolescents' responses on their academic engagement in Enugu South Local Government Area of Agbani education zone of Enugu State, Nigeria. The negatively skewed items were reversed before the analysis. The mean ratings of all the items were above the criterion mean of 2.50. The 25 items have cluster mean score of 3.26 and standard deviation of .81. The mean rating of the 25 items and the cluster mean score of 3.26 which were above 2.50 benchmark, therefore implies that the in-school adolescents were affectively, behaviourally and cognitively engaged in their academic activities. Table 2 presents data elicited by research question 2.

Table 2. Mean Scores and standard deviation of respondents showing the in-school adolescents' achievement orientation.

S/No.	Item Statements	N	ξ	SD
	Mastery			
1.	I am more concerned with improving from week to week than I am doing better than others in the course.	340	3.05	1.00
2.	Even when I am doing well in this course I still work hard to improve my understanding of the material.	340	2.66	.86
3.	In this class, I prefer material that arouses my curiosity, even if it is difficult to learn.	340	3.20	.88
4.	I feel that effort that leads to improvement increases my	340	2.97	.96

	ability.			
5.	My goal in this course is to do my best, even if others are doing better.	340	3.37	.78
6.	I try to improve my test and assignment scores throughout the semester.	340	3.32	.83
7.	I feel that one can increase their mental abilities through effort.	340	2.89	.90
8.	I do think that understanding the content of this course is more important than just getting a good grade.	340	2.63	.76
9.	I am more concerned with doing my best than doing better than others.	340	3.40	.79
10.	I challenge myself with goals for a test based on my past exam results.	340	3.46	.91
11.	I will try my best for every exam even if I know that I do not need to try hard for a good grade.	340	3.19	.98
12.	In this class I prefer materials that challenge me.	340	3.61	76
	Performance Approach			
13.	I believe that if one does not try hard in a class, but still does well, they must be smart.	340	3.49	.51
14.	I do think It is important for me to do well, compared with others in this class.	340	2.81	.68
15.	I want to do well in this class so that my friends, family, instructor and others will recognize my ability.	340	3.60	.49
16.	When exams or assignments are returned in the class, I immediately want to compare my scores to others in this course.	340	3.70	.48
17.	My only goal for this course is to get the best grade in the class.	340	3.76	.84
18.	I am not interested in doing better than the other students in the class, than doing my best.	340	3.71	.64
19.	I believe that intelligence is something you are born with.	340	3.18	.71

20.	I feel that if someone tries hard in class, but does poorly, he is not intelligent.	340	3.62	.49
	Performance Avoidant			
21.	I am afraid that if I ask the instructor for help they may not think i am very smart.	340	2.01	.70
22.	When others ask how I did on test or assignments in this course i often lie and say I did better than I actually did.	340	1.86	.98
23.	I often worry about doing poorly in this class.	340	1.71	.46
24.	I worry more about getting a bad grade than i do about understanding the material.	340	1.99	.81
25.	I like my classes best when there is not much to learn.	340	1.95	.50
26.	I feel that having to try hard to do well in a class is evidence of lack of ability.	340	1.80	.65
	Work Avoidant			
27.	I want to do as little work as I have to in this class.	340	1.93	.77
28.	If I know I am getting an A in a class without much effort I will slack off.	340	2.00	.71
29.	Getting a good grade in this course is more important than understanding the material covered.	340	1.68	.77
30.	I just want to do as much as I have to in order to get by in this class.	340	1.73	.82
31	My primary goal in this course is to avoid getting a bad grade.	340	1.93	.77
	Overall Mean		3.66	.64

Data in Table 2 indicate the in-school adolescents' responses on their achievement orientation in Enugu South Local Government Area of Agbani education zone of Enugu State, Nigeria. It was shown that out of 31 items, all the 20 items on mastery and performance approach orientation - 3.05, 2.66, 3.20, 2.97, 3.37, 3.32, 2.89, 2.63, 3.40, 3.46, 3.19, 3.61, 3.49, 2.81, 3.60, 3.70, 3.76, 3.71, 3.18, 3.62 had mean rating above 2.50 while the responses on performance avoidant and work avoidant items had mean rating below 2.50, which was below the benchmark for acceptance. The performance avoidant and work avoidant had the mean responses of 2.10, 1.86, 1.71, 1.99, 1.95, 1.80 and 1.93, 2.00, 1.68, 1.73, 1.93 respectively. The responses on mastery and performance approach orientation items which were above 2.50 benchmark and that of the performance avoidant and work avoidant of below 2.50 benchmark revealed that most of the in-school adolescents are mastery and performance oriented, furthermore, the cluster mean score of 3.66 and standard deviation of .64 further affirms that the in-school adolescents are mostly mastery and performance oriented.

