

EFFECT OF PEER INFLUENCE AND SOCIAL MEDIA UTILISATION ON READING HABIT OF SECONDARY SCHOOL STUDENTS IN OYO STATE, NIGERIA

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Abstract

This study investigated the effect of peer influence and use of social media on reading habit of secondary school students in Oyo State, Nigeria with particular focus on SS II students. The study adopted the survey research design while questionnaire was adopted as the major instrument of data collection. A total of 2,468 senior secondary II students selected across 140 schools constitute the sample size for the study. Findings on the reading habits of secondary school students revealed reading to pass examinations (68.4%), self-development (66.7%), acquisition of information (61.1%), leisure and fun-seeking (58.3%), desire to be at par with mates (54.2%) and while away time (52.6%) as major purposes for reading while coffee-taking (47.6%), soaking legs in water (38.4%), drug usage (36.6%), gum chewing (35.1%), listening to music (34.5%) and biting finger nails (33.0%) were done alongside with reading. Also, the study revealed that reading frequencies among the students were: less than one hour (53.8%), 2 - 4 hours (49.7%), one hour (40.1%), 4 - 6 hours (38.9%), and 6 hours and above (32.6%). High level of peer influence was established among the students while reading, sourcing for news, making new friends, socialising with contacts, having leisure/fun/entertainment and finding community of interest were major purposes for which the students make use of social media. Facebook, 2go, google talk, Whatsapp and Twitter were found to be the most used social media by secondary school students. A positive relationship was established between peer influence, use of social media and reading habit of secondary school students in Oyo State, Nigeria.

Keywords: Peer influence, Social media utilisation, Reading habit, Secondary school students, Oyo State, Nigeria.

Introduction

The reading habit of secondary school students in Nigeria has been found to be on the decline which portends danger for the academic performance of these students. Previous studies (which have identified several factors) focused more on home- and school-related factors as being responsible for this decline. These factors include lack of library infrastructure and facilities in most schools and homes, inadequate funding of education by governments at all levels, inappropriate teaching methodologies, declining parental care, among others. However, little emphasis has been given to students-related factors and psychological factors such as self-esteem, peer influence and social media utilisation. It is important to note that these Senior Secondary School students, who are in the impressionistic stage of their lives, could be influenced by factors that could distract them from developing good reading habit which is an essential ingredient for lifelong learning. It is imperative that these factors be investigated to find out how they affect the reading habit of students.

The Chief Examiners' Reports on the West African Examination Council (WAEC) examinations expressed the concern on the rate of failure of secondary school students who have been sitting for the Board's examinations. The report of 2006 (which was the result of review carried out for a period of three years 2004-2006) submitted that the generally poor performance of candidates was indicative of poor (and perhaps, declining) quality of education at the Senior Secondary School level. The report went on to recommend, among others that government and school authorities should identify the causative factors for the poor (and in some cases steadily declining) performance level of school candidates at the Senior Secondary school level and that the development of good reading habit by the candidates should be promoted. The report of the following year, 2007 was not significantly different as the performance of the majority of the candidates was also found to be poor. The candidates were found to have shallow knowledge of the subject matter and lacked understanding of the requirements of the questions. The report thus recommended that candidates should be encouraged to buy textbooks and read them when preparing for an examination. The implication of this is that unless Senior Secondary school students develop good reading habit, their failure at the terminal examination may continue to recur.

A pointer that there is need to identify the reason behind the consistent poor performance of students at the Senior Secondary school examinations is reinforced by the fact that seven years after the earlier reviewed reports, students have continued to perform poorly at the national examination. The results of the May/June, 2014 Senior Secondary School Certificate Examination (SSCE) in which only 31.3% of the total candidates that sat for the examination recorded credit passes in five subjects (Nigerian Tribune, 2014) showed again that the rate of failure calls for concern. One of the reasons attributed to this observed failure was the decline in the reading habit of secondary school students in Nigeria (Oguntuashe, 2011). A preliminary observation carried out by the researcher among Senior Secondary school students in some schools in Ibadan metropolis of Oyo State showed that many students no longer engage in purposeful reading activities. For the few of them that visited the library, they were found to engage themselves with other activities not related to reading like using their mobile telephone for non-academic related activities. The fear by education experts (which is in line with the Chief Examiners' reports) is that the declining reading habit may likely affect the academic performance of Senior Secondary School students in Nigeria. This failure, they pointed out, may have effect on the family, the society and the nation as a whole. For a student who failed to achieve anything meaningful academically, life may not hold much meaning; consequently the affected students may face a bleak future.

Reading habit is formed when an individual has developed a strong love or passion for reading and has developed a desire to read all through his lifetime (Shen, 2006; Alawiye, Owolabi and Olagesin, 2012). Reading habit is reflected in the pattern that an individual has established for his reading activities, often beginning from childhood. Thanuskodi (2011) asserted that reading habit serves as means to an end and explained further that they are significant to the social, academic and economic survival of the individual. There is no doubt that those who have good reading habit make the best use of their real and spare

time as they keep their minds away from the worries that might distract them if they fail to utilise their time judiciously.

Earlier researches (Issa, Aliyu, Akangbe and Adedeji, 2012) have documented that from middle childhood through adulthood, reading habit is a major component of studying and that much information learned through studying is initially acquired through reading. There is no doubt that through a good reading habit, the individual is able to build or fix things, enjoy stories, discover what others believe and develop ideas/beliefs of his own. It can thus be posited that a student would have formed good reading habit when he has become an independent reader who can rely on his memory and experience in order to understand what is read. Greene (2001) noted that reading habit should be developed at an early age and nurtured continuously to help individuals become lifelong learners. One way through which this could be encouraged is through making reading enjoyable to the learner. This is because students' aspirations could be significantly mediated through the secondary school years and transformed into career choices later by a range of factors including interest in reading. Good reading habit will require the practice of reading regularly without thinking about it, unconsciously becoming part and parcel of a student's life.

