Effect of Social Media On the Reading Culture of Selected Private Secondary School Students in Akinyele Local Government Area, Ibadan, Oyo State Nigeria

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ABSTRACT: *Reading and writing skills are needed for many educational activities. Any person's mind and personality can be developed with the help of reading. Additionally, it improves a person's intellectual capacity. However, social media has largely replaced other forms of communication in secondary school students' daily lives and is slowly but surely consuming the youth's consciousness, which has an impact on their reading habits. This study investigates the effect of social media on the reading culture of private secondary school students in Oyo state. A descriptive study was employed, with a stratified random sampling method used to collect data from the study respondents through the use of a questionnaire. The findings showed that students' excessive use of social media adversely impact their reading culture and, to a lesser extent, their academic performance.*

KEYWORDS: social media usage, reading culture, secondary school students, private school.

INTRODUCTION

The most recent technological revolution in the information age is social media. It is an online platform that focuses on creating and considering social relationships between individuals who have similar interests or pursuits. There is ample evidence that millions of people use social media

regularly worldwide for a variety of reasons since the internet's widespread adoption in the 1990s and the emergence of social networking sites in 1994 and later (Daluba and Maxwell, 2013).

Despite the fact that social media is used by people of all ages, studies have shown that young people, especially secondary and tertiary education students are the most likely to use it (Kojo, Agyekum and Arthur, 2018). Social networking is defined by Adomi and Ejirefe (2012) as the behaviours, practices, and online gatherings of people for the purpose of exchanging knowledge, stories, and opinions through interactive media. Web-based programs known as interactive media enable the creation and effective transmission of content in the form of text, pictures, videos, and audios. The creation and exchange of user-generated content is made possible by social media, which, according to Kaplan and Haenlein (2010), is a group of internet-based applications that build on the philosophical and technological underpinnings of the web. Users of social networking sites can share activities, events, ideas, and interests with others in their personal network.

Secondary school students use social media for various purposes. Some use it to share thoughts, emotions, private information, pictures, and videos. Some also use it to stay up to date on current events, stay in touch with friends and family no matter where they are, and occasionally for academic purposes. Studies have found that the rate at which these students are active on social media, without any doubt has an effect on their attitude towards reading and education as a whole (Wang, Chen and Liang, 2011; Kalpidon, Cosin and Morris, 2011).

Reading is a deliberate action taken to understand and learn something. Additionally, it is a methodical, intentional task of precise knowledge acquisition targeted at a criterion. The literate person's daily life and a student's academic advancement depend heavily on reading. If a person cannot read at all or not very well, they will not be able to withstand the demands and rigors of academic life. In the past, it was customary to expose primary and secondary school students as well as those enrolled in colleges and universities to a variety of class reading materials. The case is not the same nowadays, students no longer boast about how many books they read in a certain amount of time, but rather about how many home video movies and comedic television shows they watch every day (Egong, 2014).

With the invention and advancement of social media, there has been a decline in students' love for reading. Most students spend a lot of time on their phones surfing the net, talking with their friends and catching the latest gist on social media such that there is hardly any time left for reading, except there is a test or an examination around the corner. While this seems to be a widely believed fact, very little research has been done to establish this fact empirically, especially in the Southwestern part of Nigeria. This is why this study seeks to investigate the effects of social media on the reading culture of private secondary school students in Oyo state.

Statement of the Problem

The proliferation of social media platforms has revolutionized the way people communicate, share information, and engage with content. However, concerns have been raised about the potential negative impact of social media on the reading culture of secondary school students. With the advent of social media, there is a growing concern that traditional reading habits, such as reading books, novels, and newspapers, are being displaced by the constant consumption of short-form, easily digestible content found on social media platforms.

A good number of parents and educators are worried about how social media is affecting secondary school students' reading habits during the day and, occasionally, all night browsing. According to Oji (2007), many parents, in particular, are worried about the amount of time their children spend on social media sites like Facebook, Twitter, Instagram, Telegram, PalmChat, and WhatsApp because they think that their children barely have time to read or focus on their studies. It is concerning that more secondary school students are using the internet for social rather than strictly academic purposes. Particularly, this study seeks to examine whether the prevalent use of social media among students is causing a decline in their reading habits, leading to reduced engagement with long-form texts, diminished critical thinking skills, and a lack of exposure to diverse literary genres.

