

**SOCIAL NETWORK USE, PEER INFLUENCE AND PARENTAL INVOLVEMENT AS PREDICTORS OF READING HABIT OF SENIOR SECONDARY SCHOOL STUDENTS IN OSUN STATE, NIGERIA**

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## **CERTIFICATION**

I certify that this study was carried out in the Department of School Library and Media Technology, University of Ibadan, Nigeria by Olasehinde Fadekemi BAMISE under my supervision.

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## **DEDICATION**

This study is dedicated to Almighty God.

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## ABSTRACT

Reading habit is critical for students' success at all levels and literature have shown that poor reading habit is prevalent among secondary school students in Nigeria, especially in Osun State. Attendant results of poor reading habit include: mass failure, poor communication skills and poor analytical skills which have been a source of concern to stakeholders in educational sector. Existing studies focused largely on students' academic performance, with little attention paid to reading habit and how it could be influenced by social network use, peer influence and parental involvement. This study, therefore, was carried out to examine social network use, peer influence and parental involvement as predictors of reading habit among public secondary school students in Osun State, Nigeria.

The Expectancy-value and Social Cognitive theories were used as the framework, while mixed-methods was adopted. The multistage sampling procedure was used. The three senatorial districts in Osun State were enumerated. The simple random sampling technique was used to select one of the two educational zones in each of the three senatorial districts. The simple random sampling method was assumed to pick two Local Government Areas (LGAs) from each educational zone. The proportionate-to-size sampling method was assumed to pick 12 government owned schools in the selected LGAs, and 20.0% of students in each school totaling 1,101 students. The instruments used were Reading habit ( $r=0.73$ ), Social Network Use ( $r=0.90$ ), Peer Influence ( $r=0.89$ ) and Parental Involvement ( $r=0.86$ ). Six sessions of Focus Group Discussions were held with 60 secondary school students across six schools. Quantitative data were analysed using descriptive statistics, Pearson product moment correlation and Multiple regressions at 0.05 level of significance, while qualitative data were content-analysed.

The respondents' age was  $16.00 \pm 1.36$  years. The majority (58.0%) read for more than one hour every day. However, teachers' note ( $\bar{x}=3.75$ ) was the most preferred reading material, followed by textbooks ( $\bar{x}=3.44$ ). The purpose of reading was to pass examinations ( $\bar{x}=3.59$ ). The most preferred social network site was Facebook ( $\bar{x}=3.30$ ). Against the threshold of 2.50, peer influence ( $\bar{x}=2.70$ ) was high among the students, while parental involvement ( $\bar{x}=2.25$ ) was low. There were positive significant relationships between social network use ( $r=0.35$ ), peer influence ( $r=0.24$ ), parental involvement ( $r=0.29$ ) and reading habit. Social network use, peer influence and parental involvement jointly contributed significantly to the reading habit of students [ $F_{(3, 1078)} = 68.09$  Adj.  $R^2 = 0.16$ ] accounting for 16.0% of its variance. Social network use ( $\beta = 0.27$ ) and parental involvement ( $\beta = 0.19$ ) predicted reading habit, while peer influence did not. The students admitted that social network use gave them the opportunity to be abreast of latest information on various subject areas.

Social network use and parental involvement, more than peer influence, enhanced reading habit among public senior sec

ondary school students in Osun State, Nigeria. Fathers and mothers should participate in the reading activities of their children while teachers should encourage social network use towards improvement of their students' reading activities.

**Keywords:** Reading habit, Social network site, In-school adolescents, Secondary schools in Nigeria

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Reading is a necessary activity in life through which lives and experiences of others can be visualised to understand oneself and the surrounding world. It is considered an act that expands knowledge, scope of experience and promotes life fulfillment. In this contemporary world, it is required of every individual to be able to understand printed words for proper functioning and relevance in the society. Reading is the cognitive process needed to understand words written in black and white. In its entirety, reading goes beyond being able to interpret words. It is a process that enhances that enriches the mind and disposition of a reader. Reading is also an activity that enriches intellectual abilities and provides insights into life issues. Through reading, attitudes and behaviour are being influenced, hence reading can be said to mold character. Also, reading has a central role in the complete growth of individuals and the State. According to Roger (2021), reading is important for all-time learning; therefore, everyone needs to know how to read and as a matter of necessity and develop the basics of reading to be resourceful in this challenging society.

Reading develops into a routine which is referred to as reading habit when it is done repeatedly and regularly especially when it is sustained for a period of time. It has various descriptions in the texts, with everyone describing it in a different way. Reading habit is an intended and purposeful outline of reading which has reached a form of constancy toward understanding a subject matter (Bharuthram, 2017). According to Chettri and Rout (2013), reading habit refers to the actions which communicate the likeness in reading and engagement in different types of reading such as: oral, silent, intensive and extensive. Reading habit is demonstrated easily without a conscious exertion of the reader. Reading habit involves having a zealous desire for reading anywhere and anytime. An individual who has developed a good study habit will always want to have something to read. It is such a person who simply reads while

passing the hours waiting somewhere in the hospital, airport, in the bus even in the queue. In any case, reading habit can be cultivated.

Reading habit is immensely beneficial to young people within the school ages in that, it helps them to become lovers of book. This is a prerequisite for a well-grounded education. To develop a reading habit is a step towards an overall advancement, beyond intellectual dexterity in everyday life. Reading habit allows a reader to spend long time reading without getting bored. It gives room for exposure to varied words and phrases that can be used for self-expression in everyday life. Constant reading affords a reader the use of words that he or she might not have ordinarily come across or used as part of normal speech. The students read, the more new words register into their vocabulary. On different occasions, opinion and views an author describes in a book create images in the mind of the readers and these increase their understanding and ability to imagine possible things. Heavenridge (2015) stressed that reading improves the readers' ability to think. Reading habit improves knowledge, conversation skills and provides the opportunity to engage in conversations on diverse topics. In as much as reading habit creates a thirst for knowledge, students with good reading habit would always want to learn more about their world, and develop interest in issues, subjects, and happenings around them. Convincingly, reading habit improves students' academic performance (Onel and Durkukoca, 2021).

Rosli, Razali, Zamil, Noor and Baharuddin (2017) described reading habit in terms of reading frequently, purpose for reading, and the materials which are read. In essence, reading habit can be observed in standings of what is read, how often it is read and the purpose for reading. In most cases, individual's interest, purpose of reading and the content of the materials determine what to read. Magazines for example carry current public information which have readers abreast of recent events. Journals are popular among the scholars on the ground that they offer the latest development in various fields of study. Journals are read for research purposes because they are project specific. While some readers would go for narratives with good activities and engagements, others might desire imaginary and exploration. Not minding the genre, some would hand-pick any book by its appearance or any material introduced by their friends.

Like anyone, a student may love to catch some fun reading comedy and entertainment. Hayat, Kohoulat, Aminu and Faghihi (2020) stressed that students appeared to have tendency of idealising characters and personalities. For such reasons,

some read life stories, stories, poesy, tragic or comedy drama such that are passionate and written in familiar languages. Meanwhile, many of these materials students might want to read are not accessible in Nigerian public schools. Hence, students' preference to reading materials in public school in the country is greatly limited to the few resources accessibility to them. Reading materials goes beyond the print books found with students when they read to pass examination, fun or personal development. Presently, there are print, electronic and audio books. Where these forms of materials are available, students' preference differs. Oyewusi and Ayanlola (2014) discovered that private secondary school students conveniently read using mobile phones. The students claimed that these devices assisted them in developing reading habit. The students also agreed that the devices improved their reading skill. The fact remains that students have numerous resources to read including online materials through the use of social network sites.

Ajike and Nwakoby (2016) claimed that social network use has more positive effects on students' performance. Although, individual's socio-educational and psychological capacity have a role to play. Certainly, if students do not use the Internet and its accompanying social networking sites for educative purposes, they might be socially satisfied at the expense of brilliance in their school work. Yet, the only way to address the questions about students' social network use is to study the purpose for which they explore social networking sites.

In previous studies such as Otache (2020) and Aisyiyah and Hakim (2020), students' frequency of reading was either measured in terms of hours or how often they read. For instance, in Kutay (2014), students were reading after school hours for least 30 minutes once or twice a week. Kavi, Tackle and Bugyei, (2015) reported daily reading duration between 1-2 hours. Several factors may be responsible for the variation in the time and frequency in students' reading. Home environment could also play a role in assisting students to devote quality time to reading. Home environment refers to the quality of print materials available in the house, how often students' parents read, and parents making time to monitor and ensure that their children maintain their daily schedule for reading.

Several studies presented an apparent decline in reading habit among students in Nigeria (Aina, 2011; Oribabor, 2014; and Ukoha, 2015). Otache (2020) argued that the reading habit of students in Nigeria is generally poor. These studies identified the magnitudes of poor reading habit on the overall performances of students in secondary

schools. The consequences of poor reading habit on students range from getting poor scores in tests and examinations, inability to freely express themselves both in writing and verbally using English language. Poor reading habit have a high tendency of causing students to eventually drop out of school out of frustration and low self-esteem. There exists a strong signal that students with reading habit have a greater chance of getting involved in hostile social practices, such as absenteeism and malpractices. In essence, the concept of reading habit should be given utmost priority in developing countries such as Nigeria in the pursuit of national development. Apparently, poor reading habit is a global phenomenon. For example, cases of poor reading habit have been reported in other countries such as: Ghana (Ameyaw and Anto, 2018) and Rwanda (Ruterana, 2012). Poor reading habit among students in Nigerian educational system might not be an isolated matter. However, it should be addressed due to its undesirable effects on students' academic and social life.

Efforts have been made to improve the reading habit of students at national and state levels in Nigeria. In the front line of this struggle is the School library that has played important roles in the development of reading habit among students due to its closeness and being an integral part of the school system. School library is the hub of every elementary and secondary school where students engage in reading, writing and project works. School library is fundamental to the attainment of educational excellence at both elementary and secondary levels. It is an environment where reading is valued, promoted and encouraged. A good school library offers secondary school students the opportunity to engage meaningfully with a wide variety of information resources that will help them gather pertinent information for school works, giving them the tendency to develop good reading habit. School library through its collections meet the demands of various categories of users such as students, teachers, etc.

Through school library readership promoted services and programmes, students have been able to practice independent reading. However, Nigerian public schools' libraries are finding it difficult to operate at their maximum capacity. Udofot (2020) stressed that efforts of school libraries in the country are being cramped due to lack of funds. In addition to the efforts of school library, National Library of Nigeria has also contributed in no small way by sponsoring the readership promotion campaign as part of its strategies to improve the reading habit of young people in the country. Also, Readers' Association of Nigeria and Nigerian Book Development Council have also been involved in the various reading habit promotion campaigns in Nigeria through



various activities such as: lectures/seminars, drama presentations and airing of jingles, sponsoring motivational talks as well as sending out reading promotion messages on bill boards.

The laudable efforts of Osun State government cannot be disregarded. With the aim of improving reading habit of students in the State public schools and, to make reading materials accessible to students on a mobile device. The government of Osun State distributed to some students in public schools learning tablets (“Opon Imo” in Yoruba language) which was designed to be used for the preparation for West African Senior School Certificate (WASSCE), National Examination Council (NECO), and Unified Tertiary Matriculation Examination (UTME). The distribution of this electronic device was an innovation to facilitate reading and for better performance in both internal and external examinations; but it was believed to have suffered a serious setback.

Several factors may be accountable for poor reading habit of students. For those in senior secondary schools, poor reading habit could be connected with factors such as: too much time devoted to television viewing, games, family socioeconomic status, and parents, teachers, and their own attitudes to reading. Ukoha (2015) commented that secondary school students devote too much time to home video and film watching. This author stressed that secondary school students who spend more time reading instead of watching video films get their reading habit improved and will subsequently attain outstanding academic performance. According to Fatimayin (2012), students’ reading habit also depends on how often students read and type of reading activities engaged in connection with their parents’ educational background, access to reading materials at home and the extent to which parents facilitate reading activities.

Aina (2011) associated poor reading habit with technological advancement that brought variations in home socio - economic conditions. This author further pointed out that nowadays, reading is not regarded as an important leisure activity because it does not involve social interaction. It is viewed as a mere private quest that is not as attractive as searching the Internet. Ali and Aliyu (2015) opined that as relevant, good and necessary information and communication technologies (ICTs) are, they have been observed to have cast a measure of negative effect on students in Nigeria, especially on their reading habit. These authors emphasised that the existence of communication technology has become a massive stimulation for easy access to shows and contacts and little motivation for books and personal improvement.

Generally, numerous studies were conducted on factors accountable for poor reading habit among students in the country (Ukpebor and Okwilagwe, 2019; Rogers, 2021; Oribabor, 2014; Bamise and Akande, 2021). Observably, a few of these studies were conducted on the factors associated with poor reading habit among students in Osun State. Nevertheless, these studies concluded that the existing reading habit among students in the State is poor while contributory factors such as laziness, lack of intrinsic motivation, lack of perseverance, poor requisite academic ability, environmental influence, school curriculum and teachers influence were identified as some of the factors militating against improved reading habit in Osun State. In addition to these, Oyekale (2017) commented on the condition of school libraries in Osun State public schools. This study on assessment of availability, facility and functionality of school libraries in the State revealed that many of the secondary schools did not have functional libraries. All what was available in most of the schools was a set of old books, housed in a room without adequate furniture and a certified librarian.

Effects of poor reading habit were undoubtedly noticed in the students' attitude towards school and their academic accomplishments. Studies have shown that behavioural problems such as school dislike, absenteeism, malpractices in tests examinations, frustration, low self-esteem and high rate of school drop outs are all traceable to poor reading habit (Amya and Anto, 2018). Literature established a positive relationship between reading habit and academic performance. For example, Owusu-Acheaw (2014), Ameyaw and Anto (2018) declared that reading habit improves academic performance. Forthrightly, the cumulative effects of poor reading habit among students in Osun State are assumed to be accountable for consistent uninspiring overall performance in internal and certificate examinations such as West African Senior School Certificate Examination. An analysis of the Osun State students' performance in WASSCE from 2006 to 2016 that emanated from the Office of the Executive Governor of the State of Osun (2018) showed that students who passed with five credits were below 50% of the total number of students enrolled for the examination within the 10-year period. Meanwhile, this analysis was to applaud the Government of Osun State over improvement in the performance of students, reaching a climax of 46.3% in 2016. The result which was as low as 32.6% in 2022 (Donald, 2022). Generally, several factors contributing to the poor reading habit of students have been identified in the literature. Amidst these numerous factors, social network use,

peer influence and parental involvement deserve a proper investigation as these factors are directly connected to students especially in matters of reading.

Social network use emerged as a result of high-tech development. Social network use refers to online activities carried out by individuals through the Internet programs and applications to be in touch, share, create or keep up connection with others for intellectual, leisure and other purposes. It is the activity of spreading information and communicating among groups of people using the internet-based social media program such as WhatsApp, Myspace, Facebook, Twitter, LinkedIn and many more. The use of Facebook and WhatsApp were found to be common among students (Odili, 2021). Social network use involves activities carried out on online platform while social media unite people and organisations from all over the world. Bozzola, Spina, and Agostiniani (2022) specified that social networking sites and their use continue to gain popularity; as these media provide people especially secondary school students with amazing opportunities to interact through social networks.

Winstone, Becky and Kidger (2021) and 'Tayo, Adebola and Yahya (2019) have discovered that students engage these sites for the purpose of socialising and for making new friends, get updated about trends, collaborate with fellow students and as sources of recreation and relaxation, to chat with friends and download music and video. A very few respondents in previous studies indicated that social networking sites were deployed for school works. According to Ndkordeh, Oni, Olowononi and Bob-Manuel (2017), students often prefer to use social networking sites for social purposes. Oji and Habibu (2022) indicated that students spent 3-6 hours daily on social networking sites. A study by Tantarangsee, Kosarussawadee and Sukwises (2017) indicated a greater use of social network use among students. The author reported showing that students spend between 6 and 8 hours surfing the Internet daily.

The introduction of Global System of Mobile communication (GSM) and the accompanying social networking sites could be regarded as a progress in the world of technology. However, this has negative tendencies which are detrimental to the cultivation of reading habit globally. The emergence and rush to social network use on the Internet as a result of advancement in technology has become an issue of concern among academics due to their negative impacts on students reading habit. Social network uses or activities might seem to be gradually affecting the reading habit of students nowadays as it is gradually taking the firm control over their activities. Koessmeier and Buttner (2021) noted that students across all levels of learning now

have their attention divided due to social network use. However, Boateng and Amankwaa (2016) accentuated that if social media could be deployed in academic activities, they would undoubtedly serve as valuable resources in learning. In this regard, more empirical studies are required to adequately establish the correlation between social network use and reading habit of students. Otherwise, it might be erroneous to bring to a conclusion that students are merely getting distracted with the use of social networking sites.

In addition to social network use, peer influence is another factor that could strongly influence the reading habit of students. Peer influence is the adoption of a life style or giving up of a particular type of behaviour or attitude to be accepted as part of a group of one's equals or peer. It is natural for students to relate with each other as they grow and mature together especially when they are in the same locality. As they grow, they have the tendencies to stay more time with their friends than with parents and siblings. It is clear from the study by Bankole and Ogunsakin (2015) that peers do have a comparative tough impact on day- to - day activities of young adults in Nigeria. Peers play a more prominent role in the lives of students with the potential for either positive or negative effects on the decisions they make. Peer influence could inspire an individual to be more focused and determined.

Peer influence was categorised into low, medium and high levels by Uche (2010). It is presumed to be capable of regulating students' relationships and making decisive their personal development. Students play a part within peer groups in connection with their socio emotional development which invariably assists them in the formation of new character and habit. Peer groups provide followers the chances to develop social skills such as sharing responsibilities, and leadership (Boundless, 2016). Peer group can be a source of affection and an avenue to practice what is learnt from other members of the group. The critical relationships that exist among peers can be positively harnessed towards the expansion and promotion of reading habit among students. The desire to be like others can assist in bringing about a positive change in one's way of thinking about life generally. Although, it depends on the type of peer a secondary school student moves with. Peer influence may actually persuade and bring about a constructive change in their attitudes and behaviours, and can also prompt one to make right choices in life.

Influence of peers should be given a reasonable consideration as far as students' reading inclination is concerned. Peer influence is a powerful tool for the reason that

some students read only the particular books or article selected by the peer group. Friends invite their friends to visit the library together. Tullis and Goldstone (2020) established that peers encourage each other to read by means of sharing books and modeling reading. Peers could also give students chances to pick their books of interest amidst their friend's varied choices. Students who could not afford the books required for their classes due to financial implications of secondary education could engage in exchange of books with their friends to read or complete assignment. On the other hand, peer influence is potent enough to distract students from reading. It is not impossible that a student chooses to go out to play neglecting his or her books even when testis approaching. Undoubtedly, students' reading habit may be shaped negatively or otherwise by the influence of their peers. Nevertheless, parents still play a critical role in building their offspring's reading habit. Hashhmi and Fayyaz (2022) submitted that parental involvement could provide a buffering effect against negative peers' influence on students' reading habit. Students whose parents are involved in their reading activities through monitoring, supervising and setting of rules may be less susceptible to negative influence from peers (Leijse and Koning, 2023).

Parental involvement in particular could greatly influence the reading and educational activities of children across ages. Parental involvement is a term used to explain any support a child gets from a parent or custodian, especially someone who has a direct rapport with the child. Supports from parents is capable of increasing students' academic and social growth in a great deal. For this reason, parents' support is at the central part of a child's life. It adds to the development of students' attentiveness to reading. Parents' good impression about reading is pleurably transferred to their children. Likewise, discussing books and magazines and articles read with young students is likely to produce fruitful results. Parents who constantly discuss current events they read in books or magazines with their children, who often ask questions about their schoolwork, homework create the love for reading in the children (Caliskan and Ulas, 2022). Considering the volume of school work, intricacy of class activities, and socio-emotional issues that make students' task for academic success more difficult, one would expect an increase in parental support and involvement in academic activities of students. This is not always the case. For instance, as students progress in school, parent involvement seems to be declining dramatically probably because, parents now believe secondary school students are becoming old enough to be responsible for their own academic motivation

However, the decline in parental involvement in their children's reading activities is never without negative effects on the children's achievement, motivation and academic progress. Parents who fail to provide an atmosphere that promotes reading may keep their children from working to their highest abilities in life. Students get little or no encouragement toward excellence at school and eventually become frustrated when faced with difficult situations in the school especially in the matters of reading when they lack parents' participation in the young people reading activities. Students struggle to read for better grades in examinations especially when they are encouraged by their parents. Students need to be complimented and encouraged to read so that they can excel. Parents who fail to be involved in their high school boys' and girls' reading activities give the message that school is not important, grades and school attendance do not matter. Invariably, students in such a situation feel left alone to do whatever they like.

Reading habit promotes academic performance (Onel and Durdukoca, 2021). Oribabor (2014) and Bamise and Akande (2021) have studied the prevalence of reading habit among students in Osun State and established that the reading habit of students in the State was poor. Oribabor (2014) and Otache (2020) observed contributory factors such as: laziness on the part of the students, lack of intrinsic motivation, lack of perseverance and poor requisite academic ability, environmental effect, school curriculum and teachers influence. Yet, the devastating influence of poor reading habit on the overall performance of students in Osun State is still a source of concern for stakeholders in education. It was therefore, the interest of the researcher to study social network use, peer influence, parental involvement and how these factors predict the reading habit of students in Osun States, Nigeria.

## **1.2 Statement of the problem**

Leijse and Koning (2023) and Abid, Aslam, Alghamdi and Kumar (2023) reported that reading habit improved academic performance of students. Hence, poor reading habit contributed to academic failure of students (Sandford, 2015; Ebele and Olofu, 2017). Poor reading habit of students was attested to in the literature by their inability to freely express themselves both in writing and verbally in English language (Karanja, 2017; Ameyaw and Anto 2018). Aina, Ogungbemi, Adigun and Ogundipe (2011) established that students who have poor reading habit had high chances of involving in negative behaviours, such as wrongdoing, absenteeism, fighting in school,

disquieting and examination malpractices. In Makaula (2018), examination malpractices were traceable to students' poor reading habit.

Previous studies like (Oribabor (2014) and Bamise and Akande (2021) and observations have shown that the reading habit of secondary school students in Osun State is poor. The prevalence of poor reading habit among secondary school students in the State might therefore be presumed to have given rise to poor performances of the students in internal and public examinations such as (WASSCE) in the State. If adequate attention is not given to the problem of poor reading habit among secondary school students in Osun State, Nigeria. The students might fail to realise their full academic potentials. In addition, social vices such as: certificate racketeering, bribery, corruption and robbery might be widespread in the State and the country as a whole.

Several factors contributing to poor reading habit among secondary school students in Osun State public schools previously identified include: poor knowledge of English language from home, too much of time devoted to home video and film watching, parental educational background, technological advancement, environmental influence, lack of intrinsic motivation, lack of perseverance and poor requisite academic ability, school curriculum and teacher influence. It was generally believed that the students devoted to much time to social network use. Peer influence is unarguably perceived to be one of the factors affecting the reading habit of secondary school students in Osun State. The strength of a student's reading in most cases also depends on the extent of their parents' involvement in their reading activities (Caliskan and Ulas, 2020).

In addition to the contributory factors identified in the previous studies, it was imperative to look at social network use, peer influence and parental involvement as these were presumed to be connected with reading especially among students. Observably, there was scarcity of concrete empirical studies on the influence of social network use, peer influence, parental involvement on reading habit of secondary school students in Osun State, Nigeria. Against this backdrop, this study investigated social network use, peer influence and parental involvement as predictors of secondary school students reading habit in Osun State, Nigeria.

### **1.3 Objectives of the study**

The broad objective of the study was to investigate social network use, peer influence, and parental involvement as predictors of secondary school students reading habit in Osun State, Nigeria. The specific objectives were to:

- i. find out the reading habit of secondary school students in public schools in Osun State, Nigeria (frequency of reading, preferred materials and purposes of reading);
- ii. find out the pattern of social network use among senior school students in public schools in Osun State (frequency of social network use, preferred social networking sites and purpose for using social networking sites);
- iii. ascertain the level of peer influence prevailing among secondary school students in public schools in Osun State, Nigeria in terms of reading habit;
- iv. identify the level of parental involvement in the reading activities of secondary school students in public schools in Osun State, Nigeria;
- v. find out the relationship between social network use and reading habit of secondary school students in public schools in Osun State, Nigeria;
- vi. establish the relationship between peer influence and reading habit of secondary school students in public schools in Osun State, Nigeria;
- vii. determine the relationship between parental involvement and secondary school students' reading habit in public schools in Osun State, Nigeria;
- viii. establish the joint contribution of social network use, peer influence and parental involvement to reading habit of secondary school students in public schools in Osun State, Nigeria;
- ix. determine the relative contributions of social network use, peer influence and parental involvement to reading habit of secondary school students in public schools in Osun State, Nigeria.

### **1.4 Research Questions**

The following research questions were answered in this study:

1. What is the reading habit of secondary school students in public schools in Osun State, Nigeria?
2. What is the pattern of social network use of secondary school students in public schools in Osun State, Nigeria?



3. What is the level of peer influence among secondary school students in public schools in Osun State in terms of reading habit?
4. What is the level of parents' participation in the reading activities of secondary school students in public schools in Osun State, Nigeria?
5. What is the joint contribution of social network use, peer influence and parental involvement to the reading habit of secondary school students in public schools in Osun State, Nigeria?
6. What are the relative contributions of social network use peer influence and parental involvement to the reading habit of secondary school students in public schools in Osun State, Nigeria?

### **1.5 Research Hypotheses**

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between social network use and reading habit of secondary school students in public schools in Osun State, Nigeria
2. There is no significant relationship between peer influence and reading habit of secondary school students in public schools in Osun State, Nigeria.
3. There is no significant relationship between parental involvement and reading habit of secondary school students of public schools in Osun State, Nigeria.

### **1.6 Scope of the study**

This study concentrated on public schools selected from three Federal Senatorial Districts of Osun State, Southwest, Nigeria. The study was restricted to secondary school students in SSS11 in public schools. These students were selected because they must have spent nothing less than five years in the school and over the years gathered experience on social network use, peer influence, and parental involvement. It is also a way of ensuring that the respondents have the cognitive ability to respond to the items in the research instrument without any difficulty. Students in Senior Secondary School I, and III and those outside schools were excluded from the study. Senior secondary school I students were excluded because they were just acclimatising to the new senior secondary school curriculum in which they are not yet stable. Senior Secondary School III students were also excluded in the study due to the fact that they were preparing for their external examinations. They were not available to complete the questionnaire.

This study examined senior high school boys' and girls' reading habit in terms of the frequency of reading, reading material and their purpose for reading. Senior high school boys' and girls' social network use was measured in terms of the frequency of use, purpose for social network use and preferred networking sites. The social network sites under consideration were limited to the following: Myspace, Facebook, WhatsApp, Instagram, Twitter, You tube, 2go, Blog, Friendster, Google Plus and LinkedIn. This study examined the extent of peer influence among secondary school students in public schools in Osun State in connection with reading habit. The different ways students are being influenced were examined such as: reading books suggested by peers, exchange of books among peers, peers visiting the library together and discussion on books.

The study also investigated the level of parental involvement in senior high school boys' and girls' reading activities at home. Activities such as: communication between parents and secondary school students on the materials read, homework monitoring and parents' positive attitudes to support and encourage reading after school hours were studied. The levels of both peer influence and parental involvement were measured in low, medium or high degree.

### **1.7 Significance of the study**

The outcomes of this work would be of huge assistances to school children, educators, school librarians, parents, school management, authors, publishers, researchers, policy makers among others. It is expected that the findings of this study would be an eye-opener for secondary school students to the poor state of their reading habit and become inspired to develop good reading habit as a requirement to becoming academic achievers. This study would prompt the teachers to give students assignment that would make students read and ensure the completion of the assignment as a way to improve the students' reading habit. The findings from this study would also make parents and teachers develop a positive attitude towards the use of social network by the students. Teachers would find the need to deploy the use of social networking sites such like Facebook and What Sapp as educational tools for teaching and learning processes in secondary schools in Osun State.

Information on secondary school students reading material preference would also enlighten the school management in conjunction with the school librarian to engage them in the selection and acquisition of preferred reading materials as to

encourage students to read. The result of this study would reveal to parents various ways to be involved in the reading activities of their secondary school students. It is anticipated that findings of this study would motivate parents to be more involved in the reading activities of their children by making themselves reading models for their children and providing their children with needed materials that would encourage reading. School management and school librarians would find the results of this study useful in identifying the purpose for which secondary school students read and ensuring that reading materials available in school library reflect those purposes. Findings of this study would also stimulate school management to provide conducive and book rich environment in the school. Students would have opportunity to lay their hands on materials beyond teachers' notes and school suggested textbooks. Findings from the study would prompt school management, parents and teachers to harness the power of peer influence to boost reading habit among the students and assist them to record success with reading.

Through the findings of this study, authors and publishers could also be motivated to produce reading materials after the purpose and preference of secondary school students to improve their reading habit. The study would also be a useful reference material for future researchers undertaking similar research work. Findings from the study would assist the policy makers in planning appropriate policies and guidelines for secondary school students with respect to their reading habit. Moreover, the execution, monitoring and evaluation of such policies would find reliable baseline data in the results of this research. Findings from the study would contribute to on-going global campaign on the promotion of reading habit among secondary school students by providing information that would guide the teachers, parents, private individuals and government on how to assist students improve their reading habit for an improved academic success in Osun State, Nigeria.

### **1.8 Operational definition of terms**

These basic terms are defined in the context of their usage in the study.

**Parental involvement:** This refers to the commitment and participation of parents of secondary school students in public schools in Osun State, Nigeria in reading activities and improvement of the reading habit of students at home. This was measured in low, medium and high levels in the study.

**Peer influence:** It is the ability of secondary school students in public schools in Osun State, Nigeria to change the behaviour and attitude of each towards reading and development of reading habit. This was considered with reference to reading books suggested by friends, exchange of books among the students, book discussion among the students, students visiting the library and reading together. This was measured in low, medium and high levels.

**Reading habit:** This is the attitude demonstrated towards reading by public secondary school students in Osun State, Nigeria. This was determined with reference to students' purpose of reading, how often they read and their preferred reading materials.

**Secondary school students:** These are students in public senior secondary school penultimate class (SSSII) in Osun State, Nigeria.

**Social network use:** These are the online activities carried out by public secondary school students in Osun State, Nigeria. This was measured in terms of students' purpose of social network use, frequency of social network use and the preferred social network sites.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

This chapter reviewed the literature relevant to the variables of the study. Numerous literature (books, scholarly articles, and other sources) with conceptual, empirical and theoretical contributions were reviewed under the following headings:

- 2.1. Reading habit of senior secondary school students
- 2.2. Social network use among senior secondary school students
- 2.3. Peer influence among senior secondary school students
- 2.4. Parental involvement in reading activities of senior secondary school students'
- 2.5. Social network use and reading habit of senior secondary school students
- 2.6. Peer influence and reading habit of senior secondary school students
- 2.7. Parental involvement and reading habit of senior secondary school students
- 2.8. Theoretical framework
  - 2.8.1. Expectancy – value theory
  - 2.8.2. Social learning theory
- 2.9. Conceptual model
- 2.10. Appraisal of the literature reviewed

#### **2.1 Reading habit of secondary school students**

Akubaila, Okorie, Onwuka and Uloh-Bethels (2015) described reading as a practice of thinking actively to discover and appreciate the idea an author represents. This process of reading includes the identification of the intended ideas of the writers, giving one's own interpretation, evaluations, and reflections about the meaning. In other words, corroboration or rebuff of an idea can be derived by reading what others have written about the matter. This places reading at focal point of dire discerning

about moral and immoral in the society. Ukoha (2015) described reading as an exercise that involves the usage of intricate thought processes to recognise written signs as expressive components and giving close and thoughtful attention to the written signs, in order to appreciate a written message. In essence, reading is an intellectual exercise, involving several activities such as: discerning, expecting, describing and redefining what is being read. Reading is a person's ability to identify symbols and make suitable meanings by connecting them. It is the process taken to understand words contained in a text. It is in reading that attention is given to the intelligence of people of other ages and culture. This makes reading a veritable implement to transfer knowledge from one generation to the next. It is of utmost importance that reading generally should not seem to be an unpleasant task but a fun. A student must be enthusiastic about reading and chose to read not as a matter of necessity or out of compulsion. Reading is an intellectual activity that must not be done with stress or due to a threatening examination. Individuals should joyfully pick a material to read and at the same time increase knowledge from materials being read. Reading can to a large extent constitute a defense for students to outshine in life. It is the swing upon which academic success stands.