Igbokwe, Obidike and Ezeji (2012), however, noted that as a result of technological development, reading habit among secondary school students are fast vanishing into thin air as the technology is slowly taking a steady control over the individual's life. They further observed that students now spend more hours on electronic media; browsing the net, playing with funky handsets and passing non-stop SMSs (short message services). These eventually make reading a book or any other piece of written material by students a somewhat archaic idea. It is in line with the foregoing that this study investigated correlation peer influence, utilisation of social media and the reading habit with a view to determine the extent to which peer influence and social media utilisation could influence reading habit of Senior Secondary school students in Oyo State, Nigeria.

Objectives of the study

The main objective of this study is to investigate the extent to which peer influence and social media utilisation correlate with and determine reading habit of Senior Secondary School students in Oyo State, Nigeria.

However, in achieving this objective, the following research questions were answered in this study/

1. What is the level of peer influence among Senior Secondary school students in Oyo State?
2. What is the purpose of use of social media by Senior Secondary school students in Oyo State?
3. What is the most used social media sites by Senior Secondary school students in Oyo State?
4. What is the pattern of reading habit of Senior Secondary school students in Oyo State?

5. What is the pattern of relationship that exists among peer influence, social media utilisation and the reading habit of Senior Secondary school students in Oyo State?

Literature Review

Reading habit of secondary school students

Reading is a deliberate act which presupposes that a reader has a reason for engaging in the act as it is this that can lead him to forming a reading habit. The formation of reading habit is what makes a reader to focus his attention, or gives him a goal, to work toward reading. This is because intrinsic motivation toward reading is generated when students have a purpose for reading. Without a purpose, there can be no motivation; and without this, no reader can be posited to have formed the habit of reading. Zhang and Duke (2008) in a study among Internet users in Midwestern University, Texas identified three purposes for reading, which if done repeatedly over time can lead to cultivation of reading habit. These are seeking specific information, acquiring general knowledge and being entertained. Following the position of several authors that Internet reading has come to be regarded as one of the 'new literacies' skills (Alvermann, 2002; Leu, 2002; Coiro, 2003 cited in Susan, Rush, Eakle and Berger, 2008; Lankshear and Knobel, 2003), Narvaez, van den Broek and Ruiz (1999; cited in Linderholm, 2006) identified two purposes for reading: reading for study and reading for entertainment.

The cultivation of good reading habit influences the promotion of one's personal development in particular and social progress in general. Regular and systematic reading, which leads to formation of reading habit sharpens the intellect, refines the emotions, elevates tastes and provides perspectives for one's living. This eventually prepares a person for an effective participation in the social, religious, cultural and political life of his environment. Thus, reading is considered a vital factor affecting intellectual and emotional growth, justifying the popular saying that reading is to the mind what exercise is to the body. This leads to the cultivation of reading habit which helps to fire the imagination of the person because it gives the individual who reads well a means for widening mental horizons and for multiplying opportunities of success.

Reading habit among Nigerians has been found to be a source of worry (Aina; Okusaga; Taiwo and Ogundipe, 2011). Students are described as having low reading habit (Arua and Lederer, 2003 cited in Ezenandu, 2011; Muodumogu, 2006; Bodunde, 2006); the lack of which is antithetical to the educational and national development of the country. With this, Yani (2003) posited that the concept of reading habit should be on the front burner. This worry is not unfounded in an age of modern information and communication technologies (ICTs), with the proliferation of mobile telephone with Internet access, computers, televisions and video players; it is now becoming uncommon to see children and adolescents carrying books to read; threatening to make cultivation of a good reading habit go with the wind. Students are gradually abandoning book reading to pursue interests in movie watching and recently, surfing and chatting on the net. Whereas, before the advent of these technologies, it was a well-known fact that people spent hours reading books and travelled to lands far away in their minds. The implication of this, according to Liu (2005) is that the growth of electronic media might have brought negative implication to reading as

people may become less engaged in extensive reading, thus lacking in the ability to read deeply and sustain a prolonged engagement in reading. However, Ramirez (2003) and Liu (2005) offered that people would print from the Internet in order to engage further reading. They pointed out that the younger generation spends more time reading the screen-based materials while the attraction of availability of a large choice, efficiency, accessibility, low cost, and up-to-date nature of online materials draw teenagers to the Internet.

In his autobiography, *Gifted Hands*, an internationally acclaimed Neurosurgeon Benjamin Carson (as cited by Shabi and Udofia, 2009) challenges young people to evolve a sustainable reading habit. He shared the success story of how he, a non-reader became a fluent voracious reader through the effort of his mother, and the encouragement of the libraries in the locality. Today, he is a strong advocate for the promotion of reading habit among children and adolescent. In essence, becoming a reader requires a conscious effort from the individual, though this can be influenced by the environment that the individual finds himself. As Shanker (1993; cited in Kahlenberg and Potter) noted, parents will have a great role to play in this regard since readers are made, not born. No one comes into the world disposed for or against the words in print. A solid foundation for reading habit can be laid by a book-conscious home as parents who set an example by reading themselves are most likely to have children who grow up to become avid readers (Monson and McClenathan, 1983). Children will become readers with greatest ease and lasting effects when they are prepared for it, preferably from birth by daily experience of literature read aloud to them and abundance of books shown to them. Whilst in the process of making readers, parents must allow children to make relatively steady progress toward becoming ever more accomplished readers. The chances are good that children's reading skills will grow in direct proportion to the degree of success and enjoyment they find in books. When this foundation has been laid, peer influence on such individual can only be positive because he would have developed a positive self-esteem that would be difficult to change by a negative peer influence.

