

USE OF SOCIAL MEDIA FOR READING CULTURE DEVELOPMENT AMONG SELECTED SECONDARY SCHOOL STUDENTS IN OYO STATE

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Abstract

Many activities of academic life require the ability to read and write. Reading helps to develop the mind and personality of a person; it also enriches ones' intellectual abilities. But, with the current popularity of social media, it is slowly and steadily taking over the mind of young people who are expected to cultivate good reading culture. This study therefore, sought to find out the use of social media for reading culture development in selected secondary schools in Akinleye Local Government Area, Ibadan Oyo. Descriptive Survey method was adopted using questionnaire as instrument for data collection. Copies of questionnaires were administered and retrieved from 200 Secondary school students. Findings revealed that 184(92%) of the students are involved in social media to connect with friends and relatives, the study also indicated that 72(36%) respondents stipulated that social media distract their reading habits. Based on these findings, this paper recommended that students in secondary schools be given proper orientation on how to use social media as effective tool for development. The authority concerned should also intensify enlightenment campaign on the negative effect of all social media on students and their academic performances.

Keywords: *Use of social media, Reading Culture development, secondary school students, Oyo state, Nigeria.*

Background to the study

Reading today has become an essential part of man and his environment. Human cannot separate himself from reading because it has become an integral aspect of his life, which is the bedrock of his endeavours. If reading is therefore important to man and his society, what then is reading? Reading is the ability to learn individually from books. Reading generally develops man and his society. According to Igwe (2011) asserts that reading is not just for school, it is for life. Reading in all its variety is vital to being better informed, have a better understanding of us as well as others. It makes man to be a thoughtful and a constructive contributor to a democratic and cohesive society. In the words of Sisulu (2004), he says reading is one of the fundamental building blocks of learning. Becoming a skilled and adaptable reader enhances the chances of success at school and beyond. Leading world nations pride themselves on their promotion of

reading. Reading is important for an individual to be able to fully participate in modern society. It adds quality to life, provides access to culture and development to the society at large; it empowers and emancipates citizens as well as brings people together. They see a high level of literacy as a major source of their competitiveness and social maturity.

Reading today is seen as a skill that is taught once and for all in the first few years of school. Holte (1998) in a situation in which a large number of people rarely read, either because they lack the skill or simply because they do not care enough to take time to concentrate will pose serious problems in the future. Reading is the cornerstone of learning. Gbadamosi (2007) quoting Okwilagwe describes reading as reasoning involving the meaningful interpretation of words, phrases and sentences requiring all types of thinking such as critical, analytical, creative, imaginative, evaluative, judgmental, and problem solving. Reading habit is the use of reading as a regular activity. It is the cultivation of an attitude and possession of skills that make reading a pleasurable, regular and constant activity.

Reading habit is identified as the single most important determinant of a student's success in education and in our modern complex society (Nssien, 2008). Reading culture is the process of building up positive reading attitude among students and children over a period of time. When an individual habitually and regularly reads books and other information materials that are not necessarily required for him to advance in his profession or career, he is said to have a reading culture (Gbadamosi, 2007:44). Reading culture in essence therefore is the kind of culture that imbues reading and studying as the basis of growth and development. It is the type that sees continuous and dedicated reading of information resources by pupils, children, students and adults for knowledge acquisition, which will be applied practically for development. Reading sharpens the mind, makes one reason rationally and objectively as well as projects one for greatness in life. That is why scholars describe readers as leaders.

The place of reading and learning in educational development is a prominent one. Reading facilitates and deepens the learning activity and effective learning results in high academic, moral and skills development. The aggregation of all such achievements by a large number of persons involved in reading and learning should lead to the educational growth and development of such persons and the entire society. Highly intelligent and informed society then becomes the watershed for progressive and innovative ideas which is capable of transforming the entire society for growth and development (Igwe 2011).

Reading helps to develop the mind and personality of a person; it also enriches one's intellectual abilities. But, with the current popularity of social media, it is slowly and steadily taking over the mind of young people who are expected to cultivate good reading culture. The absence of a widespread culture of reading in the case of Nigeria acts as an effective barrier to our development and international competitiveness. The economic, social and political health of our nation today

depends on building literate citizens that are able to read widely and apply it practically for development. It is therefore a necessity to making the present generation more aware of the benefits and importance of reading and ensuring that they have the literacy skills required in the modern society. Reading culture is scarce today because students are unwilling to read if nothing is attached to it.