No one is naturally a zealous reader. Interest in reading can be acquired over time especially when the love of it is created at a tender age. It is critical to introduce children to the practice of reading on time even before the child starts schooling. In the process, children are introduced to the joys of reading which will help them find reading a means of pleasure, self-development and erudition at adolescence. This demonstrates the importance of the roles of parents, other members of the family and the home environment in helping students develop reading habit. Oji and Habibu (2022) stressed that reading becomes an interesting experience for students in secondary school when they are properly guided and motivated especially by providing them with literature that offers relatable stories, giving a view of their cultural surroundings and insight about themselves. The best way to get students read is giving them books suitable for their levels. Otherwise, reading can be tiring for them. This is why it's important to expose students to a wide selection of reading materials suitable for different ages and class levels.

Before a student can develop a good reading habit, there are some reading techniques to imbibe and the use of these techniques depend to a great extent on the purpose of reading. Some materials are read in a superficial manner, some are read

carefully, some are read with the thrill of a creative mind. According to Hajrah (2010), reading cursorily implies reading in hasty or in passing. This reading done with newspapers. This is reading not necessarily because one is looking for anything. Whoever read superficially, will definitely skip some parts and pause to read others. This type of reading is done rapidly with occasional pauses to take in details which meet an immediate need. A secondary school student who is looking for information may comb through encyclopedias, dictionaries picking out what he/she wants and skip the rest. This type of reading is directed towards a preconceived purpose, whereas, careful reading involves taking pains and exercising a measure of caution. It is the type of reading done step by step as directions are followed (Akm, 2015). It may require further or repeated reading for needed facts or details. Careful reading is done more deliberately in order to accomplish a different purpose.

A student will be watchful while looking for exact information needed to complete an assignment. He/she may even take note as he/she reads. The care with which the student searches for detail is quite different from the attention he/she would give to reading a fast moving story. Careful reading takes time. Critical reading is done for the purpose of making judgments to provide logical basis for actions (Akm, 2015). A student becomes critical in his/her reading when he/she is concern with the depth and insight into causes and effect as a basis for understanding and applying knowledge to new situations. Most critical reading is done in a deliberate and thoughtful manner as it is a personal affair. A student who engages in creative reading goes beyond getting facts; he/she gets the point and uses it in a new situation. For instance, a student who reads biographies omnivorously and discovers in the heroes the qualities he/she would like to emulate in his/ her life is creating for himself a set of principles or an ideal. The student is getting more from the biographies than a mere accounting of the acts of the heroes.

Ogbodo (2014) identified three types of reading. Namely: hobby, recreational and concentration. Hobby is an interesting activity done because of the joy and satisfaction derived from doing it. Having completed a formal education with much attainment, some enjoy reading as a means of relaxation. This is the reading done to broaden one's horizons in the aspects of education, religion, politics, economics, current affairs, stories, etc. Reading can be a means to unwind the mind and emotion. Reading can be a fantastic experience of joy. When reading is taking as a pastime, it exposes one to the world of knowledge, especially students who need to read different

materials to learn different things. In the practicing pastime reading, a student refreshes himself and becomes conversant with the happenings around him. His/ her thinking process is greatly improved. Reading engagements as a hobby can make one resourceful and erudite in different fields of knowledge.

Recreational reading denotes reading for fun, or by choice. Due to the intensity of school work, students may not have free time as such to enable them choose what to read especially when schools are in session. Recreational reading is mostly practiced by students during the holiday time when they can choose what to read or get books by their friends' recommendation. International Reading Association (2014) described recreational reading as holiday reading, reading by choice, unrestricted deliberate reading, and self-determined reading. Recreational reading is indeed a free, self-governed reading of a material without abandonment for a range of individual or shared drives. Recreational reading is not restricted to school and can be practiced any time. If given the opportunity to select, students may decide to choose from a collection of story, true-life, pictorial books, electronic books, periodicals, newspapers, amusing books, and novels of different captions. Recreational reading or leisure reading is individually or a social basis inspired. Recreational reading can be a pleasurable activity for everyone but most importantly for students.

International Reading Association (2014) explained how recreational reading is practiced in the classroom. Different acronyms were given leisure reading. According to this body, pleasure reading often done at times often denoted as sustained silent reading (SSR), drop everything and read (DEAR), love to read (LTR), and providing opportunities with every day reading (POWER). Recreational reading or relaxation is common among the educational elites. After returning from offices, they will want to read other things apart from the job or job problem related issues. They sit back to read newspapers, magazines and other materials of their interest. Secondary school students cannot all the time focus on reading only the school materials, they need to create some time to read for relaxation, cool the brain and avoid mental fatigue.

Indeed, reading is better distinguished only by the way it is practiced (Chinappi, 2015). Academic or concentration reading denotes for school purposes which does not give room for students' choice. Students are demanded to read school recommended textbooks stipulated by school mandated curriculum. For academic reading, a comfortable and undisturbed environment is required. Academic reading is mostly required by students due to the demand of their studies and education. Students engage



in different types of reading for a desired outcome. Academic or concentration reading is result oriented. High school boys' and girls' academic achievements solely depend on it. Academic reading is germane to students because it has to do with their performance in class. To a large extent, academic reading determines whether a student will complete his secondary education; pursue further studies after completion of secondary school. In the long run, it also influences the career to choose, salary to earn, his associates and consequently where to live. Nonetheless, academic reading is unpopular among students because it is considered an antisocial engagement, in which one has to pull out from others for maximum attentiveness.

Reading materials are handled in different ways. A student must be able to fit his/her skills to his/her needs. Every student must know when to skim and when to scan. He/she must know when reading only requires superficial perusal of the material and when it demands more careful reading. A student should know when to preview, take note, and to use reviewing techniques effectively. According to Fatmawati (2014), skimming is reading at a glance or reading in hurry. A student can glance quickly over a passage in a book and select the part from where the information needed is found without laboring to read into detail. He/she may still go back later for the detail, but has just glanced through the material for a piece of information to support a major finding rather than to establish the point derived.

Scanning means reading carefully, point by point. This kind of reading calls for looking closely into the content and examining carefully what is read and come out with one's own conclusions (Fatmawati, 2014). Scanning is a tool used when a student wants details, support for a point, directions for a project, or information to be used in a report. A student who is previewing a material is adopting his/her reading speed to his/her needs. The same material can be read at different times for different purposes. In the rereading, the student applies different reading rate at each occasion (Akm, 2015). Detailed reading with note taking entails gathering the important details and recording them for future reference (Meacher, 2012). Effective note taking is dependent on setting of purposes for reading before the actual reading takes place. Note taking gives a student an overview of the material been read. It organises the thinking and prepares the student for more detailed reading later to support or elaborate on the points collected. Note taking will depend on the experience of the student. Such note taken can be reread at different times but not the same way the original material was read. Note taking provides quick access to contents of textbooks and teacher's

notes. The jottings as a sort of note taken are usually taken along by students for quick revision and referencing during examination periods.

All forms of reading should be encouraged at all educational levels as a means to further develop acquired reading habit. Reading facilities should be provided for the purpose of encouraging the development of reading habit (Siror, 2015). Efforts are demanded to assist students attach importance to reading without which they are unlikely to be fascinated about reading both in school and home. It is not out of place to talk about teaching reading skills in secondary school because reading skills are the prerequisite for development of reading habit. If a student fails to acquire basic reading skills in the elementary school, he/she will ever be struggling with reading. It will be difficult for such student to have interest in reading talk less developing reading habit in secondary school.

However, reading stems from two main factors: motivation and self-determination. Adequate attention should be given to the motivational aspect of reading if students must read as expected. An individual will be stirred to read if there is a connection between reading and fulfillment in reading. Persons with advanced measure of reading inspiration, read extremely better than others with lesser measure of inspiration. This creates a need to pay attention to why student should be inspired to read if they must turn out to be unrelenting and zealous booklovers. Intrinsic motivation to read comes from readiness having found pleasing and gratifying. Students who are inherently inspired to read do so exclusive of commendation or recompense.

Motives are conditions within an individual that causes him /her to seek satisfaction in doing a task. The basis for the condition may not be understood by others. What adults may think will inspire a student to read may not actually be the source of the student's source of motivation. Apart from his intellectual aspiration, a student may have other inherent motives for reading. At times, a student may read not because he/she is a student but to meet some other psychological needs. This explains why motivating students to read sometimes may seem to be a complex process because it involves seeking ways to cause students to set their priority right. Students establish many bases for wanting to read. These bases can range from: mastery motives which is the desire to excel, desire succeed, desire to overcome difficulties tasks; social approval motives which is the desire for approval, desire for self-esteem, desire for attention; conformity motives- desire to conform, desire to avoid condemnation. There

is a kind of reading done with the intention to obtain outside tangible (gratitude, prize, or incentives) and intangible regularly prearranged by others. For instance, reading in order to get something in form of gift and commendation or avoidance of chastisement are all examples of extrinsic motivation.

Although, if not properly managed, the two types of motivation to read can work contrary to the giver's expectation. For instance, when rewards ceased or there is no more recommendation, a student who has been enjoying these may no more be willing to read as much as he/she has been reading in the past. However, there is no motivation that surpasses one's internal inspiration to read. Although, external support like commendation, prize and such are subject to the exact purpose for using them and can positively influence a student's enthusiasm towards reading. Individuals read for totally private and personal unique purposes. These purposes can range from inner self-benefits to pleasing others which is an outside factor. In other words, there are many valid reasons why secondary school students read. A student may read in pursuit of information meaningful to him.

Personal enjoyment is one of the major purposes for reading. Nurturing interest in reading can lay a foundation for personal enjoyment and satisfaction. Taste comes with experience. A student who has never read anything but comics may continue to read comics because he/she has nothing to take their place. A student who is exposed to all kinds of reading will be the one who develops taste out of different kinds of reading materials in different situations. According to Gbollie and Keamu (2017), paramount to students is the desire for success. Success affords students the feelings of personal worth and security. When students enter school, much of their motivation may be adult like parents and teacher generated. As time goes on, students get motivated from within. Student all the way through the secondary school will still be improving reading skills though in a comprehensive reading program (Sanford, 2015). As getting to know how to read and write is not only important in the elementary school, it is also the foundation for lifetime reading.

Generally, reading arouse inquisitiveness and deep feeling, it helps students arrive at a logical conclusion having viewed ideas from various standpoints. For this reason, reading is capable of improving character. Reading widens the reader's understandings and reinforces the readiness to grasp a goal line. It makes one discover facts that could be used to create ideas. By reading, students become more knowledgeable in their subject offered. Arua and Arua (2011) asserted that students get

their English vocabulary improved when they read for pleasure at leisure hours. Reading to young people is a means of breaking away from others or other activities. Many chose to read as a form of relaxation. Students display Interest in leisure time reading as a form of satisfaction. Above all, reading has healing value. Merga (2014) stressed that students read to construct personality and form a bond with others. Apart from reading to get exposed to new vocabulary and different writing styles, reading assists students to learn and understand subject taught easily and improves memory. Students read for particular purposes and for the purpose of passing examinations. Studies revealed that students read for educational, informative and knowledge gaining reasons. Valencia (2014) among others affirm that students majorly read for the specific tenacity for excellent performance in tests and examinations. These studies stressed that Students take time to read numerous materials only while preparing for examinations especially certificate examinations but remain reluctant readers in the matter of reading for information and pleasure.

Students are exposed to so readable items ranging from: symbols, product names, advertisements in the street, and writings on wears, text messages, textbooks, and note from teachers and lots more. These items are different in format and scope. Probing into what students read, Valencia (2014) further explained that many of the students do not read textbooks. The author explained that although, portions of textbooks are regularly assigned to students, but they are not always interested in reading them, if at all they do, many claimed not to understand the contents. In the actual sense, reading textbooks may not be appealing to students because of the way some textbooks are written and packaged. Some are voluminous with the sections stretched crammed with specific terminologies. Most of the assigned textbooks are written with assumed background knowledge different from that of the students and the textbooks may contain numerous diagrams, tables and illustrations which are unwell structured covering excessive themes laid out disjointedly. For this reason, students may decide to settle with the notes taken from their subject teachers believing that the teachers typically cover the relevant areas and provide the needed information in class. The note becomes stress-free to understand and more comfortable to read than any several paged textbook chapter. To this end, engaging in usual textbook reading assignment can be so overwhelming that students may give up reading ever before starting at all.

Students do read books, magazines, newspapers, reference materials such as dictionary, biographical books, encyclopedias and journals other materials that are made obtainable to them. Availability of reading materials influences what they read and the quantity of reading materials students can access affects their choice. In Hussain and Munshi (2011), students were enthusiastic to read newspaper, traveling guides and methodical books, autobiographies, poetry and drama but these materials were not accessible to them and from the available materials, they mostly preferred to read materials on faith, poetries, stories, news magazines, tales and loving books. Previous studies have shown that students prefer teachers' notes to other reading materials. In Ameyaw and Anto (2018), students were asked to indicate the type of materials they read. Out of 104 students studied, (49.03%) were of the view that they read teachers' notes, (23.08%) specified that they read novel and (22.12%) indicated they read textbooks. Also, result of the study by Owusu and Larson (2014) on reading habits among students and its effect on academic performance at Koforidua Polytechnic showed that majority of the respondents indicated that the favoured reading lecture notes, 25.0% exposed that they chose to read textbooks, 3.0% claimed reading novels while 10.0% indicated that they also read other materials. In the contemporary society, secondary school students need to read more than their subject teacher notes.

According to Valencia (2014) students who read more than notes prepared by their teachers are likely to be better off because, there is the possibility of them becoming more knowledgeable than their counterparts who only settle for teachers' note. If students would perform excellently in the school work, they must read other materials in addition to notes prepared by teachers. It has been observed that students will read the materials of their choice when they are not time bound and when they can choose what to read unlike when examinations are approaching. Huang et al. (2014) noted that secondary school students expend extra time to read for enjoyment through vacations than when schools are open. Importance attached to reading a material and ability to read influence students' willingness to read (McGeown, Duncan, Griffiths and Stothard, 2014). School setting favours the fostering of reading capability and a worth of reading. For instance, teachers can recommend books of a specific attention that are easily read with no difficulty to encourage reading commitment.

The world today is pleased with the improvement recorded so far in the area of information technology because this has undoubtedly broadened the scope of reading

materials. The comprehensive application of ICT tools seems to have changed the regular reading habit and practice of the readers. Due to technological development, secondary school students' reading material preference has changed drastically. Students are not restricted to reading textbooks and other print materials alone. Students nowadays are exposed to a wide collection of reading materials as internet resources abound. Abidin, Pour-Mohammadi and Lean (2011) emphasized that the automated resources have transformed students' approach to reading and the kind of materials that are read. Coughlan (2013) expressed that students are now affectionate about spending longer time using electronic resources. In the developed countries, students may prefer electronic resources due to the fact that they are convenient to use and are accessible anywhere in the library, offices, café or right within the home at any time. This is the more reason why the teeming students of today will continue to yearn for new media.

However, the negative impact of World Wide Web on students' reading is overwhelming. Loan (2011) emphasized that students' use of new technologies and reading resources has become a threat to the regular materials and habit of reading now considered to be on decline. Results of this study likewise showed that automated resources are now contending with the regular textbooks in different sphere as undertakings such as online surfing, internet chatting, conversations, meetings and internet games are becoming attractive to the present day internet generation of students in developing countries like India above reading (Loan, 2011). It appears as if expertise in technology is gradually taking charge of students' lives; the tradition way of holding a book in hand to read is gradually disappearing. Students seem to be losing interest in reading printed materials. Students seem to enjoy expending lengthy period on the Internet, perusing, playing with cell phones and sending text messages. Thereby, the act of sitting back to read printed materials has become old-fashioned to many students. Generally, there is a strong perception that students prefer electronic reading resources to printed materials. The assumption is often treated as fact by researchers. Merga (2015) even stressed that reading electronic resources undoubtedly supposed to be more appealing to young people than paper books.

Nevertheless, Merga (2015) and Moyer (2010) emphasised that the understanding of secondary school students' true current preferences for reading material should be sought before drawing a conclusion, as incorrect assumptions can lead to decisions which restrict secondary school students' access to their preferred

reading materials. Merga therefore refuted the contention that secondary school students prefer electronic resource to print resources; this was based on the fact that secondary school students preferred printed resources in the author's study. In support of this, Millar and Schrier (2015) found that students still desire materials in black and white to automated materials. Students' preference for print materials in the study simply because other resources were out of the reach the students. The technology of printing on paper began several decades ago, it will still continue for many generations to come and it should never come to mind that a time would come when printing on paper would cease or that printed materials would lose relevance for the mere fact that electronic media are flourishing. Book cannot lose its relevance and will ever remain irreplaceable and indispensable but will always be used together with electronic materials. Students' reading material preferences may change but books will endure.

Moler (2011) argue that students like any other persons enjoy reading about what they like and what will be of interest to them in school or at home. Forcing students to read what they are not interested in may get them frustrated. Students are exposed to so readable items ranging from: symbols, product names, advertisements in the street, writings on wears, text messages and lots more. These items are different in format and scope. Indeed, reading is better distinguished only by the way it is practiced (Chinappi, 2015). Considering factors that could possibly increase reading habit, students' material preference, curiosity, social connections and environment are foremost as they play a prominent role as regards reading habit improvement. Every student wants choice because it gives him/her sense of ownership. Students would love to read when given the opportunity to make a choice whether at home or in the school. Students see this as a privilege to embrace.

In Patall (2013), teachers reported that when students are given the opportunities to choose the activities they would like to take part and allowing them to be involved in decision making within the classroom or in the matter of school activities is a common way to improve students' inspiration towards reading and learning. The author explains that when students are allowed to make a choice of what book to read for instance, they develop the sensation as yet they have control in what they reading and this kindles an inspiration to read more. It is generally believed that when someone has a say in a matter, he/she is encouraged to complete such undertaking. Chinappi (2015) emphasized that allowing students to make choices encourages and motivates them to read more. If students would be propelled to read

and develop the habits of reading, let them be given the chance to choose the books and be provided with appropriate tools required to do so. According to O'Flynn (2016), students' curiosity in reading is comparable to choice, there must be an interest in books before students can pick them to read. Although, there are prescribed books students have to read following the syllabus, but for free or pleasure reading hours, students are free to read books of their interest. In a situation where there are not enough materials at the students' disposal, they read whatever they can lay their hands on, which ordinarily they would not have kicked to read. In such situations, one would not expect students to read as much as they would if they had found their choice of book. This is the reason why students' hobbies, likes, dislikes and attentiveness should be considered during books selection in school library to ensure that the right books are acquired and would be read by the students because their interests have been represented.

Reading becomes a habit when it is practiced frequently and constantly over a period of time. Reading can be viewed as an effort to grasp an author's writing but study habit is the product of attempts to comprehend the authors' idea. Diverse definition has been accorded reading habit in previous works. Babalola (2020) referred to reading habit as regular involvement in reading activity, the development of a line of action and having the skills that mark reading a delightful, steady and continual endeavor. Davidovitch, Yavich, and Druckman (2016) defined reading habit as the manner in which a person organizes his reading which can be encourages. These authors further stressed that reading habit goes along with people as they advance in age and becomes a requirement and a firm foundation for academic life. Owusu-Acheaw (2014) described reading habit as an organized and thoughtful form of learning which has reached a form of steadiness by students in the direction of gaining knowledge of subject and doing well in tests and in general school works. Reading habit can be considered to be connected with school work, grade obtained in tests and examinations, and rarely associated with pleasure. Arslanoğlu and Mor (2018) considered reading habit as a skill that a student must in essence get hold of during his/her school days. The authors defined reading habit therefore, as a persons' perception of reading as an inevitability and enduring activity in every stage of life.

Developing reading habit is a necessity in today's world. Intellectuals in our society probably have been fortunate enough to live in a world where reading is encouraged, respected and expected. Students have to develop reading habit



sufficiently matured to succeed in courses offered in general in secondary school. In our environment, it is easy to overlook the fact that many people grow up and live out their lives without learning to read. The fact remains that people in this category may not be living their lives utilizing their full potentials. Reading habit plays a prominent role in crafting learned people who will be able to think logically and create ideas that will move their society forward (Palani, 2012). Reading habit supports a student in accomplishing exclusive tasks and shapes up his/her dire intellectual ability. This is why reading habit is considered a crucial way of improvement of students' individualities, intellectual ability, becoming trained, informed and knowledgeable. Taylor and Parsons (2011) emphasized that the main objective of educators have been the development of life-long reading habit for the population of students. Reading habit has the potential to instill constructive attitudes, and ensure success in the efforts of students during their school attendance. These have also been the wish of parents and teachers.

Reading habit is not contagious. It is established at one's own accord. It is demonstrated easily without a conscious exertion of the reader because it is a deliberate effort made towards understanding a subject matter. Reading habit is a habit that can be developed personally by a reader (Owusu-Acheaw, 2014) since reading itself is an individualized and personal experience. Each person proceeds at his/ her own rate of reading and selects reading material desired to read. Individualized reading implies that students are not in a reading circle or in front of a class. They are at their desks or at tables. Each student has a different book that is selected. In individualised reading, students receive help from persons who may be their parents or teachers when they only ask for it. Though, there may be a sharing time with others what they had read, individualised reading requires some skills to grow. Personal reading promotes the principle of self-selection, self-seeking, self-pacing and self-evaluation (Clift, 2015).

Personal reading is required for purposeful reading and to build lasting reading habit. Students who read regularly and voluntarily grow into self-actualizing learners who are gradually become liberated from the direction of teachers or parents and get developed to the extent that they are able to set purposes and plans activities on their own. Through reading, a student can travel vicariously and relive the historical past with famous heroes. He can visualize an act, a situation, a character, a theory, and use his insight as a basis for planning his own future. Eventually his reading becomes a matter of dealing with ideas on a higher plane than mere fact gathering because reading

broadens experience (Ameyaw and Anto, 2018). Having reading habit helps to widen interest and gives deeper appreciation. Reading has the capacity to create mental imagery. As soon as a student has enough background of concrete experience on which to generalize, he/she can begin to visualize mentally the situations described in his/her reading. Then he/she can reconstruct through imagination the situations described by the author. These mental images may vary considerably based on the background of the student. The more experience the student has, the wider his/her interests. The wider a student's interests, the greater understandings and appreciation of reading he/she gains.

A solid link exists amid experiential background in reading and development of reading habit. Development of reading habit to its highest possible limit often depends on constant practice of reading (Annable, 2017). For example, a good footballer, pianist, tennis player or sportsman cannot develop his skill to the highest limit possible, unless he carries out constant practice and applies the skill. The improvement of a reading habit is not an exception to this general rule. For a potential reader, to develop a reading habit demands constant practice with a variety of reading materials, indulgence in extra-curricular reading of various kinds of materials, and the availability of reading facilities. These factors are considered crucial in cultivating good reading habit in students, while the absence of these factors is likely to constitute an obstacle in this regard. Even so, it is clear that the past experience of reading leads to experiential background in developing reading habit as a cause-effect relationship. In other words, a rich experiential reading background can necessarily be the cause of superior reading exposures and a poor experiential reading background the cause of poor reading habit.

A rich experience in reading is determined by the amount of available reading materials, variety of these materials, and quality of time given to reading together with a conducive reading environment. It should be noted that, if the environment is not conducive, it may be difficult to develop a desired pattern of reading. Nevertheless, persons who have acquired reading habit often indulge in a lot of reading whether academic or leisure reading and take fullest advantage of the facilities that exist for extensive reading, both within and outside the school environment (Inderjit, 2014). When students fail to read, resources and facilities that exist for reading waste away and the consequences are devastating with the ripple effect on academic performance and personal development.

Synonymous to students' reading habit is their study habit which is the role of consistency in maintaining study schedules. Study habit is about the approach to study which is connected to having the right attitude, right environment, following a particular strategy or schedule and limiting distraction. Study habit incorporates how to study, where to study, when to study, what aids study as well as what impede study. Ghulam (2013) described study habits as methods of learning (systematic and unsystematic) or acknowledgement, which has been used by a student. Bhat and Khandai (2016) stressed that study habits consist of getting prepared and having good notes and reading texts, paying attention in class, and doing school and homework as assigned daily while bad habit contain missing classes, not doing work, spending several hours to view television or to play video games instead of studying and failure to participate in class exercises. In order words, study habit can either be good or bad. A good study habit means having regular and consistent study periods. Planning when to study, how to study, what to study and the duration for the study are so germane in developing study habit.

Study habit requires students arranging precise periods during the week when they will read and maintain the plan. Students who study at irregular intervals and unusually ordinarily may not achieve much, compare to someone who maintains a study time table. If a reader who has a good study habit is fixed up with his / her studies in a day, he/she is particular about creating another time to make up for the lost periods peradventure some period are missed. Considering the features that account for study habit, it is clear that a close margin exists between students' reading habit and their study habit. It is required that a student plans when to study and be consistent with the daily study routine for the study to become part of his/her life. The body must be intellectually and passionately ready for a separately study period for the activity to be more productive. Failure to meet a planned schedule due to any contingency requires that the student returns to the schedule without delay. Every study session must have a focus on what to study. Having an effective study requires studying with direction. There should be a set goal to accomplish during a study session. Lack of interest in a particular subject or having difficulty in accomplishing a task can give room for procrastination of a planned study session. There is therefore, the possibility of attending to other matters. It is often advisable to commence reading from the complex topics. This allows the reader to give most energy and intellectual efforts to most complex assignment or subject. It then becomes easier to complete others.

Siahi and Maiyo (2015) documented the necessity for taking note during teaching among other principles of a good study habit. It is important that students should constantly examine the notes they had taken in the class before attempting any given assignment especially if it is related to what has been done previously. Going over the notes before start a new study session will help a student to recollect notable subject matters taught earlier in the day which makes studying directional and functioning. As much as possible, distraction should be avoided while studying. Each person becomes sidetracked somehow. Ebele and Olofu (2017) recognized distraction as one of the causes of students' bad study habit. Distraction causes loss of thought and focus which leads to ineffective studying. Students should avoid disturbance and distraction of any sort. A student should try to eliminate some of the distractions which get in his way. For instance, a student from whom friends constantly demand for time while he is reading, or someone standing by to urge him to hurry up and get ready for football play, or the mother constantly calling him to come and complete his house chore will in no doubt feel pressured and his attention will be distracted from his reading. As long as he reads in a setting where the TV is blaring forth and those around him are doing activities in which he would like to participate or someone is constantly reminding him of the position of his book or his posture, he will have his mind on those distractions instead of concentrating on what he is reading. Reading cannot be meaningful in the face of distracting activities (Wang, 2015). Study habit can be greatly promoted when students study together. Studying in group can be effective in that students get help from others when struggling to understand a concept and allow them to complete assignments more quickly. It also provides the opportunity for them to teach themselves which facilitate better understanding of subject matters.

Rosli *et al.*, (2017) analysed reading habit with regards to the quality of materials individuals read, how often they read, purpose and what they read. Further analysis of the result of the work showed students within the age range of fifteen-years were willing to read while 58 % devoted their time to reading daily. Students within the age of 14 years were least interested in reading; 13 % of the respondents read daily or at most once weekly. Another study by Khongtim (2021) indicated that reading habit of the secondary school students in Oyo state was poor owing to the fact that the students spent less than 1 hour to read daily.

Regardless of the format of the reading material print or non-print, the benefit of having a reading habit is not quantifiable. A good reading habit prepares secondary

school students for more than career, it equips them to deal with problems on their personal life and for a world than one cannot imagine. Mabekoje (2011) indicated that having reading habit is the crucial means through which a secondary school student develops literacy and the knowledge about his environment. Reading habit provides the basis for academic success and the development of other academic skills. Reading habit has the potential to transform lives individuals within a community. Reading habit plays a crucial role in the area of mental growth. In support of this, Chetrum and Rout (2013) stressed the importance of reading habit as the authors expressed the part it plays in enabling people to attain everyday adeptness and it's necessity for intellectual advancement. Molotja and Themane (2018) specified that reading habit improves teenagers' reading abilities. Therefore, demonstrating reading habit either for knowledge or relaxation is essential as it helps widen students' experiences and understanding. Studies revealed that students who obtain good grades in reading assessments, among other pointers of mastery of knowledge, seemed to possess high inherent inspiration to read and frequently read on a regular basis not only in school. For instance, Yeigh (2014) who reviewed literature on voluntary reading emphasised the remarkable consistent connection that exists between informed permitted voluntary reading and mastery development.

Reading habit offers the opportunity to get validation or rebuff of one's personal notion, which allows one to reason more analytically about moral actions in the community. Reading for pleasure is another level of reading where one makes reading as a life-long habit. At this level, reading not only improves knowledge, it begins to reinforce both verbal skills and eloquence. Students' reading habit improves when they read by choice. Emphasising the importance of developing reading habit, students who have reading habit also have the opportunity to expand their scholastic opportunity and prospect. Reading habit increases quality of life provides access to intellectual heritage. It is a habit that plays a very vital role in empowering anyone to attain everyday competence. Therefore, reading habit promotion focusses on getting students find reading as part of their daily routine, imbibe reading as a practice that is useful in every day affairs and appreciate reading throughout their life time. When an individual attains good reading habit, after a while, reading stops being a difficult assignment that must be done to do well in school, rather, it create an inherent charge to read until a tendency to further read is developed.

Promotion of reading habit in Nigeria is necessitated by its requirement for individual and national development. Developing reading habit is an avenue through which an access can be made to information demanded for individual advancement and national educational development. It becomes crucial that promotion of reading habit is done not just for examination purposes but for secondary school students to imbibe lifelong reading habit. Reading habit promotion in Nigeria has led to the organisation of numerous readership campaigns by various bodies, Governmental and Non-Governmental agencies and Institutions in the country. For instance, National Institute for Cultural Orientation (NICO) organized series of Annual Round Table on Cultural Orientation (ARTCO), having themes centered on promoting reading Culture in Nigeria: the roles of various institutions and involvement of media in promoting reading in the country. This Institute took a step further to explore its Cultural Clubs platform to promote sustainable reading culture among Nigerians. The programs take the form of workshops, which is organized by the Institute in collaboration with other agencies such as the Federal Capital Territory Administration (FCTA).

The efforts of the Institute were informed by the low literacy level and poor reading culture among Nigerians. The Promoting Reading Culture campaign of the National Institute for Cultural Orientation is in line with the “Bring Back the Book (BBB)” programmes of the preceding president of Nigeria. This former President launched a campaign on December 20, 2010. According to Chidiebere, Nosike, Nkechi and Magnus (2013), the aim of this programme was to refresh and reinstate reading values by presenting reading resources appealing, obtainable, accessible, and handy to Nigerians.

Labour movement is not left out in the campaign to promote reading habit among students, as the Nigeria Labour Congress (NLC) has being pushy in playing a laudable part in reading campaign. NLC through its affiliates in the education sector was actively involved in the promotion of reading habit by involving government in introducing programmes and plans to improve the education sector. According to Onifade (2012) the Nigerian Labour Congress associate bodies like Nigeria Union of Teachers (NUT) and Academic Staff Union of Universities (ASUU) and Academic Staff Union of Polytechnics (ASUP) were particular about designing programmes that promote reading habit among students in particular in Nigeria. Nigerian Labour Congress believed that students’ reading habit could be improved when teachers are given incentives or sanctions as situations demand and by promoting reading in the

home front. NLC in its reading habit promotion agenda established schools tagged 'Rain and Harmatan Schools'. These schools were organizing classes for working individuals who were willing to learn more on yearly bases, as part of its contributions with the aim of promoting habit among workers. The aim of which is to improve productivity of workers (Onifade, 2021).

The library's contribution to reading habit development programme lies in its ability to provide the necessary material – book, non – book, audio and visual – to meet the demand of the school community it serves. Granted materials, a suitable environment and adequate staff, the librarian can attach himself/herself to individual and group needs of staff and students (Lupton, 2016). Objectives of library as an institution is to give service to the users with presupposes availability of: an adequate accommodation, a healthy collection, well-trained staff and adequate financial provision (Younus, 2014). If these conditions are satisfactorily met, the school library in Nigeria can provide the type of service needed to develop the mental capacity of the human factor in the economy. The basic purpose of school library is to expose students to much good literature and develop permanent interests in reading (Lulu-Pokubo and Akanwa, 2017).

National library of Nigeria has carried out Reading campaigns in the six geo-political zones of the country through various activities such as lecture, seminar, stage show presentations and exposure to the air, sponsoring inspirational discussion and pasting reading promotion messages on bill boards (LRCN, 2013). Sometimes, Librarians' Registration Council of Nigeria (LRCN) convened Librarians in different conferences with focuses on the improvement of reading habit especially among Nigerian students. Such proceedings having stakeholders in the book sector in attendance to brainstorm on the matters of reading with a view to developing practical strategies for growing and spreading readership campaigns across the country. Readers' Association of Nigeria and Nigerian Book Development Council did not take the back seat in the reading habit promotion campaign in Nigeria. At the state levels, efforts have been made by some states to promote reading in their state. Among such states are Lagos State and Osun.