Research Objectives

The major aim of this study is to examine the effect of the use of social media on the reading culture of secondary school students in Akinyele Local Government Area, Ibadan, Oyo state of Nigeria. The specific objectives are to:

- assess the extent of social media usage among private secondary school students in Oyo state and identify the various social media platforms they engage.
- examine the reading habits of private secondary school students in Akinyele Local Government Area, Ibadan, Oyo state of Nigeria.
- investigate the impact of social media usage on the reading culture of private secondary school students in Akinyele Local Government Area, Ibadan, Oyo state of Nigeria.
- identify other challenges that combat the reading culture of private secondary school students in Akinyele Local Government Area, Ibadan, Oyo state of Nigeria apart from social media use.

Research Questions

The study seeks to answer the following questions:

- what is the extent of social media usage among private secondary school students in Akinyele Local Government Area, Ibadan, Oyo state of Nigeria and what are the various social media platforms they engage?

- what are the reading habits of private secondary school students in Akinyele Local Government Area, Ibadan, Oyo state of Nigeria?
- what is the impact of social media usage on the reading culture of private secondary school students in Akinyele Local Government Area, Ibadan, Oyo state of Nigeria?
- what are the other challenges that combat the reading culture of private secondary school students in Akinyele Local Government Area, Ibadan, Oyo state of Nigeria apart from social media usage?

LITERATURE REVIEW

The widespread use of social media has worried not only parents and teachers, but also academicians and researchers, because in this era of globalization and technological revolution, education is considered a first step for every human activity, it plays a vital role in the development of human capital and is linked.

According to Junco (2011), social capital- resources acquired through interpersonal interactions- is of utmost importance in today's social web age, which is interactive, engaging, and democratizing. A new generation of students who have never lived without the technologies on which many people must rely has emerged along with the social web's expansion. While making it more challenging for parents to keep an eye on their children, mobile technology makes it simpler for kids to access whatever they want to in their pockets. Academics and researchers are concerned about the widespread use of social media because, in this age of globalization and technological revolution, education is seen as the first step in all human endeavours, is crucial to the growth of human capital, and is connected to all other spheres of life (Geremew and Abdissa, 2015).

Teenagers and young adults in secondary school are particularly interested in having lots of friends because they often worry about what other people will think if they don't have as many as their peers (Barker, 2009). According to statistics from a study on visual impression management and social networking sites, 60% of secondary school students actually spend more time choosing which photos to post on their profiles than they do conversing with other people. This suggests that these SNSs are also used to develop identities, in addition to keeping in touch with classmates and meeting new people (Siibak, 2009).

Similarly, in a study carried out by Shosanya (2013) to investigate the use of social media by teenagers in Nigeria, it was found that in the north central region of Nigeria, more than half of teenagers (73.3%) used the internet for social activities, compared to more than half of teenagers in the south-west, north-west, and south-east geopolitical zones, and fewer teenagers in the south-south. The results here have established a trend: secondary school students in Nigeria are starting to form the habit of making and chatting with friends online rather than going to social networking sites for their academic needs. Secondary school students are evidently heavy users of these tools

because, according to Manning & Johnson (2011), they have connections to an average of 1,200 friends through social networking environments.

The work of Ogundijo (2014) investigated the impact of social networking use on the academic performance of secondary school students in Lagos state. The study adopted a descriptive survey design and the random sampling method was used to collect primary and secondary data from 240 students in 12 public and private secondary schools through the aid of a questionnaire. The study found that the use of social media platforms by the respondents was on a high level as almost seventy percent of the respondents indicated that they spent a lot of time on social media. The social media platforms used by the respondents also include Facebook, 2go, Twitter, Myspace and other platforms.

Similarly, Ali and Aliyu (2015) conducted a study to examine the use of social media among secondary school students in Abuja metropolis of Nigeria. The study employed descriptive research design, using the survey method to collect data from 400 randomly sampled respondents. The findings of the study revealed that there was a high level of usage of social media among secondary school students. The study also found that the social media platforms used by the respondents include Facebook, Twitter, Myspace, YouTube, LinkedIn, 2go and Flickr.

Reading has always been a great source of knowledge for people of all ages and stages of life. The importance of reading culture to students cannot be overstated; it includes a thorough understanding, appropriation, and application of the text's content. According to Arumobi and Ukwoma (2016), reading should be appropriate for the reader's interests and skills. It is essential that students have access to books and other relevant materials if they are to develop a positive reading culture. This can be facilitated through the establishment of school libraries. School libraries, according to Oriogu (2015), are libraries that are housed in pre-school, primary, and secondary schools in order to supplement and support teaching and learning with the primary goal of satisfying the information needs of students, staff, and faculty.