Dorothy (2002) brought to the fore the negative effects that poor reading habit can have on a student. She pointed out that children with poor reading habit have higher chances of anti-social behaviour as it has been observed that delinquency; school violence, bullying, incidence of hacking computers and even incidence of examination malpractices have a higher correlation with poor reading habit. She however declared that this does not mean that those with poor reading habit display such behaviour, still maintaining that poor reading habit is mainly responsible for such behavioural patterns while good reading habit helps in developing a steady and constructive mind. Furthermore, Fosudo (2010) asserted that poor reading habit can make a child develop poor attitude to school and it can create self-esteem problems later in life. However, some factors have been found to determine the interest that a student can develop in reading. These, according to Radebe (1995) include: socio-economic factors (including home background), availability and suitability of books and the teaching of reading; singling out home background as having the greatest influence on the development of early attitudes towards leisure reading. 19 Therefore, good reading habit could be considered as a goal-oriented or result-determined and systematically patterned way a student willingly and consistently adopts in his

private studies with a view to attaining success in his academic activities. As such it could be regarded as a success-driven device consciously and consistently adopted by a student in his private study engagement in order to achieve excellence in his period of academic tutelage, which he may not be able to achieve without the use of good reading habit. The ultimate result of the cultivation of good reading habit will be academic achievement, which is the precursor to success in life.

Peer influence and reading habit of secondary school students

The development of reading habit among secondary school students has been found to be related to the type of influence that peers exert on one another. According to Majid and Tan (2007) an individual engages in reading activities due to several factors; as reading habit has been the passion of the greatest personalities of all times. Human beings have been reading since ages and thus words of knowledge have been passed on through generations. A study of young people in Britain, aged between 11 and 18 years, found that peer influence was the top most reason for reading books (Market and Opinion Research International - MORI, 2004). The implication of this is that students can be attracted to reading when they observe their peers doing same. Other studies have further established the influence of peer on what students read. Steffensen and Weinreich (2000) in their study established a distinction between what some Danish boys and girls prefer to read. Boys were found to prefer reading books on suspense, humour, thrillers and history while girls preferred to read realistic books, fairytales and fantasy stories. Equally, Sturm (2003) found in a study conducted among boys and girls in North Carolina, USA that boys preferred to seek information on sports, transportation and military topics as against girls that enjoyed reading about arts and crafts, health, fashion and beauty. Furthermore, an earlier study by Balasundram (1991; cited in Majid and Tan, 2007) in Singapore established that boys preferred to read adventure stories while girls preferred mystery and fairytales. The import of this is that it is established that peer play a role in the cultivation of reading habit, as they influence one another on what to read.

There is a paucity of literature on the amount of influence that peer exert on one another in Nigeria as not much empirical studies were found to have been conducted in this area. However, it can be safely argued that since students, wherever they may be, share certain characteristics; Nigerian students can furthermore exert influence on one another, especially in the area of reading. Arguably, since part of the reasons for reading by students is to pass examinations, the tendency is for them to influence one another to engage in serious academic reading exercise, considering that peers influence one another in some other areas (Makgosa and Mohube, 2007). Furthermore, Palmer (1995) in a study conducted among library users found recommendation from friends as one of the motivating factors for reading a book. This underscores the important role that peers play on reading habit formation. Geysler (1986) and Irvin (1998) furthermore advanced reasons why students engage in reading to include being seeing by peers to be reading, reading preference and seeking peers that fall within the category of their study need. Chen (2007) furthermore underscored the influence of peers on reading habit as he pointed out that boys in Taiwan considered reading as being related to girls' activities.

Social media utilisation and reading habit of secondary school students

Several studies have established that the use of social media by students has the capacity to make them more engaged. Although these studies were conducted among students of higher institutions, it was established that a correlate exists between the use of information and communication technology and students' academic performance (King and Robinson, 2009; Annetta, Minogue, Holmes and Cheng, 2009; Chen, Lambert and Guidry, 2010). Reading habit has been the object of empirical and theoretical investigations. Studies in the area of reading habit come from various academic disciplines including library information science (LIS), education, social science, and recently information systems. Studies have established that the amount of reading impacts on reading achievement and educational attainment and furthermore increase general knowledge, social skills, and community participation (Cunningham and Stanovich, 2001). The researchers furthermore established that it helps children; especially those with lower levels of cognitive ability compensate their deficiency by building their vocabulary and general knowledge. Findings about reading habit contribute significantly to how library provides its services, how teaching students to read can be made more effective, and how web site and system design can be made more useful and user friendly.

The emergence of the new digital environment has furthermore captured the interest of many researchers. With the growing amount of digital information available, people particularly young adults are found spending more time reading electronic materials (Ramirez, 2003; Liu, 2005). A growing amount of reading time is spent more on skimming and browsing for information on the Internet. Beach and Lundell (1998; cited in Winterwood, 2010) in their report on studies of seventh-grade students working on computers, observed that students engaged in computer-mediated communication (CMC), such as e-mail, posting messages, online chats and, learned literacy skills through social exchanges. On the other hand, the nature and purpose of reading seem to be deviating as well from the traditional reading methods, which are brief, linear and less structured. Some researchers argued that the growth of electronic media may give negative implication to the fact that people are less engaged in extensive reading and lack the ability to read deeply and to sustain a prolonged engagement in reading (Liu, 2005). Others argued that people still prefer printed documents when it comes to reading. Both Liu (2005) and Ramirez (2003) provided evidence that people would print from the Internet in order to engage further reading. Liu furthermore provided the evidence that the age factor contributes to reading behaviour on the Internet. In addition, younger people can tolerate more time reading the screen-based materials.

Positive reading attitudes lead to positive reading experiences, which furthermore lead to higher academic performance. Some recent studies focused on identifying what influence the development of positive attitudes towards reading in secondary school (Walberg and Tsai, 1985; Bintz, 1993 cited in Lesley, 2011). Walberg and Tsai (1985) concluded that a positive attitude towards reading is one of the strongest correlates of reading achievement. Factors that contributed to a positive attitude among adolescents included: believing that reading is important; enjoying reading; having a high self-concept as a reader; and having a verbally stimulating home environment where verbal interaction takes place regularly.