The roles of the School libraries cannot be overlooked in making reading appealing to secondary school students. The Federal government of Nigeria since 1981 expressed the significance of having a library attached to each school and the role this plays in educational development was stated in this policy which was later revised in

1998. School library was considered one of the most essential educational services. It was specified that proprietors of schools must make available serviceable libraries in the various educational institutions in harmony with the conventional principles and standards. The onus was then placed on every state ministry of education to make available fund for the organization of school library and for the preparation of school librarians and school library staff for the library operations. Udofot (2020) listed the purposes and objectives of the school library to include: to offer support for educational activities of the parent school, direct students on the variety of appropriate resources for school work, to make available materials that increase academic growth and development, to help students to build up aptitudes in the use of books and for libraries to obtain the pertinent print and non-print materials that will meet up the prerequisite of the school curriculum.

As children are introduced to reading early in life mostly by their parents and this continue as soon as they step into preparatory schools, school library begins to complement the work of the school and teachers at this level of child development. Due to the fact that school libraries are connected to both elementary as well as secondary levels of education, they have been found to be veritable tools for all round development of children. A school library is the library within a school where opportunity is provided for students to access variety of resources. Owate and Iroha (2013) emphasized that school libraries are indispensable in the educational development of students. Without school libraries schools may fail to achieve the stated educational goals. School libraries stand to sustain various educational programs and to expand students' skills in locating and using information. Collections of school libraries are maintained in a variety of formats. As a book rich environment, school library collections are made to cover each of the following categories: Fantasy and science fiction, short stories, biographies, reference material (dictionaries, manuals, maps, and guides), historical fiction, news articles, poetry and many more.

The complementary roles of school library continue at every stage and class. School libraries work together with their respective parent schools to achieve a common goal. Subjects are taught by school subject teachers while the library provides an unspoken function of making resources accessible for the satisfaction of students. School library encourages private study required by the users including students and their teachers. With the support of the school, they help to shape students, and make them discover themselves within the content of library resources. Thereby, students are



prepared to become innovative, creative, informed, knowledgeable and ready to demonstrate these traits in their life pursuit. Gambrel (2011) argued that enthusiasm to accomplish a reading exercise can be developed when students are surrounded with reading materials. When the classroom and home environment are rich in books from a collection of sorts and prints, magazines, the Internet, and pamphlets, newspapers and students are allowed to select the material to read from the numerous materials provided, this will not merely increase the likelihoods that students will discover something that will interest and inspire them to read. Students will imbibe reading habit when given reading resources in abundance. It also signals that reading is a valuable and an interesting exercise which will make ways for students to take in reading habit.

School library offers the chances for the students to access numerous materials with the hope that such experience will also have a desirable effect in developing tastes for literature worth reading. The attitude generally, is to register the point that to read is pleasant. Teachers in schools and their students, especially in secondary schools and colleges, need access to other sources of information outside the text-books prescribed by the syllabuses. The school library is therefore intended to serve both the teachers and learners in the school. There is constant need on the part of the teacher to keep up-to-date in his subject field (Paiva and Duarte, 2017). The teacher may want to discover new approaches to his/her subject and keep abreast of developments in other fields of knowledge not directly related to his own. The students, on the other hand should not be schooled to only depend on the teachers' subject notes given in class. This is applicable particularly to students in higher classed and especially in classes where external examinations are written.

Hence, students need a place where they can find supplements to the classroom materials. They will find support in these materials whenever they do not have sufficient materials of their own, or even when the validity of the note in their hand is questionable. Also, students need to get exposed to the wide world of knowledge (Paiva and Duarte, 2017). This will assist them after graduation to be adequately armed with sufficient knowledge at their own level to meet the challenges of life and for them to occupy proper positions in the society. A school library is in the position to guide secondary school students to appreciate literature by making the library a pleasant place to visit and building the library collection with an extensive array of materials which are of interest to secondary school students. Only the School librarian

can match readers' interests with the library resources (Carty, 2016). Access to information resources needed to develop and support secondary school students' classroom instructions are made available for teachers' use in the school libraries. The School librarian's expertise becomes useful in collaborating with teachers in order to share knowledge, resources and exchange ideas in creating opportunities to support students' reading. Collaboration with teachers, parents and local public library staff is an important way of stimulating and reinforcing reading that will eventually promote reading habit among secondary school students.

For an effective school library, the services of a qualified school librarian are highly demanding. A school librarian has what it takes to maintain books accessible in the library and match each book with its user. When students do not know what material is available in the library and no one to lead them to what they need, the chances are that they will lose interest in visiting the library. While he/she can guide the reading interest and habit of the students, he/she can at the same time searches and put together relevant books and aids needed by a teacher for a successful lesson. He/she can arrange talks on career guidance for students, and also show the inter-relationship of knowledge by organizing exhibitions, brains trust, debates and symposia.

In addition to books, magazines, and newspapers, school library collections hold photographs, pictures, jingle and recordings, computers, CD-ROMs, playoffs, and maps. School libraries are often involved in the organization of various activities to such as: Storytelling, model making, motion picture shows, Puppetry, discussion, Book display and book consultation, of which goals are enhance the reading habit of students at all levels. According to Abe (2016), school library resources include a variety of information resources such as school required textbooks, compact disk and reference books such as: dictionary, encyclopedias, manuals, etc. A school library thoroughly selects, prearranges and disseminates its resources to users with the single aim of sustaining and improving the school curriculum. It is not impossible to find a well-financed school library that will have computer labs with computer workstations, and Internet connections. School libraries can also involve the use of audio-visual and other resources required to arouse the educational needs and recreational interests of the library users. However, school libraries are underutilized in Nigeria by the students. Students rarely visit the school library (Fasola, 2015; Jamil, Tariq and Jamil, 2013). There is a need for school management to finance school libraries to improve the

services of the libraries for a better users' patronage. Provision ought to be made for students to be able to make use of internet resources and other materials that will make reading convenient for students such as: quality chairs, reading tables, books of different type and topics to arrest interests of many of the students and all in a favourable reading environment (Ayaz *et al.*, 2017).

The word library is used in many different senses. To avoid ambiguity, it may be well to describe a library, in the sense that the word is used. A library is not a building as such, neither is a quantity of books a library. Just as there are different forms of medical services, teaching hospitals, hospitals, medical centres and so on, each library has its specific roles and purposes; but all are libraries and all to be effective must display the three basic elements: trained (but not necessarily professional) staff, carefully selected books, and proper organization. All must be devoted actively to the benefit of their users. This is the sense in which the word library is used where libraries are well developed and widely used.

A school library should and can contribute to and enrich all the educational aims of the school. These would seem to be in brief: to impact knowledge as foundation for further self-development; to inspire a desire for self-development and to impact the skills of inquiry and discrimination necessary for its prosecution; to ensure physical health.; to inculcate standards of value and conduct, intellectual, moral and social. The specific aims of a school library would be to teach and exercise pupils in the use of books and of a collection of books, as tolls of enquiry. It is also to stimulate and encourage free choice reading both as a means of acquiring facility in reading and for the enrichment of experience, mind and personality which worthwhile reading brings. Furthermore, school library is to implant in the students, the confident assumption that a library is the natural place to obtain information. It is to train pupils in self-control, respect for property and other social disciplines. It will be noted that all these aims are transitive. This stems from the conception and definition of a library as not a structure, not a quantity of books, but a dynamic organism of people, books and techniques. This conception is valid anywhere but its particular importance in Nigeria where education is given in an imported language.

English language involves concepts which are unfamiliar to most of the student; and requires methods of study and enquiry which are at variance with the indigenous oral tradition. Active help and encouragement are essential if the normal student is to overcome these impediments. A school library which lacks dynamic spirit is useless in

Nigeria. To put a collection of assorted books in a room and expect students to find their own way among them, unaided, is as fruitless as putting apparatus and reagents into a laboratory and hoping that the students will thereby learn chemistry. To achieve these aims, for things are necessary: books, periodicals, etc.; staff; organization and finance. Facilities in reading and the ability to find information from printed sources are essential and basic skills for economic development. These are all needed for the application to school libraries.

The use of library was in time past confined to scholars or at least to people who could read well. These passed on orally to less educated and illiterate people the fruits of their learning. In a stable society where farming and other practices were passed down from father to son and conduct was ordered by tradition, this slow method may have served. Today, it will not serve in the country. The pace of change and development demands that new ideas, new methods, new techniques be brought even to the illiterates or semi-literates quickly. A library today is an information agency as well as a place to get books. To provide these people with the information of which they stand in need is in principle a library problem. The need, however, takes two forms: specific answers to specific questions and, on the other hand, simply presented material to implant new ideas. It should be considered, that it is the function of the libraries which is suggested to answer specific enquiries, either from their own resources or by obtaining the information from elsewhere, for any citizen from the best educated to illiterate. It may not be appropriate that the libraries should attempt to supply both the reading needs of the educated and the needs of the uneducated for simple presentation of new ideas. It is believed these later should be met by separate service using the particular techniques which are appropriate to the object in view. Since however, both services are working in the same field but at different levels, there should be close liaison between the two.

There can be no civilisation without language. As civilization develops, oral tradition gives way to an increasing reliance on written records; through which man's beliefs, aspirations and achievements can be both communicated with precision and passed uncorrupted from group to group to form the accumulated wisdom of mankind. Libraries are the repositories of this wisdom. Libraries are the repositories of this wisdom. A library which is not used, however, is as useless as a lamp which is never lit. The question to address is whether the country needs a library system at present; whether in view of the many other pressing claims on resources, the time was yet ripe

to develop efficient, modern and therefore relatively costly library services. The evidence showed that the need was not only clear but urgent. It is not assumed to be so, but satisfies by extensive enquiries both in published documents and by face to face discussion with men and women throughout the places where in a position to give informed advice.

School library, public and university libraries obviously undoubtedly contribute to the development of skilled manpower. Libraries train and exercise students in utilisation of books as bases of reading materials and give them facility in reading. University libraries contribute to every part of the teaching programme and form an essential foundation for research which will later be applied in the working situation. Public libraries enable those whose formal education is finished to develop the knowledge and skills they already have, and supply reference and information services to those engaged in industry and commerce at all levels. It is the intention of the Government to press forward rapidly its education programme. In addition to the formal education, it will also carry out through the various media of its information services an intensive programme of public enlightenment. Increasing numbers will then have the opportunity of taking advantage of the store of human knowledge accumulated throughout the world down the years and of acquiring the skills necessary in the modern technical age. It is therefore clear that there has been and still is a shortage of skilled manpower, which is likely rather to increase than to diminish as a result of the industrial and administrative development of the country.

Good libraries are impossible without both substantial and well-chosen books stocks and, equally important, trained and experienced staff. Neither can be obtained at short notice, both must be developed over a period of years. If the libraries are to be ready to cope with the demands which all will certainly arise as a result of educational and industrial expansion within a very few years, a start must be made now in building them up and preparing for the establishment of new ones. It is world wide experience that the need for information remains unexpressed and often unrealized, until the means of satisfying it is present. Another reason for making a start now is the lack of knowledge at present of the types of books which Nigerian students would need or like. It goes without saying that any attempt to reproduce either the book stock or the organization would be ill founded. Until there is a body of hard fact based on careful analysis of actual experience in the country, book selection is bound to be a hit and miss affair.

A sound library cannot be built on inadequate book selection. There is a monotonous chorus of complaint that is hard to find books which appeal to students, yet no two people will agree on what they are looking for. Very little experiential work is being done in this field; indeed it is not possible because adequate libraries, which are the laboratories for such an investigation, are not yet available. It may be inconsistent but it is true that there must be more and better libraries in order to find out what is really needed and appropriate. The major obstacles to progress in school libraries are not financial but difficulties of book selection and lack of time. Not enough is known about the needs, interests and difficulties of Nigerian students reading in foreign language and training in the use of books is inadequate in most schools. School libraries will not meet these needs if they follow the older practices of countries where it may be assumed that children are already acquainted with books either in their homes or in well-developed public libraries. Since the use of books as sources of information is basic to all studies, it is recommended that, beginning in the teachers colleges, reading specialists be appointed to find out what material is of most interest and value to students, and why; to analyse the reading difficulties of students and overcome them; and to organize and run the school library as an essential part of the teaching programme.

Laudable are the school library objectives and purposes. Unfortunately, Nigerian school libraries are handicapped. They are not able to assist secondary school students in full exploration of resources. In Nigeria, school libraries are facing the same challenges as other libraries all over the world. In view of these challenges, the issues of school library in Nigeria require utmost attention of government and school management. Consequentially, it can be insinuated that Nigerian school libraries are incapable of assisting students to cultivate an impressive habit towards reading in Nigeria. Udofot (2020) enumerated some of the encounters of school libraries in Nigeria. To this author, these challenges are not unconnected with waning financial support, insufficient working tools, the use of unqualified personnel as school librarians, and high cost of computer accessories among others. School libraries in public schools especially, lack resources required to operate. Lawal-Solarin (2016) conducted a comparative analysis of school libraries in Ogun state. It was discovered schools made use of makeshift space and without they lack trained staff.

Daramola (2013) enumerated some of the problems hampering school libraries in their efforts to provide students the necessary learning supports. Among the

problems identified were: lack of trained staff, inadequate collections, insufficient library orientation, lack of collection development policy and support from the school management, insufficient room, and poor library programmes in schools, insufficient library furnishings and lack of internet facilities, power outage, and poor locations of many school libraries. The reading environment of many schools does not encourage reading at all. Books that should be prominently and attractively displayed have been covered by dust. In Oyekale (2017), many public schools in Osun State were without school libraries, not to mention the issue of table, chair, shelve etc. In some of the public schools, school libraries have even been converted to classrooms or staff offices. Many schools make their school libraries hardly accessible to students because they are being managed by subject teachers who must also leave for classes or not available for many reasons. Reliance on school libraries for reading materials may not be sufficient for students; in as much as the school libraries are not adequately equipped. In essence, for school library to function effectively there is an urgent need for a complete overhauling to a state totally different from what it is now. It has to be re-oriented and re-organised to be able to help students develop good reading habit as a reflection of education with positive results. Gambrell (2011) believed that students deserve the chances of having an uninterrupted reading in school and in the house. Yusof (2010) suggested that Parents' body should endeavour to fix the problem of inadequate resources in school libraries to make the supportive role of growing the reading habit among students convenient for school librarians.

In spite of the efforts geared towards the encouragement of reading and improvement of reading habit in the Nigeria, studies have revealed that students have poor reading habit. Aina (2011), Oribabor (2014) and Ukoha (2015) among others attested to this fact. However, the problem of poor reading habit among students is not only peculiar to Nigeria. Studies have found a decline in secondary school students' reading habit globally. In 2010, the Regional Director of Education in Ghana expressed concern over the poor reading habit among students in that country. Poor reading habit was observed to be having a depressing effect on the students' academic performance. The growing effects of poor reading habit of students are accountable for consistent uninspiring overall academic performance (Oyewole, 2017).

Acquisition of reading habit can be evident in students' language expressions and performance in subject offered. A student who lacks reading habit will struggle unnecessarily do well in class activities and the consequences will be felt all the way

through the student's academic life (Fosudo, 2010). Having reading habit proves to be helpful in developing thoughts and morals, which improves personality and the socio-economic status in the long run. While reading habit grows steadily and leads to the acquisition of a valuable character in students, lack of it can be devastating in the lives of those who lack it (Owusu-Acheaw, 2014).

One of the consequences of poor reading habit on students is failure to realize full academic potentials. From observation, there is an expression of the enormity of the problem of poor reading habit among students. There are instances where students in senior secondary schools did not know when the country attained independence and how some could not even recite the National Anthem. Students do not read as much as they should. This manifest in secondary school graduate without adequate reading ability that can be traced down to weak reading habit developed during school days (Singh, 2011). Libraries that are meant for reading had been turned to centres for surfing and to copy notes only few read (Kojo, Agyekum and Arthur 2018). Okebulola, Owolabi and Onafowokan (2013) reported that African children do not value reading probably because of reading difficulties or lack of interest in books and these authors expressed deep concerns about students' poor reading habit and poor performance in languages and science subjects among African children in their research studies.

Causes of poor reading habit among students in Nigeria are inexhaustible in literature. In addition to the factors discussed in the introductory part of this work, studies also raised some other issues. Aina, Okusaga, Taiwo and Ogundipe (2011) associated poor reading habit with children not been introduced early to English which is the formal language of reading. The authors further explained that in a situation where school is the first place children would get introduced to English language; they grow up to find reading and its related activities difficult. Okebukola (2012) also attributed poor reading habit among students to lack of knowledge of English from home. Aina (2011) emphasised that dearth of libraries is another factor hindering students from developing reading habit, this author also stressed that libraries are almost certainly not available at all or they are failing in acting their estimated parts.

Moreover, School programme planning may not be exempted from the factors responsible for poor reading habit in Nigerian schools. Due to the greater fragmentation of the curriculum and the emphasis on a specialist approach to subjects, teaching of reading presents a greater problem in the secondary than in basic schools. There seems to be an assumption that in secondary school, special instruction in



reading is only needed by those students who have reading problems. At the same time, the problems students are having with reading interfere with their ability to learn. Reading problems in secondary school not only affect students' reading habit, students also demonstrate weakness in application of reading skills to academic study. Recreational reading is not taken more seriously at secondary school level (DiBella, 2014). If literature is considered at all it is more often than not done because of the necessity of studying for examinations. No matter how heavy the curriculum, there should be time for reading for pleasure, time for browsing the library and time for discussing books. Reading specialized fiction could also supplement the students' basic text-book reading in many of the disciplines; this often adds interest to the studies and encourages the student to adopt a fresh perspective on the work under consideration. If students do not read books other than the subject textbooks, they are unlikely going to lean naturally towards reading as a form of recreation and pleasure. Students need to be stimulated to read by making available to them novels or parts of novels, related to topics being studied in school could be read or discussed critically in the light of other reading of a more factual nature.

Students need to practice reading and never fail to pay attention to it if they must develop good reading habit. Having the desire to read is the starting point. Then, spending considerable time reading on regular basis (Laily, 2018). Reading should be seen as something respectable and desirable. It needs to be made the popular thing to do in as much as concrete experiences provide a solid foundation for reading. The persistence of reading habit among students in Osun State was determined by Oribabor (2014). This author concluded that the existing reading habit of students in the State was poor. Information collected by this author on the contributory factors was highlighted as: laziness, absence of inherent motivation, absence of determination and poor necessary academic capability.

It is common to associate students' poor reading habit in Nigerian public schools with poor home background and environment, lack of well-designed schools and public libraries, insufficient resources in the schools, and insufficient dutiful teachers to help the students. Undeniably, a diverse layer of issues impinges on the improvement of reading habit among students. The changing environments in which students reside and grow up have a tough influence on their aspiration and interest in reading (Fatimayin, 2012). Environment factors may include the dwellings, the school, the social group, parents' socio economic position, family earnings, parents'

educational level, parents' job, parents' attitudes to students' reading activities and home reading environment. Socio-economic status of a student's parents for instance, revolves around the student's parents' place in the society, as determined by riches, social rank and profession. The weight of family socioeconomic factors cannot be overlooked when it comes to the issues of students' education. In Aramide (2015), students' environment was found to considerably influence students' reading habit in Ogun State.

Family condition is an essential factor that determines the accomplishment of a child in learning some constructive practices of which reading habit is integrated. Conducive home reading environment contributes in nurturing reading habit. Students who are provided a better reading facility have the tendency to attain high reading ability. Family unit support has an undeniable force on the literacy growth students. Reading habit is developed not only in the classroom. It is encouraging having parents, siblings and relations playing the roles of facilitators who would guide children and students to reach a level at which they can read on their own outside the classroom. Emotional comfort, social change and an interesting attitude can go a long way to support students' reading habit in a great deal. Emotional strength is one of the major necessities for thriving educational activities (Valiente, Swanson and Eisenberg, 2012).

Among other factors affecting students' motivation for reading and development of good reading habit could be hearing problems, visual problems, speech disorders, age and sex. Usually, fine physical condition is favorable to good reading while ill health may cause students to drop the interest in reading or not have the strength to read. Language and intelligence could both be influential to reading habit development. Reading is language articulated in written form. It is the capability to put across and receive views through language. Therefore, essential to being capable of reading and developing the habit of reading is intelligence. Intelligence acts a foremost role in determining the material students will read and the amount of time that will be devoted to the reading. Generally, students with high intelligent quotient read books that are complex in nature.

Improvement of reading habit of students is the responsibility of all and sundry. Numerous authors have written on factors that can cause an improvement on secondary school students' reading habit. Yosuf (2010) stressed that close relatives such as parents and household members have to play the role of facilitators in supervising students in order to read for longer time than they would have do ordinarily at home.

For example, parents can ensure their children spend some time reading in the night. Some families offer their children experience of playgroup reading habits and benefit. Just as fundamental necessities of reading habits development have the root from home. This playgroup experience includes the practice of going to nursery school, experience of having numerous reading materials at home and being supervised and guided by siblings and parents. Parents who make a house setting filled with reading materials especially when they also read with their children encourage reading and display to their children the most excellent habits and attitudes toward reading.

Nalusiba (2010) emphasized that free time reading becomes easy when students are encouraged by adults in the family especially when students enjoy the company of parents and other siblings in reading together and when adults in the family are reading models who recommend books for them and discuss with them the books they have read. Ordinarily, reading habit is developed in communal settings where students share their reading involvement and read together with others such as members of a family, acquaintances, and friends. According to Glacier (2018), students were not recreational reading with friends, family members or parents. Through social interaction, students have ample opportunity to appreciate listening to the materials others have read, they can also get materials from others instead of looking for what to read.

Home environmental factor seems to impinge on the reading habit of students due to the interconnection between parents' socio-economic background, parental attitude and encouragement students receive. There is more likely to be provision of all a student requires to read in homes of higher social class (Johnstonbaugh, 2014). This implies that from the earlier stages of formal education, students from high socio economic background are likely to be well ready to deal with the difficult early stages of reading, they would have been successfully master the basic reading skills due to the support they receive at home. Parents who are anxious for their children to be academically successful are more probable to make sure that there is an adequate provision of reading materials in the house (Mckenzie, 2015) and children from such homes make use of library services frequently where there is access to the library. This gives the children the opportunity to be sufficiently proficient at reading. Many of these parents are ready to assist their children more if they are made fully aware of the issues involved. Children from lesser working class may possibly not have the opportunity to get such assistance (Michael, 2015). A child who rarely or had never seen books at home, such a child will not likely see the need for reading. Consequently,

such a child may not be appreciated even when he reads on his own. Merga and Moon (2016) discovered in their study that students were much less likely to read when they have no access to reading materials. Those from home where there was little earning have less access to reading materials. Thereby, they were not able to read as much as their counterparts who came from wealthy homes who are provided with numerous books.

Teachers' attitude and teaching method are crucial and play a helpful part in helping students improve their reading habit when they arrange their programme such that there will be room for students' reading engagement and motivation for reading. Students spend more time with teachers in school days especially in the upper classes and due to this closeness; they watch teachers engage in various activities. The roles teachers play have the tendency to change students' perceptions of reading and help them develop reading habit. When students are made to find reading as an expressive, pleasurable, informally fruitful and individually satisfying attempt, their reading habit will improve. According to Redmond (2015), the effort of teacher to use the curriculum in the class to extent and link to the students' life outside the classroom is considered another factor that can help students to absorb a good reading habit. When students are given the privilege of having their learning tailored towards their reading activities, they will be willing and find reading activities fulfilling (Smith and Sculli, 2011).

Ilori and Abdulahi (2016) advocated that teachers should play the role of reading models by involving in regular personal reading and sharing what they read with their students in order to stimulate their students to have an affection for reading. The author also suggested that students should be exposed to different reading strategies and they should be encouraged to choose the most efficient reading strategies appropriate to the available reading material and the purpose of reading. When teachers improve reading instruction in the classroom, students respond appropriately because of the control they have on students. Studies have established that teachers are capable of influencing the private lives of their students in particular at the early stage (Ilori and Abdulahi, 2016). This means if teachers discuss their personal reading activities, share their ideas about diverse text, and suggest good reading materials to their students, their students can pick up reading habit from them.

Nalusiba (2010) suggested teachers giving students homework that will necessitate library exploration to inspire them to read into the future and widen what they had learnt in class. Teachers can do this by prearranging reading periods in a way

that students can apply the moments they spend in the libraries to come in contact with an extensive array of reading materials that will inspire them to involve in reading. This method will to a large extent change students' attitude towards reading and begin to view the act as part of school work. This is a welcome idea since reading habit may not improve until reading becomes an obligation for students. When teachers begin to make reading enjoyable, students will start engaging in reading as parts of their everyday affair.

According to Kalagbor (2016), parents will prefer schools they believe will offer their teenagers proper educational foundation for effective learning, with the impression that academic success is dependent on the quality of school attended. This is where the issue of private and public school segregation sets in. Public school values seem to be explicitly stressed and remarkably consistent from one school to another and they all have a uniform system under the control of the government. Public schools are often referred to as government schools. Therefore, the goals and values cover a wide range and are stressed and government controlled and are consciously apprehended by the community and deeply internalized. In directing the students towards those goals, the scope is more embracing that it controls most of the students' time and activities. Disciplinary measures employed in public school instill the acceptable norms and values into the students. Public schools to some degrees incorporate the traditions, expectations and values of the social groups it serves especially into the students.

It is believed that the interest of masses in education can be well catered for by creating government schools. Olasehinde and Olatoye (2014) in their reference to the National Policy on Education (2004) indicated that public schools in Nigeria are controlled by Federal, State or Local Governments. Nwankwo (2014) notes that management of public education is undertaken at four major levels: (1) the top policy, legislative and resourcing level; (ii) the middle planning, programming, directing and coordination level; (iii) the lower implementing, supervising, monitoring and implementation level; and (iv) the front-line community and grassroots level. Considering the secondary school teaching learning and prospectus, public schools are totally held, supported and succeeded by the government. Originally, most schools are owned by religious bodies before the management of the schools was taken over by the state government. Government was prompted to provide communal benefits of education by assuming the chief role of managing and funding schools.

According to Scheper (2013), some schools have better resources than others. Resources like well-equipped library that are managed by qualified school librarians and conducive reading atmosphere are available in some schools. Students who study under such conditions are likely to do well than others who do not have such opportunities. Future accomplishment of students may greatly be influenced by the kind of school they attended. This explains why parents who can meet the expense of sending their children to particular schools do so in order to give their children a better education. There is a strong notion that some schools guarantee superior educational achievement. Now that good grades are essential to enter the university, parents desire schools where their children will be well tutored to obtain good results that will afford them better opportunities to gain admission into institutions of higher learning. Private schools seem to be the retort for many. Parents who are disposed to paying additional money to enroll their children to classified schools are not only spending money; it also shows they want the best of education for their children. It is this set of parents that will likely be helpful in assisting students with homework at home. These are the types of parents that are ready to look for external teachers who will give their children extra coaching in weak subjects.

Nichols (2010) established a robust connection between household earnings level and private school enrolment. If all parents are able to pay, they would be willing to choose from a larger number of schools. Students from low-income families seem to find solace in public schools in Osun States since the State government operates a free education scheme. Although, a little prescribed fees may be demanded. In private schools, parents are made to pay more and because of this, they have an inclination to be involved in happenings in the schools. In addition to this, a reasonable percentage of those parents are likely to be educated. Scheper (2013) stated that since private schools teachers assumed that many of the students are capable of higher level work possibly because of their assumed level of education of their parents, teachers expect parents to support in what they assign the students as homework. Therefore, students receive more challenging homework. Whereas in public schools, teachers may not expect that parents would participate in students' homework completion because they know that a reasonable number of the parents are not educated.

Scheper (2013) mentioned a few beliefs in favour of private school which include: Students who attend private school do well academically than their counterparts in public schools; greater proportion of students who would drop out of

school may likely come from public schools; private schools must be providing a learning environment that makes students more educationally inspired with; firmer prospectus and rougher homework, self-restraint exercises necessary to complete secondary school. In as much as learning environment in public schools does not foster academic motivation as much as private schools, the rate at which students from public schools will possibly drop out of school may be more than that of the students who attend private schools in the issue of school completion. Parents who have their children in private schools seem to be enjoying greater satisfaction with their children achievements when examined alongside with parents who have their children in public schools. Akinsolu (2017) describe educational wastage as the expression of academic deficiency in Osun State. This author articulated concern for the parents and government who bear the additional cost and burden of students who fail to pass out of secondary school at the record time; spending more than the required six years in secondary school.

Public schools do not have autonomy to manage the school solely without the intervention of the ministry of education. For example, school management cannot control the school funds, hire teachers and staff public schools, select better prepared teacher or introduce incentives for outstanding performance of any teacher. Public school cannot adjust the curricula or methods specification to address the interests of students as it obtains in private schools. Public schools are always sensitive to the regulations of the ministry. Attention of public schools is not so much on parents' demands, facilities and discipline. All these are mostly the concern of the ministry of education including new students' admission criteria. By and large, if both private and public schools are put under the same circumstances, public schools may not be as poor as being represented. If equally private and public schools are allocated the same demographics of students and under the same learning condition, there may not be any difference in the students' performance academically altogether. Public schools could be as operative as private schools in improving students' performance if given the same group of students, under the same condition of learning. Public schools could compete with private schools on same academic level. Moreover, the major assumptions in endorsement of private schools have been challenged (Scheper, 2013).

Undoubtedly, some schools enjoy facilities and conducive learning environments; students of these schools have the tendencies to do better if guided in a way that they can make paramount use of the facilities than students who attend

schools with inadequate resources. In as much as school learning environment in addition to availability of learning resources are very important in the developing students' reading habit, the point remains that no one else can advance students' reading habit. Development of a good reading habit depends on students' disposition to reading, purposeful responses towards reading practices and the value accorded the feelings and emotions towards reading. Students who are predisposed towards reading are more self-determined to read and tenacious to complete schoolwork no matter how difficult the task may appear. Therefore, the onus to do this is only on the individual students themselves (Ebele and Ofolu, 2017).

Until students come to the understanding that developing reading habit is the main key to academic accomplishment in this contemporary society. It may be difficult to help students better their reading habit if they do not rise and help themselves by reading on their own. Students should see the need for reading continuously whether in preparation for a test and after concluding their prescribed examinations. The point that students read only when examinations are approaching should no longer hold if they must develop personally, advance their profession and become valuable members of the public. Ebele and Olofu (2017) suggested the necessity for direction and counseling procedures in public schools with the aim of encouraging and inspiring the students to develop good reading habit. There are a number of factors that can help secondary school students to achieve success academically. Regardless of the type of school a student attends, one of these is knowledge gathered over time through reading and reading about successful people. The versatile way a student acquires knowledge is through reading. Reading will continue to be relevant in building a solid foothold for distinction in individuals' lives regardless of gender, position, age or the type of school attended.

## **2.2 Social network use among secondary school students**

Adomi and Ejirefe (2012) described social network use as actions, practices and ways people of communities gather on the Internet to exchange information, facts and views using interactive media. Kaplan and Halein (2010) termed social media as a collection of internet built applications fabricated on hi-tech base of web 2.0 which permits the formation and interaction among users over their piece. These are the platforms for community networking. Social network use involves the interaction with internet-based social media programs to hook up with associates, relations and



colleagues. Social network is an Internet way of increasing the figure of one's shared links by creating links through persons using social networking sites. Shehu (2014) identified social network use as the most recent hi-tech exposure in the world of information involving online stages or sites that focus on constructing and making a display of social relation amid populace, who share general interest or common behaviour. Online communities are built through social networking where people are connected, interact and build relationships. Social networking provides a kind of relationship that would not have being possible in the physical environment. It is a complex medium of communication that allows for secondary school students connecting with those in any “wired” area in the world.

Many social networking sites are available for users especially students through which they can easily link up with friends. WhatsApp, YouTube, Facebook, Twitter, LinkedIn, Google+, etc. are good examples of social networking sites that favor social interaction. The site to use also depends on the purpose for using it and the actual activity to engage in. For instance, secondary school students use Facebook for creating profiles, exchanging pictures and videos, and online discussion. YouTube is used for uploading, sending and presentation of videos. MySpace can be found to be useful in listening to songs, watching videos, playing playoffs, and building profiles. Secondary school students may find Twitter useful in building and sending about messages being denoted as “tweets”. Gaia Online is another new site students engage in playing games, creating avatars, decorating virtual homes, and involving in online meetings. WhatsApp is a messenger app for Smartphone users that send messages, images, audio or video through the Internet.

WhatsApp offers services related to sending text messages but, WhatsApp uses the internet to send messages of which the cost of using the application is meaningfully a smaller amount of money than sending messages on mobile phones. This makes is convenient for students to use. Of all the available social networking sites, Odili (2021) found in their study that Facebook and What Sapp emerged as the highest common and widely used social media amongst students. With these opportunities provided by social networks, Paul, Baker and Cochran (2012) stressed that online social networking sites have penetrated through all generations of Internet users, found to be appropriate for making contacts, predominantly among students. Social media have also become useful in educational institutes and faculties to link with existing and would-be scholars and to convey instructional materials. Students have now become masters at keeping

themselves occupied through online activities. Once they are connected to the internet and with their phones in hand, they are everywhere texting, sharing, trolling, scrolling, and doing all sorts even during school hours, after school, until way past bedtime.