Agbama, (2014) reiterated that reading is an activity which is done over a period of time in order to acquire knowledge, skills and attitude. In other words, reading is a fundamental building block of learning. Reading enhances the general development of man and his society. No nation can develop without its people developing the right reading culture, besides, reading makes a man, and it helps to develop the mind to be informed, thoughtful and constructive, with better understanding of issues, events and situations. That is why it is often said that if you teach a child to read, you have made him a king.

Unfortunately, reading culture is declining everyday in Nigeria, especially among the younger generations, who are of course the future leaders. This has continued to have adverse effects on the nation's literacy rate which is currently at 48 percent. It must be realized that no nation can develop without its people developing the right reading culture. And for Nigeria to realize its quest for sustainable development, emphasis must be placed on developing reading culture in the people.

Nowadays, students and youths no longer have interest in reading, and many factors are responsible for this negative trend. First is the neglect of education over the years, to the extent that many primary and secondary schools lack libraries and where it exists there are no books. Secondly, is change in value system in Nigeria, where merit is sacrificed for mediocrity? Hard work and intellectual is no longer recognized or rewarded. Positions in government and administration which are meant for the educated are given to illiterates, touts and the never do wells in education

Furthermore, the massive quest for wealth and materialism by Nigerians has eroded the desire to search for knowledge, this is coupled with the economic hardship confronting many families, to the extent that they cannot afford the cost of buying books for their children or ward. Books on its own have become very expensive, quite beyond the purchasing power of average Nigerians.

Nigerians have become a laughing stock in the eyes of international communities, due to the very poor reading culture among them, little wonder why it is now said that if you want to hide anything from Nigerians, place it in a book, because they will never go there. Developed countries of the world pride themselves with high level of reading culture, because the lack of it acts as barrier to development and international competitiveness. We must realize that the economic, social and political life of a nation depends on building literate citizens that are able to read widely and apply it practically for development. It must be noted here that because reading culture and literacy among Nigerians is declining daily, Nigeria's quest for sustainable growth and development is being hindered. But there is no doubt that Nigeria is blessed with academia and intellectuals of world standard, the problem is

that they are not encouraged to give their best, because the environment they find themselves impede learning, research and development. At this point, it must be stated that every knowledge a man needs to develop himself and his society have been deposited in books. It is only available to those who search for it. The greatest treasures in life are in books.

The introduction of ICT, internet, home videos, blackberry, I-pad, social media platforms and other electronic gadgets have also help to erode reading culture among Nigerians. Many students and youths spent more time watching home videos and surfing the internet via blackberry, I- pad and computers to the detriment of reading books.

The term social media has been defined and explained in different ways by its users, ICT experts and authors. It has been defined as a group of internet based applications that build on the ideological and technological foundations of the World Wide Web (www) and that allows the creation and exchange of users' generated contents. Sawyer, (2011) observed that through social media, people have the opportunity to express their opinions to the public and participate in conversations and dialogue through a common virtual medium. People use social media for many reasons. Social media is the collective of online communications channels dedicated to community-based input, interaction, content-sharing and collaboration. Websites and applications dedicated to forums, microblogging, social networking, social bookmarking, social curation, and wikis are among the different types of social media. First, the need for connection and interaction with other people is evident. As supported by Maslow's Hierarchy of Needs, people desire to fulfill a sense of belonging through support from relationships with others. After obtaining physiological and safety needs, people strive to achieve Maslow's third need of belonging. Social media provide this opportunity where people can communicate with others and belong to different networks via virtual communities on the Internet. In relation to interacting with others online, people use social media to gain knowledge and learn about different opinions and perspectives of issues, topics, and events. Most importantly, social media is used for socializing; it is a form of media that allows people to participate in conversations and online dialogue without being face-to-face with others.

Looking at the social media from a more practical point of view, it can be seen as a read-write Web, where the online audience moves beyond passive viewing of Web content to actually contributing to the content. Social media includes Web based and mobile technologies that have revolutionized the processes of communications into interaction, dialogue among individuals, organisations and communities. Examples of these social media platform includes but not limited to the following: LinkedIn, Facebook, Twitter, Whatsapp, Youtube, Flickr, iTunes, Yahoo Messenger, Blackberry Messenger, My Space and so on.

