EDUCATIONAL MEDIA UTILISATION AND READING HABIT OF PRIVATE SECONDARY SCHOOL STUDENTS IN OYO STATE, NIGERIA

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Abstract
The study investigated the relationship between educational media utilisation and reading habit of secondary school students in Oyo State, Nigeria. The study adopted the survey research design while questionnaire was used as the main instrument of data collection. Findings revealed television, Internet, computers, radio and smart phones as the most used types of educational media by the students. On the types of books being read by the students, textbooks and class notes were found to be the commonly read books by the students while the major purposes of reading among the students were, urge to get information, learn new things and to pass examinations. Findings from the study further revealed that the students preferred to read late at night for between -2 hours. A positive relationship was established between educational media utilisation and reading habit of the students.

Keywords: Educational media utilisation, Reading habit, Secondary school students in Oyo State

Introduction

Among the four language skills which are known to man throughout the ages is reading: the other three being writing, listening and speaking. This entails the ability to read all print materials in a particular language, including literature texts, as well as daily papers, magazines, diaries and different periodicals. Reading is an opener to an abundance of knowledge that connects individuals in a path boundless by space or moment in time. It gives involvement all the way through which the personage may extend his/her points of view, distinguish and build up his/her advantage while picking up a more profound knowledge for themselves, their kindred people and the world at large. Reading serves as an instrument for concentration in different subjects and it is an apparatus utilised for estimating scholastic advance through which instructive objectives would be achievable. Therefore, it is imperative that everybody should acquire good reading habits to be capable of thriving successfully in the academic globe. Reading enhances the development of an individual's creative energy, abilities, concrete thoughts, creative ability, and subjective and psychomotor aptitudes, and supports one's personal development.

Reading is not just about printed resources; it equally involves the ability to interpret anything that is proposed to pass on a message or that which is to engage correspondence. Reading can be said to be the bedrock of most sorts of learning practices.

The process of reading is the basis on which various scholastic abilities are constructed.

It is, therefore, of paramount importance that positive reading habit should be encouraged and developed in the students at a very early stage in life in order to facilitate them to handle the challenges of academic life. An individual who reads well already possesses an immense tool for and an advantage of increasing his/her intellectual scope and increasing opportunities for the attainment of accomplishment. Effective reading is a very important cause that positively affects emotional and intellectual development. Therefore, inspirational state of mind of learners towards reading can be developed through both directional and accidental familiarity with reading.

Reading behaviour are of the essence component of lifetime erudition perception (Raeyaeckers, 2002), which can be viewed from different perspectives: (i) as a constant, often unconscious act that one exhibits during the process of reading which he/she acquired through frequent repetition such as reading aloud, pulling of hair, playing music, reading at night and in secluded places, chewing gum and kola nuts, soaking legs in water, drinking black coffee, consuming alcohol before reading, reading while playing heavy music, reading in bed, biting a pencil or pen tip et cetera. all in the bid to keep awake or to read with concentration; (ii) rehearsing the demonstration of reading all through life, always and fundamentally because of seeing reading as a need and a wellspring of delight; (iii) forming the habit of reading at all times. A student who has formed reading as a habit is most likely to perform better in examinations than his/her counterpart who reads only when it is perceived necessary to do so. This third perspective will be the underlying focus in this study.

Reading inclination can be positive or negative depending on an individual's disposition/ personality or the purpose for which the reading is embarked upon. The purpose could be academic or recreational. Thus, a student reading a novel for recreational purpose may decide to watch television while reading but may prefer to read in secluded places while studying for an examination. A student who has a good reading habit has both the capability of enlarging his psychological skylines and duplicating chances for progress. For this and other reasons, students at a very early stage in life should be encouraged and guided by parents and teachers to form a positive reading habit which will aid them in their academic pursuits in life.

In spite of the importance derived from reading, most secondary school students, particularly those in private secondary schools prefer surfing the web to reading their texts. This is because technology has taken over the space and students are more at ease with technology when solving their academic related problems. However, parents and teachers can still encourage positive reading habit to by making reading enjoyable for the students. Obviously, the formation of negative reading habits will, in the long run, mar the academic life of a student if not corrected early enough. However, with the advancement in media technology and the prevalence of personal computers, tablets, laptops, notebooks, smartphones, the Internet, et cetera, the reading habit of students is fast changing. Most students now prefer to surf the web in order to access information which will aid them in solving problems associated with assignments given to them by their teachers. This, the students do rather than read their textbooks which are subject

specific and tailored to meet their educational need written specifically for them.