According to Derks and Bakker (2010), Internet is mostly intended for sending e-mail through search engines, considering goods and services before ordering and searching for materials of interests and relaxation events. Online gaming, listening to songs, downloading pornography, mounting photographs, having a bet, holding a class, and being in quest of dates are common practices of individuals. Students especially, are quick in finding access to online information about life issues and mostly without a particular source. Moreno (2022) found that the most avid text writers are also most likely to spend time with friends in person. Social network use on regular bases is found to be of immense benefit to students in facilitating message delivery, social link, and even technological expertise (Tartari, 2015). In view of appearance of the latest digital creation, studies revealed that secondary school students are addicted to the use of electronic resources spending so much time glancing, transferring and looking casually for information on the Internet in their information seeking venture (Soleymani, Garivani, and Zare-Farashbandi, 2016).

In Alkaabi (2017), students' social network use was majorly for reasons other than learning in class. The students indicated that they were passionate about using social media particularly when they feel bored. On different occasions, students engage themselves in the Internet activities such by means of surfing, twitting, conversing, watching movie, playing games and transfer photographs to contacts and lovers through all sorts of social media sites. Social networking encourages the use of picture. Individuals on the platforms choose a picture which will be posted on his/her profile. This picture is a representation of the individuals themselves. It depends on people's choice. Some choose to use an old picture while some prefer a latest picture of their face or a photo of a group of friends some use a different image to represent them. In any case, the picture is so momentous when looking at the platform because it represents the user as he/she would like to be viewed by other users.

The use of social networks creates both constructive and destructive impacts on students' education. Students can conveniently use social networks to chat with teachers, check spellings or for word translation, as well as using the media to cheat in examinations. Students have the opportunity to read wide on the Internet to get useful information from following the specialists in the field. Students in the process broaden

their knowledge of various subjects. All these opportunities empower students and yield results beyond measure. Through social network use, students share happenings, and interest within their networks. With social network use, friends and family members are connected not minding the location. It offers secondary school students opportunities to explore online resources that are useful in their studies thereby keeping them abreast of the latest events and happening socially and academically. Social network use connects peers even with unknown people from all over the world. With this connectivity, students' headship, interaction, information sharing and learning to an international scale is facilitated. Social network use allows numerous contact activities, such as e-mail, instantaneous messaging (IM), make conversation, and reading, writing and editing shared writings. Students enjoy the advantages of having discussions with classmates, teachers and access to outside resources useful to acquire knowledge, increase new vocabulary, and develop lettering skills (Yunus and Salehi, 2012). Social media in essence increases knowledge by supplying both teachers and learners means to access information.

According to Boateng and Amankwaa (2016), Social media stands for a far-reaching meeting of web centered cell phone services that connect individuals together to chat, share, collaborate, relay, and exchange ideas and information on a wired community. Students converse through social media. Social networks open up new means for interaction and conversation among students which affords them benefit of placing, coping, sharing information and contents. Online searching had become easier with social media tools. With internet connectivity, students are sure to have access to educational resources (Ghavifekr and Rosdy, 2015). Student-teacher communication in which teachers can interact with the students as a group outside the school to organize events, make helps available for students for school work anytime without much difficulties with the use of social networks. Through chatting, students easily inform teachers in case they will be absent or come late to school especially when there is an emergency Boateng and Amankwaa (2016).

Using social networking sites, school management devise the facility to link with students. Social network platforms are the medium to communicate school summary, pass notices and disseminate students with valuable information. Through interactions among school management, parents and students, various student problems can be resolved. Video is an active platform used to project useful videos clips that stimulate students and support learning of topics (June, Yaacob and Yeoh, 2014).

Social network use gives room for subject monitoring. This is one of the ways students can get solutions to problems. It is also possible to get experts observations and instruction on the specific topic. This can assist students in gathering useful content for project work, assignment, gain more understanding on a subject. According to Richardson (2017), most of the software involved is already incorporated in social media integration to facilitate instantaneous collaboration amid the students and the school system. School system reinforces students' involvement and facilitates students working together as a team with adequate planning and strategies, social networking sites very beneficial in teaching spaces.

Social media in no small way provide a rich electronic learning environment for students. Students' interact with each other is possible on the social media, because of this; they can find it easier to interact on projects and assignments. Students post questions and get answers to those questions by including a precise hashtag (Yu, 2018). Discussion panel which enhances educational training are integrated into the present educational management systems which make them more useful platforms in teaching and beneficial for group works. Social network use can be of immense benefit in raising the capability of students to assemble and work together on their projects (June, Yaacob and Yeoh, 2014). This improves the possibility of spending more time together on the platform, not necessarily meeting together in a physical place and this gives them the opportunity to follow-up the progress of their work. Students working together as a team strengthens students' relationships, increase participation and promote overall instructive activities. Social networking sites afford a comfortable practice of resources sharing. According to Osterrieder (2013), a whole class can now conveniently share videos, and other resource websites, and lectures because students do find a lot of applications on the Internet attractive and useful in increasing students' relationship, participation and in making team work easier to review.

Consequently, students have now become masters at keeping themselves occupied through online activities. Once they are connected to the internet and with their phones in hand, they are everywhere texting, sharing, trolling, scrolling, and doing all sorts even during school hours, after school, until way past bedtime. Online social network is not just being connected with the people to whom a person is directly tied. Students become influenced by their friends who they might have never met. Surprisingly, students have less control over their activities but are more controlled over by others than they expect. Friends define who their friends are and their success

as the function of those around them that is the type of friends they keep (Daniel, Dys, Buchmann, and Malti, 2016). Therefore, parents need to invest their time and energy in helping students build relationships inside and outside school setting. Students must realise that the influence others have over them can affect their performance in any way positively or otherwise.

Obsessive social network use of students is now provoking a generational panic. In the past, parents fretted that TV and home video were gaining a hold of teenagers, but nowadays, high school boys' and girls' online chatting, texting, surfing and other online activities with their effects are becoming a source of worry to parents. In this process, they may have free access and exposure to sites they do not need. Indeed, online social relationships are affecting secondary school students in various ways and to an unimaginable extent giving room for diverse lifestyles. Study conducted by Hoih (2017) showed that online social media has distract the students during their study hour. Analysis of data collected for the study indicated that 64% of the respondents approved that online social network use reduced their concentration during their study hour whereas 36% of the students did not approve that they get distracted with social network use in their study hours. The researcher concluded that online social media use distracts the students, preventing them from concentrating during their study hour.

Similarly, findings from work done by Ayankola and Ladipo (2017) on the use of social media for reading culture development among selected secondary school students in Oyo State indicated that majority of the students were united with acquaintances and relations. Findings from the study also showed that majority of the respondents specified that social network use was a means of distraction at the place of reading. Although, social network misuse by students cannot be ruled out. Students can possibly make an inappropriate contact through social media and there exists the possibility of displaying, sending, retrieving, or downloading items they do not need exclusive of the knowledge of teachers or school administrator. Undoubtedly, many beliefs that social network use is a form of distraction on the part of students in the matters of reading. It is also believed that it also diverts students' attention and interest away from reading towards non educational actions like needless chatting.

In search of information to complete homework, it is not impossible for secondary school students to find themselves at different sites unintentionally. A pornographic site for instance. Access to this information by students who have not

fully attained the age of maturity where one can sift useful information from junks could pose negative impacts on their social and moral development. The effect of this is demonstrated in their social interactions with peers especially with the opposite sex, sexual activity, and emotional development. It should also be noted that Internet and its stuffs can easily be used as tools for fraud, pornography, blackmail, racketeering and so on. A study done by Akorede (2016) revealed that social media promotes sensual depravity and pornographic affection among schoolboys and girls in Lagos State.

There is a general notion that Internet with its associated media has a depressing influence on students' reading habit because students do not use the sites for mainly educative purposes. Shehu and Ifeyinwa (2022) sort the opinion of respondents on the reasons for dwindling study practices of students in Nigeria. Findings from the study indicated that computers with other social media was the factor with the highest percentage. In this study, all the respondents affirmed that their use of social network was never for educative reasons. The study therefore assumed that social network use negatively influenced the study practices of students in the country. Numerous studies have indicated that students fritter away precious time using social media. For example, in the study conducted by Kolan, and Dzandza (2018), out of the 197 participants, majority 99 (50.3%) spent more than 2 hours using social networks daily. This analysis implies that students demonstrated unhealthy and compulsive use of social networking sites.

Social network use in no doubt was assumed to have serious implications learners' reading and it happens in situations where students expend longer hours using online networks than they devote to reading. Students spend their valuable time on social media (Oginni, 2016, Ezeji and Ezeji, 2018). Students can be heavy users of social media, spending as much as eight hours daily (Goks, 2016 and Tantarangsee, Kosarussawadee and Sukwises, 2017). Students' use the internet not essentially for studious purposes, but for antisocial behaviour in a surprising pace is confirmed by copious findings. The study conducted by Hoih (2017) discovered that highest percentage of respondents were busy using social networks only to keep them away from being bored and for time pass with 56% of the students visiting the social media to kill their time and 44% of the respondents visit the sites for specific purposes. Hoih (2017) pointed out that students can afford to stay on the Internet till late night or get up early in the morning just to visit social media again. This can be one of the

challenges faced by the respondents as they are not able to keep themselves away from being online.

Inability to refrain from excessive social network use is not without unhelpful implications on students' reading practices. Failure to withdraw from social media seems to disallow them from involving in more meaningful engagements such as extensive reading may be assumed to be duly responsible for inability to read deeply and withstand a lingering commitment to reading. Derks and Bakker (2010) stressed that if individuals are mindful of the fact that both computers and Smart phones have turn off buttons and that people have control over of the devices and not the other way round, social media will undoubtedly serve as valuable Internet resources being attentive to their associated pitfalls. It may be difficult to bring to a conclusion that students should not be allowed to use social networking sites as it has become possible to identify experts in a particular field and subjects (Boateng and Amankwaa, 2016).

### **2.3 Peer influence among secondary school students**

Manese (2012) defined peer influence as the manner people of similar age group persuade one another to take certain actions or obey certain rules in order to be received. In other words, peer influence could be described as the efforts made by members of a peer group or a person persuading other persons to change their behaviors to do the acceptable thing according to the group norms. Going by these definitions, peer influence could imply students taking part in activities ordinarily they would not have done if they have not been persuaded by friends. Under peer influence, a student may do something away from what he/she considers the best action because others are observing him/her. In other words, Peer influence does not mean planned efforts by peers to convince others, but could also include inactive effects such as not taking part in an action for fear of peer social sanctions. Due to peer influence, students can disregard what they know is good with their own commonsense and go after their peers' persuasion just because they probably do not want to hurt their friends' feelings. At times, students may feel compelled to do things not convenient for them because they are not able to control their impulses or resist influence from others.

Students in secondary school by age are in a psychological developmental stage characterized by a conflict between staying alone and enjoying the company of friends. Secondary school days make up an era where peer influence is most usually enormous on the students. Peer influence is the demand from members of a peer group. This is

the reason why some students find it difficult to quit moving with a certain group of friends despite their parents' warning. These students engage in youthful challenging and exciting activities as they move together with peers and these peer relationships provide the students guides to form their opinions about some issues (Daniel, Daniel, Dys, Buchmann, and Malti, 2016). Secondary school students may become locked into either positive or negative characters. A student may begin to exhibit different lifestyles such as: skip classes, school dropping, playing truancy and wrong use of social media in response to role confusion or identity crisis. At this point, students attempt to be everything parents and other adults encourage them not to be (Melching and Melching, 2011). This explains why secondary school students seek to be independent. They want to be free from their parents thereby, immerse themselves in their own social environment and prefer to stay longer with peers. They rely more on peers rather than their parents. Due to this intimacy, the students become more susceptible to influence from their peers.

For the mere reason of conformity, students may be ready to change their attitudes in order to be accepted by their peers. They give up essential activities or responsibilities and get involved in uncomely behaviors, for the approval of their peers. Peer influence can be either direct or indirect. Peer influence is established when an individual is convinced directly to conform to existing norms. This explains why many see their peers as role models. For many secondary school students, models are either a source of good image or a destroyer of it. Due to peer influence, students could begin to think and behave like others not minding whether those being imitated are of questionable character. According to Bankole and Ogunsakin (2015), seeing other behaving in a particular way or say some things can certainly introduce an individual to new behaviors and viewpoints different from his or her own. On the other hand, through observation, an individual can also become enlightened on the consequences of his/her own behaviour and opinions.

Peers certainly do have effect on the choices students make (Gordon, 2015). Positive peer influence can assist student ponder on their actions and adjust wrong tendencies to become a better person. Noticing others study well to pass or obtain good grades may absolutely inspire others to do the same. Dedication and decisions to move with encouraging friends can make utmost peer influence experiences helpful rather than harmful which can invariably turn into strong and proper propensities. The knowledge that progress is not achievable by following those who have nothing



positive to contribute to one's life is what a student needs. Following helpful peers can boost students' worth and confidence (Booth and Gerard, 2011). To resist the trials from one's peers may appear to be difficult, but achievable by changing one's mindset and having a direct focus on oneself not giving room for any attractiveness from peers.

Albert, Chein and Steinberg (2013) emphasised that peer play a huge part in the social and emotional development of students due to the contacts they make with each other from which attitudes are formed. Belongingness is one of the needs of human in general while friendship is the hall mark of adolescence. Susceptibility to influence from peers increases during early adolescence. Peers can be a source of positive social growth for one another, they can likewise hinder social growth. Students' thoughts and directions in life are most of the time governed by those people they spend their time with. According to Fan, Odidi and James (2016), individuals look to friends for moral support and for emotional safety and the accomplishment goals individuals look for are generally important and worth the strife only if they are highly regarded by the groups to which they belong. Peer influence can be helpful as time as it can be a means to identify students with emotional problems such as the feeling of dejection, depression or suicidal tendencies. Secondary school years are usually demanding with students having a lot of responsibilities such as: early rising, assignments/ homework, reading/ studying etc. These duties and activities can be overwhelming and very tiring especially when they are compounded with peer influence. If peer influence among students is not properly managed, it can lead to emotional problems such as: depression, anxiety, and a huge amount of stress for a Peer and reading.

In some ways, it is often encouraging having students associate with the right group of friends. When students have the feeling of being accepted, cared for and are being treated with admiration by their friends who have respect for their studies, they are more prone to build up better self-confidence in their academic abilities (Taylor, 2017). A peer group with positive effects has the potentials to help a student renounce bad habits and imbibe the healthy ones that can remold both his/her character and tomorrow. Influence from one's peers can actually assist in having a change in perspective about life and be a source of motivation to do well. A secondary school student who knows that his best friend is doing well academically simply because he regularly reads will feel compelled to read as well.

Peer influence in secondary school can be detrimental in that, it is capable of causing students to embrace demands to drink, cheat in examination, skip classes or

steal library books. On the other hand, peer influence in some cases helps student to be truthful, work hard and accountable because they possibly heed to positive messages from other students of their age bracket. Peer influences generally threaten parents' relationship with their children to an extent that some teenagers break away from their parents. Crosnoe and Johnson (2011) stresses that over time, the normative severe relationship with parents in adolescence has been reconceived as a renegotiation of parent and child roles and not disconnection. This necessitates parents of teenagers becoming suspicious of their secondary school students' friends. Perceptions exist that students' peer groups have the power to lure their members into foolish and dangerous behavior.

Students are being peer influenced into changing their lifestyles by their peers. Peers often compel students to change their perception about several issues of life just by their conducts. Peers are inclined to take risks behavior they wouldn't have taken ordinarily but for the fact that the dangerous behavior will add to their reputation before their peers and earn them more assurance and recognition in the group (Albert, Chein and Steinberg, 2013). Following peers blindly can have a negative implication on individuals' life. It therefore requires a critical thinking and thoughtful analysis on the part of students to consider peers' attitudes and behaviours to recognise the difference between positive and negative peer influence. This is an analytical approach that is far beyond secondary school students' comprehension. If only secondary school students can make a selection from diverse peer attitudes and behaviour, peer influence can be a veritable tool in changing positively their way of life.

Unfortunately, secondary school students' relationships with peers tend to be strong enough such that peers can take the place of parents (Shute, Eric, Underwood, and Razzouk (2011). The parents – child relationship may deteriorate to the extent that parents may lose total control over their secondary school students' reading activities. It is a continuous struggle for parents to figure out how to help students to deal with peer influence especially when their relationship with peers is negatively affecting their studies. Unhealthy behaviours such as: readiness to pay no attention to parents' rules, not paying attention to reading, homework abandonment has been linked to greater behavioural problems among student. This behaviour invariably affects the reading habit of students. Cheating in exams, copying done assignments, and ditching school entirely among other negative practices happening in Nigerian public schools today are all outcomes of peer influence. Okorodudu (2013) established a relationship

between peer influence and students' approach to test malpractice in the school. This has become a serious concern for most parents.

However, the negative effect of peer influence can be prevented if students are adequately taught how to resist peer influence and respond correctly when there are attempts from the peers to persuade them to do something improper. Peer influence seems to be the source of conflict in secondary schools in many cases (Waldon-Johnson, 2015). The feeling of not being upright enough, not fit to be a part of a particular group and the emotional feeling as a result of these can be overwhelming and takes over the mindset of the students. High anxiety and cruel experiences seem to always be the outcome of giving in to peer influence. Following and giving in to others can put a student under the control of peers (Omollo and Yambo, 2017). This pattern can be highly destructive and can result into true discontent. A student should realise his/her self and not allow anyone to hold him/her back. Students should not allow themselves to be weakened. They should not allow themselves to be peer influenced into being less than they are. Releasing oneself to be weakened due to peer influence is one of the great heartbreaks of students' time. Students are enjoined to cease allowing peers define and dictate to them how they should live their lives. They should strive to get out and be their best, do their best and live their best. They should make every day meaningful and ultimately get the best out of their school lives by disengaging from negative peer influence.

There is a need for adults to guide students on how to respond to persuasions from their friends especially when it involves their engagement in uncomely behaviours. Peer influence is not all the way bad. It can turn out to help secondary school students develop positive thinking and ponder on their ways of life. Practices of some secondary school students can actually teach their contemporaries the way of life which may eventually change them for the better.

#### **2.4 Parental involvement in reading activities of secondary school students**

Researchers have provided multi-sided definitions for parental involvement. According to Telel-Sahin, Inal and Ozbey (2011), parental involvement is considered venture parents make in the educational activities of their children. According to this author, parental interaction goes further than the obligation to school, it extends to the homebased affairs. McNeal (2014) describes parental involvement as any involvement which surrounds parental attitudes and parental performances of any act to influence

their kids' achievement with the anticipation that their kids will do well in school. Parental involvement in the home is transitional, from birth till secondary school level (Revington, 2015) and a lot of parents' activities may not be seen to be noticed or captured by others because whatsoever parents do to support their children in their reading activities, interwoven into the social life of this child as a member of the family. Taking into consideration the various definitions and explanations accorded parental involvement, it can be assumed that parental involvement encompasses the involvement of parents in all aspects of children's education and growth from delivery to maturity, acknowledging that parents have the major effect on their children's lives. A child's learning starts from birth. The foundation for life is laid in the first few but most crucial years of life. Parents therefore hold the means to a child's learning and future success.

Parental involvement has been measured in multiple ways including activities of parents at home during out-of-school hours, activities of parents at school and positive attitudes of parents towards students' reading activities. Communication between parents and students about material read every day, encouraging reading and discussion between them during free time, parents' keeping eyes on and monitoring television viewing and online social networking activities and perhaps occasional rewards for every book read and good grade in order to encourage further reading are all measures of parental involvement. Studies had found that parental involvement is multidimensional. Studies revealed that when parents encourage students on academic activities, the students get spurred to achieve goals.

Parents have divergent opinion about their participation in students' educational activities. Some parents believe their activities at home are much more important and contribute to students' success in school (Hayes, 2012). Such parents do check and monitor homework completion, read with their children and talk to their children about school and education regularly. They provide them with the basic necessities of life needed for learning. Parents can support their children through a wide range of social situations and environmental settings. Parents who are actively involved in their children's learning practice are considered to be apprehensive of their children's education (McNeal 2014). Keaton (2020) emphasized that parent involvement is not just prompting a child to do his or her homework, or telling the child to finish up his/her school assignment, it is any action taken by the parents that is likely to get better accomplishment or conduct of the student.

Parents are bound to supply their children with the basic necessities for learning in school and at home. Apart from the basic requirements such as: books, reading materials, quiet atmosphere suitable for reading, comfort and welfare, parents are also in the position to encourage and demonstrate good attitudes towards reading. What influences students' love for reading is not how impressive the school they attend is or how big and well equipped the home and school libraries are, or the parents' social economic status. The best interpreter of student's attitude towards reading is parents creating a positive learning atmosphere for every student. This learning atmosphere includes the degree of parents' encouragement and their involvement in the students' reading activities. Parenting also involves building home literacy where they share quality time reading with students thereby, setting a good example of reading. This is an act that inspires devotion for reading in a student. Atta and Jamil (2012) recognised that as parents participate in students' reading activities, they provide the motivation students need to finish their assignments at home and also develop an irresistible affection for reading. Parental involvement in students' reading activities means parents doing whatever lies in their capacity to enhance their children's reading practices at home.

Parental involvement starts from reminding student of his or her assignment, taking him or her to the library at convenient times especially on weekends, assisting with the completion of projects. These are parts of the supportive measures for secondary school students' education. Parental supportive roles among others include: cheering and gratifying excellent grades, monitoring a child's reading or reading altogether with a child, modeling reading behaviour, reaching the school if there is an issue to resolve concern a child, following up after school activities, and talking frequently with the child (Bailey, 2017). To some extent, frequency of parent - teacher contact and involvement in school events may include the yard sticks to measure parental involvement in their children learning practices. Agreeing with Bailey, parental involvement could denote the array of parent' dispositions towards their children's education that openly or ultimately influences children's intellectual growth and school attainment. In this context, parental involvement involved parents' behaviours in relation to their children's education as demonstrations of their dedication to their child's learning affairs. In other words, parental involvement can be measured in low, medium or high degree.

Parental involvement can be measured on the premise of the quality and regularity of communication with students in providing guidance and support needed to succeed academically. Parental involvement may not in all cases have a direct influence on the academic outcome, but may go a long way to motivate and arouse their interest and persistence in the face of academic challenges. Parental involvement goes beyond what parents do in the home; it intermediates between home and school environments. For instance, the knowledge of school scheme of work enables parents to provide the needed resources such as the recommended textbooks and other materials that will promote reading. This may be common among educated parents. At times, the level of parents' education acts a prominent part in parental involvement. Literate fathers and mothers typically stand a better chance in participating in school activities and understand better the significance of aiding students to do well in school.

Parent's level of education can affect their participation in their children's reading activities. For instance, when students are assigned tasks requiring direct participation of the parents, parents' participation in doing such assignments will not only share the students up morally, parents will have the opportunity to review the quality of learning contents at school because their involvement in the reading activities of their children. Cheung and Pomerantz (2012) observed that children participate better in students' reading activities when motivated by their own expectations for their children and this resulted in enhancement of class participation. On many occasions, students may depend on parents for academic support.

However, there are some measures parents can take that have nothing to do with their level of education. Another way parents can get involved in students' education is to instill discipline in their children. This has nothing to do with parents' education. To enforce disciplines is not only for teachers and school administrators; parents are included as well. Discipline begins with parents being at home or having someone in charge to monitor the movements and activities of a student when the student returns from school. Without this, it will be impossible to limit the amount of time students spend with friends or have a control on their reading activities. Following a precise set of rules to restraint a child is a form of parental involvement (Shute, Eric, Underwood and Razzouk, 2011). As much as a parent knows the importance of reading, such parent will ensure that his or her child engages in reading activities regularly by providing the needed supports.

Smith (2016) provided six dimensions to parent involvement which include: parent-teacher contacts, parent participation in school activities, maintaining a cordial parents and teachers' interaction, teacher's opinion about parent, and parents' participation in children reading activities at home and parent approval of the school. In the practical sense, parental involvement in students' education include parents' contribution in activities such as: presence in parent-teacher meetings, being a part of parent teacher association, offering to support the school in some ways, serving in a child's immediate classroom, talking with the child about school activities, checking their children's school reports, inspiring and gratifying good performances, reading with the children, demonstration good reading behavior and providing supports to encourage reading in the home such as assisting with projects and assignment, having control over the children out-of-school activities, and having constant discussion with children especially on school issues (Smith, 2016). Parents demonstrate good parenting skills when they are persistently involved in their children's reading undertakings. Parents who do this will not hesitate to communicate with the school staff and take active roles in school related decision making when there is a need to do so.

Parents' role as partners in their children's life is crucial. Parents are considered partners having better knowledge and experience. Whatever is learnt through interactions with parents is vital in molding a child's character. Students, who have the advantage of spending most of his time with their parents during his early development, must have had the opportunity of being inculcated with positive life values and behaviour. This modeling role still continues as long as such student is still within the reach of the parent. Parental involvement encourages better behavior and social regulation; it enhances child's morale, attitude and academic motivation in subjects taught in the school. Parental involvement suggests constant expression of high but realistic expectation for students' success and potential vocation and involving in the reading at home and effective monitoring of their progress in school through effective communication with teachers and creating an environment that promote reading (Yusof, 2010). These activities are capable of incite students to read.

On many occasions, parents take the place of a counselor to give confidence and direction to their children. In addition to providing necessary materials needed to make reading easy and encouraging to students, parents are also expected to provide counseling roles. Students gain more confidence in school when they see their parents being interested and participate in school activities. The teachers work at times with

parents' opinions and high expectations for their children. Parental involvement does exempt the uneducated parents. Parents who are uneducated do express their interest in their children's education, they try as much as possible to encourage their children to get the best out of education having realized their own deficiencies.

Parental involvement to some extent depends on the age and the class a student belongs. Early school age achievement is linked to parent volunteering or attending classroom activities, whereas secondary school students will likely respond better to activities at home such as nurturing the students' educational aspirations. Parental involvement does not all the time require parents taking an action, it may just involve an expression of parents' aspirations about their children's education which are strong predictors of student achievement. In addition, home-based parent involvement surely has a strong association with student academic success. Parental participation in reading activities has a great deal of impact on students' level of success. Abdurrahman and Madugu (2014) studied the relationship between parental involvement and their concern in students' mathematics performance in Kebbi State involving 382 students. The study indicated a significant difference in level of parental involvement in students' academic activities.

Pinantoan (2013) observed that students who have two parents and the two parents are actively playing supportive roles in their education causes the students to enjoy parents' engagement in reading activities and through this, the students obtain better grades than students whose parents' severed from school operations. Parents' attitudes are important in guaranteeing whether students will pay more attention to their reading practices to the extent that they will imbibe an impressive reading habit or not. Amukowa and Karue (2013) emphasized that an association exists amid characteristics of close relatives and learners' performance in education. The study confirmed parents' characteristics as a major cause of students' poor performance. Parents' attitudes towards their children learning activities generally are conceptualized in the parents' educational level, financial stand and practice.

Johnson (2016) encourages an overlies link between school and home. This author advocated measures through which parents can implement their actions crosswise in diverse ways. Parent-student discussion takes place in any occasion that embraces parents interacting with the student about school connected matters. Parents having conversation with students express the meaning of school and essence of it to their kids. Similarly, parents observing students measure involves the practice of being



part of the student's life which involves having the understanding of where they are at a point in time and what they are doing. Parent and school contact measure the level of parents' communication with teachers by telephone, correspondence, or visiting classrooms. Parents' school support is a meal of continual act of parents in the education of the student, such as engaging the services of teachers other than the school teachers, especially when the students are having difficulties in some subjects to straight assistance for the students (Johnson, 2016).

A two-way communication i.e. messages among parents and school teachers and vice versa was advocated by Johnson. School policies and programmes are communicated to parents on regular basis. The School role to ensure the success of the channels of communication cannot be undermined. Schools connect with parents in a number of ways: bulletins, school website, PTA gatherings, electronic mail, report sheets/ cards, newlines, newspapers and telephone calls. Collaboration between parents and school and apportioning roles in ensuring lively corporation with parents for the purpose of improving students' academic success can be productive (Johnson, 2016). Getting involved in students' school events is a great means to demonstrate to students that parents are interested in their schooling. It passes a message that schooling is worthwhile. It also sends a positive message that parents consider schooling a worthwhile endeavour. Parents do volunteer to participate in fundraising measures for their children's schools. Examples of volunteering exercises parents can partake include: taken active part in parents' advisory committee, shouldering the responsibility of being the chairman of PTA and sponsoring parent –teacher conference, workshop, school inter-house sport competition, choose to address the classroom/ school on career choice in a field of proficiency.

As important as parental involvement in a student's reading activity is, some parents fail to get fully involved in students' reading activities for diverse reasons. One of the reasons is the fact that some believe effectual basic school parent-involvement actions may not be suitable with secondary school students, thinking that parental involvement is no longer necessary ones a child gets to secondary school. In this instance, parents of a secondary school students could believe that parental involvement at this level in not necessary, likewise, teachers would also think at secondary school level, parental involvement in students' reading activities is also needless. In addition to this, as much as some parents desire to be involved in students' education for academic excellence, they do not all have the means or chances to be

involved in their reading activities. Another hindrance to parental involvement is limited economic resources (Oranga, Obuba and Boinnet, 2022). Economic status in most cases determines the ability of the parents to financially support and provide for academic needs of a student. Poverty is a challenge that is not only affecting students but their parents inclusively. If parents who are financially handicapped have the willingness to support their children in their reading activities, because they cannot demonstrate this willingness, their intention cannot be appreciated. For instance, a parent who probably cannot get his/her child the required textbooks has nothing to prove his / her commitment to his/her child's education. Parents in this category will not only fail to support school functions; they will also deprive their children from participating in many of the school functions. Moreover, in a bid to cover for the family's daily expenses, work commitment may even prevent them from making time to monitor their children's' reading activities.

Another barrier to parental involvement is the little education on the part of parents. Where there the parents do not have the intellectual skill required to participate in their children reading, parental involvement will be hindered. Only educated parents will be able to guide the students in the area of education and school works. As a result of low education, some parents may feel unskilled or not having the intellectual knowledge required to help their children in secondary school with assignments and homework requirements. They are incapacitated from participating in school related activities because they are unsure how to assist with homework for lack understanding and self-assurance to do so.

## **2.5 Social network use and reading habit of secondary school students**

Nowadays, social network activities seem to have intermingled with daily activities of students. Students use these sites in both positive and negative ways. In either way, the use has implications on their and reading activities learning experiences. Hence, students' social network use should be well-thought-out and they should be monitored for the reason that career foundation is laid in secondary school. Therefore, education at secondary school level should be considered important. Failure in secondary school can cause lasting damage to a students' self- esteem, and also place a limit to his or her life attainment. Generally, it may not be out of place to assume that many secondary school students do not realize the fact that reading is fundamental to life attainment with their attitude towards it. It appears students hold

their studies as if education does not really matter to them by letting other activities distract them from reading. Considering what secondary school students do and how they spend their time, little should one wonder why many of them do not do very well in school (Sun and Sheik, 2012).

Undeniably, social networking sites have offered students reading materials and as such created opportunities for students to get information and consequently, changed students reading habit (Chettri and Rout, 2013). According to Ansari (2020), social networking do not only affect reading in the classroom, but has also influence the reading habit of students at home. As some authors gave credit to social networking use for supporting the development of reading habit in a great deal, some have also condemned the role play by it in decreasing reading habit of students. Some studies discredit it for its damaging influences on the reading habit of students. The upsurge of social media sites few decades ago has created a lot of challenges concerning secondary school students' academic performances. Junco and Cotton (2012) in their study of the association between numerous indices of social networking and academic performance revealed that the time students expended on Facebook was adversely correlated to their performance generally, as it affects the time spent reading and studying. Students' attention is being sandwiched between social network use activities and academic work. Students seem to give more consideration to social network use than they do to reading. Students' obsessive social network use has become more or less a concern in school and at home. Parents and school authorities are finding it difficult trying to restrict their secondary school students' use of social media. At home, some parents must have attempted to block some of these social network platforms but this does not prevent their use because secondary school students will still find ways around this. The use of electronic devices is not allowed in Osun State public schools. This is to guide against secondary school students spending their time on frivolities. Despite the school rules and regulations preventing the use of electronic devices in the classrooms and around the school building, it is observed that students still look for creative ways to circumvent the rules. It is not difficult to find them in various hiding places browsing with their phones, busy pinging and 2going during school time even while classes are going on.