The term "reading culture" refers to an ongoing dedication to the practice of relentless reading. Reading is a compulsive behaviour that has been shown to have positive effects on addicts. It includes helping students develop a positive attitude, which is essential to their academic success. According to Ilogho (2015), reading is a scholarly activity that involves using the written word to pursue knowledge, information, or entertainment. By reading books, journals, newspapers, and magazines, one can develop a reading culture. For the welfare of the populace's growth and development, reading culture is essential.

Despite the limited resources they had to work with, the previous generation of Nigerians had a remarkable desire for knowledge through education. According to Oji and Habibu (2011), reading as a culture has declined over the past few years, and Nigerians are lacking in the area of reading daily newspapers, and magazines, let alone novels or literature books. As a result, reading skills have not been well acquired, and a positive reading culture has not developed. Ilogho (2015) asserted that it is concerning that there are an increasing number of reluctant bibliophiles in this

age of information explosion. The sad fact is that Nigerian reading culture is not just perishing; it has already passed away. The lack of a strong reading culture in Nigeria today is a widespread concern that has sparked a number of worries from various stakeholders, including authors, editors, publishers, teachers, marketers, booksellers, librarians, parents, and readers (Igwe and Uzuegbu, 2013).

According to studies, 30 million Nigerians graduated from secondary schools with subpar reading abilities. This is attributed to the subpar reading culture that was fostered during their time in school. The reading culture among students is actually declining daily as they spend more time on pointless activities than reading books. According to Dulle's (2014) research, students primarily read textbooks for assignments and tests. Oyeronke and Oladimeji (2009) also submitted that the current reading culture among Nigerian secondary school students is concerning because it has declined. Due to the erosion of reading culture brought on by technological advancement, students today lack reading skills. The reading culture among students is quickly disappearing as technology takes over their lives, and they are now spending more time on electronic media. Fabunmi and Folorunso (2010) also looked into the level of reading culture among secondary school students in Ekiti State, Nigeria. The study found that these students have an alarmingly low rate of reading culture.

Students in secondary schools are expected to read and stay current on current events. However, it appears that has changed as a result of the rise of social media. Nowadays, a lot of secondary school students waste hours online reading about rumours and other unimportant topics. As a result of the weak culture that developed during their university years, numerous students have been found to have graduated from institutions with poor reading skills, according to various investigations (Singh, 2011).

According to Paul, Baker and Cochran (2012), students do not read for pleasure, even the few students who do read only do so to pass their tests. Since so few students are typically seen reading in the libraries, they have been transformed from places to read to places to browse, consult, and copy lecture notes. Shabo and Usofia (2009) noted that the rise of social media and the development of new technology have had a negative impact on students' reading habits. Regardless of status, gender, or age, reading is the fundamental factor that establishes the foundation of prominence in people's lives. It aids in a person's growth and development and is crucial when taking a test. Because of the influx of social media, which was previously mentioned, students are beginning to find reading boring and less appealing.

Anyira and Udem (2020) conducted a study on the effects of social media addiction on the reading culture of Nigerian students. The study adopted a descriptive survey design, using random sampling to collect data from 1500 Nigerian students through the aid of an online questionnaire. The study found that the use of social media platforms among the respondents was high and that respondents use social media platforms daily. However, the study revealed that the number of students who use social media daily is more than the number of students who read daily, implying

that the use of social media consumes more of their time, which affects the time left for reading. The study also revealed that the major reason why the students read is so that they can pass their exams and not necessarily to acquire practical knowledge.

In a similar study conducted among students of Tamale Technical University in Ghana, Kojo, Agyekum and Arthur (2018) using random sampling to select five out of seventeen faculties of the university, investigated the impacts of social media use on their reading culture. Findings of the study showed that the students visit social media platforms many times daily, which caused them to be distracted from their academic activities. The authors submitted that although the students also use social media to share and exchange some form of academic information, some of them acknowledged they spend more hours of their day on the internet accessing social media platforms. Hence, it has resulted in distraction in the classroom, and even when reading in the library. This has greatly impacted their reading culture negatively due to the reduction of time left to spend on reading. This is in tandem with the assertion of Schill (2011) that the more time students spend on social media, the less time they spend reading.

RESEARCH METHODOLOGY

The descriptive survey design was adopted for this study to explain the impact of social media use on the reading culture of private secondary students in Oyo state. The target population consists of secondary students who attend private schools in any local government in Oyo state. The stratified random sampling was employed because secondary school students can be further broken into strata, using their present year of study, as well as junior or senior secondary levels. Thus, there is a need for each strata to have equal chance of being represented in the study to avoid any form of bias. A questionnaire was chosen as the data collection instrument, the questionnaire included items on social media usage patterns, reading habits and preferences, as well as perceived impact of social media use on reading culture. A total of 600 copies of questionnaire were distributed to private secondary school students Akinyele Local Government, Ibadan, Oyo state, Nigeria out of which 500 were duly filled and returned, giving a response rate of 83.3%. The collected data was analysed using frequency counts, mean ranking and standard deviation, and the results presented in tables.