2.1 Research Question Three

Table 3. Mean Scores and standard deviation of respondents showing the in-school adolescents' reading culture.

S/No.	Item Statements	N	ξ	SD
1.	I do have an innate zeal for read.	340	3.05	1.00
2.	My parents invest in purchasing of books to help improve my reading habit.	340	3.20	.88
3.	My school has trained Reading Specialists that couch students on reading	340	2.84	.78
4.	I spend much time daily reading recommended text books.	340	2.97	1.00
5.	I do make good use of the libraries	340	3.33	.83
6.	There are no good furnished libraries in my school	340	3.09	.92
7.	I often devote much time from my leisure time reading	340	3.19	.92
8.	I always go to the library to borrow book.	340	2.52	.91
9.	I derive joy in reading any material that i encounter	340	3.20	.84
10.	I often desire to read but do not have variety of books to select from.	340	3.37	.78
11.	I prefer being engaged in social network rather than reading.	340	3.18	.92
12.	Oftentimes, I utilize the time my time for reading instead of watching television and videos.	340	2.68	.93
13.	I have phoebia for reading.	340	2.72	.78
14.	I easily get distracted when I am reading	340	2.81	.76
15.	I see reading as a purnishment	340	3.18	.91
16.	My parents have a good reading culture.	340	2.65	.82
17.	My parents create time to read to me	340	2.93	.89
18.	My parents always encourage me to read with them.	340	3.26	.71
19.	My parents are literate.	340	3.12	.77
20.	I am always reinforced by my parents if they see me reading.	340	3.71	.82
21.	There are no compulsory reading course in the curriculum that would motivate me to read.	340	3.18	.77
	Overall Mean		3.15	.76

Data in Table 3 show the in-school adolescents' responses on their reading culture in Agbani education zone of Enugu State, Nigeria. However, the negatively skewed items were reversed before the analysis. Their responses indicate that the mean ratings of all the items were above the criterion mean of 2.50. The 21 items have cluster mean score of 3.15 and standard deviation of .76. The cluster mean of 3.15 which was above 2.50 benchmark implies that a great number of the in-school adolescents had a good reading culture.

2.2 Research Question Four and Hypothesis One

Table 4: Mean scores, standard deviations and t-value of in-school adolescents' reading culture by academic engagement.

In-school adoles.	ξ	SD	t-value	N	df	Pearson r	Better value	Adjust. R-sq.	Mean square	Sig. (2-tailed)	Dec.
Academic engag.											
Academic engag.	3.85	.76									
			39.006	340	116	.022[a]	.37192	.809	.894	.000	Rej.
Reading culture	3.62	.59									
	3.71	.83									

Table 4 shows a correlation between in-school adolescents' academic engagement with their reading culture. It revealed that the t-value is 39.006 at 116 degree of freedom, 809 adjusted r-square and .894 mean square. This shows that the relationship between in-school adolescents' academic engagement and their reading culture is positive and strong. Their mean scores of 3.85 and 3.62 respectively and cluster mean score of 3.71 were above 2.50 benchmark for acceptance.The adjusted R-square which is the magnitude of correlation of academic engagement with reading culture is shown to be .809. indicates that the correlation contributes 81% which reveals a high correlation and the remaining 19% could be as a result of other minute factors. This reveals that in-school adolescents' academic engagement relates with their reading culture. The corresponding hypothesis which predicted a no significant relationship between in-school adolescents' academic engagement with their reading culture was further subjected to analysis of variance (ANOVA). The pearson's coefficient (r) is .022a which is significant at .000 which was below the 0.05 probability level at which the null hypothesis was tested. The hypothesis is therefore rejected.

2.3 Research Question Five and Hypothesis Two

Table 5: Mean score, Standard Deviation and t-value of in-school adolescents' reading culture by achievement orientation.