Some reports have established that students waste long times watching the television (TV), surfing the net rather than reading their textbooks. Majid and Tan (2007) observed that these technologies; computer and related contraptions, digital TV, Internet, video and PC recreations, talk rooms and online journals are catching learners' attention and time and are getting to be keen contenders with books with which the learners have been earlier comfortable. This, if not properly controlled, could lead to a serious drop in students' reading habits. Others believe that the Internet is a welcome phenomenon as it makes students' work easier. Jude and Afangideh (2012) and Onovughe (2012) believe the Internet ameliorates the tediousness of students' academic work. This assertion, however, can only be true if the Internet is used for positive purposes.

In education, media refer to all means of communication which include prints, illustrations, activity, sound and movies while innovation alludes to any entity or on the other hand, method of human origination that can be used to pass on information which incorporates books, TV, PC, Internet and others. Conversely, media and innovation are indivisible as both supplement each other and the usage of media in instruction is essentially designed for developing the ideal mix of media keeping in mind the end goal to help learners and increase the value of conventional courses, thereby increasing effectiveness of learning. It simply implies that students are to follow the new trend in education which is learning 'from' and 'with' technology for better output.

The use of educational media technology in schools can be described as ponder and deliberate demonstration of imparting substance to learners with the suspicion that they will gain something 'from' these processes of communication. The instructional procedures inborn in the 'from' impendent utilising media and innovation in schools include some arrangement of steps and incorporation presenting learners to messages encoded in media and conveyed by innovation, with supposition that learners see and encode these messages, requiring a response to demonstrate that messages have been got, and giving contribution with respect to the adequacy of the response (Krendal, Ware, Reid and Warren, 1996).

Educational media utilisation is for several purposes. Majority of the students in secondary schools use educational media resources for examination purposes only, though the students emphasised lack of adequate educational media resources as major hindrance to utilisation of educational media resources by students. The library must ensure an organised collection of educational media resources which are relevant to students' education and can promote the objectives of the school its serves. Organization of collection facilitates its usage among students.

The utilisation of educational media by students in education and the prevalence of personal computers, laptops, notebooks have led to a new literacy revolution where people depend more on PC based materials, (for example, composing messages, transferring complimentary electronic cards, seeing web video, perusing web news,

transferring writings and photos through Yahoo or MSN messengers, exchanging information in online talk room or talk area) more than paper based materials, (for instance, sending cards and postcards, forming letters, magazines, perusing dailies and books). Proficiency is quickly and persistently changing as new advances for communication and correspondences appear repeatedly and new situations for investigating these innovations are constantly made by clients (Leu, 2000). While a few analysts contend that PC innovation does not altogether influence reading propensity, different scientists trust that PCs and the Internet are altering the way individuals read (Lamb, 2005).

Educational media like the Internet has affected the life style of some students. In a review of the Internet enslavement of 910 Taiwan College learners, Chou and Hsiao (2000) found that College learners who are dependent on the Internet spend a regular of 17.7 hours on Blackberry Services, 6.6 hours on the Internet, 3.47 hours on email, and 5.47 hours on amusements consistently; while, the individuals who are not dependent spent a regular of 6.6 hours on Blackberry Services, 3.94 hours on the Internet, and 1.42 hours on email each week.

The fast changes in the data age have caused reading to become technology oriented; PCs do not just offer direction, input, and testing in syntax, vocabulary, composing, articulation, and different measurements of dialect and culture adapting, it as well give prepared access to use of audio, visual and written materials and and in addition reference materials. These novel advances do not just impact learners' studying and classroom concentration, it additionally influences their reading practices (Kern, 2006). Accordingly, Hagwood (2003) stressed the criticalness of new instructive media in our everyday lives, inciting the requirement for analysts and instructors to start to see them as a focal part of research.