According to Boyd, (2007) asserts that Social media or network sites as used interchangeably are based around Profiles, a form of individual (or, less frequently, group) home page, which offers a description of each member. In addition to text,

images, and video created by the member, the social network site profile also contains comments from other members, and a public list of the people that one identifies as Friends within the network. Because the popularized style of these sites emerged out of dating services, the profile often contains material typical of those sites: demographic details (age, sex, location, etc.), tastes (interests, favorite bands, etc.), a photograph, and an open-ended description of who the person would like to meet. Profiles are constructed by filling out forms on the site. While the forms were designed to control the layout of the content, MySpace accidentally left open a technological loophole and their forms accepted (and then rendered) HTML and CSS code. Capitalizing on this loophole, participants can modify the look and feel of their profiles. By copying and pasting code from other websites, teens change their backgrounds, add video and images, change the color of their text, and otherwise turn their profiles into an explosion of animated chaos that resembles a stereotypical teenagers' bedroom. The default profile is publicly accessible to anyone, but most social network sites have privacy features that allow participants to restrict who can see what. For example, MySpace allows participants to make their profiles Friends-only (and sets this as the default for those who indicate they are 14 or 15 years old) while Facebook gives profile-access only to people from the same school by default. After creating a profile, participants are asked to invite their friends to the site by supplying their email addresses.

Alternatively, they can look at others' profiles and add those people to their list of Friends. Most social network sites require approval for two people to be linked as Friends. When someone indicates another as a Friend, the recipient receives a message asking for confirmation. If Friendship is confirmed, the two become Friends in the system and their relationship is included in the public display of connections on all profiles. These displays typically involve photos and nickname that link to their profile. By clicking on these links, visitors can traverse the network by surfing from Friend to Friend to Friend. In addition to the content that members provide to create their own profiles, social network sites typically have a section dedicated to comments by Friends. (On Friendster, this section is called Testimonials; on Facebook, it is called The Wall.). The phenomenal growth in digital technologies and the rise of social media platforms over the past few years have revolutionized the way in which people communicate and share information. The emergence of new communication technology has impacted our society positively and negatively. These technologies have affected the socio cultural, economic and even the education sector structures of the contemporary society. Advancement in technology have eased and expanded the frontiers of knowledge, information reception and dissemination among people.

There is no doubt that the information and communication technology ICTs particularly the internet have impacted greatly on education, increasing to information and creating challenges for the society. Schill (2011) has noted that the social media sites encourage negative behaviour among students such as catching up with unknown friends. As such, they are exposed to frauds via e-commerce and banking, use of drugs and material that are restricted to medical prescription. Social

networking sites have also become easiest point of access to pornography and other obscenities which distract student reading habits (Kur & Olisah, 2007).

There has been the general feeling among Nigerians that reading culture has been a missing link in the educational development of the nation. People are worried that there has been a high rate of decline in the reading culture among secondary school students. Ogwu (2010) says that many school children read only during the examination periods while few only make attempts at reading for knowledge and pleasure. Sadly enough, what is happening at present is that the students' reading time has now been taken over by watching of home videos, television programmes and the browsing of internet for games, social interactions with foreign friends and other less beneficial indulgences.

The poor reading culture among our youths has been attributed to a number of factors. These factors include the distraction by the fallouts from technological innovation in the world today, such as the easy availability of the entertainment media, games and gambling, the inadequate funding of educational institutions including funding of libraries, laboratories, workshops and computer units. The list also includes poor economy and low standard of living, the quest for money by parents who use their children to hawk consumer items, the acceptance of examination malpractices, and the increasing cost of publishing making it difficult for school pupils to have access to books, magazines, journals and newspapers. Others include the lack of adequate number of bookshops and the use of handouts instead of textbooks for students' learning.

Objectives of the study

The specific objectives of this study are to:

1. identify the social media used by the secondary school students in Akinyele Local Government area of Oyo State.
2. find out the frequency of use of social media by the secondary school students.
3. find out the types of information materials being read by secondary school student through social media
4. ascertain the reading culture of secondary school students in Akinyele Local Government area of Oyo State
5. examine the influence of use of social media on the reading culture of secondary school students.