One study (Kubis, 1996; cited in Annamalai and Muniandy) indicated that students attribute their positive attitudes towards reading to a significant event or person. He noted that, generally, students who were read to as children and who owned personal book collections exhibited more positive attitudes towards reading than those who did not. Families of students with positive attitudes towards reading received more magazines than families of those with negative attitudes.

Most recently, there have been worrisome observations about the reading habit of the teaming population in some countries in Africa and some parts of the world. Bobda (2011) while investigating the reading habit of some postgraduate high school student-teachers in Yaoundé stated that the lack of reading in Africa and specifically in Cameroun is a phenomenon often decried in popular opinion. Arua (2011) investigated the influence of teachers on students' leisure reading habit with a view to finding solution to the contentious view that Botswana does not have a reading culture. Ibode and Isiugo-Abanihe (2011) in their study on redressing poor reading habit among youths in Nigeria lamented the phenomenon of poor reading culture, especially among the youths in the country. The study investigated the extent to which teachers in the secondary schools in South-West are implementing research-based strategies for improving reading culture among youths. Earlier in the United States, the National Endowment for the Arts (NEA) published a report in 2009, which focused on literary reading for leisure and suggested that young Americans aged 18-24 had undergone a particularly inspiring transformation from a 20 percent decline in 2002 to a 21 percent increase in 2008 in their reading habit (Cull, 2011).

The onset of information technology in the world over and Nigeria in particular, has revolutionised the reading habit of students. On the one hand, the new technology has enhanced students' learning experiences as it has created platforms for them to interact with the world and media socially all round the world. Cull (2011) is of the view that while the Internet is a text-saturated world, reading online screens tends to be significantly different from reading printed text. In the study, he reviewed literature from a variety of disciplines on the technological, social, behavioural, and neuro-scientific impacts that the Internet is having on the practice of reading. A particular focus was given to the reading behaviour of emerging university students, especially within Canada and the United States. A brief overview was provided of the recent transformation of academic libraries into providers of online digital text in addition to printed books and other materials. On the other hand, it seems it has had some negative effects on their reading habit. Instead of people reading books, they now listen to people talk on You Tube, Facebook etcetera, so they do not feel the need to read any longer. A survey carried out by Book Aid International (in Sonaike, 2004) found out that children in developed countries read for relaxation, while a majority of children in developing countries read for examinations. The fact that a nation cannot rise above its literacy level, makes it imperative to determine the influence the use of Internet is having over the reading habit of students in Nigeria and this is what this study investigated. It can be seen from the review of the literature that there is the worrisome phenomenon of poor reading habit of students coupled with the fact that Internet use by students has negatively impacted the reading habit of young people, especially in secondary schools.

Methodology

This study adopted survey design of the correlational type while the population for this study comprised all Senior Secondary School II students (SS II) spread across the 529 public and 247 private schools in Oyo State, with a total population of 84,042 (Teaching Service Commission and Ministry of Education, Oyo State, 2014). A multi-stage sampling technique was adopted for this study due to the fact that the population of the study was heterogeneous and there was the need to ensure accuracy in the measurement of the sample population. At the first stage, stratified sampling technique was employed in the stratification of the state into 3 senatorial districts, to cover the three existing senatorial districts in Oyo State viz: Oyo North (13 local government areas), Oyo Central (11 local government areas) and Oyo South (9 local governments), giving a total of 33 local government areas. In the second stage, a random sampling technique was employed to select 50% of the local government areas from each of the three districts in the state. This made 18 local government areas in all. A simple random sampling technique, using the balloting system was employed at the third stage to select four public and four private Senior Secondary schools from 16 out of the 18 selected local government areas while four public and two private schools were selected from the remaining two local government areas. This was due to the fact these two local government areas (Iwajowa and Atisbo) did not have private secondary schools more than those two. At the fourth stage, a purposive sampling technique was employed to select Senior Secondary school II students across the 140 schools used for the study. The SS II students were selected because they are in the penultimate class and were not preparing for any external national examinations, making them readily available to respond to the research instrument. At the fifth stage, a systematic random sampling technique was employed (Tejumaye, 2003). A class register was obtained in each of the schools sampled and an arm of the class was picked to select 20 students for sampling. Where the students were not up to 20 all the students found in the class were sampled. This made a total of 2,767 students sampled for the study.

Instrument of Data Collection

The instrument used to collect data for the study was a structured questionnaire, divided into four sections: A-D. Section A focussed on the demographic variables of the respondents. It has 6 items. Section B is a peer influence scale designed by Clasen and Brown (1985; cited in Mukama, 2008), which deals with peer influence was adapted for this section. The scale has 22 items while the adapted scale has 12 items with a 3-point Likert-type scale of Highly influenced (HI) = 3, Influenced (I) = 2 and Not influenced (NI) = 1. The scale for measuring **Social Media Utilisation by respondents** was developed by the researcher. It has 40 items with an adapted 4-point Likert-type scale of Strongly disagree (SD) = 1, Disagree (D) = 2, Agree (A) = 3 and Strongly agree (SA) = 4 on use; and Never used (NU) = 1, Occasionally used (OU) = 2, Seldomly used (SU) = 3 and Mostly used (MU) = 4 on frequency of use based on the social media utilisation of the respondents. The scale on social media utilisation comprised three sub-scales viz: purpose of utilisation and most used social media. The purpose of utilisation scale has 8 items measured on a 4-point Likert-type scale of Strongly disagree (SD) = 1, Disagree (D) = 2, Agree (A) = 3 and Strongly agree (SA) = 4. The means of utilisation has 7 items measured on a 4-point Likert-type scale of Strongly disagree (SD) = 1, Disagree (D) = 2, Agree (A) = 3 and Strongly agree (SA) = 4.