Yardi (2012) noted that students dress in hooded sweatshirts with frontage pockets through which they can write and send a text without looking at the cell phone and are perfect in doing this without the notice of anyone. Students engage in midnight

calls and browsing outside the school, even in the dead of the night. All these are done at the detriment of their academic performance. The time secondary school students ought to channel towards reading is being wasted on tweeting, chatting or sending messages to contacts and talking about unimportant matters. It will not then be a surprise if such students perform woeful academically. According to Ali and Aliyu (2015), the commonness and extreme use of networking sites amongst students calls for attention of many stakeholders in education due to its implications and effects students' overall performance. There have been expressions of fears due to the unhelpful impression of social network use on the reading habit of students in this generation from different quarters. Reading habit seems to be dwindling fast. The arrival of ever-present social media has almost distorted reading habit and reading tastes of students. Today, students seem to be preoccupied with Internet applications on Smartphones, android phones and iPads.

Shosanya (2013) revealed that majority of young people in the northern part of the country and far above over half of them in other geopolitical Zones search the Net for social activities, This Finding recognised a trend that students all over Nigeria are establishing the habit of creating links and discussion friends through online platforms instead of interacting with them on school matters. Manning and Johnson (2011) established that youth are linked to numerous acquaintances in the realm of internet environments. Undoubtedly, they have become grave users of social networking tools. Therefore, this obsessive attitude of secondary school students towards online social networking should be of great concern. Greater number of students approve that adverse usage of social network sites overshadows their progressive use. There is therefore an indication that the damaging effects of social network use overwhelm the helpful ones. When studying or looking for reading materials on the Internet, students gain access to these sites in order to excite themselves while spending time studying and get distracted from their work.

In addition to this, students waste their precious time and sometimes not been able to submit their assignment at the stipulated time and because of this get low marks in school. The influence of social network use could cause reduction in the time students spend in studying, poor management of time, little inspiration to read, excessive social media fascination and less care for reading. Through social media, many students have become fashion conscious right from secondary school. Online activities now preoccupy students' reading engagements and this is not without its

effects on the way they pay attention in class sessions and scores. On students' social status, social network use affects social status as students turn to be socially lonely even when they have friends around them. Academically, social network obsession manifests in form of half-finished homework, low marks, and failure. Consequently, some students fall out of school (Bain, 2015; Kuss, Griffiths, and Binder, 2013). Findings from a survey conducted by Wiest and Eltantawy (2012) with 200 students of a private school on the use of social network revealed that 81% of the students keep Facebook profiles while 63% of the students send messages ceaselessly through social networks during lessons and when classes are over. Only 4.7% of them engage in social network use for instructive reasons whereas, many of the students use networking sites for updates on politics, health info and amusing purposes. In the study done by Tindell and Bohlander (2012) 35% of students disclosed that they text messages to their friends during classes and because of this, they lose attention and obtain low marks in tests and examinations. These studies therefore, established that using social network is detrimental to the education of the students.

In Stollak *et al.*, (2011), internet study with 430 students of Arts College in the United States showed that students mainly engaged in social networks use to form connections and get employments. It was also discovered that students expended greatest portion of their time on Facebook with an adverse impact on their scores. In their quantitative investigation, Yu *et al.*, (2012) studied connection among period expended on Facebook and increased internet addiction among 577 students in Taiwan. The study revealed that the students expend greater time using Facebook every day for entertainment. Therefore, students who used Facebook were found to be more socially quiet than those who were not. Also, Helou and Rahim (2014) conducted a survey-based study among Malaysian students. The study showed that though students recognized their obsession to social media, for using social media beyond 50% of their time to chat and connect to friends, their scores and grades were not jeopardised. There were differences in results of these studies probably due to differences in sample size and location.

Although students get instantaneous contentment using Twitter, but they find it difficult to logout gaming through social media. Thereby, make them become addicted to online gaming. This assertion supports the idea that internet obsession has become an emotional issue among students and that if this continues, it may result into a situation where the less careful ones would choose to use the Internet for mere

gratification activities more than they use it for less pleasurable activities, such as doing their assignments which may give rise to the danger of excessive use of the Internet. Apart from sleep disorder among adolescents which was found to be associated with excessive use of Facebook, students' attendance issues were not also scarce among them due to improper time management. Students were reported to be using social network sites uncontrollably even into the night outside the classroom (Wolniczak *et al.*, 2013). Academic fraud is another misrepresentation of social network use among students nowadays. Cheating by means of social networks is common among students (Bain, 2015). A good example is when, students get answers to tests and examinations through the Internet. The series and complication of technology-assisted dishonesty escalates gradually as technology progresses and social networks become more prevalent. Bain (2015) pointed out that a three-point remedy (awareness, prohibition, and reporting) can be effectively used countering cheating through social networks. This author suggested the formation and application of academic honesty policy and awareness campaigns in respect of the description of academic dishonesty and punishments to be meted on the offenders. In Balbuena and Lamela (2015), technology-based cheating was found with students using social media. It is then suggested that the use of iPads or smart devices during examinations should be prohibited.

Although, it seems that the negative pressure of social network use on students overwhelms the positive ones. Also, actions of some of the students may indicate their low values for education due to the position it takes in their personal scheme of things, but, social network sites were considered valuable instruments of amplified messages, improved learning groups and as an enhancement to student participation and commitment to reading. In Davis III *et al.*, (2012), social network use provides an atmosphere to connect class Board places to Facebook in the classroom, stake lectures, hold class deliberations, give group-assignments, create learning groups and give student enrolment reports in educational courses. Junco, Heiberger, and Loken (2011) conducted a research involving 125 respondents who were investigated for a semester to measure the impact of Twitter engagement and grades using Twitter as an academic discussion platform. The respondents were separated into two groups with one of the groups allowed to use Twitter while the other group was not using Twitter. It was indicated in the study that the use of Twitter as a platform for discussion improved students' commitment and scores in contrast to the non-users of Twitter. This study

presents a proof that social networks like Twitter can be regarded as a veritable instrument in education to be deployed in engaging students in lively and involving educational roles (Junco *et al.*, 2011).

Ajike and Nwakoby (2016) with many other studies stressed that although some of the students have got so dependent on social network use to the extent that they got distressed when unable visit the sites, social network use still have more impressive impacts than depressing impacts on students' academic performance. The authors affirmed that effects of social network use on students depends on the person's socio-educational and mental capability. The pattern of students' reading in the 21st century networked society seems to be changing. In view of this, students' wide spread use of Internet and the accompanied sites has altered the traditional reading method of gluing to the book. This could be the reason why some authors are of the opinion that secondary school students 'reading culture has not changed, though their reading material preference might have changed.

Moyer (2010) in his report stressed that the tempo at which students read nowadays has not changed compare to what obtained in the past. This author believed that the methods of reading of the present day students are just different from the older generations. In this author's opinion, the true levels of student's literacy leisure activities are not being captured thereby concluded that it may be difficult to determine what students read and their reasons for reading without a thorough investigation. Moyer then suggested that the only way to address the questions about students' reading habit as to realise students' new ways of reading, is to investigate their reading materials preference and purpose of reading. Abidin, Pour-Mohammadi and Lean (2011) argued that secondary school students still read even if they read on the screen or online, regardless of what they read. These authors found out in their study that the secondary school students involved mostly read newspapers, magazines and comic. Coughlan (2013) reported that young people between ages 8 and 16 have preference for reading on screen.

Social network use supports students academically in no small way. Through social network use, secondary school students enjoy access to online videos materials and link up to websites to access tutorials. They can conveniently share resources with members of the whole class at the press of a key. Social networking provides opportunities for interaction between students (Dongardive, 2015). The use of Twitter, WhatsApp, and Facebook offers students opportunity to ask questions, answer others'

questions and make contributions in any online discussion. Online discussion can involve the class teacher, subject teacher, students and classmates. Social network use increases students' collaboration. Students become members of a group on social media with members collectively taking part in projects meant for the group and team works. Video conferencing gives room for classes where everybody works together through video in factual instance. Social network use is changing the social world of secondary school students by shaping how they institute relationships, correspond, sustain relationship and find social support. Report from a study by Dickson and Wilfred (2018) established that majority of the respondents indicated that having conversation with friends inspires them to hang out with people, only a few of the respondents specified that they were not pressed to use social networks for online discussion. Majority of the respondents also agreed that they are encouraged to search for resources needed for their studies through social networking sites. In contrast, just a few of the respondents indicated that they are not inspired to search for information for their studies on the Internet.

Social networking sites are developments in technology that can be adopted and relied upon by students as devices to improve reading habit. Some authors have acknowledged following the launching of social networking sites, the roles played by social media in students' study life. For example, some cogent benefits social media offer to students which include: enhanced of relationship, learning motivation, presenting personalised reading materials, and increasing cooperative capabilities. Social networking sites have immensely facilitated learning recently. Students at all levels of education were found to be using social networking sites to enrich their studies (Khan, 2010). Kolan and Dzandza (2018) attributed simplified learning across the globe today to the contribution of social network use.

Jain, Verma, Verma and Tiwari (2012) emphasised that through chatting, students interact with each other, even with teachers and get materials from outside sources. In the study, students claimed that they added extra words to their language, become better on their lettering skills and have been able to cut down their spelling errors with social network use. According to Yunus and Salehi (2012), social media have been tested and found to be useful and valuable educational tools which augments learning by providing teachers and learners the advantage to connect in a way that learning becomes flexible nowadays and social networking sites also encourage electronic learning which is highly acceptable and utilized globally (Pappas, 2013).



Students get connected on assignments and class projects (Boateng and Amankwaa, 2016).

Arquero and Esteban, (2013) concluded that use of social networking sites certainly offers the opportunities to connect with others to facilitate exchange of material to students. In addition to this, the students easily create online groups to collectively do a group project. It is possible for students to have discussions and obtain needed academic information by making contact with each other. Chat-room forums and groups facilitate discussion among students to discuss and clarify information even from people they cannot easily meet directly. For instance, students in the boarding house can with members of their family through social media. With instant-message, students, peers and teachers can relate on the issue relating to homework and to clarify difficult subjects or topics. The use of social networking sites in learning offers students the capability to access more useful materials, connect with learning groups and other educational systems that make education opportunities. Social network use offers learners various prospects to advance educational opportunities. Over social network use, students have the privilege to integrate social media that will enhance sharing of online tutorials and resources and interaction among them (Caldwel, 2015). Students stand to gain valuable knowledge and access to resources through social network use to understanding of various subjects for learning purposes.

Nevertheless, it is evident that social network use can be detrimental to the reading habit of students if care is not taken. There wouldn't have been any problem with this as long as they only chat with their friends. But the problem aroused when they use short-handwriting in writing essays and in answering questions in English language even repeating the same during examinations. It is not to be taken lightly because it may become a norm (Kolan and Dzandza, 2018) and will lower the standard of education. Owusu-Acheaw (2015) among others have decried the adverse effect of social network use on students' academic activities. Apart from the fact that students' purpose of reading was not academic, grammatical and spelling errors were found in the presentation of students of tertiary institutions (Owusu and Agatha, 2015). In Reynol (2012), students agreed that the time they spend on Facebook and checking Facebook has an adverse effect on their overall GPA. The students were not completing assignment on time and could not meet deadline for submission of assignments. Also, the students were not able to spend much time to read and these

amount to poor academic performance. It was obvious in the study that the time students using Facebook is somewhat negatively related to time they spend to read. There is every indication that Facebook has the potential to significantly predict overall GPA.

Reading and engaging in online activities simultaneously have been found among students. Multitasking; getting busy using different social networking sites such as: Google, sending e-mails, using facebook and WhatsApp at the same time and combining these activities with reading has become the custom and more conspicuously used among students (Rosen, Carrier, and Cheever (2013). This is not without its effect on the students' time management. Although, multitasking enables students to interact with the virtual world which should not ordinarily disturb the reading if properly handled, but, it has been noted that multitasking can lead to procrastination or abandonment of homework. Furthermore, Junco (2011) found that interacting ordinarily with friends by chatting, twitting using social networking sites regularly on school matters boosted students' grades but doing all of these habitually led to poor grades; and overall GPA of students in the study was dropping 12 points for every 93 min above the average of 106 min per day spent on Facebook. It was also discovered that participants who accessed Facebook more than once in the course of study had poorer GPA. Junco's therefore suggested the use of the media for educative purposes.

## **2.6 Peer influence and reading habit of secondary school students**

Social interactions can increase reading habit by encouraging student curiosity and commitment. A book found to be boring at first may later become fascinating, if this same student can work together and begin to discuss the books they read with others. Kleeman (2016) reported in his study that students suggest and recommend books for themselves. Protacio (2012) explained that communications among friends builds an appealing environment for reading. This author established students' justifications of why social interactions act a noticeable part in reading habit development. In his observation, a student narrated how two of them read the same book and both came and cross-examined themselves on the content of the book. For them to do better in subsequent quiz, they both read better. Protacio (2012) confirmed that a student can be more inspired to read because of social interactions as two

students can develop a struggle between themselves about reading. Healthy rivalry among peers can boost students' reading habit

Friends have their own part to play in students' reading selections. Students do enjoy sharing their reading materials and reading experiences among themselves. In the course of students reading discussions, they share not only their thoughts and opinions about the material they have read but also have the opportunity to hear others view about the materials. Peer influence is an encouragement from someone else to do something. Even if it a positive thing, it is still someone else making you do something rather than yourself. Focusing on oneself and what you want is extremely important. Peer influence can be avoided if possible especially when it is negative. Learning to resist negative influences, standing up for oneself, walking away, and focusing on oneself is the keys to stay clear from negative peer influence. Enticements may abound in secondary school but negative enticement from peers can be avoided (Daniel, Daniel, Dys, Buchmann, and Malti, 2016). Peer influence is something students should learning to deal with because it does not only last secondary school years, but the whole life.

According to Chinappi (2015), students' reading habit vary from taking and accepting book suggestions, to sharing and discussing reading materials with others. Also, Kleeman (2016) reported that as many students who indicated that they suggested mobile apps to their friends also indicated that they recommended books to their friends as well. This indicates that students may choose what to read based on recommendations from peers. At times, it's good for a student to imitate his /her friend. This in some cases may not be to the advantage of a student because; an outcome of a friendship depends on who the friends are. Several students find motivation from their friends (Gbollie and Keamu, 2017). They seem to enjoy support from their friends around them, friends found to be intellectually supportive. Some friends can be constantly helping their friends with schoolwork. While some desire helps of friends, others will want to do things alone. Yet, students have wide display of involvements with their friend networks. Students' reading habit, school successes or failures can be determined by the type of relationship net he/she belongs. Some students may not want to have friends but have around them mere fun persons who may neither aid nor hinder them academically without strong attachments but these types of students in one way or the other do experience some moments of loneliness and lack of social support.

The relationship within peer groups at times may be normal. Peers can influence each other into doing things that will advance their academic progress, social life and make each other feel good and happy about their decisions. It is quite possible for a secondary school student to influence his friend to do what is good or avoid something that would've been bad. Peer influence can be positive and supportive. Peers can help each other stimulate interest in books. Activities such as reading together, visiting the library, discussing the book each of them read, exchanging books are quite positive, supportive and capable of creating academic motivation of secondary school students. Thereby, their academic performance can improve. A student who moves with a group of peers whose interests are in reading will surely imitate other group members in reading.

In terms of the levels of peer influence on students, Uche (2010) in the study on relationships among peer, time management and academic performance of students in Delta State categorised peer influence into three levels; low, medium and high. Out of 492 students studied, eighty-seven experienced low level of peer influence which was represented by 17.7%. Three hundred and forty-seven experienced a moderate level of peer influence which is 70.5% while fifty-eight students experience a high level of influence which is 11.8%. In a study by Omotere (2011) on peer group influence on students' performance involving 150 students from four secondary schools in two local Government Areas of Ogun State, findings of the study indicated positively influences among peers in the group and their academic performance of secondary school students. Similarly, a study conducted by Kutay (2014), stated that 29.2% of students got recommendations for books to read from friends. Andrea and Nelson-Royes, (2012) in Al harafsheh and Pandian (2016) found interactions among peers which involves giving out and receiving books from friends to be crucial in increasing reading in the classroom. It also provides students with chances to help each other while and increases their overall reading thereafter. Reutzell and Juth (2014) stressed the significance of collective to reading.

It can therefore be deduced that having friends who have flair for reading encourages students to read. Also, relating with friends who have little affection for reading will result in decrease in ones reading satisfaction. It all depends on the type of friends a student associates with. However, when peer influence becomes overwhelming, it can seriously interfere with students' academic performance. In the study conducted by Udosen and Afangideh (2009) which involved two hundred junior

secondary one students in Uyo Local Government Area, the results from the study showed among other things that peer group exerts negative influence on the students' reading effectiveness. In this study, majority of students' peer never encouraged them to read, neither did they exchange books.

Similarly, finding from the study conducted by Merga (2014) revealed that friends received little encouragement to read books. 18% of 520 respondents investigated obtained their friends encouraging. It is common to have a student getting bullied for reading or visiting the library regularly. He or she may be called names such as "effico" "bookworm" and all sorts, even threatened to be beaten. All these are happening to him or her because some of his or her peers believe he or she is getting better than them in class. They now want to bring him or her down in order for them to get to the top or for everyone in the class to fail altogether. Studies have shown that peer influence can affect secondary school students' reading habit in negative ways. Al-Raqqad, Al-Bourini, Al Talahin, and Aranki, (2017) pointed out that the act of bully is rampant in schools to the extent that the bullied ones will attempt to avoid participation in school activities or coming to school at all which negatively affects their school attendance and overall academic success.

## **2.7 Parental involvement and reading habit of senior secondary school students**

Parental involvement is another prominent factor that influences students' reading habit in this contemporary society. Academic success is the byproduct of extensive reading and not only hinges on the quality of schools or the expertise of teachers. The strength of a student's reading in most cases depends on the extent of their parents' involvement in their reading activities especially in secondary school if the students must develop reading habit both in the home and school environment (Al-Mataalka, 2014). Parental involvement embraces parents' values, behavior and attitude regarding students' reading. Activities such as encouraging students to promptly complete homework, checking their reading activities when the students are at home and being mindful of what they do in school are embedded in parental involvement. Johnson (2016) recommended that parents should inspire their children to read by telling them about what they too have read, what they learn from the material read and what they want the students to gain from the materials and recommending such materials for the students to also read. A good way to improve students' reading

opportunities is for their parents to take on the right approach to reading. If parents can create time for their children to sit and read together their children, their efforts to promote reading habit will definitely yield fruits. Yusof (2010) found that the cultivation of reading habits demands a lot of reading practices and having materials to read in abundance.

For parents to strengthen good reading habits at home, there is a need for provision of a designated reading place in the home, quiet and free from distractions. A small room could be provided and specifically created for reading. Apart from this, there should be in place a schedule for reading and other after school daily routines. Parents providing diverse kinds of reading materials in the home helps reinforce reading in the students' most comfortable way. Parents' encouragement to their children by setting high expectations for them in the home is interpreted as a way of developing good reading habit (Martinez, 2015). Parents talk about their aspirations and desires for their children in order to make them read. They set expectations for their children by providing a list of books and by expressing their willingness to gratify the students for completing each or a number of the books. Over a time, students become used to their parents' style and will want to live to their expectations. Apart from providing books of different genre from which the students can make their choice in the house, parents can create time to accompany their children to public libraries around and encourage them to borrow interesting books for them to read at home.

A notable way parents can be involved in the reading activities of students is by encouraging the children to visit the library. Taking students to the library and bookstores helps them develop interest in reading and a parent who does that builds his or her child's interest in reading by issuing an open invitation to the child to select books of his or her own interest. Isabella and Dhanavandan (2014) recognised the efforts of public library in improving users reading habit. The use of library by students from the early stage in life makes them more likely to remain users in the future. It is in the interest of public library to provide resources that reflect the needs and culture of students. Materials of public library are carefully selected to meet the interests of different groups of users. Public library not only provides the opportunity for students to access materials that represent their culture, a visit to the library will give the students opportunity to make use of the facilities that may not be available at home and it is a time out of the distractions in the home to read without disturbance.

Parents become models when they create time to read books for enjoyment for their children to see that reading is a cool exercise (Mudzielwana, 2014). The first and best measure in getting students involved in reading is for parents to be models. This is a situation where the literate parents actually engage in reading. Clark (2009) posited that having parents as role model stimulates a love of reading from the family circle and give more supports to students. This author further stressed that role models increased the chance that students would read more for recreation better than their peers who do not family members as reading models

Parents can engage their children in talking about books they read and inquire from their children their books of interest outside the school recommended books so that they can get these books for children to read at their leisure time. Arua and Arua (2011) noted that by their reading suggestions, members of the family have the capacity to sway the choice of book a student reads in reading for pleasure. As students relate with people around them, their reading habit tends to be influenced. Students spend a reasonable percentage of their time at home with their parents. This offers parents sufficient occasions to assist their children in numerous ways. A great way parents can help students get into reading is to read with them, probably sharing a reading table with them to ensure that they are actually reading and not engaging in other activities pretending to be reading. With the help of parents, students can have a schedule reading time for each day. Squeezing reading in between other commitments like assignments and projects may become difficult but both reading and assignment completion should not be allowed to suffer altogether.

Another means by which parents can encourage their children to read is by letting them put an extra book in their luggage while going on a short trip. Having what to read at hand always and being willing to read it is a great way to making reading a habit. Parents are the greatest significant individuals in the life of a teenager (Ngum Chi Watts, Liamputtong and Mcmichael, 2015); students usually perfect the actions and insolences of their parents after continually watching them since they were babies. Reasonably, the parents have constructive attitude towards reading, their children will imitate them. In the same manner, if parents have undesirable attitudes towards reading such that they do not desire reading as an everyday activity, students should not be expected to cherish reading as an everyday business. In other words, parents should be respectable role replicas to the students by adding reading to their everyday affairs. Parents are to apportion a percentage of their incomes to buying books and appropriate

reading resources for their children (Mudzielwana, 2014). Parents bringing their children to the local library and allowing them to read books of their interest goes a long way to show that their parents care about their reading and when students are offered the opportunity to read materials they actually want encourages them to read especially for enjoyment and private interest.

The home environment matters in developing interest in reading. Furnishing the home with a variety of reading materials create an environment, where students will have the opportunity to choose what to read on their own. Parents who are certain of the fact that the part to academic success is through reading and by reading alone, will want to ensure that their children toll this path and grow into adulthood with all the reading skills needed to succeed. Parents model reading by reading themselves. When parents demonstrate a good attitude towards reading, also encourage their children to read. Parents gain valuable insights into the concerns of their children and become exposed to the areas where their children will need further assistance when they get involved in the reading engagements of their children. Parents' simple behaviors such as discussing books they had read with their children, monitoring their use of cell phones and television usage, homework management, parents' book reading, and students' book reading and their proper control of the home environment have the tendency to exert a notable effect on students' reading habit. Students' reading motivation can greatly be sustained when parents are actively participate in their reading activities. Parental supports in students' education have always been shown to provide consistent and positive results (Jeynes, 2011). Jordan, Banihani and Abu Ashour (2015) indicated in their study that parents play an important part in cheering students to read by being functioning as models, discussing their readings with their children and building a reading environment at home by given them fascinating reading materials and relaxed seats and spaces for reading. Comfortable reading environment is not only required at home. Parents, family and home environment can be instrumental to students' reading habit development.

Molleman, Ciranka and Boss (2022) emphasized that the frequency and intensity of parent-students conflict may seem to be high amid students having reports of spiritual, partisan, and overall opinions different from those of their close relative. However, parents continue to be the most influential in the lives of students. In Stone (2016), outcome of maternal participation in students' reading was tested with 20 respondents with either their father or mother. It was stated that, students were pre-



tested then assigned 2 books to read with their parents. In measuring parental involvement in this study, parents and students were required to practice the associated questions in the books together. This was followed by a post-test. Finding of this study revealed that all the 20 students who participated in the parents' intervention in their reading activities appeared to benefit from the exercise and enjoyed reading. Out of 20 students, 15 students responded that the intervention ended making their homework improved and 18 indicated that the intervention made their homework pleasurable. Nineteen affirmed that their reading was made improved due to the intervention. 18 students also considered reading the books for the intervention pleasurable. Following the result of the finding, it could be deduced that regular parental involvement in reading at home could boost enjoyment of reading, homework completion and reading grasp.

Parents often struggle with what they can do to support their children's. Many parents feel their participation in academic activities of students is not necessary, believing their children are doing well in school while others may have never being involved because they do not know how to get started. Kluda and Wigfield (2012) stressed that parents should be enlightened on the multiple ways young people read, write, and relate with others including the various sources of information available to them. However, parents buying books for their children, presenting books at birthdays or read before their secondary school students will go a long way in encouraging them to read. Students on many occasions may indicate their interest in reading what something they like and this shows they will be willing to read books of their interest especially when introduced by parents.

Parents epitomise reading when they read with their children. They do not only lay good examples, they also provide a motivating reading atmosphere. Positive association has been established between appealing learning environment and academic success. Literary environment could mean reading to and with a child, developing interest in a child's reading activities; giving a child access to books of different matter in the home; giving a child books as a present and when a child possess a library card all by his/her parent. Kolucki and Lemish (2011) presented understanding into the relative role of parents and that of others in children motivation for reading. Majority of the respondents in the study testified that they enjoyed discussing what they read with their friends. Book discussion is a practice that must have been introduced in the home.

Apart from getting involved in direct reading or discussing books read with secondary school students, parents can also be involved in students' school activities. Magwa and Mugari, (2017) emphasised that parental involvement is a multifaceted display of compartments, approaches to students' learning actions both in school and most especially at home that promote students' academic succeed. For parents to know the performance of their children in school, they may need to pay a visit the children's schools, meet with their teachers or counselors as the case may be. Through visiting the school, parents will know more about their children's conducts in school. Supply of sufficient reading resources and assisting students to maintain a reading schedule may not be sufficient to improve the outcomes of students that need special attention.

It was long notices that parents have significant influence on children's dispositions as their influence determines the amount of reading their children do. Unfortunately, studies have shown that for one reason or the other, numerous Nigerian parents do not get effectively involved in their secondary school students' reading activities thereby slacking in this contributory role in their secondary school students children's educational attainment. For example, Apebende, Akpo, Idaka and Ifere (2010) found parental involvement in children's education to be significantly low. Similarly, a study by Kutelu and Olowe (2013) indicated a low level of parents' involvement in providing of learning materials for their children and participation in activities that suggested curriculum implementation and administration in primary school education. Hayat, Kohoulat, Aminu and Faghihi (2020) attributed parents' attitude of not paying attention to their children's reading activities to parents' busy schedules out of struggle for wealth, success in career or business in addition to fact that several parents lack the skill and the habit of reading.

Reading practices are not so common among Nigerian adults. In support of this assertion, Fosudo (2010) stated that an average Nigerian do not complete a non-fiction book in one year and only 1 % of well to do people complete a book within a month. Prowell-Brown in Popoola, Ajibade and Etim (2010) indicated in their study that a small number of teachers who were yet to secure an employment certainly not loved to read. These authors stressed that although, many may be literate but they would rather prefer to gather information through film shows, TV, Internet or discussion with others. Also, Ukoha (2015) emphasised that due to lack of reading habit, Nigerians do not read the daily newspapers or magazines regularly, not to talk about books or novels. Nalusiba (2010) testified of Nigerians in particular. According to this author, though

Nigeria had a rich oral tradition, it became difficult for Nigerians to build a reading culture. Probably due to their rich oral tradition, Nigerians desire listening to stories instead of reading, a practice which accounts for the popularity of home videos among the people.

Generally, parent may not participate in their children reading activities for several reasons. Oranga, Obuba and Boinnet (2022) provided a list of obstacles preventing parental involvement which include: culturally diverse, poverty, self-doubting, parents' lack of aspiration and confidence, parents' low level of education. In the face of these hindrances, rewards that widespread parental involvement can offer may not be realized. To many of the parents of students in secondary school, the grades their children obtained in school are what actually add up. Therefore, parental efforts in cheering their children to read may be quite little as both students and their parents may not see the need for pleasure reading especially since performance in leisure reading will not appear in their children's progress sheets. Parents' negative attitudes towards reading discourage their children from read (Banihani and Abu Ashour, 2015). Parents' emotional support is essential in the lives students. Parents can be the basis of motivation and encouragement to their children. Students may have some moments when their morale is down just like adults, at such a time, they need adults to share them up and give them moral support. Parents' display of qualities of patience and understanding help students feel supported. What seems to be the most productive way parents can be involved in students' educational activities during secondary school years is to offer appropriate assistance in whatever way they can. Although, some parents' involvement automatically decreases as their children enter secondary school most especially in the upper secondary school classes because they believe their children ought to have developed some form of independence (Griffin & Galassi, 2010).

Students in senior secondary school may seem to have grasped a sense of freedom and safety by the virtue of their age and experience gained so far, they may possibly feel more knowledgeable than most of the parents and because of this reduce the amount of assistance they require from their parents. The reduction in the participation of parents in senior secondary school however, does not negate the helpful association between parental involvement and academic accomplishment in these class levels (Epstein, 2010; Kaplan – Toren, 2013). Parental involvement in the form of parental guidance, expectation, support and academic friendship which can be

more productive in the higher class levels. Moreover, parental involvement provides students the rite of passage from secondary school to higher education (Oros, 2012). Consequently, parents should be mindful of the peculiarity of the critical stage. Parents are to be more compassionate with students and give adequate support needed to overcome the challenges of the school. If students are talked to as friends and not as authoritative parents, they are more convinced as they prefer over-minded adults who show understanding and kindness. Otherwise, students may likely encounter crisis which will be hidden in their mindset to manifest in the nearest future. If a student successfully goes through school days, he/she must have developed the ability to live by society standard despite the imperfection and incompleteness and inconsistencies embedded in the society. Students are prone to distractions from social networking (Olasinde, 2014) and influences from peers as the dictates of the society. In the midst of these, they can still maintain their integrity and perform their normal roles by developing good reading habit with adequate support from parents.

Easton (2010) found the associations between Parental Involvement Measures, Engagement, and Math Test Scores in 12th Grade. This study measures of parental involvement in six similar dimensional which include: Parent and child communication where the child leads the discussion between both parent and the child, parent and child communication a situation where it is the parent that is leading the discussion, providing rules to guide homework completion, parent and school communication, PTO involvement, parental expressing their expectations for their children and engagement of parents in diverse children's reading activities. Four of the six these measures had statistically significant effects. Of these, parent-child communication had the strongest positive effect (0.58), while parental monitoring of homework and setting of rules (-0.49) and parent-school communication (-0.24) had negative effects. In the study conducted in Pakistan by Rafiq, Tehsin, Shail, Saleem and Khan (2013), majority of the respondents 86% of 150 respondents received parents' advice to complete assignments while 13.3% did not. 69.3% of the respondents indicated that their parents helped them in doing homework.

Parents can assist students with homework, inspection their books, provide further classes for students especially in the areas where they seem to need more attention. Parents can help students in planning goals, monitoring movements especially in knowing their friends and the time students spend on other social activities like watching TV, playing games or using mobile phones. Johnson (2016)

also suggested that school and teachers should initiate homework and other engagements that can bring students together with their parents over an assignment or project. Teachers' practices and school encourages parental involvement. Practices such as: giving students homework boost student-parent connections, organizing workshops and seminars for parents, calling for PTA meetings informing parents about students' progress in school suggest parental involvement. Parental involvement can go a long way to assist students in developing right attitude towards school activities and accomplishment. Parents can be actively involved in the school councils where school curriculum is determined, getting teachers to teach subjects where government paid teachers are lacking, apportioning use of school land, regulation and school/classroom management, and extramural programmes (Stein, 2014).

Through decision making, parents have a say in what the students are taught and how they are being taught. Partnerships between parents and community are necessary to assist students attain their utmost aspiration and these partnerships are keystones especially of public schools. Community has a major position in students' learning, progress, and welfare. Community actions recognize and incorporate management of public resources like human and financial resources to make school a better place for learning, reinforce families, and aid students' success. Characteristics parents display can have a great influence on students' overall behavior towards their reading activities. Parents' participation can be a form of motivation and a driving force towards the development of self-confidence in students. Carbonel, Banggawan and Agbisit (2013) provided some of parents' characteristics that are vital in shaping students' improvement in the academic attainments which include: parent's feelings and values, ambition and conduct. All these attributes are as essential as they determine parents' disposition towards their children's reading/ learning activities.

Characteristics of parents in one way or another have the tendency to affect the reading habit of their children. Furthermore, parents who have higher educational aspirations for their children will directly or indirectly be involved at home and school. Family background is a factor that can contribute to either shaping or destroying students' reading habit. Involvement of parents in education has been shown to positively impact learning outcomes of students at all levels. Lack of parental involvement in secondary school students' reading is likely to have a detrimental effect on the secondary school students' academic progress. Parents who fail to provide an environment that promotes reading in order to obtain good grades will keep their

secondary school students from working to his highest abilities in life. If a student does not enjoy parental involvement in his/her reading activities at home, he/she will get little or no encouragement needed to strive towards excellence in school. In most cases, such a student becomes frustrated and can eventually drop out of school. Encouraging students to read pushes them to stretch themselves in order to do well scholastically. Students need to be complimented and encouraged to study to the best of their abilities so as to excel.