Research Question

In order to have an in-depth study of the problems the following research questions were answered:

1. What are the social media being used by the secondary school students in Oyo State?
2. What is the frequency of use of social media by the secondary school student?
3. What reading habits do secondary school students in Oyo State exhibit?

4. What are the types of information materials being read by Secondary school student in Oyo State through Social media?
5. What influence do social media have on the reading habits of secondary school students?

Social Media and Reading Habits of Secondary School Students

Since the world we live today are a fast developing and globalizing world. No doubt scientific innovations and advancement in technologies have eased communication process. It has also made tasks less tedious in many professions (education, business, banking, entertainment and so on. Technologies have transformed how lives in many positive ways. But the negative impact of these innovations in our social and educational pursuit over-weighs its positives.

Some of the most prominent technological innovations are smart phones, laptops and using the internet. They have greatly affected many aspects of our lives. Today the Internet continues to grow day by day at an incredible speed. About 32.7% of the world's population has access to the internet Howe, (2012).

Johnsson-Smaragdi and Jonsson (2006) examined reading and media usage in a large sample of teens at different points between 1976 and 2002. They reported time devoted to reading books did not change among teens overall during this period, but the percentage of those who read less than one hour per week or who never read did increase during this interval. The increase of non-readers was more pronounced for males. Mokhtari, Reichard, and Gardner (2009) found no significant correlations between time spent on recreational reading and television watching or between recreational reading and internet use among college students, suggesting that these behaviors are not displacing leisure reading. In addition, they found that reading ability is more highly correlated with recreational reading than with academic reading.

Schill (2011) has noted that the social media sites encourage negative behaviour among students such as catching up with unknown friends. As such, they are exposed to frauds via e-commerce and banking, use of drugs and material that are restricted to medical prescription. Social networking sites have also become easiest point of access to pornography and other obscenities which distract student reading habits (Kur and Olisah, 2007). Liu (2005) posited that the growth of electronic media may give negative implication to reading that people are less engaged in extensive reading and lack the ability to read deeply and sustain a prolonged engagement in reading. Some would still prefer printed documents when it comes to reading. Ikpaahindi (2008) rightly observed that information and communication technology especially internet technology is having adverse effect on the reading culture of Nigerians especially students. This is because it discourages lazy students from engaging in serious reading. Many students prefer to spend most of their time in the cyber cafes, browsing, playing games, chatting with friends.

Shechtman (2008) argued that exposure to pro-social media could increase the accessibility of pro-social thoughts and scripts, providing adaptive alternatives to aggression, reduce risky thinking (e.g., believing the world is hostile) that can foster aggression, reduce the likelihood of imitating aggression by avoiding its glamorization and showing realistic consequences, increase the likelihood of pro-social behavior by showing that it is rewarded, and increase empathy and perspective taking toward victims of aggression. Further, perhaps "re-sensitizing" individuals by increasing their normal negative emotional response to violence. Nathanson and Cantor, (2000)

In Nigeria, there has been concern on the possible effect of day time and sometime all night browsing on student's reading time. Many parents are worried over their children's habit on facebook and other social media sites because they are of the opinion that their children now hardly have the time to read. Oji (2007) noted that the growing incidence of students using the internet not necessarily for academic purposes, but for antisocial activities is at an astonishing rate. They use these websites for fraud, pornography, blackmail, racketeering and so on.

Social networking sites have proven to be universally addictive for tertiary institutions students who tend to spend considerable amounts of their time maintaining social connections, making new acquaintances and a broad base of friends during their years of study (Loving and Ochoa, 2010). These, however reduce the amount of time they will use to read books aimed at successful completion of their studies (Ofuani and Gberedio, 2009).

Findings on effect of social network site on students reading habit clearly shows that despite the positive academic advantage of social network site many students uses it negatively. Most students are distracted while in class or reading because of their involvement in using the social media. This study can be related to Jacobsen and Forste (2011) finding which indicates that electronic media use is negatively associated with lower grades. The study realizes that, most of the students use social media as an entertainment media that is attractive and which provides a good way to release pressure. To some extent this reduced their focus on learning and reading time. Ofuani and Gbenedio (2009) noted that reading empowers the mind, broadens the reader's vision and deepens his mind. It widens students' horizon, thought and knowledge and wisdom are obtained among others. But, student that does not read extensively is narrow minded and thought less.