The most used scale has 25 items measured on a 4-point Likert-type scale of Never used (NU) = 1, Occasionally used (OU) = 2, Seldomly used (SU) = 3 and Mostly used (MU) = 4 for positive items and for negative items, vice versa (See Appendix I, Section D). Moreover, the scale for reading habit was developed by the researcher. It has 40 items measured on a 4-point Likert-type scale of Strongly disagree (SD) = 1, Disagree (D) =2, Agree (A) =3 and Strongly agree (SA) = 4 was adapted to measure the reading habit of the respondents for positive items and for negative items, vice versa.

Validation and reliability of instrument

The instrument was given to experts in media technology at the Centre for Educational Media Resource Studies, Faculty of Education and English language, Faculty of Arts both of the University of Ibadan for proper scrutiny. Based on their suggestions and criticisms, items in the instrument were modified for the suitability and appropriateness of the study. Furthermore, a trial testing of the instrument was carried out on 40 students (20 each from a public and private school) apart from those used for the main study to determine its internal consistency (reliability). The data collected were analysed and subjected to Cronbach Alpha giving a reliability coefficient of 0.79.

Research question 1: What is the level of peer influence among Senior Secondary II school students in Oyo State?

Table 1: Level of Peer Influence of Senior Secondary School Students in Oyo State

S\N	Items	Highly Influenced	Influenced	Not influenced	Mean	S.D
1	It makes me confident to be with my school mates	1,286 52.1%	911 36.9%	271 11.0%	2.41	.68
2	I do things to impress my School mates	1,058 42.9%	850 34.4%	560 22.7%	2.20	.78
3	I consider the opinion of my school mates in anything I do	910 36.9%	1127 45.7%	431 17.5%	2.19	.71
4	I like to get into activities that my school mates are involved in	951 38.5%	1036 42.0%	481 19.5%	2.19	.74
5	I let my mates know what I'm doing sometimes	880 35.7%	1175 47.6%	413 16.7%	2.19	.70
6	It is worthwhile to read because my school mates read	942 38.2%	878 35.6%	648 26.3%	2.12	.79
7	My reading activities are influenced by my school Mates	888 36.0%	865 35.0%	715 29.0%	2.07	.80
8	I see it as important when my school mates compare me with another person	752 30.5%	931 37.7%	785 31.8%	1.99	.79
9	I'll rather be on my own than doing what my school mates do	802 32.5%	846 34.3%	820 33.2%	1.99	.81
10	Whatever my school mates do are of no importance to me	549 22.2%	940 38.1%	979 39.7%	1.83	.77

11	I try not to impress my school mates	547 22.2%	664 26.9%	1257 50.9%	1.71	.81
12	I feel uncomfortable being with my school mates	540 21.9%	616 25.0%	1312 53.2%	1.69	.81
Criterion mean = 2.0		Grand mean = 2.05				

Table 1 revealed that majority of the respondents were influenced by their peers with being confident to be with other school mates ($x = 2.41$) ranking highest, followed by doing things to impress school mates ($x = 2.20$) and considering the opinion of school mates in anything done ($x = 2.19$). However, whatever their school mates do is of no importance ($x = 1.83$), not trying to impress school mates ($x = 1.71$) and feeling uncomfortable being with school mates ($x = 1.69$) were ranked last. Furthermore, the weighted mean of 2.05 was found to be higher than the criterion mean 2.0 set for high level of peer influence among the respondents. It can therefore be inferred that there was a high level of peer influence among the Senior Secondary school II students surveyed.

Research question 2: What is the purpose of use of social media by Senior Secondary school students in Oyo State?

Table 2: Purpose of Use of Social Media by Senior Secondary School Students in Oyo State

S\N	Items	SD	D	A	SA	Mean	S.D
1	Read	162 6.6%	170 6.9%	844 34.2%	1,292 52.4%	3.32	.87
2	Source for news	184 7.5%	196 7.9%	923 37.4%	1,165 47.2%	3.24	.89
3	Make new friends	199 8.1%	201 8.1%	915 37.1%	1,153 46.7%	3.22	.91
4	Socialise with contacts	178 7.2%	212 8.6%	1078 43.7%	1,000 40.5%	3.18	.87
5	Have leisure/fun/entertain	184 7.5%	250 10.1%	1012 41.0%	1,022 41.4%	3.16	.89
6	Find community of interest	214 8.7%	271 11.0%	1006 40.8%	977 39.6%	3.11	.92
7	Play games	396 16.0%	509 20.6%	853 34.6%	710 28.8%	2.76	1.04
8	Pass away time	470 19.0%	677 27.4%	772 31.3%	549 22.2%	2.57	1.04

Note: SA=Strongly Agree; A=Agree;D=Disagree;SD=Strongly Disagree

Table 2 revealed reading ($x = 3.32, 86.65$), sourcing for news ($x = 3.24, 84.6\%$), making new friends ($x = 3.22, 83.8\%$) and socialising with contact ($x = 3.18, 84.2\%$) as major purposes for which the respondents make use of social media. The implication to be drawn from this is that Senior Secondary school II students in Oyo State, Nigeria make use of social media mainly for the purposes of reading, sourcing for news, making new friends, socialising with contacts, having leisure/fun/entertainment and finding community of interest.

Research question 3: What is the most used social media sites by Senior Secondary school students in Oyo State?