## **2.8 Theoretical framework**

Certain theories are relevant and aid the understanding of relationship that exists between social network use, peer influence, parental involvement and the reading habit of secondary school students. Among these theories, expectancy-value theory and social cognitive theory were found to be most appropriate for this study.

### **2.8.1 Expectancy – value theory**

Expectancy – value theory was propounded by Martin Fishbein in the 1970s and later developed by Eccles in 1983. The theory is related to reading and explains why some students enjoy reading and make reading a habit. It further explains why some do not value reading and handle it as if it does not matter in their education. According to the theory, the level of persistence and performance in an activity is determined by people's belief in the activity and values attached to it. Subjective task value is one of the major constituents of expectancy – value theory.

According to Eccles (1983), subjective task value recognizes motivation as a factor that describes the reason people engage in certain activity. Subjective task value is divided into four subdivisions (Eccles, 1983):

1. **Attainment Value.** This part stresses the importance of identity. Attainment value describes the significance accorded the excellent performance in an assigned task. It integrates self-issues particularly when one sees the task as something personal and one is fully in charge of every aspect of the task.
2. **Intrinsic Value.** This aspect explains the pleasure and importance derived from getting involved in a task. It describes the satisfaction gained from doing a task. An individual will tenaciously engage in a worthwhile task regardless of the challenges encountered due to the satisfaction derived from it.
3. **Utility Value.** This is the usefulness or relevance of a task. This type of value denotes the seeming amount of worth of the present task to meet the immediate

and future intentions. Utility value or usefulness measures the extent to which a task accommodates a person's future plans.

4. Cost. This discusses sacrifices to make in doing a task. It is the price to pay besides the anticipated effort needed to complete a task which includes: time, effort demands, what is left undone which are valued substitutes, or undesirable emotional and sociological involvements like worry attached to the task.

The theory emphasises that students read because of the feeling that reading is important. Students read for the core values expounded in the theory (attainment, intrinsic, utility and utility). Expectancy-value theory affirms that the strength of students' reading depends on two ideas which are: the extent to which they anticipate academic achievement through reading, and the extent to which they appreciate reading as a worthwhile activity. Students' tenacity in reading could be influenced by their beliefs in success they would make when they read. Students' persistence in reading would therefore, surpass reading to pass examination. This enables them to form a habit of reading because of the extent to which they depend on the exercise for success as well as personal development. These components of expectancy-value theory demonstrate why students read and develop a habit reading.

Students' attitude towards reading is anchored on the motivation derived from the act. Intrinsic motivational factors prompt students to read without compulsion. It is upon this bedrock that an appropriate reading habit is formed. Intrinsic motivation comes from within an individual or from inherent factors embedded in the task itself. A student who loves to read is innately motivated to do so because he/she feels there is something valuable about reading that would make him/her want to read without any external reward. Students' expectancies and values are highly entrenched in their belief in reading. In particular, expectancies and values are mostly influenced by significant others with whom students have important relationships.

This theory explains why students would desire to read without being compelled. Naturally, one would be attracted to a valuable activity. Reading should be perceived as an activity students should and must engage in if they must realise their potentials. They need to come to the realization that what they become in the future in terms of the type of job they are able to secure, salary they earn and their status in life depend on the value they place on reading. Hence, they should be ready to give the anticipated efforts and spend quality time needed to read not minding emotional and

sociological involvements and forfeit other less important activities to embrace reading in the pursuit of academic excellence. This theory is underlining the fact that reading would deprive students of some social activities such as purposeless hanging around with friends and social networking for maximum concentration at a place of reading. The relevance of this theory is that it explains the ingredients that make reading appealing to students leading to the development of reading habit which is the dependent variable of this study.

### **2.8.2 Social cognitive theory**

This theory was proposed by Millerand Dollardin 1941 but later worked upon by Bandura and Walters (1963). One of the conventions of this theory is that individuals learn by observing and replicating the behaviour of models. Models are persons whose behaviour is noticeable and impactful. Examples are parents, peers, and superiors. The list would not exclude Parents. Models can be real people or symbolic models. Symbolic models can be actual or fictional characters portrayed in books, movies, on the Internet and other media. Another assumption held by social cognitive theorists is that learning takes place in an internal process. In other words, people learn whether consciously or unconsciously and the expression of learning outcome may be immediate or forthcoming. The theorists believed that behavioural changes are as a result of three factors namely: the environments, people and behaviour. Media, peers and parents constitute the immediate environment of students. Social cognitive theory highlights the idea that much of human learning occurs in a social environment and explains the mechanism through which students' decisions are influenced by the environment they find themselves.

Social cognitive theory explains how students acquire and exhibit certain behavioral pattern. A notable aspect of the theory is the prominence of behaviour modeling in the creation of learning and behaviour. Students are exposed to both social and physical environments which provide models for their behavior. Through social network use, students form relationship with others. They get connected with people who they would not have met physically and these people turn out to be their models. The relationship extends to the extent that media dictate how students live their lives, what they enjoy, what they are, and their perception about issues. Students need not look very far to find celebrities that are capable of influencing them either positively or negatively. Positive role models abound on the internet who may influence students in



making healthy choices. At the same time, there are others who do not all have good role model credentials, but behave in condemnable ways, yet they still have students' attention and admiration.

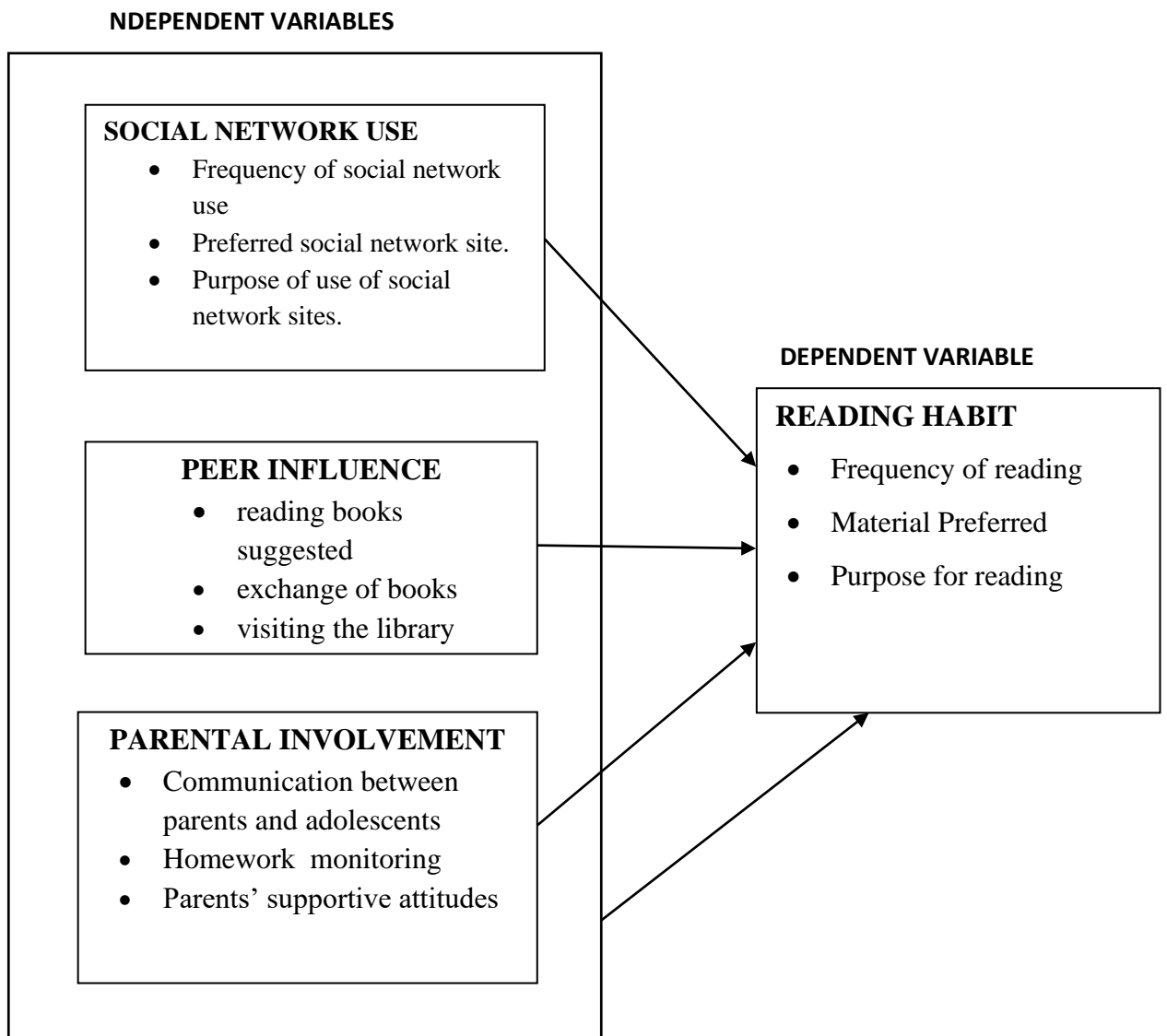
Students who are surrounded with helpful role models in home are more likely to have steady reading activities regulated within family routine. For instance, parents who exhibit the influence of reading provide a lasting effect on their children. Students who have parents who value reading and show this by reading themselves are possibly going to appreciate the act of reading and create time to read. Parents stand the chance of providing supportive environment, positive reinforcement for reading habit, supervise the students' reading activities and reduce the contact students make with poor role models. Parents influence students on basic values relating to their future, such as educational choices. Parents are good role models especially when they engage in constant conversations with students. This is a positive measure to counter the effects of negative peer influence. It also enable parents to influence students' choices of models outside the family. Peer influence abounds in schools. A student who moves with a group of peers whose interest is in reading will surely imitate the group members in reading. Otherwise, he/she may be the odd one. Students are more susceptible to the influence of peers. They are subconsciously looking to their friends for information about how to act and interact in some situations.

Role models play an important role in students' social and emotional development. Students look up to peers, parents and celebrities for inspiration. They copy the behavior and attitude of models from books and online social media, whose activities are of great value to them. Students are inspired by models' perceived personal qualities, behaviors, or achievements without being provided any direct instruction. Social cognitive theory gives a better description of how students learn from social experiences and environment. Social cognitive theory in essence, is found to be related to the concepts of social network use, peer influence, parental involvement and the influence these may have on students' reading habit.

## **2.9 Conceptual Model**

This conceptual model illustrates the interaction between the variables in this study. Social network use, peer influence and parental involvement are the independent variables while reading habit is the dependent variable. It is presumed that peer influence, social network use and parental involvement could all have direct influence

on students' reading habit. Finally, it is postulated that the combination of all the independent variables; social network use, peer influence and parental involvement could predict the reading habit of secondary school students.



**Figure 2.1: Conceptual Model for the influence of social networking, peer influence and parental involvement on reading habit.**

**Source: Researcher (2023)**

## **2.10 Appraisal of the literature reviewed**

Literature has established that reading is the bedrock of self-education and it is key to individuals' advancement and educational development as it is associated with academic excellence (Otache, 2020). Studies have also indicated that reading will continue to be relevant from generation to generation but there is a growing concern about poor reading habit of secondary school students (Roger, 2021; Abid, Aslam, Alghamdi, and Kumar, 2023). Generally, the purpose of reading by senior students was to pass examinations (Valencia, 2014; Onel and Durkukoca, 2021; Abid, Aslam, Alghamdi and Kumar, 2023). Although social media was found to provide access to valuable resources in their subjects (Caldwel, 2015). Nevertheless, Owusu-Acheaw (2015) decried the adverse effects of social network use on students' academic performance.

Studies have shown that social media were not mainly use for educative purposes (Bozzola, Spina and Agostiniani, 2022; Oji and Habibu, 2022) and this was not without negative effects on students' reading habit (Onel and Durkukaca, 2021; Leijse and Koning 2023). It has also been established that students gave more time to social network use than they gave to reading (Koessmeier and Buttner, 2021; Orji, 2022). Significant amount of research that has been conducted concerning effects of students' social network use on students' academic performance ('Tayo, Adebola and Yahya, 2019; Orji, *et al*, 2022). There is dearth of studies by Nigerian authors in the body of literature evaluating the burden of students' social network use and its influence on their reading habit especially in Osun State, Nigeria.

Studies have also established that students were being influenced by their peers in various ways depending on the type of peers they move with (Afolabi, 2019; Umashankari, Babu and Daspurkayastha, 2020). Peer influence has been observed among students in their academic performance (Onel and Durkukoca, 2021), time management (Orji *et al.*, 2022), drug use and development of antisocial behaviours (Leijse and Koning, 2023). There is dearth of literature on peer influence on the reading habit of secondary students especially in Osun State. Furthermore, literature recognized that parental involvement in particular could greatly influence reading and reading habit of students (Caliskan and Ulas, 2022; Hashmi and Fayyaz, 2022). Majority of the available studies on parental involvement focused more on the parents' activities in the development of reading and writing skills among children in primary schools with little attention given to promoting and improving the reading habit of

students in secondary school. Suffice it to say that no known study revealed the influence of parental involvement on the reading habit of secondary school students in Osun State, Nigeria.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter discusses the following sub headings: research design, population of the study, sampling techniques and sample size, research instrument, validation and reliability of instruments, data collection procedure and methods of data analysis.

#### **3.1 Research design**

This study adopted survey design using mixed methods of convergent parallel type. Both quantitative and qualitative data were collected simultaneously. The relationship between the dependent and independent variables were considered with the degree of this relationship expressed as a correlation coefficient.

#### **3.2 Population of the study**

The population for the study involved students in senior secondary school. Particularly Public Senior Secondary School II (SSSII) students in Osun State, Nigeria. Available statistics show that the total enrolment of (SSSII) students in 241 public schools across the three senatorial districts and six educational zones in Osun State was 39,309. The distribution of the senatorial districts, zones and the local government areas in each of the zones are represented in Table 3.1.

**Table 3.1: Distribution of public schools in Osun State**

Senatorial Districts	Educational Zones	Local Govt Areas	No of Public schools in the L.G.As.
Osun Central	Osogbo	Irepodun	3
		Olorunda	8
		Orolu	4
		Osogbo	4
	Ikirun	Boluwaduro	6
		Boripe	6
		Ifedayo	3
		Ifelodun	6
		Ila	3
		OdoOtin	14
Osun East	Ile-Ife	Ife Central	4
		Ife East	8
		Ife North	10
		Ife South	19
		*Ife East Area Office	4
	Ilesa	Atakunmosa West	10
		Atakunmosa East	14
		Ilesa East	4
		Ilesa West	2
		Obokun	14
		Oriade	17
Osun West	Ede	Ede North	3
		Ede South	7
		Egbedore	8
		Ejigbo	14
	Iwo	Ayedaade	10
		Ayedire	4
		Irewole	8
		Isokan	7
		Iwo	7
		Olaoluwa	10
		<b>30 LGAs</b>	<b>241</b>

### **3.3 Sampling techniques and sample size**

This study adopted the multistage sampling procedure to select the sample size. At the first stage, the state was stratified along the existing three senatorial districts with each senatorial district having two educational zones. Thereafter, one educational zone was randomly selected from each of the three senatorial districts in Osun State. Thus, Osogbo, Ife and Ede educational zones were selected for the study. At the third stage, simple random sampling technique was used to select 50% of the total number of Local Government Areas in the selected zones which gave a total of six LGAs. In selecting the schools at the fourth stage, simple random technique was used to select 30% of the public secondary schools in the selected local government areas giving a total of 12 public secondary schools. At the fifth stage, a proportionate sampling technique was used to select 20% of the enrolment of students in senior secondary school II (SSSII) in each of the selected secondary schools. In all, 1101 SSSII senior secondary school students were selected from 12 public senior secondary schools for the study.



**Table 3.2: Sampling procedure for public schools in Osun State**

Educational Zones	Selected Educational Zones (from senatorial districts)	Local Govt Areas in Selected Educational zones	Selected Local Govt Areas( 50% of L.G.A in each zone)	Total No of Public schools in selected L.G.A)	No of selected schools (30% secondary schools in selected L.G.As)
Oshogbo	Osogbo	Irepodun			
		Olorunda	Olorunda	8	2.4
Ikirun		Orolu			
		Osogbo	Osogbo	4 12	1.2 3.6 = 4
Ife	Ife	Ife Central			
		Ife East	Ife East	8	2.4
Ilesa		Ife North	Ife North	10	3.0
		Ife South		18	5.4 = 5
Ede	Ede	Ede North	Ede North	3	1.0
		Ede South	Ede South	7	2.1
Iwo		Egbedore			
		Ejigbo			
				10	3.1 = 3
		Total		40	12

**Table 3.3: The sample of SSSII students in Osun State**

Senatorial Districts	Selected Educational zones	Selected local govt areas	Selected public schools	Total enrolment (SSSII) in each of the schools	Number of student selected per school. (20% of SSSII enrolment in each school)
Osun Central	Osogbo	Olorunda	1. St. Mark's Anglican high school, Osogbo.	1065	213
			2. A.U.D. High school, Osogbo	769	154
			3. Community middle/high, Ota Efun.	81	16
		Osoybo	1. Ataoja high school of science, Osogbo.	464	93
					2378
Osun East	Ife	Ife North	1. Local authority high school, Ipetumodu.	390	78
			2. Origbo community unity middle/high school, Ipetumodu.	190	38
			3. Community middle/high school, Oyere-Apamu.	30	6
		Ife East	1. Science high school, Ondo Road, Ile-Ife.	333	67
			2. St. John's high school, Ile-Ife.	551	110
					1494
Osun West	Ede	Ede North	1. TimiAgbale high school, Ede	414	83
		Ede South	1. Adventist high school, Ede.	627	125
			2. Agbonran science high school, Ede	592	118
					1633
			<b>Total</b>	<b>5505</b>	<b>1101</b>

### 3.4 Research instruments

Questionnaire was used in collecting data for the study. This was also supported with focus group discussion. The questionnaire designed for this study was tagged “**Social Network Use, Peer Influence and Parental Involvement and Reading habit**” (SNUPIPIRH). It comprises five segments:

**Section A: Background information of respondents:** This division includes the students’ bio-data (name of the school, gender, age and class).

**Section B: Reading habit scale (RHS):** This scale was used to measure the reading habit of secondary school students in public schools in Osun State. The scale was developed by the researcher. It comprised 20 items of reports arranged to feature the frequency of reading in terms of hours expended on daily reading, resources and purpose of reading. In terms of frequency, students were inquired to choose amongst the options: ‘not up to 1 hour daily’, ‘1 hour daily’, ‘2-4 hours daily’ and ‘Above 6 hours daily’. The sub-scale used to determine the materials students preferred to read comprised 9 items of a 4 - point Likert scale; ‘Daily’, ‘Weekly’, ‘Monthly’, and ‘Never read’ was employed. To measure the purpose for reading, the sub-scale featured a 4 – point Likert scale of 6 articles having ‘Very True’, ‘True’, ‘Almost True’ and ‘Never True’.

**Section C: Social Network Use Scale (SNUS).** This scale consists of 26 items seeking to measure the social network use among secondary school students in public schools in Osun State. The items were structured to feature: frequency of social network use in terms of the number of hours spent daily using social networking site, purpose for social network use and the preferred social networking site. To measure frequency of social network use in term of number of hours spend to use social networking sites daily, the students were to choose from: ‘not up to 1 hour daily’, ‘1 hour daily’, ‘2-4 hours daily’ and ‘Above 6 hours every day’. To measure the respondents’ preferred social networking site, the sub-scale used comprised 11 items, which required the respondents to indicate the degree to which they prefer to use the listed networking sites. The sub-scale adopted a 4 - point Likert scale of ‘Very high degree’, ‘High degree’, ‘Low degree’ and ‘Not used at all’. To measure the respondents’ purpose of social networking, this sub-scale contains ten items with options of Very true = 4, True = 3, Almost true = 2, Not true = 1. This scale was adapted from Ofodu and Falasinnu

(2014). The original scale was made of 20 items with a 5-point scale measuring the purpose of social network sites use and the frequency of use of social networking sites among undergraduates. The scale did not include the students' preferred social networking sites and the frequency of use of the social networking sites was not measure in terms of hours spent but was measured in the form of: 'Always', 'Very Often', 'Sometimes', 'Rarely' and 'Never'.

**Section D: Secondary School Students Peer Influence Scale (SSSSPIS):** This scale consists 15 items measuring influence of peers on senior high school boys' and girls' reading habit adopting a 4-point Likert scale of 'Very true', 'True', 'Almost True' and 'Never True'.

**Section E: Secondary School Students Parental Involvement Scale (SSSSPIS):** This scale featured items on the involvement of parents in improvement of senior high school students' reading habit. The scale was used to measure the level of parental involvement in students' reading activities at home. There were 13 items measured with a 4-point Likert scale of 'Very true', 'True', 'Almost True' and 'Never True'. This scale was adapted from Murphy (2007) which measured different ways parents are involved in their secondary school students' educational activities at home. The original scale composed 10 questions with a 5-point scale of Never, 1-2 Times, Monthly, weekly and every day was used.

### **Focus group discussion (FGD)**

This method was geared towards intra group discussion among the selected students. Group discussions were held with some sets of students to discuss the variables of the study. Six FGDs were involved. Two FGDs were selected from each of the selected educational zones. The six schools are: 1. St. Mark's Anglican high school, Osogbo. 2. Ataoja high school of science, Osogbo. 3. Local authority high school, Ipetumodu, 4. St. John's high school, Ile-Ife. 5. Timi Agbale high school, Ede and 6. Adventist high school, Ede.

The participants were given the opportunity to disagree or agree with the items on the topic discussed. This was to explore the students' opinions about the issues raised on each of the variables in the study. Purposive sampling was used to select the members of the groups. Ten secondary school students in SSSII students were included

in each of the groups; this gave the total number of 60 participants. The participants were notified about the discussion and the purpose of the study in advance. Materials used included a set of structured question guide, an audio recorder, photo camera and a logbook.

### **3.5 Validation and reliability of the research instrument**

The questionnaire used for the study and the points of discussion for the focus groups were given to experts in librarianship and information studies especially in the Department of School Library and Media Technology (DSLMT). The input of the experts on the adequacy and appropriateness of the items were included as this determined the content validity of the instrument. Moreover, to ensure the reliability of the instruments, the questionnaire was trial-tested involving 30 students of St. David's high school, Lagere, Ile-Ife in Ife Central Local Government Area of Osun State. This school was not part of the sampled schools selected for the study. Trial testing was necessary in discovering the flaws and to incorporate changes (re-wording and replacement of certain questions) in the questionnaire. The instrument was subjected to psychometric analysis of item-by-item to ensure the instrument have required psychometric properties and can as well measure what it is designed to measure. Scores were collated and put through Cronbach Alpha method to determine the reliability coefficient (Internal Consistency) of the instrument. Result of the trial-testing indicated the reliability coefficient of measuring scales as: Reading materials 0.73, 'Purpose of reading' yielded 0.79, 'Purpose of social networking' yielded 0.83, 'Preferred networking sites' scale yielded 0.90, Peer influence scale yielded 0.89, and Parental involvement scale yielded 0.86. The overall reliability of the entire scale was 0.83

### **3.6 Data collection procedure**

A letter of introduction was obtained from the Department of School Library and Media Technology (DSLMT) to the Permanent Secretary, Osun State Ministry of Education. An application was made thru the office of the Permanent secretary, the application was made to the Director, Research and statistics, Osun State Ministry of Education for the students' overall data stating the enrolment of both boys and girls all over the State. An introductory letter was collected from the permanent secretary to the school principals approving administration of questionnaire and to carry out focus group discussion with the students. In addition, Research and Ethics Committee, Osun

State Ministry of Education was notified for ethical clearance. An abridged version of the proposal and the research instrument was attached to the application for ethical clearance.

The questionnaire was administered by the researcher with the support of research assistants. Two research assistants were trained for the study. The research assistants were trained with the questionnaire, given them much explanation on each of the sections and how to guide the respondents to respond to the items appropriately. These two trained research assistant were employed in all the twelve selected schools. The researcher was personally present at every location. Collection of copies of the questionnaire was done by the researcher with the research assistants immediately after completion. The copies of questionnaire administered were collected in all the schools within the space of four weeks.

For focus group discussion, the researcher was the moderator who guided the participants in the course of discussion using items in the points of discussion. One of the research assistants was involved in the video recording of the activities, while the other person was writing the responses of the participants on the key issues raised in the sessions.

### **3.7 Methods of data analysis**

The research questions were analysed using descriptive statistics such as frequency count, percentages, mean, standard deviation as well as inferential statistics such of multiple regression analysis. Research questions 1 to 4 were answered using descriptive statistics such as: frequency counts, percentages, means and standard deviations. Research questions 3 and 4 on the levels of peer influence and parental involvement were answered based on the weighted means as the benchmarks for determining low, moderate and high levels. Multiple regression analysis was used to analyse the data collected for research questions 5 and 6. The hypotheses were tested using Pearson's product moment correlation at 0.05 level of significance.

For the focus group discussion, the data gathered were subjected to content analysis. The audio recordings were converted to notes (transcription) giving attention to individual participant responses while the note taken by the research assistant was used to compliment the transcription. Having gone through the logbook, transcription, note from the research assistant, the researcher summarised the important information

that was included in the findings. Where necessary, responses of some participants were reported exactly the way they were made.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSION OF FINDINGS**

This chapter presents the results of data analysis based on the questionnaire return rate, research questions answered, hypotheses tested, interpretation of results and discussion of the findings emanated from this study.

#### **4.1 Questionnaire return rate**

The copies of questionnaire distributed and retrieved in each of the schools were presented in Table.



**Table 4.1 Return rate of questionnaire administered**

S/N	Selected public schools	Number of questionnaire administered	Number of questionnaire retrieved
1.	St. Mark's Anglican high school, Osogbo.	213	208
2.	A.U.D. High school, Osogbo	154	151
3.	Community middle/high, Ota Efun.	16	16
4.	Ataoja high school of science, Osogbo.	93	91
5.	Local authority high school, Ipetumodu.	78	77
6.	Origbo community unity middle/high school, Ipetumodu.	38	38
7.	Community middle/high school, Oyere-Apamu.	6	6
8.	Science high school, Ondo Road, Ile-Ife.	67	66
9.	St. John's high school, Ile-Ife.	110	108
10.	TimiAgbale high school, Ede	83	81
11.	Adventist high school, Ede.	125	122
12.	Agbonran science high school, Ede	118	115
	<b>Total</b>	<b>1101</b>	<b>1079</b>

**Table 4.1 shows that from 1101 questionnaire administered, 1079 (98%) were adequately completed and were found suitable for data analysis in the study.**

## 4.2 Background information of the respondents

Table 4.2 indicates the findings

**Table 4.2: Background information of the respondents**

Background information		Frequency	Percentage
Gender	Male	464	43.0
	Female	615	57.0
Age	10-14 years	106	9.8
	15-19 years	963	89.2
	20-24 years	10	0.9

Table 4.2 shows that 464 (43%) of the students were male and 615 (57.0%) were female. 106 (9.8%) were within 10-14 years of age, 963 (89.2%) were within 15-19 years and 10 (0.9%) were within 20-24 years of age. This implies that there were more female students among the respondents than their male counterparts. Also, majority of the students surveyed were found to be within the age range of 15-19 years.

### **4.3 Answers to research questions**

#### **4.3.1 Research question 1**

What is the reading habit of secondary school students in public schools in Osun State in terms of frequency of reading, preferred materials, and purposes of reading?

Table 4.3.1 presents the findings.

**Table 4.3.1: Reading habit of secondary school students in public schools in Osun State in terms of frequency of reading**

<b>Number of hours Secondary school students spend in reading daily</b>	<b>Frequency</b>	<b>Percentage</b>
Less than 1 hour everyday	453	42.0
1 hour everyday	425	39.4
2-4 hours everyday	157	14.6
4-6 hours everyday	38	3.5
Above 6 hours everyday	6	0.6
Total	1079	100.0

Table 4.3.1 shows that majority of the secondary school students read for less than 1 hour every day, 453(42%).

Focus group discussion clarified the point that students read less than one hour in a day when they were asked about their opinion on the notion that students do not read as such in terms of hours they spend in reading. Majority of the students agreed that they did not read as much as they should. The participants claimed they read less than 1 hour in a day. Reasons for not being able to read for a lengthy time were raised in the extracts thus:

**A participant from St. Mark's Anglican high school, Osogbo stated:** "I can't read up to 1 hour in a day because in school there is always distraction and house chores are waiting for me to be done at home". It was revealed that parents engaged their children in their businesses. A student of **St. Mark's Anglican high school, Osogbo** did not speak only for himself. He responded that: "Some of us hawk after school while some keep their parents' shops. After all these, we would have been exhausted by the time we now get home that we will find it difficult to read again".

**A participant from Adventist high school, Ede stated:** "We leave shop 7 pm every day. Whether my father is around or not, I must return to our shop after school."

#### **4.3.1.1 Reading habit of secondary school students in public schools in Osun State in terms of preferred reading materials.**

Findings are shown in table 4.3.2

**Table 4.3.2: Reading habit of secondary school students in public schools in Osun State in terms preferred reading materials**

S/N	Reading Materials preferred by Secondary school students	Never Read	Monthly	Weekly	Daily	$\bar{x}$	S.D
1	Notes given by subject teachers	28 2.6%	21 1.9%	139 12.9%	891 82.6%	3.75	0.62
2	Textbooks	46 4.3%	30 2.8%	408 37.8%	595 55.1%	3.44	0.75
3	Past questions and solutions	92 8.5%	138 12.8%	431 39.9%	418 38.7%	3.09	0.92
4	Novel (story and drama books)	139 12.9%	151 14.0%	304 28.2%	485 44.9%	3.05	1.05
5	Dictionary, Biography, encyclopedia (reference materials)	232 21.5%	144 13.3%	334 31.0%	369 34.2%	2.78	1.13
6	Handbook/manual	247 22.9%	176 16.3%	313 29.0%	343 31.8%	2.70	1.14
7	Magazines	369 34.2%	241 22.3%	292 27.1%	177 16.4%	2.26	1.10
8	Materials such as: book, magazines, newspapers that are read on electronic devices like iPad, iPhone, smart phones or android cell phones	689 63.9%	76 7.0%	110 10.2%	204 18.9%	1.84	1.21
9	Newspapers	809 75.0%	71 6.6%	135 12.5%	64 5.9%	1.49	0.93
<b>Weighted mean = 2.71</b>							

Table 4.3.2 shows that “Notes given by subject teachers” ( $\bar{x}=3.75$ ) has the highest mean score among material secondary school students preferred to read, followed by “Textbooks” ( $\bar{x}=3.44$ ), and “Past questions and solutions” ( $\bar{x}=3.09$ ) while “Newspapers” ( $\bar{x}=1.49$ ) was the least. This implies that notes given by subject teachers, textbooks, past questions with solution were the students’ preference and these three items had the mean score values greater than the weighted mean of 2.71

Responses from focus group discussion revealed that textbooks on the subjects offered and the notes their teachers give on each of the subjects were the two materials the participants majorly read. Responses to the question on what materials they read and why they read them are stated in the extracts below:

A participant from **Adventist high school, Ede** said: “I read mostly the notes our teachers give because teachers only bring out questions from the notes”. A participant from **Ataoja high school of science, Osogbo** gave a reason for preferring teachers’ note. She stated that: “It is easier to understand teachers’ note than textbooks”. A participant from **St. John’s high school, Ile-Ife** expressed non availability of other reading materials by saying: “We have not bought all our textbooks not to talk of buying other books like novels. You cannot get copies of daily newspapers in the school probably with the principal. Can I go to the principal office and ask for daily newspapers? All these materials are not available. If they are available, we will read them”.

Another participant from **St. John’s high school, Ile-Ife** said: “Reading novels wastes time”.