The TV's, printed, sound, and visual resources make it feasible for data to penetrate the cerebrum of the student (Ibe-Bassey, 2004). This is on account that the edge of TV screen transforms everything that occurs on it into a phase and all sound and visual impression into a sign which emotionally affects watchers. Watchers at home likewise read a few messages on the TV screen, notwithstanding tuning in and survey and make their determinations accordingly. Shrewd reading includes the disentangling of signs and the extraction of implications which is then blended and in this way acknowledged, rejected or put on hold (Abbott, 2003). This infers that TV speaks to sliding size of the real world, proposing that it is basic that youthful learners getting ready for advanced education be instructed to see TV fundamentally. In this manner, they will without a doubt have the capacity to recognize substances from developed fiction and will similarly have the capacity to enhance their reading propensities given that reading is recognized as an establishment for every single subject and essential to consistent advancement (Omojuwa and Timothy, 2006).

A cell phone is a contraption that enables individuals to make telephone calls and additionally utilize different highlights (which used to be discovered just on individual computerized devices or PCs) that are not normal on a customary telephone. Prior to

the appearance of cell phones, there were just PDAs (Personal Digital Assistants). Phones were for calls and instant messages; PDAs were utilised as coordinators. The last could keep contact data and could likewise make plan for the day. They could likewise adjust with a PC. As innovation advanced, PDAs gained the capacity to associate remotely and to send and get email. As time passed, PDAs picked up PDA highlights while mobile phones turned out to be more similar to PDAs to the point of nearly transforming into little PCs; the start of cell phones.

A cell phone is shrewd in light of the fact that it has functioning system which manages the contraption's apparatus and encoding. It is similar as operational system of a personal computer. An operational system additionally enriches the device's usage and life of the cell phone battery through management of intensity utilisation. Cell phones likewise have Internet availability, either through Wi-Fi or 3G/4G. A learner would be able to take notes and trade them to a workstation or share them online with his/her group. With a cell phone, learners have instant access to a variety of websites for enquiries and answers. For video homework, learners can document their show using a mobile phone and share them to a computer for final and required editing.

There are indeed several methods for utilising a cell phone. Versatile learning is a door to device and information resource. It makes education and learning process more customized and closes the vacuum amongst instructor and learner. The most novel thing is that it gives customers access to colossal measures of information resources anyplace, whenever. Resourceful erudition unlocks the possibility to be educated constantly and perpetually. With the use of smartphones, students can solve assignment problems, read books, download books and articles, send and receive messages as well as make and receive calls and a whole lot of other activities. However, some students who are addicted to the use of their smartphones may sometimes use them for the wrong reasons like watching films including pornographic films on the Internet instead of reading or doing assignments.

The Internet is one of the characterizing advancements of the computerized age and it is a worldwide framework which is interconnected to PCs and gives numerous advantages to its clients, including access to data from removed reports and databases that can be read and concentrated to give learning (Larose, 2000). The Internet consolidates and introduces through a similar medium the ideals of print and interactive media assets. With the Internet, learners can enhance their reading propensities by accessing bunches of data and materials accessible online which can be read on the web or downloaded to be printed or read later. The Internet is additionally not only an aloof medium that learners may investigate to get data all alone. It is progressively likewise being utilised by instructive establishments and specialists as an adaptable medium for conveying on the web training to inaccessible or on grounds learners (Eden and Ofre, 2010).

The Internet gives researchers, speakers and learners, access to every one of the wellsprings of data anytime on the globe. It is ending up increasingly advantageous and less demanding to get to the Internet now than already. Trajkovski (2001)

expressed that around five years back, just three million individuals were associated with the Internet in the entire world, however now this number has developed to three hundred million. The Internet is quick changing the strategies for getting to and utilising data and research exercises. It has presented new ideas of showing process and is recasting the parts played by the members of the instructive procedure. The Internet is presently a method by which the computerized separate between the developing and developed nations is continuously quitting for the day. Studies have set up the way that the most obvious clients of the Internet are teenagers and learners (Kausar and Zobia, 2006; Omotayo, 2006; Ofodu, 2012).

The Internet offers apparently boundless potential to support learning. Be that as it may, except if you design precisely how you will utilise the web in your learning exercises as a student, you may find out that you do little more than aimlessly surfing mountains of information without getting any tangible result. Using e-mail can help students to solve assignments and to get discussions alive on class topics. The Web can be an important research apparatus, helping learners get to assets in different countries, and giving them a chance to find out about different societies. In any case, numerous learners fall into the trap of utilising the Web as their solitary reading instrument and more often than not scan for immateriality. Keeping in mind the end goal to decide factors impacting Internet utilisation in Nigeria, Oji (2007) has featured the developing rates of learners utilising the Internet not really for scholastic purposes, but rather for against social exercises, for example, racketeering, extortion, misrepresentation, erotic entertainment, et cetera. Most students now have unlimited access to Internet at their bake and call. This explains the reason why according to some researches that most students while away their precious time browsing the net instead of reading.