Table 3: Most Used Social Media by Senior Secondary School Students in Oyo State

S\N	Items	No response	Never used	Occasionally Used	Seldom; used	Mostly used	Mean	S.D
1	Facebook	318 12.9%	223 9.0%	165 6.7%	500 20.3%	1,262 51.1%	2.88	1.44
2	2go	588 23.8%	220 8.9%	150 6.1%	305 12.4%	1,205 48.8%	2.53	1.68
3	Google talk	713 28.9%	262 10.6%	226 9.2%	452 18.3%	815 33.0%	2.16	1.66
4	WhatsApp	819 33.2%	287 11.6%	223 9.0%	390 15.8%	749 30.3%	1.99	1.68
5	Twitter	830 33.6%	321 13.0%	230 9.3%	416 16.9%	671 27.2%	1.91	1.65
6	Messenger	919 37.2%	393 15.9%	243 9.8%	356 14.4%	557 22.6%	1.69	1.61
7	BBM	881 35.7%	455 18.4%	289 11.7%	390 15.8%	453 18.4%	1.63	1.54
8	Badoo	903 36.6%	637 25.8%	215 8.7%	330 13.4%	383 15.5%	1.45	1.48
9	Yelp	1,035 41.9%	439 17.8%	281 11.4%	354 14.3%	359 14.5%	1.42	1.50
10	Foursquare	1,016 41.2%	470 19.0%	310 12.6%	400 16.2%	272 11.0%	1.37	1.43
11	MySpace	1,029 41.7%	514 20.8%	271 11.0%	294 11.9%	360 14.6%	1.37	1.48
12	Skype	1,016 41.2%	488 19.8%	323 13.1%	345 14.0%	296 12.0%	1.36	1.43
13	Reddit	1,046 42.4%	481 19.5%	329 13.3%	299 12.1%	313 12.7%	1.33	1.44
14	Clixtr	1,028 41.7%	517 20.9%	366 14.8%	279 11.3%	278 11.3%	1.30	1.39
15	Gowalla	1,054 42.7%	528 21.4%	342 13.9%	304 12.3%	240 9.7%	1.25	1.37
16	Hi5	1,061 43.0%	525 21.3%	319 12.9%	328 13.3%	235 9.5%	1.25	1.37
17	Orkut	1,080 43.8%	582 23.6%	225 9.1%	287 11.6%	294 11.9%	1.24	1.42
18	Twiki	1,137 46.1%	490 19.9%	302 12.2%	270 10.9%	269 10.9%	1.21	1.40
19	Twade	1,131 45.8%	505 20.5%	278 11.3%	298 12.1%	256 10.4%	1.21	1.39
20	Naigalonge	1,103 44.7%	524 21.2%	326 13.2%	264 10.7%	251 10.2%	1.20	1.37
21	Fresqui	1,125 45.6%	499 20.2%	305 12.4%	297 12.0%	242 9.8%	1.20	1.38

22	Technocrat	1,128 45.7%	507 20.5%	319 12.9%	271 11.0%	243 9.8%	1.19	1.37
23	Diigo	1,126 45.6%	516 20.9%	321 13.0%	260 10.5%	245 9.9%	1.18	1.37
24	Propeller	1,117 45.3%	528 21.4%	311 12.6%	310 12.6%	202 8.2%	1.17	1.34
25	Stumble	1,123 45.5%	523 21.2%	339 13.7%	266 10.8%	217 8.8%	1.16	1.34

In Table 3, out of the 25 social media sites identified by this study, the rating shows that Facebook ($x = 2.88, 51.1\%$) ranked as most used by the respondents followed by 2go ($x = 2.53, 48.8\%$), Google talk ($x = 2.16, 33.0\%$), WhatsApp ($x = 1.99, 30.3\%$), and Twitter ($x = 1.91, 27.2\%$). However, Technocrat ($x = 1.19, 9.8\%$), Diigo ($x = 1.18, 9.9\%$), Propeller ($x = 1.17, 8.2\%$) and Stumble ($x = 1.16, 8.8\%$) were the least used by the respondents. This implies that facebook, 2go, google talk, Whatsapp and Twitter were the most used social media by secondary school students in Oyo State, Nigeria. In determining the overall frequency of use social media by the students, the criterion mean of 2.50 set for regular used social media is greater than the weighted mean of 1.15 which implies that, overall, secondary school students in Oyo State do not make regular use of social media. This may be borne out of the fact that not many parents can afford to buy mobile phones for their children and that in cases where parents can afford to buy, they would not buy for their children to enable them face their studies because they consider use of social media as having the ability to distract students from academic activities.

Research question 4: What is the pattern of reading habit among Senior Secondary school students in Oyo State?

Table 4. Level of the Reading Habit of Senior Secondary School Students in Oyo State

	S\N	Items	SD	D	A	SA	Mean	S.D
Purpose	1	To pass Examinations	114 4.6%	198 8.0%	628 25.4%	1,061 43.0%	2.69	1.52
	2	Self-Development	118 4.8%	209 8.5%	648 26.3%	998 40.4%	2.62	1.53
	3	To be acquire information	127 5.1%	223 9.0%	702 28.4%	806 32.7%	2.39	1.57
	4	For leisure and fun	166 6.7%	283 11.5%	657 26.6%	783 31.7%	2.36	1.55
	5	To be at par with my school mates	200 8.1%	307 12.4%	662 26.8%	675 27.4%	2.23	1.55
	6	To while a way time	185 7.5%	326 13.2%	644 26.1%	653 26.5%	2.18	1.56

Mannerism	7	Take coffee	348 14.1%	343 13.9%	520 21.1%	653 26.5%	2.11	1.54
	8	Soak legs in water	426 17.3%	441 17.9%	475 19.2%	475 19.2%	1.88	1.48
	9	Listen to music	444 18.0%	489 19.8%	435 17.6%	416 16.9%	1.78	1.45
	10	Use drugs	407 16.5%	391 15.8%	441 17.9%	461 18.7%	1.76	1.51
	11	Chew gum	426 17.3%	437 17.7%	447 18.1%	420 17.0%	1.75	1.47
	12	Bite finger nails	462 18.7%	480 19.4%	398 16.1%	416 16.9%	1.73	1.45
Pattern	13	I am a keen reader	51 2.1%	186 7.5%	1049 42.5%	1,034 41.9%	3.12	1.05
	14	I prefer reading in Isolation	109 4.4%	257 10.4%	934 37.8%	980 39.7%	2.98	1.17
	15	I most often Squeeze-in time to read Everyday	127 5.1%	355 14.4%	973 39.4%	825 33.4%	2.86	1.16
	16	I don't feel fulfilled until I have read in a day	104 4.2%	21 8.8%	750 0.4%	1,025 41.5%	2.79	1.41
	17	Read books	117 4.7%	200 8.1%	820 33.2%	875 35.5%	2.62	1.47
	18	I take pleasure in reading at my leisure Period	138 5.6%	252 10.2%	858 34.8%	810 32.8%	2.62	1.42
	19	While away time with my Mates	282 11.4%	432 17.5%	715 29.0%	406 16.5%	1.99	1.45
	20	Subject texts	150 1%	218 8.8%	576 23.3%	734 29.7%	2.13	1.66
	21	Historical books	139 5.6%	242 9.8%	650 26.3%	672 27.2%	2.13	1.62