Research Methodology

The survey research design was used for this study. The population of the study comprise all the 800 SS 2 students in two selected schools in Akinyele Local Government Area of Oyo State, Nigeria. These students spread across Art, Commercial, and Science classes. The convenience sampling technique was used to select only 200 SS 2 students to form the sample for the study.

The questionnaire is the instrument that was adopted for data collection for this study. The questionnaire was divided into five sections viz: A, B, C, D, E, F. Section

A sought information on the demographic characteristics of the respondents which has four questions. Section B sought information on social media being used by secondary school students. Section C sought information on frequency of use of social media. Section D sought information on reading habits of students. Section E sought information on the type of information materials that are being read by secondary school students through social media while Section F sought information on influence of social media on reading habits of students.

To ensure the face validity of the research instrument, the questionnaire was given to the supervisor who read through, make corrections to ensure the appropriateness of the instrument for data collection for the study. The copies of the questionnaire were administered on the respondents personally by the researcher with the help of the school teachers who serve as research assistance in the schools visited. The data collected were analysed using the descriptive statistics of frequency count, percentage.

Interpretation of data and Discussion of findings

Demographic Characteristic of Respondents

Table 1: Frequency Distribution of Respondents According to Gender

Gender	Frequency	Percentage
Male	87	42.2
Female	119	57.8
Total	206	100%
Age group		
10 to 12yrs	6	2.9
13 to 15yrs	77	37.4
16 to 18yrs	101	49.0
19yrs and above	22	10.7
Total	206	100%

Table 1 presents information on the demographic characteristics of the respondents. The results showed that there are more female (119, 57.8%) than male (87 or 42.2%) students among the respondents from the schools surveyed for the study. The table further presents the age distribution of the respondents and it showed that respondents between the age range of 16 to 18 years constitute the majority with response rate of 101 or 49.0% while respondents within the age range of 10 to 12 years, 13 to 15 years and 19 years and above constitute 2.9%, 37.4% and 10.7% of the total respondents respectively. It can, therefore be inferred from the results presented that majority of the students that participated in the study (184, 89.3%). are within the age range of 10 - 18 years.

Research Question One: What are the social media being used by secondary school students in Oyo State?

Table 2: Types of social media being used by secondary school students

Social Media	Frequency	Percentage
Facebook	195	97.5
WhatsApp	140	70.0
Gmail	123	61.5
Yahoomail	122	61.0
Youtube	101	50.5
Instagram	72	36.0
Twitter	35	17.5
Snapchat	15	7.5
Badoo	12	6.0
Skype	12	6.00

Table 4.5 shows the social media being used by secondary school students in Oyo State. The result revealed that the most used social media are Facebook, WhatsApp, Gmail, Yahoo mail, and YouTube with response rates of 195 (97.5%), 140 (70%), 123 (61.5%), 122(61%), and 101(50.5%) respectively. The table further revealed that Instagram, Twitter, Snapchatt, Badoo and Skype were less used with percentage of 72 (36.0%), 35 (17.5%), 15 (7.5%) and 12 (6.0%) and 10 (5.0%) respectively. The findings further revealed that most of the social media being used by the student could be due to popularity and ease of usage and accessibility

Research question two: What is the frequency of use of social media by secondary school students in Oyo State?

Table 3: Frequency of use of social media by secondary school students in Oyo State

Social media	Never used	Rarely use	Sometimes uses	Often use
WhatsApp	60 (30.0%)	10 (5.0%)	30(15.0%)	100 (50.0%)
Facebook	5 (2.5%)	20 (10.0%)	25 (12.5%)	150 (75.0%)
Twitter	165(82.5%)	5 (2.5%)	10 (5.0%)	20 (10.0%)
Instagram	128(64%)	35 (17.5%)	20 (10%)	17 (8.5%)
You Tube	99(49.5%)	30 (15%)	21(10.5%)	50 (25%)
Skype	190(95.0%)	4 (2%)	1 (0.5%)	5 (2.5%)
Yahoomail	78 (39.0%)	3(1.5%)	20(10.0%)	99 (49.5%)
Eskimi	177(88.5%)	5 (2.5%)	11 (5.5%)	7(3.5%)
Snapchatt	185(92.5%)	7 (3.5%)	6(0.3%)	2 (0.1%)
Badoo	188(94.0%)	5 (2.5%)	7 (3.5%)	1 (0.5%)
Gmail	77(38.5%)	4(2.0%)	18(9%)	101(50.5%)

Table 3 revealed the frequency of use of social media by students. The findings revealed that most of the social media with higher frequency that was never used by students were Skype, Badoo, Snapchatt, Eskimi, Twitter and Instagram with response rates of 190(95%), 188 (94%), 185 (92.5%), 177 (88.5%), 165 (82.5%) and 128 (64%) respectively. This may be that these social media require special skills for usage and the respondents don't find them interesting unlike other ones that are often used.