The prevalence of personal computers, laptops, notebooks, tablets, IPads etc. have led to a new literacy revolution where students depend more on PC based assets, (for example, composing messages, sending free e-cards, viewing web video, reading on the web news, transmitting texts and pictures by Yahoo or MSN errand people, trading data in online visit room or discourse territory) than paper based assets, (for example, composing letters, sending cards and postcards, reading daily papers, magazines and novels). The PCs not exclusively can offer guidelines, criticism, proposals on syntax, spellings, vocabularies, composing, elocution, and different measurements of dialect and culture adapting, yet give prepared access to composed, sound, and visual materials and reference works.

However, the state of reading among secondary school students in Oyo State has been reported to be discouraging. Kolawole (2009) conducted a survey regarding the reading habit of secondary school students selected from public schools in Oyo State and reported that reading was not given the right attention in Oyo State public schools as it ought to be. The author reported further that students based reading, on their discretion and not based on teachers' motivation and encouragement. This trend may be premised on non-embracement of educational media by students in Oyo State

secondary schools.

Omodara and Adu (2014) see educational media as the total combination of communication means such as animations, prints, audios, graphics, visuals and audio-visual. All qualities of print resources are incorporated in educational media which are useful in the process of conveying classroom instructions as against the traditional methods. Phenomena as diverse as monographs, the Internet, television, films and other multimedia resources are included in this definition. Educational media in education are referred to as symbol systems which educators and students use in knowledge presentation and which enables knowledge sharing.

Educational media have been found to be highly useful in ensuring quality class delivery by teachers. In many developing countries, the utilisation of educational media to facilitate teaching and learning process is becoming common place (Onyenemezu and Olumati, 2014). It has equally been long-established that the inclusion of educational media in teaching and learning process is not limited to one particular subject, class or activity. Thence, educational media utilisation has the potential to facilitate reading, which is one of the pivotal determinants of literacy. According to Bello (2008), teachers can utilise educational media to reveal and better explain concepts aimed at facilitating teaching and improving reading habits among their students. The author opined that educational media enhances easier and meaningful teaching and learning process stating that the adoption of different educational media is far better than lengthy rhetoric. However, as much as the utilisation of educational media has been established to have positive influence on ensuring and encouraging classroom practices and learning process, much still need to desired about its utilisation in ensuring and encouraging reading habits among secondary school students in Oyo State.

Objectives of the Study
This study aims at achieving the following objectives:
1. identifying the educational media being utilised by Senior Secondary school students in private schools in Oyo State, Nigeria.
2. ascertaining the reading habits of Senior Secondary school students in private schools in Oyo State, Nigeria.
3. investigating the relationships between educational media utilisation and reading habits of Senior Secondary school students in private schools in Oyo State, Nigeria.

Research questions
The following research questions were answered in this study:
1. What are the educational media being utilised by senior secondary school students in private schools in Oyo State, Nigeria?
2. What is the reading habit possessed by senior secondary school students in private schools in Oyo State, Nigeria?
3. What type of relationship exists between educational media utilisation and

reading habit of Senior Secondary school students in private schools in Oyo State, Nigeria?

Literature review

Reading has been considered as a standout amongst the most vital aptitudes that students ought to obtain. Brumfit (1980) characterizes reading as a great degree of complex action that involves a blend of perceptual, semantic, and subjective capacities. As indicated by Goodman (1967), reading is a "process of psycholinguistic" that begins with a phonetic facade portrayal programmed by an author and finishes with significance developed by the reader. Reading helps on the whole round advancement of a man from his introduction to the world to demise. It adjoins fresh vista to eyes and innovative knowledge to intellect.

The Hindu (2004), as cited in (Igbokwe, Obidike and Ezeji, 2012) stated that because of innovative advancement, reading propensities are evolving. In our general public today, while development is continuously taking a persisting control over our individual lives, the reading propensity is briskly vanishing like a ghost. Learners currently don't have the ability to peruse. Rather they expend extra times of day on electronic media. Internet browsing, playing with out of control handsets and passing constant SMSs, accordingly making reading a book unfashionable (The Hindu, 2004). In such manner, A study by Book Aid International (2003) in Sonaike (2004) discovered that kids in advanced nations read for unwinding, while a dominant part of kids in impoverished nations read for examinations. Reading is a fundamental instrument for deep rooted learning. It is imperative for everybody to build up the fundamentals of successful reading and the way of life of reading generally in order to make due throughout everyday life.