#### **4.3.1.2** Reading habit of secondary school students in public schools in Osun State in terms of purposes of reading

**Table 4.3.3: Reading habit of secondary school students in public schools in Osun State in terms of purpose of reading**

S/N	Purpose of reading by senior secondary students	Never True	Almost True	True	Very True	$\bar{x}$	S.D
1	I read to pass tests	20 1.8%	32 2.9%	329 29.9%	720 65.4%	3.59	0.64
2	I read for more knowledge of what the teacher taught	21 1.9%	65 5.9%	339 30.8%	676 61.4%	3.52	0.69
3	I read to improve my vocabulary	40 3.6%	71 6.4%	471 42.8%	519 47.1%	3.33	0.75
4	I also read in order to carry out to do my class assigned projects	41 3.7%	104 9.4%	437 39.7%	519 47.1%	3.30	0.79
5	I read to enhance my mental capability	84 7.6%	114 10.4%	417 37.9%	486 44.1%	3.19	0.90
6	I read for pleasure	265 24.1%	192 17.4%	343 31.2%	301 27.3%	2.62	1.12
<b>Weighted mean = 3.26</b>							



Table 4.3.3 showed that “I read to pass tests” ( $\bar{x}=3.59$ ) had the highest mean score among purposes of reading followed by “I read to have the knowledge of what my teacher taught” ( $\bar{x}=3.52$ ), “I read to improve my vocabulary” ( $\bar{x}=3.33$ ), “I read in order to carry out class assigned projects” ( $\bar{x}=3.30$ ), while “I read for pleasure ( $\bar{x}=2.62$ ) was the least. This connotes that students mostly read to have better grades. Furthermore, the first four items in the table had the mean scores greater than the criterion mean score of 3.26

In the course of focus group discussion, participants’ responses to the question on why they read exposed that students read majorly to do well in examinations. The Participants all agreed that a student that will succeed academically must read. All of them claimed to read for better grades in test and examinations. Their responses are stated in these extracts:

A participant from **Timi Agbale high school, Ede** stated: “I read because my mother always tells me to read very well if she would have to pay my next school fee so I read so that I can do well in school.’ She added that not every parent is educated, because of this; most parents encourage their children to read”. A participant from **St. John’s high school, Ile-Ife** expressed that: “My goal is to be successful in life therefore, I have to read to do well in school, to pass and get admission into higher institutions after my school leaving certificate and get a job after all”.

According to a participant from **Timi Agbale high school, Ede**, some students read due to the fear of failure created in their heart by the parents. This participant expressed her fear by saying: “My father will not pay my school fees if I do not read to pass my examinations”.

### **4.3.2 Research question 2**

What is the social network use pattern of secondary school students in public schools in Osun State in terms of frequency of social network use, preferred social networking sites and purpose for social network use?

**4.3.2.1** Social network use pattern of secondary school students in public schools in Osun State in terms of frequency of social network use.

**Table 4.4.1: Social network use among secondary school students in public schools in Osun State in terms of the frequency of use**

<b>Secondary school students social network use</b>	<b>Frequency</b>	<b>Percentage</b>
I spend less than 1 hour on social networking sites everyday	530	49.1
I spend about 1 hour on social networking sites everyday		
I spend about 2-3 hours on social networking sites everyday	293	27.2
I spend about 4-5 hours on social networking sites everyday	158	14.6
I spend about 6 hours and above on social networking sites everyday	50	4.6
	48	4.4
<b>Total</b>	<b>1079</b>	<b>100.0</b>

Table 4.4.1 shows that majority of the secondary school students 530(49.1%) in public schools in Osun State spend less than 1 hour on social networking sites every day while 48(4.4%) spend about 6 hours and above on social networking sites every day.

Participants of focus group discussion were asked to talk about the number of hours they spend using social networking sites. Many of them responded that they use social networking sites sparingly. A student of **St. John's high school, Ile-Ife** confessed: 'I only use social networking sites for less than 1 hour because I use my mummy's phone. She will not allow me to use it for a long time'.

A participant from **Timi Agbale high school, Ede** said: 'I cannot use social networking sites for more than 15 minutes because I use my friend's phone and she will not allow me to use it for hours'.

Another participant from **Timi Agbale high school, Ede** said: 'I have my own phone but not the type that can browse, I only depend on others to use either Facebook or you tube.'

Also, a student of **St. Mark's Anglican high school, Osogbo** stated that: 'My parents will not allow me to use mobile phone for any reason. So I use other people's phone when my father is not around. You cannot use what does not belong to you for a long time you know.'

#### **4.3.2.2 Preferred social networking sites by secondary school students in public schools in Osun State.**

The respondents were asked to indicate social networking site preferred with the degree to which they use the listed networking sites on a four - point Likert scale of 'Very high degree'=4, 'High degree'=3, 'Low degree'=2 and 'Not used at all'=1. Responses are shown in table 4.4.2

**Table 4.4.2: Preferred social networking sites by secondary school students in public schools in Osun State**

s/n	Preferred Network Sites	Not used at all	Low degree	High degree	Very high degree	$\bar{x}$	S.D
1	Facebook	90 8.3%	98 9.1%	293 27.2%	598 55.4%	3.30	0.94
2	WhatsApp	304 28.2%	112 10.4%	228 21.1%	435 40.3%	2.74	1.25
3	Google meet	485 44.9%	156 14.5%	175 16.2%	263 24.4%	2.20	1.24
4	YouTube	525 48.7%	180 16.7%	183 17.0%	191 17.7%	2.04	1.17
5	Instagram	536 49.7%	185 17.1%	183 17.0%	175 16.2%	2.00	1.15
6	Twitter	602 55.8%	185 17.1%	158 14.6%	134 12.4%	1.84	1.08
7	2go	640 59.3%	160 14.8%	136 12.6%	143 13.3%	1.80	1.10
8	Friendster	676 62.7%	128 11.9%	142 13.2%	133 12.3%	1.75	1.09
9	MySpace	699 64.8%	104 9.6%	135 12.5%	141 13.1%	1.74	1.11
10	Blog	751 69.6%	135 12.5%	107 9.9%	86 8.0%	1.56	0.96
11	LinkedIn	774 71.7%	116 10.8%	91 8.4%	98 9.1%	1.55	0.98
<b>Weighted mean = 2.05</b>							

Table 4.4.2 reveals that “Facebook” ( $\bar{x}=3.30$ ) ranked highest as the utmost preferred networking platform by the students, followed by “WhatsApp” ( $\bar{x}=2.74$ ) and “Google meet” ( $\bar{x}=2.20$ ). Whereas, “LinkedIn” ( $\bar{x}=1.55$ ) was the least preferred. This means that Facebook and WhatsApp and Google were most preferably used by the students. More so, these three social media had the mean values greater than the weighted mean score of 2.05.

Responses of discussants of focus group discussion revealed that Facebook, you tube and WhatsApp were prominent among the social networking sites used by the participants. Their experiences and opinion are expressed the following extracts:

A participant from **Local authority high school, Ipetumodu** said: “I prefer Facebook because it has an app that will enable you to get connected even if you run out of data.

A discussant from **St. John’s high school, Ile-Ife** confessed: “There are many sites I do not know anything about. I only know about the common ones like Facebook, WhatsApp, you tube, Google and twitter but I only use Facebook”.

#### **4.3.2.3 Purpose of social network use among secondary school students in public schools in Osun State.**

The respondents were asked to indicate the purpose for which they engage in social networking on a four - point Likert scale of Very true = 4, True = 3, Almost true = 2, Not true = 1. Findings are represented in table 4.4.3.

**Table 4.4.3: Purpose of social network use among secondary school students in public schools in Osun State**

S/N	Purpose of social networking	NT	AT	T	VT	$\bar{x}$	S.D
1	I like chatting, sending emails and instant messages to friends via social networking sites	110 10.2%	84 7.8%	296 27.4%	589 54.6%	3.26	0.98
2	I keep in touch with friends on social networking sites	145 13.4%	75 7.0%	366 33.9%	493 45.7%	3.12	1.03
3	I get solutions to most of my class works projects, group work and past questions on social networking sites	161 14.9%	129 12.0%	296 27.4%	493 45.7%	3.04	1.08
4	I do browse topics of interest through social networking sites	156 14.5%	101 9.4%	420 38.9%	402 37.3%	2.99	1.02
5	I enjoy sharing files, music , videos, pictures, software with friends	237 22.0%	165 15.3%	311 28.8%	366 33.9%	2.75	1.14
6	I do play games through social networking sites	508 47.1%	130 12.0%	195 18.1%	246 22.8%	2.17	1.24
7	I like fascinating aspects of social networking sites like pornography	499 46.2%	187 17.3%	214 19.8%	179 16.6%	2.07	1.15
8	I read newspapers/magazines on social networking site for latest information on public issues	759 70.3%	112 10.4%	102 9.5%	106 9.8%	1.59	1.01
9	I share academic information resources with friends, teachers, etc. via social networking sites	807 74.8%	82 7.6%	85 7.9%	105 9.7%	1.53	1.00
10	I do communicate with my teachers on academic activities through social networking sites	835 77.4%	99 9.2%	65 6.0%	80 7.4%	1.43	0.90
		<b>Weighted mean = 2.40</b>					

**Key: NT = Never True, AT= Almost True, T = True, VT = Very True**

Table 4.4.3 shows that “I like chatting, sending emails and instant messages to friends via social networking sites” has the highest mean score ( $\bar{x}=3.26$ ) followed by “I keep in touch with friends on social networking sites” ( $\bar{x}=3.12$ ), and “I get solutions to most of my class works projects, group work and past questions on social networking sites” ( $\bar{x}=3.04$ ), while “I do communicate with my teachers on academic activities through social networking sites” ( $\bar{x}=1.43$ ) was the least.

It could be deduced therefore, that chatting, sending emails and instant messages to friends via social networking sites, to keep in touch with friends on social, to get solutions to most of their class works projects, group work and past questions on social networking sites and to browse topics of interest through social networking sites were the major purpose why secondary school students in public schools use social networking sites. More so, they had mean scores higher than the weighted mean of 2.40 among the variables in the group.

Findings from the study are similar to the responses from the focus group discussion on why they use social networking sites. Many of the participants claimed to use social networking site to interact with friends. Comments made by the participant showed that they use social networking sites to meet with friends. The responses are in the following quotations:

A participant from **St. Mark’s Anglican high school, Osogbo** said: “I interact with friends using social networking sites and it’s always interesting because we share many things”.

Another participant from **St. Mark’s Anglican high school, Osogbo** stated that: “I like chatting and sharing pictures with my friends especially when I have a new and attractive pictures”.

A discussant from **Ataoja high school of science, Osogbo** said: “I belong to a group on the Facebook where questions can be posted and solved but I have not been participating in sharing ideas”.

A participant from **Local authority high school, Ipetumodu** said: “I would like to play some sophisticated games like “miniminitia” but I will need data to download which I cannot afford”.

Another participant from **Adventist high school, Ede** declared that: “I mostly send pictures and video to my friends. They too send their own pictures through WhatsApp.

### **4.3.3 Research question 3**

What is the extent of peer influence on reading habit amongst the students in public schools in Osun State?

The mean scores of peer influence on reading habit among the secondary school students in public schools in Osun State and a further analysis showing the level of peer influence on reading habit among the students are shown in tables 4.5 and 4.5.1 respectively.



**Table 4.5: Mean scores of peer influence on reading habit among secondary school students in public schools in Osun State.**

S/N	Peer influence	NT	AT	T	VT	$\bar{x}$	S.D
1	I enjoy reading together with my friend(s)	136 12.6%	123 11.4%	202 18.7%	618 57.3%	3.21	1.07
2	I engage in group discussion with my friends before examination	180 16.7%	87 8.1%	179 16.6%	633 58.7%	3.17	1.14
3	I exchange the book I read with my friends for him/her to also read	128 11.9%	131 12.1%	340 31.5%	480 44.5%	3.09	1.02
4	My friend(s) and I discuss the books we read	138 12.8%	132 12.2%	326 30.2%	483 44.8%	3.07	1.04
5	My friend(s) encourage me to visit the library	166 15.4%	150 13.9%	327 30.3%	436 40.4%	2.96	1.08
6	I do read books based on a friends' suggestion	292 27.1%	96 8.9%	137 12.7%	554 51.3%	2.88	1.29
7	I do my homework together with my friends	204 18.9%	170 15.8%	317 29.4%	388 36.0%	2.82	1.12
8	I deliberate the view of my friends in whatever I do	239 22.2%	140 13.0%	380 35.2%	320 29.7%	2.72	1.11
9	I'll rather read alone than read with my friend(s)	248 23.0%	203 18.8%	267 24.7%	361 33.5%	2.69	1.16
10	I try not to force myself to read as much as my friend(s)	332 30.8%	172 15.9%	260 24.1%	315 29.2%	2.52	1.20
11	I feel uncomfortable reading too long with my friend(s)	307 28.5%	226 20.9%	255 23.6%	291 27.0%	2.49	1.17
12	I read because my friends value reading.	318 29.5%	185 17.1%	313 29.0%	263 24.4%	2.48	1.15
13	Whatever book my friend(s) read is of no concern to me	450 41.7%	159 14.7%	207 19.2%	263 24.4%	2.26	1.23
14	I sometimes go out with my friend(s) leaving my school work undone	501 46.4%	119 11.0%	187 17.3%	272 25.2%	2.21	1.27
15	I do not let my friends know what I read	563 52.2%	153 14.2%	192 17.8%	171 15.8%	1.97	1.16
		<b>Weighted mean = 2.70</b>					

**Key: NT = Never True, AT = Almost True, T= True, VT = Very True**

Table 4.5 reveals that “I enjoy reading together with my friend(s)” ( $\bar{x}$  =3.21) ranked highest followed by “I engage in group discussion with my friends before examination” ( $\bar{x}$  =3.17) and “I exchange the book I read with my friends for him/her to also read” ( $\bar{x}$  =3.09). While “I do not let my friends know what I read” ( $\bar{x}$  =1.97) had the least mean value.

Participants of focus group discussion expressed that closeness as a result of staying together for a longer period in school enable them to have influence on each other’s reading activities. There answers to the questions asked about the ways their friends influence their reading are stated in the extracts below:

A participant from **Ataoja high school of science, Osogbo** stated: “I enjoy reading together with my friend; we stay in our class during break time to read and whenever we have free periods”. In the same manner, another participant from **St. John’s high school, Ile-Ife** said: “I prepare for exams together with my friend. We visit the library to read and discuss among ourselves in preparation for exams.” A participant from **Timi Agbale high school, Ede** added that: “Students who couldn't afford all the books required for class works due to financial constrains will have to exchange books with their friends to read or complete assignment. This is what I do”.

**Table 4.5.1: Test Norm showing the level of peer influence among students in public schools in Osun State**

**Grand mean = 40.55**

**Maximum score = 60**

**Interval =  $60/3 = 20$ , classification = High, moderate, Low**

<b>Interval</b>	<b>Mean index</b>	<b>Levels of peer influence</b>	<b>Frequency</b>	<b>Percentage</b>
1-20		Low	11	1.0
21-40		Moderate	522	48.4
41-60	40.55	High	546	50.6

Table 4.5.1 presents that most of the student (50.6%) experience a high level of peer influence on their reading habit, (48.4%) of them did experience a moderate level, while, (1.0) experienced a low level of peer influence on their reading habit. This connotes that the majority of the students were highly influenced by their peers.

Responses from the participants of focus group discussion indicated majority of the students go through a high level of peers' influence. A participant from **St. John's high school, Ile-Ife** confessed: "I sometimes go out to play football with my friend to latter come back for my homework". All other students disapproved the statement and looked at him contemptuously.

#### **4.3.4 Research question 4**

What is the extent of parental involvement in the reading habit of students in public schools in Osun State?

Findings on mean scores of parental involvement and further analysis showing the level of parental involvement in the reading habit of students in public schools in Osun State are presented in tables 4.6 and 4.6.1

**Table 4.6: Parental involvement in the reading activities of students in public schools in Osun State.**

S/N	Parent involvement	NT Rank=1	AT Rank=2	T Rank=3	VT Rank=4	$\bar{x}$	S.D
1	My parent(s) tell me reading is necessary for academic success	80 7.4%	72 6.7%	187 17.3%	740 68.6%	3.47	0.91
2	My parent(s) asks and ensure I do my homework/assignment	83 7.7%	94 8.7%	236 21.9%	666 61.7%	3.38	0.93
3	My parent(s) buys recommended textbooks for me	171 15.8%	149 13.8%	271 25.1%	488 45.2%	3.00	1.11
4	My parent(s) helps me plan homework, chores and other responsibilities	156 14.5%	179 16.6%	305 28.3%	439 40.7%	2.95	1.07
5	My parents(s) ensures I complete my homework before I do anything else	176 16.3%	216 20.0%	301 27.9%	386 35.8%	2.83	1.09
6	It is worthwhile to read because my parent(s) loves reading	522 48.4%	136 12.6%	173 16.0%	248 23.0%	2.14	1.24
7	Unless I ask, my parent(s) may not buy me books	550 51.0%	139 12.9%	182 16.9%	208 19.3%	2.04	1.20
8	Whatever grade I obtain does not matter to my parents	611 56.6%	174 16.1%	131 12.1%	163 15.1%	1.86	1.13
9	My parent(s) does not monitor my homework completion	669 62.0%	135 12.5%	128 11.9%	147 13.6%	1.77	1.11
10	My parent(s) buys and brings daily newspapers to the house	652 60.4%	233 21.6%	97 9.0%	97 9.0%	1.67	0.97
11	I receive books as gifts from my parents(s)	738 68.4%	172 15.9%	71 6.6%	98 9.1%	1.56	0.96
12	My parents share with me what they read	834 77.3%	122 11.3%	76 7.0%	47 4.4%	1.38	0.80
13	My parent(s) used to read bedtime stories and fairy tales to me when I was younger	900 83.4%	119 11.0%	28 2.6%	32 3.0%	1.25	0.65
		<b>Weighted mean = 2.25</b>					

**Key: NT = Never true, AT = Almost True, T = True, VT = Very true**

Table 4.6 shows that “My parent(s) tell me reading is necessary for academic success” ranked highest by the mean score ( $\bar{x}=3.47$ ) followed by “My parent(s) asks and ensure I do my homework/assignment” ( $\bar{x}=3.38$ ) and “My parent(s) buys recommended textbooks for me” ( $\bar{x}=3.00$ ), while “My parent(s) used to read bedtime stories and fairy tales to me when I was younger” ( $\bar{x}=1.25$ ) was the least with the lowest mean score.

In the responses of participants of focus group discussion on the various ways their parents get involved in their reading activities, the following statements were made: One of the participants from **St. Mark’s Anglican high school, Osogbo** stated: “My parents always ask and ensure that I complete my homework. They buy books and other needed reading materials. They express their wish for me in order to spur to read. They plan house chores and other responsibilities with me to give room for reading”. A participant from the same school corroborated this by saying that: “The grade we obtain in school matter to our parents in our house because, for every good result, we receive present especially when we get promotion to the next class”. A participant from **Local authority high school, Ipetumodu** stated: “My mother encourages me to read. It is normal for parents to always ask their children to go and take their books and read regardless of their level of education. It is even the non-educated ones that would want their children to read and do well in school for the children to be well placed in the society”.

A participant from **Ataoja high school of science, Osogbo** shared her own experience. She said: “My mother is a busy person. But she’s concerned with the grade I make in my subjects. She tells me to read and ensures I do my homework. She wakes my up to read in the night, gives me money for transport especially during the test times; she buys books and pays school fees when I ask”. Majority of the students indicated that their parents rarely read expect reading religion books. Meanwhile some indicated that their parents do not read because they were uneducated. A participant from **Timi Agbale high school, Ede** states: “My father does not read regularly but will ask us to go and read”. Another participant from **Adventist high school, Ede** said: “My mother does not read probably because she has no test to write”.

**Table 4.6.1: Test Norm showing the level of parental involvement in the reading activities of students in public schools in Osun State**

**Grand mean = 29.30**

**Maximum score = 52**

**Interval =  $52/3 = 17$ . Classification = High, moderate, Low**

<b>Interval</b>	<b>Mean index</b>	<b>Levels parental involvement</b>	<b>Frequency</b>	<b>Percentage</b>
1-17		Low	10	0.9
18-34	29.30	Moderate	918	85.1
35-52		High	151	14.0

Table 4.6.1 reveals that majority of the student (85.1%) experience a moderate level of parental involvement in the reading activities of secondary school students in public schools in Osun State in the study. (14.0%) experience a high side by side participation of parents in their reading activities; while (0.9%) experience a low side by side participation of parents in their reading activities. It can be deduced that there was a moderate level of parental involvement in the reading activities of the students.

#### **4.3.5 Research question 5**

What is the joint contribution of social network use, peer influence and parental involvement to the reading habit of secondary school students in public schools in Osun State?

To determine the joint contribution of each of the three independent variables to the reading habit of secondary school students in public schools in Osun State, all the independent variables (social network use, peer influence and parental involvement) were entered into a regression analysis. The findings are shown in table 4.7



**Table 4.7: Summary of Regression analysis showing joint contribution of social network use, peer influence and parental involvement to the reading habit of students in public schools in Osun State**

<b>R</b>	<b>R Square</b>		<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>		
.400	.160		.157	5.5559		
A N O V A						
Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	6305.889	3	2101.963	68.096	.000	Sig.
Residual	33182.569	1075	30.868			
Total	39488.458	1078				

Table 4.7 presents a coefficient of multiple correlation ( $R = .400$  and a coefficient of determination  $R^2$  of .160. This implies that 16.0% of the variance was accounted for by three predictor variables when taken together. The test of significance of the composite contribution was tested at  $\alpha = 0.05$ . The table also shows that the analysis of variance for the regression yielded F-ratio of 68.096 which is significant at 0.05 level. This also implies that the joint contribution of the independent variables (social network use, peer influence and parental involvement) has significant influence on the dependent variable (reading habit) of secondary school students in public schools in Osun State and that other variables not included in this model may have accounted for the remaining variance.

#### **4.3.6 Research question 6**

What are the relative contributions of social network use, peer influence and parental involvement to the reading habit of secondary school students in public schools in Osun State?

To determine the relative contribution of each of the independent variable to the reading habit of secondary school students in public schools in Osun State, all the independent variables (social network use, peer influence and parental involvement) were entered into a regression analysis. The findings are presented in table 4.8.

**Table 4.8: Summary of regression analysis showing the relative contribution of social network use, peer influence and parental involvement to the reading habit of secondary school students in public schools in Osun State**

Model	Unstandardised Coefficient		Standardised Coefficient	t	Sig.
	B	Std. Error	Beta Contribution		
(Constant)	30.509	1.194		25.549	.000
Social network use	.140	.017	.265	8.290	.000
Peer influence	4.172E-02	.026	.053	1.620	.106
Parental involvement	.233	.038	.188	6.158	.000

Table 4.8 reveals that only social network use ( $\beta = .265$ ,  $t = 8.290$ ,  $P < .05$ ) and parental involvement ( $\beta = .188$ ,  $t = 6.158$ ,  $P < .05$ ) could significantly predict the reading habit of secondary school students in public schools in Osun State, while peer influence could not. For the relative contribution of each of the independent variables to the reading habit of secondary school students in public schools in Osun State, social network use made the highest contribution ( $\beta = .265$ ) followed by parental involvement ( $\beta = .188$ ) and peer influence was the least ( $\beta = .053$ ).

#### **4.4 Testing of Hypotheses**

##### **4.4.1 Hypothesis 1:**

There is no significant relationship between social network use and reading habit of secondary school students in public schools in Osun State. The finding is presented in table 4.9

**Table 4.9: Pearson Product Moment Correlation (PPMC) showing the relationship between social network use and reading habit of secondary school students in public schools in Osun State**

Variables	Mean	Std. Dev.	n	r	p value	Remark
Social network use	48.3244	11.4938	1079	.348*	.000	Sig.
Reading habit	45.7711	6.0524				

**\*Sig at .05 level**

Table 4.9 shows that there was a weak positive significant relationship between social network use and reading habit of secondary school students in public schools in Osun State ( $r = .35$ ,  $n = 1079$ ,  $p < .05$ ). Hence, this hypothesis was rejected. This implies that social network use by the students could improve their reading habit.

When participants of focus group discussion were asked what was their opinion on the relationship between social networking use and reading, majority of the participant said their use of social networking sites do not have a negative effect on their reading habit because they do not spend too much time on the use of the social networking sites. One participant said ‘I cannot say social networking use is taking the time I suppose to spend reading because I do not waste time on it.’

#### **4.4.2 Hypothesis 2**

There is no significant relationship between peer influence and reading habit of secondary school students in public schools in Osun State.

Table 4.10 presents the finding.

**Table 4.10: Pearson Product Moment Correlation (PPMC) showing the relationship between peer influence and reading habit of secondary school students in public schools in Osun State**

<b>Variables</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>n</b>	<b>r</b>	<b>p value</b>	<b>Remark</b>
Peer influence	40.5496	7.6495	1079	.242*	.000	Sig.
Reading habit	45.7711	6.0524				

**\*Sig at 0 .05 level**

Table 4.10 indicates a correlation of .24 between peer influence and reading habit which is significant at 0.05 level ( $r = .24$ ,  $n = 1079$ ,  $p < .05$ ). Therefore, this hypothesis was rejected. This implies that there was a weak positive significant relationship between peer influence and reading habit of secondary school students in public schools in Osun State.

#### **4.4.3 Hypothesis 3**

There is no significant relationship between parental involvement and reading habit of secondary school students in public schools in Osun State.

The finding is shown in table 4.11



**Table 4.11: PPMC showing the relationship between parental involvement and reading habit of secondary school students in public schools in Osun State**

Variable	Mean	Std. Dev.	n	r	p value	Remark
Parental involvement	29.3012	4.8797	1079	.291*	.000	Sig.
Reading habit	45.7711	6.0524				

**\*Sig at .05 level**

Table 4.11 shows that there was a weak positive significant relationship between parental involvement and reading habit of secondary school students in public schools in Osun State ( $r = .29$ ,  $n = 1079$ ,  $p < .05$ ). The hypothesis was therefore rejected. This implies that parental involvement improves the students' reading habit of public secondary school students in Osun State, Nigeria.

#### **4.5 Discussion of the findings**

The discussion is based on the research questions answered and the hypotheses tested in the study.

##### **4.5.1 Reading habit of students in public schools in Osun State in terms of frequency of reading.**

It was indicated in this study that the majority of the respondents read for less than 1 hour daily. This was relatively small. Reading for about one hour everyday does not portray a good reading habit. This also confirms that the reading habit of the students was poor in terms of the number of hours students spend in reading. This finding is in conformity with that of Otache (2020) who reported that the reading habit of the respondents was poor. It was expected of senior secondary school II students to spend longer hours of consistent daily reading to perform excellently in the eight or more subjects offered. Students who read for longer hours perform better than those who spent short time (Owusu-Acheaw, 2014).

Focus group discussion buttressed the point that reading habit of the students was poor. Majority of the students assumed that they were unable to read up to one hour in a day. Issues were raised to justify why they could only read for just a little time. During the discussion, it was revealed that many of the students engaged in menial jobs and businesses with parents after the school hours. Many of their parents were either farmers or petty traders with a few civil servants among them. Apart from the fact that parents may not be literate to monitor their children's reading activities, they also engaged their children in their farming or trading activities which would not give room for their children to have time read at home. Many of the students did not have sufficient time to read in the day or at night. This result differs from that of Shafi and Fayaz (2010) who reported that majority of the students under their study spend more than 1 hour on reading per day. Many factors could be responsible for the difference in the results.

One of the factors that greatly hampered students' reading is the poor state of electricity supply in the country. Ameyaw and Anto (2018) found that majority of the respondents under the investigation approved that lack of conducive home environment constituted a hindered to the improvement of their reading habit. Constant power supply is a major necessity that supports reading in the home. In a study by Amadi (2015), respondents were asked whether power outages constituted a challenge to learning in low income rural households in the South – South Nigeria. Result of the study showed that majority agreed that erratic power supply to a large degree constituted a major challenge to reading in rural homes in the region. The study established that inadequate power constituted a major challenge to the improvement of reading habit of rural households in the Niger Delta. Students were discouraged from reading especially at night. Undoubtedly, erratic power supply is a contributory factor to poor reading habit with a cumulative effect of poor performances in both internal and external examinations among public secondary school students in Osun State.

From the observation, assignments that would require reading were barely given to the students in public schools because of the extra efforts required from the teachers to monitor, assess and ensure that the assignments are done. If such assignments were given at all, they were haphazardly done by the students. It was also observed that there was no time apportioned for reading in the students' time table in all the schools visited. Classes are held period after the other without giving a particular period for the students to read. Although, there were be free periods on the time table, but students would rather use the period for other activities apart from reading. Apportioning periods for reading and ensuring compliance would promote reading among public school students.

Conducive environment makes reading appealing at home and in the school. Obviously, reading becomes tiresome if the environment is not conducive. From observation, functioning libraries were absent in most of the schools visited. Classrooms were converted to school libraries without school librarians. The situation was not different at the mega schools built by the immediate past state government of Osun State, where there were libraries without books and qualified librarians. Students were not given access to sufficient reading materials from which they could choose to read. The roles of school librarians in creating love for reading in the hearts of the students were grossly lacking in the schools.

At the point when questionnaire was being administered, it was observed that some of the students were not willing to complete it. Surprisingly, these students began to show interest when the contents of the questionnaire were read and explained to them. These students were unwilling to participate in filling the questionnaire simply because they found it difficult to read and understand the content of the questionnaire. This showed the extent to which some of the students lack reading skill. Students in this category might not for any reason create time to read. Oribabor (2014) made an assessment of the influence of reading on students' knowledge of Spoken English among students in public schools in Osun State. Findings of the study not only established that the reading culture of the students was poor, it was also revealed that laziness, lack of motivation and perseverance among other things were the contributory factors to poor reading culture of students in the State. All these factors mentioned further accounted for a greater percentage of the students spending less than 1 hour to read every day.

#### **4.5.2 Reading habit of students in public schools in Osun State in terms of preferred materials**

This study showed that note provided by teachers and textbooks were the materials frequently read by the respondents while newspapers and other materials that are read on the screen were not read by the respondents. The study is similar to Orkea (2016) in which many of the secondary school students examined across the major tribes in Nigeria indicated that they read notes and textbooks. The study is also similar to Owusu-Acheaw and Larson (2015) where it was reported that majority of respondents agreed that they only visited the school library to read their notes and not the books in the library. A few of the respondents indicated they read textbooks, novels, and other materials when they visited the library. Findings from this study were quite different from that of Loan (2011) where it was found that students from rural community read other materials more than they read notes and textbooks.

The respondents read notes provided by their teachers. These notes and textbooks were the major reading materials available for students in secondary schools especially in public schools. The two materials were often used simultaneously for better understanding of subject taught. Teachers' notes were specifically preferred probably because they were either given before the class or after the class which helps students to pay attention in the class while the teaching would be going on in the class.

These materials also provided the students the opportunity to review the topics again. The use of notes facilitates textbook understanding by making connection between textbook reading and teachers' previous illustration and examples given in the class in the course of teaching. Notes were organized and could be easily understood especially when preparing for a test. Students view notes as the short form of the contents covered in the textbooks. Notes were concise therefore; students prefer them for quick referencing. Also, students have the notion that test questions will only be drawn from the teachers' note. Swenson (2018) indicated that all the 60 students examined during unit examinations. The respondents' level of use ranges from low to high. Students who used note scored high in algebra and in English vocabulary. Similarly, Dorohoo (2010) research on 9<sup>th</sup> and 10<sup>th</sup> grade science classrooms. Result from the study showed that students who used teachers' provided notes performed better than those who did not use such.

Moreover, students would only read the available reading resources. Students were not given access to adequate books from which they could make their choice. There is 'book desert' in virtually all the schools visited. Books of different genre were scarce; book shelves were empty in the school libraries. It was discovered during focus group discussion that parents do not buy newspapers to read. Therefore, students could not have the opportunity of reading newspapers at home. Newspapers could probably be found with the principal and accessible to teachers only.

Students in Osun State public schools scarcely read electronic materials. This study matches Millar and Schrier (2015) where the respondents preferred printed textbooks to electronic materials. Electronic materials are read on devices like iPad, iPhone, smart phones or android cell phones. Sophisticated devices such as these may not be available or accessible to the students. They are somehow beyond the reach of most of the public school students. "Opon Imo" (Table of knowledge) the electronic device given to students in Osun State public schools is only meant for students in senior secondary school III; other students were not given access to it. Both in school and at home, students were often prevented from reading through electronic devices. Apart from not having access to electronic devices, it was also generally believed that reading on screen is a mere distraction for the students. Adults believed that students practically follow links that will take them away from the actual reading intentions. Moreover, the devices require user interaction. Due to lack of technological know-how required to operate electronic devices, students in public schools might not be

accustomed to reading electronic materials due to their parents' socio-economical background.

#### **4.5.3 Reading habit of secondary school students in public schools in Osun State in terms of purpose of reading**

This study showed that major reason respondents read is to pass examination. This explains why the students read only textbooks and teachers' notes. This study is similar to that of Owusu-Acheaw (2014) in which majority of the students were of the view that they only read to pass examinations. The study is also similar to that of Babalola (2020) who reported that majority of the respondents read to pass examinations. Students read for different reasons but the prominent reason for reading among secondary school students is to obtain good grades in tests and assignments and to pass examinations. This implies that such students do not enjoy reading voluntarily. In practical terms, the time they spent in reading did not show that they read for other reason such as reading for personal development. From this study, it could be reasoned that the students considered the act of reading as a mere school activity mainly to have good grades in tests and examinations. Reading for whatever purpose has a potential to enhance success beyond school life. Reading allows a reader to identify himself and develops the ability to think for himself in relation with others. It is in reading that knowledge is acquired. Reading plays a laudable role in promoting self-development which is a contributory factor in nation's development.