Types	22	Author	161 6.5%	329 13.3%	681 27.6%	566 22.9%	2.08	1.56
	23	The books Summary	190 7.7%	279 11.3%	671 27.2%	588 23.8%	2.07	1.58
	24	Both	176 7.1%	271 11.0%	568 23.0%	657 26.6%	2.05	1.63
	25	Adventure	161 6.5%	225 9.1%	546 22.1%	663 26.9%	1.99	1.67
	26	Series	116 4.7%	233 9.4%	552 22.4%	666 27.0%	1.99	1.68
	27	Biographies	161 6.5%	249 10.1%	585 23.7%	618 25.0%	1.98	1.64
	28	Non-fiction	223 9.0%	289 11.7%	528 21.4%	619 25.1%	1.97	1.62
	29	Fiction	273 11.1%	314 12.7%	550 22.3%	545 22.1%	1.92	1.58
	30	Autobio- graphies	196 7.9%	246 10.0%	606 24.6%	551 22.3%	1.91	1.62
	31	Recommen- dation from mates	283 11.5%	492 19.9%	678 27.5%	339 13.7%	1.89	1.42
	32	Fantasies	170 6.9%	256 10.4%	544 22.0%	576 23.3%	1.87	1.64
	33	The books cover page	317 12.8%	387 15.7%	513 20.8%	480 19.4%	1.84	1.53
Frequency	34	Comics	188 7.6%	281 11.4%	529 21.4%	537 21.8%	1.82	1.63
	35	Romance	215 8.7%	259 10.5%	519 21.0%	539 21.8%	1.80	1.63
	36	Less than 1 hour	270 10.9%	386 15.6%	703 28.5%	625 25.3%	2.29	1.45
	37	1 hour	229 9.3%	356 14.4%	625 25.3%	612 24.8%	2.13	1.54
	38	2-4 hour	225 9.1%	374 15.2%	627 25.4%	599 24.3%	2.13	1.53
	39	4-6 hour	286 11.6%	443 17.9%	520 21.1%	439 17.8%	1.82	1.51

	40	6 hours and above	375 15.2%	460 18.6%	434 17.6%	369 15.0%	1.65	1.47
Criterion Mean = 2.5			Grand Mean = 2.15					

Note: SA=Strongly Agree; A=Agree;D=Disagree;SD=Strongly Disagree

Table 4 presents the rating of the items on the purpose of reading by the respondents and it revealed passing examinations ($x = 2.69, 68.4\%$), self-development ($x = 2.62, 66.7\%$) and acquisition of information ($x = 2.39$) as major purposes for which the students read. Furthermore, the following were some of the mannerisms that the students engaged in while reading: coffee-taking ($x = 2.11, 47.6\%$), soaking legs in water ($x = 1.88, 38.4\%$) and drug usage ($x = 1.76, 36.6\%$). The pattern of reading of the students was as follows: keen reader ($x = 3.12, 84.4\%$), reading in isolation ($x = 2.98, 77.5\%$) and squeezing time to read every day ($x = 2.86, 72.8\%$) among others. Findings on the types of educational resources read by the respondents and the attraction to what is read revealed the following: subject texts ($x = 2.13, 53.0\%$), historical books ($x = 2.13, 53.5\%$) and author ($x = 2.08, 50.5\%$), being ranked topmost while book cover page ($x = 1.84, 41.2\%$), comics ($x = 1.82, 43.2\%$), and romance ($x = 1.82, 42.8\%$) were ranked last. On the frequency of reading carried out by the students on daily basis, the findings were as follows: less than one hour ($x = 2.29, 53.8\%$), 2-4 hours ($x = 2.13, 49.7\%$), one hour ($x = 2.13, 40.1\%$), 4 6 hours ($x = 1.82, 38.9\%$), 6 hours and above ($x = 1.65, 32.6\%$).

The study has shown that Senior Secondary school II students in Oyo State read for the purpose of passing examinations, self-development, information and entertainment but that they read for less than 1 hour on a daily basis. Furthermore, the students under study read mainly subject texts and historical books and that they prefer to read in isolation. Overall, in determining the types of reading habit possessed of Senior Secondary school II students in Oyo State, Nigeria, the overall weighted mean of 2.15 was found to be lower than the criterion mean of 2.50 set for positive reading habit among the Senior Secondary school two students in Oyo State, Nigeria. Thus, a negative reading was established among the students.

Research question 5: What is the pattern of relationship that exists among peer influence, social media utilisation and the reading habit of Senior Secondary school students in Oyo State?

Table 5: Correlation matrix showing the Relationships between Peer Influence, Social Media Utilisation and Reading Habit of Senior Secondary School Students in Oyo State, Nigeria

Variable	Reading Habit	Peer Influence	Social Media Utilisation	Mean	Std. Dev.
Reading habit	1			97.4720	38.3578
Peer influence	.192**	1		24.4250	5.1489
Social media utilisation	.341**	.419**	1	42.5462	9.9086

** Sig. at $P < .01$ level

Findings from Table 5 reveal positive significant relationships between reading habit and peer influence ($r = .192$), and between reading habit and social media utilisation ($r = .341$). This implies that peer influence and social media utilisation are positively correlated to the reading habit of Senior Secondary school students in Oyo State, Nigeria. This connotes that if the two independent variables are positively utilised, they will enhance good reading habit among Senior Secondary School II students.