Reading habit is the development of state of mind and capacity to read frequently with a specific end goal to gain learning and create self. It is a procedure of guzzling an inspirational state of mind and general expertise in reading of data assets. Obada (2011) affirms that reading habit is the development of a demeanour and the ownership of aptitudes that makes reading pleasurable, standard and a reliable movement. Along these lines, schools ought to furnish learners with the aptitudes of figuring out how to read and reading to figure out how to enhance their general limit with regards to long lasting learning and entire individual improvement. They have to advance a reading society both inside and outside the four divides of the classroom (Langit-Dursin, 2009). Developing reading habit is a need in the life of each youthful personality which will empower him to advance throughout life. Kids build up the abilities of reading and pick up the habit for reading transcendently in grade school and it turns out to be extremely hard to pick up this habit in adulthood (Palmer et al., 1994; Mete, 2012).

The importance of educational media resources to students cannot be over emphasised. Educational media resources are useful to students because of their ability to; help learner to enhance reading and different abilities, show or fortify aptitudes, components or thoughts; remember uneasiness, fears or fatigue; simplify complex learning experience, stimulate learner's interest and facilitate students' drill and

practice (Aboyade and Amusan, 2013). In addition, educational media resources utilisation improves concrete learning experience for learners and help in developing the reading, writing, arithmetic and aesthetic appreciation skills of the learners (Aremo, 2012). Educational media resources are, therefore, undoubtedly efficient and effective in teaching and learning activities as they reinforce certain learning experiences and tend to effectively connect with learners in the general learning process, as recommended by the Federal Government of Nigeria (National Policy on Education, 2004).

Furthermore, Aremo (2012), in his research on the consequence of the utilisation of educational media resources on reading behaviour and educational feat of secondary school learners in Ede metropolis, established the efficacy of educational media resources on improving the academic performance of the students. Essien (2007) reported that majority of the students in secondary schools use educational media resources for examination purposes only, though the students emphasised lack of adequate educational media resources as major hindrance to utilisation of educational media resources by students.

Ojo and Akande (2005) also investigated the pattern of usage, point of access and awareness of electronic media resources among students and their study revealed that the level of utilisation of electronic media resources was not high because many students did prefer the printed media resources to electronic media resources. Also, lack of information retrieval skills was a major obstacle to exploiting the electronic media resources. However, they recommended an aggressive training on information search skills for students and provision of more infrastructure for electronic media resources. Usage of school library instructive media assets can take numerous structures and can happen in assortment of spots (Zweizig, 2007). The instructive media assets are utilised by learners to give independently picked reading, to answer inquiries on assignments, to seek after individual interests, and to help allotted papers. The utilisation of these instructive media assets happens in classrooms and workrooms and additionally in the school library.

The effectiveness of instructional media resources available for students' utilisation can be measured through the ability of the resources to meet the students' needs (Lamptey, 2011). Commenting on educational media resources format preferred by the students, Erber (2012) emphasised that the students found it easy using electronic format of media resources than print format. Educational media resources are in different formats viz: print, electronic, audio and visual among others. Velmurugan (2008) highlighted electronic media resources as including Cd ROMs, online databases, e-diaries, ebooks and Internet assets. As indicated by him, electronic assets give access to data that may be limited to the client due to area of funds.

Jude and Afangideh (2012) inspected the impact of electronic media asset on learners' reading skills at the Senior Secondary school level, with a view to learn their preparation for advanced education in Akwa Ibom State, Nigeria. The discoveries uncovered that learners who approached TV and radio projects exceeded expectations

than learners who did not have the introduction. It was likewise found that learners who were more disposed to TV programs performed higher than learners who were more presented to radio projects in their level of reading abilities. The examination by Onovughe (2012) on Internet utilisation and reading propensities for higher foundation learners in Nigeria uncovered that in spite of the fact that the learners appreciate reading for the most part and to a relative degree read website pages every day, they additionally spend a large portion of their after educational time sitting in front of the TV, VCD, playing PC amusements.