In-school adoles.	ξ	SD	t-value	N	df	Pearson r	Better value	Adjust. R-sq.	Mean square	Sig. (2-tailed)	Dec
Academic engag.											
Academic engag.	3.23	0.39									
			41.002	340	738	.029[a]	.37192	.789	.826	.000	Rej.
Reading culture	3.42	1.29									
	3.32	1.89									

Table 5 shows correlation between in-school adolescents' achievement orientation with their reading culture. It revealed that the t-value is 41.002 at .738 degree of freedom, .789 adjusted r-square. This shows that the relationship between in-school adolescents' achievement orientation and their reading culture is positive and strong. Their mean scores of 3.23 and 3.42 respectively and cluster mean score of 3.32 were above 2.50 benchmark for acceptance. The adjusted R-square which is the magnitude of correlation of achievement orientation with reading culture is shown to be .789. indicates that the correlation contributes 79% which reveals a high correlation and the remaining 21% could be as a result of other minor factors. This reveals that in-school adolescents' achievement orientation relates with their reading culture. The corresponding hypothesis which predicted a no

significant relationship between in-school adolescents' achievement orientation with their reading culture was further subjected to analysis of variance (ANOVA). This shows that the pearson's coefficient (r) is .029a which is significant at .000 which was below the 0.05 probability level at which the null hypothesis was tested. The null hypothesis is therefore rejected.

3. Discussion

Reading for pleasure or for academic purposes, is an essential habit that forms the bedrock of greatness in everyone regardless of age, gender or status. Reading culture is an attitude, a value and level of organisations which helps individuals especially in-school adolescents to increase their skills, knowledge and habits as they grow up.

The findings reveal that academic engagement the degree to which students are affectively, behaviourally and cognitively engaged in their studies significantly relates with their academic achievement. This shows that these three dimensions of academic engagement run concommitantly to facilitate learning. This affirms the assertion by (Fredericks, Blumenfeld, Friedel & Paris (2005) that the degree to which students are 'connected' to what is going on in their classes or academic environment" has been shown to contribute to enhanced academic performance.

It was also found that in an academic situation, students orientated to mastery and performance approach strive to achieve a desirable goal. Students oriented towards mastery are focused on what to learn as well as its application while performance avoidance and work avoidance avoid tasks, avoid failure and exerts a minimum of hard work. This agrees with Barkur, Govindan & Kamath (2013) that in an academic situation, students' orientation to mastery and performance approach is crucial for achieving the intended learning objectives whereas students with performance avoidance orientation hide themselves trying not to get involved in any activity. They asserted that it could be due to their inability to perform a particular task or due to hesitation. The focus of students with work avoidance goal orientation is to complete the task at hand with as little work as possible.

Results of the study show that the relationship between in-school adolescents' academic engagement and their reading culture is positive and strong. This is in line with the assertion of Schmidt (2011) that academic engagement in the classroom can be characterized by a psychological state in which students put in a lot of effort to truly understand a topic and in which students persist studying or working on a task over a long period of time. In addition, Walker, Greene and Mansell (2006) also explained that it is a process of cognitive processing that a student brings to academic tasks as well as the amount and type of strategies a student utilize that expose them to cognitively challenging curriculum.

The findings reveal that in-school adolescents' achievement orientation significantly correlates with their reading culture. It was found that in-school adolescents' who are achievement oriented enjoyed better reading culture. This is in line with the view of Kaur, Singh & Kaur (2012) that achievement orientation is an internalized tendency to strive for standard of excellence. It attempts to account for the determinants of the direction, magnitude and persistence of behaviour. As a result of independent thinking, skill development and personality development in the academic atmosphere of a learning environment, it is expected that students' desire to excel enhances their reading culture. It also conforms with Wikipedia (2012) that achievement orientation is the presence of the motives, the nature of the situation evoking the motive and the goal of the behaviour. These motives are the desire to excel with reference to a standard of excellence. The situation which evoke achievement behaviour are those in which competence of performance is central and the general aim of achievement behaviour appears to be that of obtaining positive reinforcement for demonstrated competence.

4. Conclusion

Academic engagement and achievement orientation of the in-school adolescents significantly correlate with their reading culture. Therefore, a learning environment that exposes students to high engagement and enhanced achievement orientation would better enhance their reading culture.

5. Recommendations

- The government, school administrators, educators and parents should put concerted effort to encourage in-school adolescents to be affectively, behaviourally and cognitively engaged in order to prevent deleterious outcomes associated with poor reading culture.

- In-school adolescents should be encouraged to have an innate zeal to read, and perceive reading as an activity that has real educational and social consequences.

- The government should provide guidance and psychological support that will make the in-school

- Parents should create time to read together with their children and also expose them to a wide array of reading materials that will make them perceive reading as a pleasurable activity.

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