Research Question Three: What reading habits do secondary school students in Oyo State exhibit?

Table 4: Reading habits exhibited by secondary school students in Oyo State

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
I have a time-table for reading	100 (50%)	35 (15.8%)	15 (13.8%)	50 (26.9%)
I do not miss my reading periods	101 (50.5%)	36 (18%)	12(6%)	51(25.5%)
I read on daily basis	50 (25%)	30 (15%)	95 (47.5%)	25(12.5%)
I read on a weekly basis	76 (38%)	28 (14%)	40 (20%)	56 (28%)
I read only when the need arises	19 (9.5%)	22 (11%)	80 (40%)	79(39.5%)
I am more interested in reading my class notes.	76(38%)	57 (28.5%)	23 (11.5%)	44 (22%)
I have enough books to read	82 (41%)	57 (28.5%)	26(13%)	35 (17.5%)
I borrow and read information materials from the library	43 (21.5%)	27 (13.5%)	54 (27%)	76 (38%)
I only read when I have test or examinations	9 (4.5%)	17 (8.5%)	75 (37.5%)	99(49.5%)
I always read at my leisure time	97 (48.5%)	53 (26.5%)	14 (7%)	36 (18%)

Table 4 showed how students describe their reading habits. For the purpose of explanation, the option strongly disagree and disagree were summed to be negative while, strongly agree and agree were summed as positive. The findings show that 135(65.5%) and 147 (86.5%) of the respondents do not have a time table and they do miss their reading period respectively. It was also revealed in the findings that 120(60%) and 104 (52%) of the students do read on a daily basis and also disagreed with the fact that they read on weekly basis respectively. The table also revealed that 159 (79.5%) and 133 (66.5%) of the respondents read only when the need arises and they are not interested in reading their class notes respectively.

In addition, 139 (69.5%) and 130 (65%) of the respondents agreed that they do not have enough books to read but they do borrow and read information materials from the library respectively. Finally, 174 (87%) and 150 (75%) admitted that they only

read when they have test or examination and do not read always at their leisure time.

Research question four: What information materials do secondary school students in Oyo State read through social media?

The findings revealed that 187(93.5%) of the students read news on entertainment, sport and events happening around the world. While 13(6.5%) of the respondents read encyclopedia, dictionary for checking meaning of terms and also for solving mathematical problems.

Research Question Five: What influence does the use of social media have on your reading habits?

Table 5 Influence of social media on students reading habits (Strongly Agree(SA), Agree(A), Disagree(D), Strongly Disagree (SD))

		SD	D	A	SA
i.	I chat on whatsapp to the extent that I do not remember to read my book on daily basis.	55(27.5%)	25(12.5%)	30(15%)	90(45%)
ii.	I am always on facebook and neglect the books I have to read.	1(0.5%)	15(7.5%)	54(27%)	130(65%)
iii.	Surfing the internet takes my time that I only read when I have examination.	39(19.5%)	50(25%)	71(35.5%)	40(20%)
iv.	I use all my leisure time to see movies on YouTube rather than read.	35(17.5%)	20(10%)	50(25%)	95(47.5%)
v.	I am more interested in surfing the internet than reading my class notes.	46(23%)	34(17%)	70(35%)	50(25%)
vi.	I do not stick with my reading time table because of the time I spend chatting online	35(17.5%)	35(17.5%)	54(27%)	76(38%)

Table 5 showed the influence of social media on students reading habits. For the purpose of explanation, the option strongly disagree and disagree were summed to be negative while, strongly agree and agree were summed as positive.

The findings show that 120(60%) of the respondents chat on whatsapp to the extent that they do not remember to read their books on daily basis. It was also revealed in the findings that students are further distracted from reading their books. The table shows that 184 (92%) of the respondents indicated that they are always on facebook which makes them to neglect the books they have to read. Furthermore, 111 (55.5%) of the respondents agreed that surfing the internet take their time that they only read when they have examinations. In addition, 145 (72.5%) confirmed that they used all their leisure time to see movies on YouTube rather than read.