Research Methodology

The study adopted the survey research design. There are 27,702 Senior Secondary School two students spread across the 127 registered private secondary schools in Oyo State. The multi-stage sampling technique was adopted in the study. At the end of the sampling procedures, one thousand, three hundred and forty-four (1344) SS 2 students in private secondary schools in Oyo State formed the sample for the study. The instrument used for data collection for this study was the questionnaire. The coefficient of the reliability of the questionnaire, used were 0.86 for reading habit and 0.83 for educational media utilisation. The administration of the questionnaire was personally done by the researcher with the assistance of six (6) trained research assistants. The field work took about 16 weeks. The research questions were analysed using descriptive statistics.

Results and Findings

The first research question of the study aimed at determining the educational media being utilised by Senior Secondary School Students in private schools in Oyo State, Nigeria. The result on educational media being utilised by senior secondary students in private schools in Oyo State reads thus: television (745, 64.6%) is the most widely used educational media among senior secondary school students in Oyo State. This was followed by Internet (694, 60.2%) and computer (693, 60.1%). Other educational media resources utilised by the students were films (614, 53.3%), radio (613, 53.2%), video players (606, 52.6%) and smart phones (588, 51%) respectively.

The other educational media highlighted in the study were not enjoying heavy use among secondary school students in Oyo State, some of the least used include Globe (184, 16%), graphic (187, 16.2%), flip chart (246, 21.3%) and power point (254, 22%). However, some of the educational media including Diagram (410, 35.6%), I-Phones (404, 35%), I-Pad (395, 34.3%), Charts (394, 34.2%), Photograph (380, 33%) and Animation (367, 31.8%) were found sparingly being used among secondary school students in Oyo State. Frequency of use of educational media was found to be generally low among respondents. Aside television (555, 48.1%), radio (493, 42.8%), smartphones (414, 35.9%), i-pad (445, 38.6%), graphic (355, 30.8%), internet (450, 39%) and computer (393, 34.1%) which were being used by the majority, though not up to half of the respondents, on daily basis, the rest of the educational media resources were never used by the majority of the respondents.

On the educational media utilisation by Senior Secondary school students, findings

from the study revealed the use of television, radio, smartphones, Internet, computer, video players, and films. Though, other identified educational media are also put to use by students, the aforementioned, therefore, were the most commonly used educational media among Senior Secondary students in private schools in Oyo, State while frequency of use of these educational media was found to be abysmally low as majority of the respondents never used them.

The second research question aimed at determining the reading habit possessed by Senior Secondary school students in private schools in Oyo State, Nigeria. Series of question items bothering on types of book read, deciding factor for reading, purpose for reading, preferred time of reading, length of time spent reading books, favourite reading place, and challenges encountered in reading.

Regarding types of book read by respondents, textbooks remained the highest read (687, 59.6%), followed by class work/notes (614, 53.3%). Journals (1007, 87.3%), Newspapers (797, 69.1%), Non-fiction (778, 67.5%), Magazines (683, 59.2%), and fiction books (638, 55.3%) were not read by majority. Considering the result for factors that motivates students to read, it was discovered that majority of the students (630, (54.6%) considered the summary of the book as their deciding factor. Though not up to the majority value, appreciable number of the respondents also considers the title page (563, (48.8%). Majority do not considers the preface (905, 78.5%), table of content (857, 74.3%), quality of the text (825, 71.6%), the author (794, 68.9%) and the title page (590, 51.2%).

Based on the analysis of the data gathered on reading purpose of private secondary school students in Oyo State, it was found that most of the students read because of the urge to get information (740, 64.2%), learn new things (717, 62.2%), and to pass examinations (623, 54%) respectively. The students were not thrilled by reading to meet new friends (901, 78.1%), for leisure or entertainment (815, 70.7%), to please parents (818, 70.9%) or to be current with trending issues (771, 66.9%). It was also found that majority of the students preferred to read late at night (656, 56.9%) rather than in the afternoon (879 (76.2%), evening (801 (69.5%), or morning (697 (60.5%)

It was found that length of reading was generally low among secondary school students in private secondary schools in Oyo State. Those who read between the 1 to 2 hours were in majority despite the fact that it falls short of meeting the average mark (490, 42.5%). Very few or minority read for more than 6 hours (12.7%). Results also showed that majority of the students also preferred to read at home (739 (64.1%) and the library (582 (50.5%). While some of the challenges encountered reading includes lack of interesting materials (830, 72%), unavailability of relevant books in the school library (788, 68.3%) difficult text books (800, 69.4%) unpaid fees (853, 74%) watching television (813, 70.5%) playing sports/games805 (69.8%) browsing the internet (915, 79.4%) chatting with friends873 (75.7%) law/no encouragement by teachers (993, 86.1%) inadequate provision of text books by my parents (950, 82.4%).