Discussion of the findings

Finding from the study revealed a high level of peer influence among secondary students in Oyo State. This implies that the influence from peers on the respondents was pronounced, an indication that peers could influence one another either positively or negatively. This corroborates the findings of Aliu, Olaseni and Mathew (2012); Aina, Okusaga, Taiwo and Ogundipe (2011); Reich (2010); Burke and Sass (2008) and ELNORD (2006) that peers play an influential role on one another. There is no doubt that where peers exert a positive influence on each other, there is the tendency for the individual to tilt towards self-development. Studies by Balasundram (1991; cited in Majid and Tan, 2007); Steffensen and Weinreich (2000) and Sturm (2003) established a positive correlation between peer influence and reading habit among Singapore, Danish and American boys and girls. In essence, students could be mentored to exert positive influence on one another for them to develop good reading habit in order to achieve academic success.

Furthermore, findings from this study revealed that the students used the social media more for reading-related activities. This corroborates the findings of Ramirez (2003) and Liu (2005) that young adults were found spending more time reading electronic materials. The findings furthermore showed that social media were used to source for news by the students. This implies that the generally held belief that the preponderance of social media may impact negatively on students' reading habit may not be true after all. This is because the findings indicated that the students used social media less for activities that may distract them from their academic activities. It is therefore important that the use of social media by Senior Secondary school students be guided and monitored. This is in line with

the recommendation made by Akindehin and Akindehin (2011) in their study on online social networking practices to bring out desirable effect, particularly in promoting good reading habit.

Also, findings from this study revealed that students' reading habit was poor. This implies that Senior Secondary school students' reading habit was on the decline. There is an obvious reason for this decline as the research result showed that there is a considerable influence of the use of social media on the reading habit of the students. There is the likelihood that the use of handheld device like mobile telephone to listen to music while reading could constitute a distraction to the level of concentration of the students especially where the reader listens to music, which is his favourite. Not only this, the use of drug to aid reading, over time could lead to dependency, which may hinder concentration during reading where such drug is unavailable to the student-reader. Findings also showed that reading subject texts ranked highest under the types of materials that the respondents read.

The implication of this is that no reader could be said to have formed a good reading habit until such reader goes beyond the level of reading only prescribed texts or engaging in specific-target reading. The findings from the study also showed that the respondents ranked reading to pass examinations highest. Furthermore, the duration of reading, with less than one hour was ranked highest, as shown by the findings and this is a pointer to the fact that a good reading habit cannot be cultivated if little time is devoted to reading. The cultivation of good reading habit can only be aided when reading is seen as serious exercise with adequate time devoted to it. Such other mannerisms (taking coffee, gum chewing, soaking legs in water and biting finger nails) to assist reading, as found in the study, could furthermore impact negatively on the development of good reading habit by the students.

Finding on the relationships between peer influence, social media utilisation and reading habits showed that peer influence and social media utilisation correlated positively with the reading habit of the students. This indicates that peer influence and social media are significantly related to reading habit. This corroborates the finding of Issa, Aliyu, Akangbe and Adedeji (2012) that reading habit is determined by many factors. These factors, according to them can ensure effective process of conscious learning and sometimes, they influence the extent and accuracy of information as well as the attitude, moral, belief, judgment and action of readers thereby helping in sustaining the linkage in human development. The finding supports that of Bashir and Mattoo (2012) that there is a highly significant relationship among various variables of reading habit and academic performance. Similarly, the study of Osa-Edoh and Alutu (2012) found that there was a high correlation between study habits and students' academic performance.

Summary and Conclusion

This study investigated the effect of peer influence and social media utilisation on reading habit of senior secondary school students in Oyo State, Nigeria. The reading habit of

secondary school students in Oyo State was found to be generally poor despite the fact that the study established the use of social media for reading related activities by the students. Mobile phones and laptops were established as the most used devices for social media utilisation among the secondary school students while Facebook and 2go made the highest social media sites visited by Senior Secondary School students. Overall, peer influence and social media utilisation had positive and significant relationship with reading habit of Senior Secondary School students in Oyo State, Nigeria.

Recommendations

The following recommendations are made based on the findings revealed by the study

1. Secondary school students should be motivated to embrace good reading habit in order to improve their reading habit. This can be achieved through the establishment of private libraries at home, equipping of existing public libraries, and presentation of educative books as well and other educational materials, especially by parents in commemoration of birthdays and other celebrations of their wards to compliment recreational/social activities. Concerted effort should also be made by curriculum developers to inculcate productive use of reading hours by students, with less emphasis on induced reading to pass examinations.
- 2.. The prevailing peer group influence among Senior Secondary school students in Oyo State should be explored by both the teachers and the parents as a tool for improving their reading habit. This can be achieved when parents and teachers monitor and tutor the kind of peer their children keep.
3. Although the study found that students utilise social media for reading-related activities, secondary school teachers should be enjoined to encourage their students to intensify the use of social media for educational purpose. It is also important that the use of social media by Senior Secondary school students be guided and monitored. This they can do by giving them assignments that would compel them to explore the Internet as a veritable instrument to promote good reading habit.
4. Notwithstanding that mobile phone accounted for the most social media devices utilised by the students, they should be further encouraged to make productive use of mobile devices such as mobile phones and kindle as means of boosting their reading habit.
5. The findings of this study indicated that students often visit some social media sites and by implication electronic reading is gaining more acceptance. Therefore, all stakeholders in the education sector should encourage digitisation of library resources in order to make learning resources available electronically. This will provide avenue for secondary school students to read at their own pace and convenience. In addition, government should increase her budgetary allocation to the education sector in order to equip school libraries adequately.
6. Having established that there was a pattern of relationship among the peer influence, social media utilisation and the reading habit; they should be explored as potent tools for promoting good reading habit of Senior Secondary school students.

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