There is a need for students to adjust their reading approaches for different purposes and circumstances. Reading generally helps to produce more cultured ways of understanding and make good sense of the world. Reading develops a classy way of understanding the world and advance more information than what chosen subjects can offer. A student who approaches reading for reasons beyond passing examinations finds acquaintances with new vocabulary, new thoughts and critical understandings, new ways of establishing relationships between oneself and others and the world through a new way of reasoning.

Students were found in this study read not for the purpose of enhancing their mental capability. Mental capacity increases books were read with full concentration owing to the satisfaction and the pleasure to derive from reading such materials. The enjoyment in reading a textbook is embedded in new ideas and brain tasking content encountered. Textbooks require slow, careful and deliberate reading or probably reread

key passages for better understanding. For this reason, reading textbooks increases attention span, intelligence and strengthens intelligent quotient (IQ). Although it was found in the study that one of the materials the students prefer to read was textbook and the students majorly spent less than one hour daily reading could be considered as grossly insufficient to enhance their mental capacity. This really showed that they actually did not read for the purpose of enhancing their mental capacity.

It was evident in this study that the students did not read for pleasure. Reading for pleasure has the least mean value of all the reasons students read in the study. This type of reading is not popular among students because it does not directly boost grade in school work. Reading for pleasure is done not necessarily required to have good grades in school works but vital to get the student informed and have a better understanding of himself and others. Reading for pleasure is of immense benefits for students. From pleasure reading, inspirations of language skills are established and enhanced. Apart from the fact that reading for pleasure increases knowledge, it has the potential to literally aid and determine the way students think. Human brain increases in knowledge and memory when engaged in effortful learning and when it is challenged to learn new ideas. This expounds how reading for pleasure increases creativity and problem solving. Students who read for pleasure have the tendency to become creative thereby catch a niche of writing books and stories for themselves having encountered writing styles of different authors. The brain has the ability to chart a new experience by making connections with the existing ones obtained through reading several authors' experiences.

#### **4.5.4 Social network use among secondary school students in public schools in Osun State in terms of frequency of use**

The study revealed that majority of the students spent less than 1 hour using social networking sites daily. This finding is at variance with several studies which have previously shown that students spend too many hours using social networking sites daily. For instance, findings from Tantarangsee, Kosarussawadee and Sukwises (2017) showed that students spend between 6 and 8 hours surfing the Internet daily. Likewise, in Brahma and Verma (2018), majority of the students spend 3-6 hours in a day on social networking sites. Also, a study conducted by Goks (2016) revealed that majority of the students prefer to spend three and half hours on social media every daily. The differences in the results could be as a result of discrepancy in ages of the

respondents, area of study and the socio-economic factors of the students. It was noticed that most of the studies where students were found to be spending too much time using social networking sites were conducted outside Nigeria and among students of higher institutions of learning. For instance, Goks' research was done in Turkey with students between 18 and 20 years of age. These factors were different from what obtains in this present study. Therefore, there are bound to be differences in the results.

In Osun State public schools, students may not be able to spend too much time using social media sites for obvious reasons. The type of cell phones accompanied with required applications for using the social networking sites is undoubtedly far from the reach of students. Parents who use iPad, android or tablet phones normally keep them away from their children. Within the opportune time these students have access to appropriate devices; they probably seize it to chat with friends and not for academic purposes. This is supported by one of the findings in the study that shows that social networking sites are majorly used to chat with friends. Furthermore, some parents frown at their children reading too long on the screen because they believe their eyes can be affected. This, coupled with the fact that in schools, the use of electronic devices is not permitted may probably explain why these students use social networking sites sparingly.

#### **4.5.5 Preferred social networking sites by students in public schools in Osun State**

This study revealed that Facebook, WhatsApp and Google meet were the major social networking sites secondary school students in public schools in Osun State preferred. This report is similar to the reports of studies carried out in other parts of the country. Almi and Buhari (2014) reported that among the students investigated, majority preferred Facebook out of several social networking sites. Likewise, the study also found that of all the social networking platforms exploited by the study, Facebook ranked to be most used by the respondents. Facebook has been found to be popular among secondary school students. Osun State public secondary school students mostly use Facebook because it suites their purpose of using social networking sites. Facebook offers them the opportunity to interact with peers beyond the borders. Like other secondary school students, they enjoy seeing their photos online especially when they have new appealing photos they will like to share with others. They take 'selfie' whenever they have the opportunity. They post pictures on Facebook for peers to view



their better self-images. The number of likes shows their level of popularity and shows how acceptable and recognised they are especially among the opposite sex.

Osun State public secondary school students may not be familiar with so many other social networking sites apart from common ones such as: Facebook, WhatsApp and Google sites. However, Facebook and WhatsApp have the potential to increase social interaction, interest and motivation among students which make them suitable for learning support anytime and anywhere. Facebook and WhatsApp can be used to provide cooperation among students through interactions, chatting and sustenance of links with others in a group. These sites are capable of increasing sense of belonging and commitment. If students are given the adequate knowledge and skills needed to use the sites for educative purposes, they have the potential to support reading activities in secondary schools.

#### **4.5.6 Purpose of social network use among secondary school students in public schools in Osun State**

The study revealed that chatting with friends, sending emails and instant messages to friends via social networking sites and to keep in touch with friends were the reasons they use social networking sites. This report is similar to the report of the study by Abdulwahaab (2016) where majority of the students, indicated that the major reason for using social media is to socialise and make new friends, others indicated their use of social networking websites to get updated about trends, collaborate with fellow students and as sources of recreation and relaxation. Also, the analysis of the study by Owusu-Acheaw and Larson (2015) indicated that an overwhelming majority of the respondents used social networking sites to chat with friends. Some of the respondents indicated that they used the sites to download music and video. A few of the respondents indicated that they used social networking sites for academic works. Result from the study by Nkordeh, Oni, Olowononi and Bob-Manuel (2017) also showed that majority of the used social networking sites for non-academic purposes.

Students were not found to be using the social networking sites for educational or academic purpose probably because they are not aware of the use of these social networking sites for educative reasons. Secondary school students in Osun State could just be familiar with Facebook and WhatsApp as the common social networking sites students use to connect with friends. Meanwhile, these platforms allow students to upload photos to camouflage. Facebook, Google Plus groups, and YouTube are all

capable of connecting students for group interactions. Osun State public secondary school students like other secondary school students are using these platforms to connect and know what their friends are doing, reacting to friends' pictures and probably bug their friends. However, there are educative benefits that can be derived from the use of social networking sites which these students may not know about. These sites have the capacity to expand a student's perception on various subjects and provide enlightenment on new concepts. Students have the opportunity to engage experts for answers on difficult of interest. This study corroborated Yu (2018) in which online social networking sites provided a means for students to amass and create meaningful information for research. Information and results can also be extracted from social media for assignments, project works and to gain more insight to a subject. Social media sites are tools with potential benefits not only limited to interaction among students. Learning process as well as communication among students and teachers can get facilitated with the use of Facebook and WhatsApp. This study is similar to the study by Ansari and Khan (2020) in which through Facebook and WhatsApp, students could quickly respond to teachers' posts, send tutorial on time and participate in sharing useful information. Other social networking sites exist that are not popular among students in terms of education but could be helpful. A good example is Instagram. It is a social networking site based on adding hashtags, which could be incredibly helpful in learning vocabulary. Other social networking sites such as Snapchat, Twitter or YouTube can all be used as learning apps. Teachers might have their students expand their classroom discussions and debates through these online platforms. Topics of discussion with comments on different topics can be posted that will attract simultaneous and quick feedback from the participants.

It was evident in this study that students rarely used social networking sites for the purpose of connecting with their teachers on educational activities. Students and teachers are bound to interact for academic reasons which make student – teacher relationship germane to produce desired changes in students (Barseghian, 2011) and Facebook is one of the platforms suitable for this purpose. Although findings from this study show that the students predominantly use Facebook to interact, but the result also that the students interact mostly with their friends and possibly with their family members. Facebook is a reliable platform for free flow of information and communication between teacher and students on project work, assignments and subject topics for discussion and contributions.

#### **4.5.7 Level of Peer influence among students in public schools in Osun State on reading habit**

This results revealed a high level of peer influence among secondary school students in Osun State public schools. By implication, friends' activities and their hold was noticeable among the students. This result corroborated the study by Aina, Okusaga, Taiwo and Ogundipe (2011) in which a positive correlation between peer influence and reading habit was established among students in Nigeria. This implies that students might be monitored to exercise impressive encouragement on each other to develop good study practices.

Findings revealed that peer influence on reading habit of the students were high in some notable areas where the variable scores are above the table's weighted mean: the students enjoy reading together with their friends, they engage in group discussion with friends before examination, they exchange the book read with friends for him/her to also read, they discuss the books read among themselves, they encourage each other to visit the library, they do read books based on a friends' suggestion and they do homework together with their friends and consider the opinion of their friends in whatever they do. The study is similar to Siror (2015) in which the majority of the respondents indicated that peers encourage each other to read, share interesting materials and exchange materials among themselves. Peer spent time with each other and understand themselves better. The bond between peers can be so strong that they will almost do virtually everything together. Therefore, peer influence has the potential to boost reading habit of students and assist them to record success with reading. Students who encourage other peers to read are more likely to read themselves and read more.

#### **4.5.8 Level of parental involvement in the reading activities of students in public schools in Osun State**

Finding from the study revealed a moderate level of parental involvement in students' reading activities. This corroborates the findings of Virginia (2010), in which respondents showed that parents were involved in checking and ensuring that daily homework are done. Schmuck (2011) reported that respondents received help from parents with homework completion, have their parents helping them to work through stressful situation and cope with school works. Similarly, Siror (2015) reported that

respondents indicated that their parents buy books for them, set time for story books and encourage them to read.

Parents play substantial roles in the education of students. In addition to paying school levies and other charges, uniforms and other materials required, parents teach and give them good moral supports that will help them improve their reading activities, supervise, ensure the completion of homework and buy prescribe textbooks (Caliskan and Ulas, 2022). Parents teach morals and inculcate the right value to their children. Part of the values is the impacted when they express their expectations to their children by telling them how important reading is to academic success. Report from the study revealed that parent of the respondent tells them that reading is necessary for success. Parents whether educated or not know the value of reading to education. With the parents' experience of life, they acknowledge that the educated ones are well placed in the society. Those who could not read will not want their children to have the same experience. Students' engagement in reading activities in many cases depends on their parents' effort to assist them. It is possible for students to feel tired or even forget to do homework, but the parents are there to remind them.

Although, the parents desired to support their children reading activities, data analysis showed that their involvement was tilted towards emotional encouragement. Parental emotional encouragement though has the potential to enhance students' reading habit, there is still a need for improvement in some of the parental practices. Parental involvement goes beyond moral supports. Parents need to imbibe more parenting practices that will support children's reading at home. The results also show that the students' "parents do not love reading" which has a score below the weighted mean. Generally, studies have shown that Africans do not have an impressive reading culture (Otache, 2020). Participants from this study are from families where parents hardly read even when they can read and some of the parents are illiterates who cannot read at all. This is the more reason why the love for reading is not created in the student from their childhood. Due to poor reading culture it is not impossible to find a parent who will insist that a child must not do any other thing including reading unless such a child completes his/her house chores simply because the parent does not value reading. This also explains one of the findings that some parents may not buy my books for their children unless they ask.

Furthermore, findings and discussion with the participants of focus group revealed that the students did not have their parents read bedtime stories and fairy tales

to them when they were younger. An important activity to prepare a child to succeed as a reader is for the child to enjoy bed time stories with his/her parents (Williams and Horst, 2014). Taking the time to read with children on a regular basis sends an important signal that reading is valuable. The more parents get involved in their children in reading activities, the more the children get motivated to read. Reading with children creates a true one-on-one opening for children to commune with their parents and parents to commune with their children. Parents who instill the love of reading into their children at an early age create in the children the commitment to lifelong learning.

As a result of low level of parents' education, reading with children seems not to be popular among the students in Osun State. Many of the parents lack the knowledge and skills required to assist their children in their reading activities, monitor the completion of their children' home work or discuss the book they had read due to their low level of education (Maserumule, 2020). This was attested to by students' responses during focus group discussion sessions. It was discovered that a lot of their parents were not assisting with home works, they could not also provide enabling home environment that facilitates reading.

#### **4.5.9 Joint contribution of social network use, peer influence and parental involvement to the reading habit of secondary school students in public schools in Osun State**

The joint contribution of the three independent variables (social network use, peer influence and parental involvement) in predicting the dependent variable (reading habit) of secondary school students in public schools in Osun State was determined. A negligible percentage of the variance was accounted for by three independent variables when taken together. Joint contribution of the independent variables to the dependent variable was significant and other variables not included in this model may have accounted for the remaining variance. This suggested that reading habit of secondary school students in Osun State would improve with social network use, peer influence and parental involvement. If social network use, peer influence and parental involvement were all deployed in reading activities of secondary school student in Osun State, their reading habit would improve. Kojo, Agyekum and Arthur (2018) suggested that students need to be assisted in any possible way to improve their reading habit.

#### **4.5.10 Relative contribution of social network use, peer influence and parental involvement to the reading habit of secondary school students in public schools in Osun State**

The study disclosed the relative contribution of the three independent variables to the dependent variable expressed as beta weights. It could be deduced that Social network use and Parental involvement were significant i.e. could independently and significantly predict reading habit of secondary school students in public schools in Osun State, while Peer influence could not. This study corroborates the findings from the study conducted by Abidin, Pour-Mohammadi and Lean (2011) which indicated that social media improves reading habit. It was reported in these researchers' study that secondary school students read on the screen or online, regardless of the material they read whether newspapers, magazines or comic. Likewise, Junco, Heiberger, and Loken (2011) presented a proof that social networks can be regarded as a veritable instrument in education to be deployed in engaging students in lively and involving educational roles. Coughlan (2013) reported that young people between ages 8 and 16 have preference for reading on screen.

Furthermore, this study supports the study conducted by Stone (2016) in which regular parental involvement in students' reading boosted enjoyment of reading, homework completion which improves students' reading habit. Al-Matalka (2014) found that the strength of a student's reading depended on the extent of their parents' involvement in their reading activities in secondary school. Social media, peer and parents constitute the immediate environment of secondary school students (Khan, Begum, and Imad, 2019). Social cognitive theorists believed that behavioural changes were as a result of people's influence and environment. Social cognitive theory highlights the idea that much of human learning occurs in a social environment and explains the mechanism through which high school boys' and girls' decisions are influenced by the environment they find themselves. Although this study did not find parents as reading role models within home because they were demonstrating the habit of reading themselves but they stand the chance of providing supportive environment for reading, give positive reinforcement by encouraging supervising the high school boys' and girls' reading activities.

The study found that peer influence did could not significantly predict the reading habit of secondary school students in Osun State. This study is in agreement with the findings from an earlier study conducted by Al harafsheh and Pandian (2016)

where peers influence was not having a direct contribution to students' reading habit in English language. Peer influence could be important in boosting reading skill of students in the classroom (Cooc and Kim, 2016). It could also be useful in furnishing students with opportunities to support each other throughout the reading experience. However, peer influence but might not be powerful enough to make a student develop reading habit if other factors are not combined. This result is contrary to the finding from the study conducted by Merga (2014) which revealed that peers' influence independently enhances reading habit although in a negligible measure. However, inconsistencies in location, age of the students and other factors might be accountable for the difference in findings.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter presents the summary of the findings, conclusion drawn from the results of data analysis, recommendations, contributions made and areas for more investigations were suggested.

#### **5.1. Summary of the findings**

The study was carried out to investigate social network use, peer influence, and parental involvement as predictors of public secondary school students reading habit in Osun State, Nigeria. The following were summarised:

1. Public school senior secondary students in Osun State, Nigeria read for less than 1 hour daily.
2. Teachers' notes and textbooks were the materials frequently read by public school senior secondary school in Osun State, Nigeria.
3. Major reason public secondary school students in Osun State, Nigeria read is to do well in tests.
4. Public school secondary school students in Osun State, Nigeria spent less than 1 hour on social networking sites daily,
5. Facebook, WhatsApp and Google meet were the major social networking sites preferred by public senior secondary school students in Osun State, Nigeria.
6. Chatting, sending emails and to keep in touch with friends were the major reasons public school secondary school students in Osun State, Nigeria use social networking sites.
7. The extent of peer influence was obvious as a towering level of peer influence was noticed among students in public schools in Osun State, Nigeria.
8. There was a moderate level of parental involvement in the reading habit of students in public schools in Osun State, Nigeria.



9. The joint contribution of social network use, peer influence and parental involvement significantly predicted reading habit of secondary school students in public schools in Osun State, Nigeria.
10. The relative contributions of social network use and parental involvement to reading habit were significant, while peer influence was not. Thus, social network use and parental involvement could predict reading habit of secondary school students in public schools in Osun State, Nigeria, while peer influence could not.

## **5.2 Conclusion**

Based on the findings of this study, the following conclusions were made.

The study investigated the relationship between social network use, peer influence and parental involvement as predictors of reading habit of public secondary school students in Osun State, Nigeria. It was revealed that the students' reading habit was poor with respect to the time they spent reading daily, the materials they read and the purpose for which they read. Good reading habit cannot be cultivated with such amount of time devoted to reading and reading materials meant only to pass tests and examination. The study also showed that social network use, peer influence and parental involvement all possessed weak positive significant relationships with the dependent variable (reading habit). Hence the entire three hypotheses tested were rejected. It was also indicated that the joint contribution of social network use, peer influence and parental involvement significantly predicted reading habit of students in public schools in Osun State, Nigeria. It was also revealed social network use and parental involvement independently and significantly predicted reading habit of secondary school students in public schools in Osun State, Nigeria, while Peer influence did not.

## **5.3 Limitations of the study**

Based on the findings of this study, following limitations could be identified. However, these do not detract the strength and genuineness of the results.

1. Self-report measures of parental involvement might be vulnerable to exaggeration, falsifications social desirable bias. Secondary school students' disposition towards their parents' involvement could be made-up. They found it difficult to condemn and divulge information about their parents' inability to

support their reading activities. They presented their wish as reality in that parents might not bring home newspaper, in as much as they knew it was the ideal thing to do, they responded as if it was actually happening in their homes. This was revealed in the course of discussion during FGD as the students were finding it difficult to speak about what they thought were their parents' areas of weaknesses and challenges.

2. The study was done with one class of students in public schools (senior secondary school II) out of three classes. This may restrict the generalisation of the findings to the entire secondary school. A study that includes students from all the classes (SSSI- SSSIII) will provide a wider generalisation of the findings.

#### **5.4 Recommendations**

From the findings of this study, the following are recommended.

1. In order to improve the students' reading habit, time to read should be allotted in school time table by the authority with the permission of the ministry of education.
2. Fathers as well as mothers should participate in the reading activities of their school boys and girls. They should do more than talking. They should do more than telling students to read. Parents should endeavor to read and be role models for their children to emulate. Apart from providing their children with needed materials that will encourage reading, such as: study room, reading tables and chairs and reliable source of power. Those who are able to read should do so for them to be seen by their children as role models.
3. Favourable environment and resources provision should be made at home and in the school. Various books of different genre should be available for students' use and not only subject recommended book.
4. In addition to teaching, giving notes to copy, inspecting the notes and conducting tests and test at the end of the term, teacher should endeavor to give assignments that will require reading and monitor the completion of these assignments to ensure that students give more time to reading.
5. Social network use should not be limited to staying in touch with friends. Students should learn how to use the social networking sites for academic activities. Social networking sites such as Facebook and WhatsApp could be

effectively deployed as collaborative instructional media in secondary schools by teachers to improve students' reading habit in Osun State, Nigeria. Students could share reading materials, thoughts and opinions on the material they read.

6. Students interrelate with each other. Teachers should harness power of peer influence among students to boost their reading habit by involving them in peer group reading activities.
7. Social network use, peer influence and parental involvement could jointly be deployed to improve the reading activities of students as they all revealed an association with reading habit.

### **5.5 Contributions of this study to knowledge**

The study has made the following contributions to the existing body of knowledge:

1. The study adds to the previous studies that established a poor reading habit among public secondary school students in Osun State, Nigeria.
2. It was established that social network use peer influence and parental involvement improved reading habit of public secondary school students in Osun State, Nigeria.
3. Peer influence alone could not be depended upon to improve the reading habit of secondary school students.

### **5.6 Suggestions for further studies**

Based on the limitations of this study, the following studies are suggested for further researches.

1. To determine the level of parental involvement in students' reading activities, further studies could include parents' follow-up activities in the school such as: communicating with and visiting their children class teachers. Assessment of parents' participation in students' reading activities at home and their follow-up activities in school would give true findings of parental involvement in the reading activities of the students.
2. For further studies, methods of data collection could be supplemented with observation. This would serve as a means to examine the accuracy of the data supplied through other methods such as the use of questionnaire.

3. This research could be replicated in other States in Nigeria for a wider generalization of the findings.

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**APPENDIX 1**

**Department of School Library and Media Resource Studies,  
Faculty of Education,  
University of Ibadan, Ibadan**

**READING HABIT OF SECONDARY SCHOOL STUDENTS IN OSUN STATE,  
NIGERIA**

Dear respondents,

I am a postgraduate student of the Department of School Library and Media Resource studies, University of Ibadan. I am carrying out a study on social network use, peer influence, parental involvement as predictors of reading habit of secondary school students in Osun State, Nigeria. This study is purely for academic exercise and any information given by the respondents will be treated with utmost confidentiality. Your cooperation is highly solicited.

Thank you.

Bamise, O.F.

**SECTION A: SOCIODEMOGRAPHIC Profile of Respondents**

1. Name of school (optional).....
2. Gender: Male  Female
3. Age as at last birthday: 10-11  12-13  14-15  16-17  18-19  20-21

**SECTION B: READING HABIT OF SECONDARY SCHOOL STUDENTS  
(RHSSSS)**

**Question 1.**How many hours do you spend reading daily? (Pick the option appropriate to you)

S/N	TIME STUDENTS SPEND READING DAILY	Tick ✓
1	Less than 1 hour everyday	
2	1 hour everyday	
3	2-4 hours everyday	
4	4-6 hours everyday	
5	Above 6 hours everyday	

**Materials secondary school students read**

**Question 2.**How frequently do you read the following reading materials?

S/N	READING MATERIALS	Daily	Weekly	Monthly	Never read
6.	Textbooks				
7.	Newspapers				
8.	Notes given by subject teachers				
9.	Past questions and solutions				
10	Handbook / manual				
11.	Magazines,				
12.	Dictionary, Biography, encyclopedia (reference materials)				
13.	Novel (story and drama books)				
14.	Materials such as: books, magazines, newspapers that are read on electronic devices like ipad, iphone, smart phones or android cell phones.				

**Secondary school students purpose for reading.**

**Question 3.** What are the purposes for which you read?

S/N	PURPOSE OF READING	Very True	True	Sometimes True	Never True
15.	I read to get better grades in tests and examinations.				
16.	I read to improve my vocabulary.				
17.	I read to enhance my mental capability.				
18.	I read for better understanding of topics taught by the teacher.				
19.	I read to do my assignments and projects.				
20.	I read for pleasure				

**SECTION C: SECONDARY SCHOOL STUDENTS' SOCIAL NETWORK USE SCALE (SSSSSNUS)**

**Question 4.**How many hours do you devote to using social networking sites daily?

S/N	TIME SPENT ON SOCIAL NETWORKING SITES DAILY	Tick✓
1	I spend less than I hour on social networking sites everyday	
2	I spend about1 hour on social networking sites everyday	
3	I spend about 2-3 hours on social networking sites everyday.	
4	I spend about 4-5 hours on social networking sites everyday.	
5	I spend 6 hours and above on social networking sites everyday.	

**PREFERRED SOCIAL NETWORKING SITES.**

**Question 5.** What is the degree to which you prefer to use the following social networking sites?

S/N	PREFERRED NETWORKING SITES	Very high degree	High degree	Low degree	Not used at all.
6.	Myspace				
7.	Facebook				
8.	Instagram				
9.	Twitter				
10.	You tube				
11.	2go				
12.	Blog				
13.	Friendster				
14.	WhatsApp				
15.	Google				
16.	LinkedIn				



## Secondary school students purpose of social network use

Question 6. For what purpose do you use social networking sites?

S/N	PURPOSE OF SOCIAL NETWORKING	Very True	True	Sometimes True	Never True
17.	I Keep in touch with friends on social networking sites.				
18.	I do browse topics of interest through social networking sites.				
19.	I like fascinating aspects of social networking sites like pornography.				
20.	I like chatting, sending emails and instant messages to friends via social networking sites				
21.	I enjoy sharing files, music, videos, pictures, software with friends				
22.	I get solutions to most of my class works projects, group work and past questions on social networking sites				
23.	I read newspaper/magazines on social networking site for latest information on public issues.				
24.	I share academic information resources with friends, teachers, etc. via social networking sites				
25.	I do communicate with my teachers on academic activities through social networking sites.				
26.	I do play games through social networking sites.				

**SECTION D: Level of peer influence among secondary school students in public schools in Osun State**

<b>S/N</b>	<b>PEER INFLUENCE</b>	<b>Very True</b>	<b>True</b>	<b>Sometimes True</b>	<b>Never True</b>
1.	I consider the opinion of my friends in whatever I do.				
2.	It is worthwhile to read because my friends read				
3.	I enjoy reading together with my friends.				
4.	I do read books based on a friends' suggestion				
5.	My friends encourage me to visit the library				
6.	My friend(s) and I discuss the books we read				
7.	I exchange the book I read with my friends for him/her to also read				
8.	I do my homework together with my friends				
9.	I engage in group discussion with my friends before test				
10.	I sometimes go out with my friend(s) leaving my school work undone				
11.	I'll rather read alone than read with my friend(s).				
12.	Whatever book my friend(s) reads is of no concern to me.				
13.	I try not to force myself to read as much as my friend(s)				
14.	I feel uncomfortable reading too long with my friend(s)				
15.	I do not let my friends know what I read				

**SECTION E: Level of parental involvement in the reading activities of secondary school students in public schools in Osun State**

S/N	PARENTAL INVOLVEMENT	Very True	True	Sometimes True	Never True
1.	My parent(s) used to read bedtime stories and fairy tales to me when I was younger				
2.	My parents share with me what they read.				
3.	It is worthwhile to read because my parent(s) loves reading.				
4.	I receive books as gifts from my parent(s)				
5.	My parent(s) tells me reading is necessary for academic success				
6.	My parent(s) asks and ensure I do my homework/assignment				
7.	My parent(s) helps me plan homework, chores and other responsibilities.				
8.	My parent(s) buys and brings daily newspapers to the house				
9.	My parent(s) buys recommended textbooks for me				
10.	Whatever grade I obtain does not matter to my parent(s)				
11.	My parent(s) does not monitor my homework completion				
12.	Unless I ask, my parent(s) may not buy me books				
13.	My parent(s) ensures I complete my homework before I do anything else.				

## **APPENDIX II**

### **FOCUS GROUP DISCUSSION**

#### **BRIEF EXPLANATIONS ON SOCIAL NETWORK USE, PEER INFLUENCE, PARENTAL INVOLVEMENT, READING HABIT**

##### **EXPLANATION ON SOCIAL NETWORK USE**

Social network use are the various activities students carry out on the Internet. It is the way students use social networking sites such as: Facebook, Instagram, Twitter, Snapchat, Periscope, WhatsApp, Skype, Blackberry, LinkedIn, Viber, YouTube, Google Play, computer game, Messenger, Instagram, FaceTime and so many other applications on smartphones, iPads and laptops to get connected with friends (known and unknown), family. The use of internet can be considered in relation to the purpose of using social networking sites, the sites that are used and for how long students use the sites.

##### **EXPLANATION ON PEER INFLUENCE**

Peer influence is the way friends, classmates, members of the same group can influence one another to do something or abstain from it. Peer influence can be considered as what friends do or did not do which may lead to a change in a student's attitude towards reading and development of reading habit. This will be measured with reference to reading books suggested by friends, exchange of books, book discussion, visiting the library and reading together.

##### **EXPLANATION ON PARENTAL INVOLVEMENT**

Parental involvement refers to the commitment and participation of parents in the reading activities that can lead to an improvement of the reading habit of their children. It is parents' behaviors in home and school setting meant to support their children's educational progress. But for the purpose of this discussion, it shall be limited to parents' attitudes and actions in the home towards supporting the reading activities of their children in senior secondary school.

## **EXPLANATION ON READING HABIT**

The habit of reading repeatedly, regularly especially when it is sustained for a period of time is referred to as reading habit. It is a student's perception of reading as an inevitability and enduring reading activity regularly in every stage of life. It is considered an attitude that a student must in essence get hold and demonstrate during his / her school days. This will be determined in terms of purpose, frequency of reading and preferred reading materials

## **APPENDIX III**

**DEPARTMENT OF SCHOOL LIBRARY AND MEDIA TECHNOLOGY  
THE CENTRE FOR EDUCATIONAL MEDIA RESOURCE STUDIES,**

**FACULTY OF EDUCATION, UNIVERSITY OF IBADAN, IBADAN. FOCUS  
GROUP GUIDELINES AND QUESTIONS**

### **GUIDELINES**

#### **WELCOME**

You are welcome to this focus group discussion. Thank you for being part of the exercise. You are highly cherished.

#### **INTRODUCTION**

Moderator, research assistants and participants.

#### **PURPOSE OF FOCUS GROUP DISCUSSION**

This focus group discussion aimed to gather data on the students' perceptions and experiences of social network use, peer influence, parental involvement and reading habit. In line with the principles of qualitative methods in research work of this nature, students will be asked probing questions which will be followed intermittently by specific leading questions.

#### **GROUND RULES**

Freely express yourself

It is not a contest, therefore no wrong or right answer

There will be video coverage of the exercise.

#### **FOCUS GROUP GUIDE**

The focus group discussion aimed to gather data on the students' perceptions and experiences of social network use, peer influence and parental involvement on reading habit. In line with the principles of qualitative methods in psychological research, it is important to use probing questions rather than specific leading questions on social network use, peer influence and parental involvement on reading habit. By using probing topics, the participants to draw upon their own lived experiences and discuss

what was important and relevant to them. There were four broad topics that were raised for the group discussion which include:

1. Reading habit with respect to frequency of reading, reading material preference and purpose of reading.
2. Reading habit with respect to social networking activities in terms of frequency of social network use, online media sites preference and purpose for online social networking.
3. Level of peer influence on reading activities
4. Level of parental involvement reading activities.

### **ENGAGEMENT QUESTIONS AS REMINDERS TO DIRECT THE DISCUSSION**

1. How many hours do you spend reading daily?
2. What do you read and how frequently do you read the materials you read?
3. Why do you read?
4. How many hours do you devote to using social networking sites daily?
5. What are the social networking sites you prefer?
6. Why do you use social networking sites?
7. How do your friends influence the way you read?
8. What is the level of your friend's influence on the way you read?
9. In what ways do your parents get involved in your reading activities
10. Do your parents read at home?
11. What is the level of your parents' involvement in your reading activities?

APPENDIX IV



....IPINLE OMOLUABI  
Osun A Dara  
MINISTRY OF EDUCATION  
PLANNING, RESEARCH AND STATISTICS  
P. M. B. 4418, OSOGBO, STATE OF OSUN, NIGERIA

Your Ref. No .....

All communications should be  
Addressed to "The Permanent Secretary"  
Ministry of Education quoting

Our Ref. No.: **MOE/PRS/SS2/Vol.iv/130**

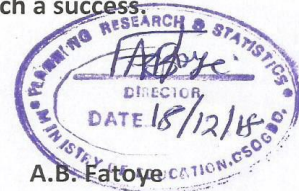
Date: 18<sup>th</sup> December, 2018

The Principal,  
.....  
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LETTER OF INTRODUCTION

I am directed to introduce Mrs Bamise Olasehinde Fadekemi , a Ph.D Student of Centre for Educational Media Resources Studies, University of Ibadan.

2. She is undertaking a research study on the influence of Social Networking on the Reading Habits of In-School-Adolescents in the State of Osun, Nigeria.
3. The Permanent Secretary, Ministry of Education, Science and Technology has graciously approved her visit to your school for her research and other necessary assistance you can render to make her research a success.
4. Your co-operation is highly essential.
5. Thank you.



A.B. Fatoye  
for: Permanent Secretary.



**APPENDIX V**

**PICTURES TAKEN DURING THE FOCUS GROUP DISCUSSION**



**STUDENTS OF ST MARK'S ANGLICAN SCHOOL, OSOGBO COMPLETING THE QUESTIONNAIRE**



A RESEARCH ASSISTANT INSTRUCTING STUDENTS OF LOCAL AUTHORITY HIGH SCHOOL, IPETUMODU ON HOW TO COMPLETE THE QUESTIONNAIRE.



**A FOCUS GROUP DISCUSSION SECTION WITH STUDENTS OF TIMI AGBALE HIGH SCHOOL, EDE**