Findings from the study on major purposes of reading by the learners uncovered that

the students read mainly for getting information, learn new things and pass examinations and to be informed just as reading textbooks and class notes were more than any other types of books was found to be the major types of books being read. On the preferred time of reading, findings from the study revealed night as the most preferred time of reading by the students and that they read daily spending a minimum of an hour per day. This finding is at variance with Igbokwe and Obidike (2012) studied on the impact of electronic media on the reading capacity of youngsters in primary and secondary schools which reported that 93% of the students spent less than one hour each day reading in relation to 70% that spent at least two hours playing amusements on PDA. The favourite reading places by the students were found to be at home and in a quiet place while the major deciding factors for reading among the students were the company of friends, getting fulfilled in reading and considering reading as a serious task.

Furthermore, findings from the study corroborated Hindu, (2004) which reported that because of innovative improvement, reading propensities are evolving. In our general public today, while advancement is continuously taking a steadfast control over our individual lives, the reading propensity is speedy vanishing immediately and inexplicably to such an extent that learners presently do not have the aptitude of reading. Rather they spend more hours on electronic media, browsing the net, playing with astounding handsets and passing relentless SMSs, in this way making reading a book unfashionable. The fact that technology based educational media were the major educational media being used by the students may not be unconnected with the revolutionising of the education sector by technology and ease of accessing learning resources through technology devices. Also, the fact that the students of nowadays are versatile in the use of technology as well as the ability of the parents and private schools to make provision for these resources may also have contributed to the high use of technology based educational and learning devices and resources for students' access and utilisation. On the relationship between educational media utilisation and reading habit, the result revealed positive relationship between educational media utilisation (r = .539, p>0.05) and reading habit. reading habit of Senior Secondary students in Oyo State.

Conclusion
The findings in this study have shown that educational media utilisation as a major determinant of reading habit of students. Adequate availability of and accessibility to educational media resources is necessary ingredient for developing favourable reading habit among students. Based on the findings of the study, inadequate provision of relevant educational media resources within the schools where students can have easy access may hinder the utilisation of such, therefore, provision of educational media resources in school library media centres would facilitate effective utilisation. Furthermore, it may be necessary to also conclude that despite the fact that the students have access to technology based educational media resources which are necessary and relevant for reading and learning in the digital age, the students reading habits were still not encouraging. It should, therefore, be concluded that the utilisation

of electronic or technology based educational media resources may constitute distractions to the students if students' utilisation of such resources if not properly monitored.

Recommendations
The following recommendations were made in view of the findings of the study:
1   Since the findings on educational media and reading habit revealed a positive relationship, it is imperative that this relationship should be further enhanced by adequate and quality provision of educational media resources, both print and non-print in schools. Provision should also be made for proper monitoring and maintenance of the resources. It is expected also that experts should be employed by school proprietors for proper monitoring and   maintenance of these gadgets.
3.   Proprietors of private secondary schools should expose the students to reading and learning even within and outside the School environment for greater knowledge acquisition and reading habit. Government on the other hand should build more well-equipped public libraries that shall be accessible to every student in State for a better reading exposure.
4.   Library hours should be included in the School time-tables to encourage the students to read during the school hours as well. The Schools' teacher-librarians should make the SLMCs environments friendly to avoid scaring the students away from the centres.
5.   Teachers and School authorities should make provisions for relevant educational media resources and adequate manpower to man the proper utilisation of such resources for enhanced reading habits of the students.
6.   School authorities should encourage reading competitions among other activities between male and female within and outside the School environment.
7.   The combined contribution of the independent variable to the reading habit of students was positively related, therefore, the stake holders in education in Oyo state in conjunction with the proprietors of private secondary schools should ensure adequate provision of well-equipped and easily accessible SLMCs in all the private secondary schools in the state for enhanced reading habit for better performance of students in both internal and external examinations.

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