Moreover, 120 (60%) agreed that they were more interested in surfing the internet than reading class notes. Finally, 130 (65%) supported that they do not stick with their reading time table because of the time they spend chatting online.

4.3 Discussion of Findings

It was discovered in the study that majority of the respondents confirmed that WhatsApp, Facebook, YouTube, Yahooemail, Gmail and Instagram are the major social media used by the students. Greater part of the respondents supported that they used them on regular basis and at the expense of reading their books. The findings agrees with the submission by Kaiser Family Foundation (2005) that activities that require intense, focused attention, such as reading, are decreasing among young people, while those that require the division of attention, such as instant messaging (IMing), are on the rise.

It was also observed that majority of the respondents indicated that they only read when the need arises and when they have examinations or test. The findings are also in accordance with Castia and Morris (2011) submission that “as social media websites, such as facebook, YouTube and whatsApp gain popularity, they are also becoming increasingly dangerous as they create modes to students to procrastinate while trying to complete homework and assignment”. In their survey of 102 students, 57% stated that social media has made them less productive.

The investigation on the use of social media for students reading culture development shows that greater number of the respondents affirmed that social media negatively affect their reading habits. While only few of the respondents said that social media does not affect their reading habits negatively. This finding agrees with a submission by Loving and Ochoa (2010) that Social networking sites have proven to be universally addictive for students who tend to spend considerable amounts of their time maintaining social connections, making new acquaintances and a broad base of friends during their years of study. These, however reduce the amount of time they will use to read books aimed at successful completion of their studies (Ofuani and Gberedio, 2010).

Summary

This study investigated the use of social media for reading culture development of students in two selected senior secondary schools in Ibadan, Oyo state, Nigeria. A total number of two hundred (200) copies of questionnaire were administered to respondents in the selected secondary schools and all the copies were retrieved. In order to achieve the objectives of the study, five research questions were formulated. The findings of the study are summarized below:

Social media used by students include WhatsApp, facebook, twitter, instagram, youtube, skype, yahooemail, eskimi, snapchatt, badoo and Gmail.

Social media like whatsApp, facebook, instagram, youtube, , yahooemail, and Gmail were often used by the secondary school students. While twitter, skype, eskimi, snapchatt, and badoo are the least used respectively.

The study reveals that the use of social media distract students from reading or keeping to their reading time-table where it even exist at all.

It was found out in the study that majority of the students read to pass test and examinations.

Conclusion

This study investigated the use of social media for reading culture development of students in two selected public senior secondary schools in Ibadan. School library is a type of library that serves the information and instructional needs of the students. Social media are those forms of communication that possess the qualities of being digitalized, compressible, interactive, manipulated, networkable and dense.

The research findings support the fact that social media is a powerful agent of socialization it can educate and aware the masses and it can help students in their studies better than any other source. But its negative impacts outweigh the positive impacts. Study findings show that extensive usage of media programs cause low level of reading among most secondary school students. Therefore, attention should be given to encouraging secondary school students to read their books, use the library and use social media for reading.

Recommendations

In order to develop the reading culture of senior secondary school students in Ibadan, the following recommendations are made based on my findings of this study:

1. The federal Government should establish functional libraries which are adequately catered for and well equipped with current biographic materials which will in turn stimulate the interest and increase the reading habits of pupils/students.
2. Reading period should be included in the students' time table
3. School libraries should be furnished with adequate relevant and current reading resources.
4. Reading should be promoted through partnership and collaboration between the public and private sectors such as publishers, booksellers, librarians, teachers and all employers of labour to encourage readership campaign.
5. Parents should as a matter of fact encourage reading by buying the books as gifts during their birthdays and when they pass examinations.
6. Libraries and schools should strive to create an environment conducive to reading so as to make the school children feel at home and comfortable.
7. Schools should organize debates and essay competitions for school children. This exercise will no doubt help in generating reading interest and the habit of gathering information.

8. Parents should have the time and energy to step in and help our children to love reading by reading for them.
9. Parents/guardian of students should have scheduled time for their reading in order to live an exemplary life.
10. Parents/guardian should endeavour to monitor what their children do with their mobile phone.

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