S/N	NAME OF SCHOOL	POPULATION
1	Crown Height college, Ibadan	102
2	Royal Champion College, Ibadan	88
3	Crypto College, Ibadan	78
4	Quintessential Secondary School, Ibadan	80
5	The Rock College, Ibadan	80
6	GOFAMIT Comprehensive High School, Ibadan	90
7	Imperial College, Ibadan	84
	TOTAL POPULATION	600

DATA SOURSE: Personal contact with Administrative Department of selected schools.

DISCUSSION OF FINDINGS

Table 1 Demographic Characteristics of Respondents

Demographic Characteristics	Frequency	Percentage
Gender		
Male	219	43.8
Female	281	56.2
Total	**500**	**100**
Age		
10-12 years	104	20.8
13-15 years	234	46.8
16-18 years	162	32.4
Total	**500**	**100**
Class		
Junior Secondary	261	52.2
Senior Secondary	239	47.8
Total	**500**	**100**

Demographic characteristics of the respondents (Table1) includes gender, age, class and religion. Among the respondents, 43.8% were male while 56.2% were female. In terms of age, 20.8% of the respondents were between ages 10-12, 46.8% were between ages 13-15, while 32.4% were between ages 16-18. Dividing the respondents into classes, 52.2% of them were found to be in junior secondary classes (JSS1-3) while 47.8% belonged to the senior secondary classes (SSS1-3)

Table 2 Extent of Social Media Usage and Social Media Platforms Engaged

S/N	Platforms	Rarely (%)	Occasionally (%)	Weekly (%)	Daily (%)	Never (%)
1	Facebook	12 (2.4)	80 (16)	196 (39.2)	212 (42.4)	-
2	WhatsApp	50 (10)	58 (11.6)	154 (30.8)	225 (45)	13 (2.6)
3	Twitter	85 (17)	135 (27)	103 (20.6)	70 (14)	107 (21.4)
4	YouTube	51 (10.2)	209 (41.8)	114 (22.8)	64 (12.8)	62 (12.4)
5	Instagram	84 (16.8)	124 (24.8)	142 (28.4)	115 (23)	35 (7)
6	TikTok	48 (9.6)	147 (29.4)	136 (27.2)	148 (29.6)	21 (4.2)
7	LinkedIn	148 (29.6)	162 (32.4)	98 (19.6)	41 (8.2)	51 (10.2)
8	Flickr	149 (29.8)	127 (25.4)	54 (10.8)	81 (16.2)	89 (17.8)
9	Google+	182 (36.4)	145 (29)	70 (14)	26 (5.2)	77 (15.4)
10	Others	-	-	-	-	-

From Table 2, it could be observed that all of the respondents stated that they use Facebook as a social media platform, and 81.6 % of the respondents use Facebook as frequent as daily and weekly. The table also shows that 87.4% of the respondents also indicated that they make use of WhatsApp platform, but 75.8% of them use the platform more frequently. Furthermore, 78.6% of the students agreed to using Twitter, while only about 61.6% of them indicate that they use Twitter platform more frequently (daily, weekly and occasionally). As regards the YouTube platform, the table shows that 87.6% of the respondents make use of YouTube while 12.4% of them do not. However, only 77.4% of them use YouTube frequently, out of which 12.8% reported daily usage of Facebook.

The table also shows that 93% of the students use Instagram, although 76.2% of them reported frequent use of Instagram. 95.8% of the respondents also agreed to be users of TikTok, out of which 86.2% agreed to be frequent users of TikTok. From the table, it can also be gleaned that 89.8% of the students indicated to be users of LinkedIn, out of which 60.2% opined that they use the platform frequently. The table further reveals that 82.2% of the students use Flickr but only 52.4% of them are regular users of the platform. Lastly, 84.6% of the respondents agreed that they use Google+ platform, but only 48.2% of the students are frequent users of the platform.

The implication of this is that the social media platforms used by private secondary school students in Oyo state are Facebook, WhatsApp, Twitter, YouTube, Instagram, TikTok, LinkedIn, Flickr and Google+. However, this study found that some of the social media platforms were more frequently used than the others. The less-frequently used social media platforms are LinkedIn, Flickr and Google+. This could be because these social media platforms are more commonly used for more serious purposes than aesthetics and entertainment. This is in consonance with the findings of Ogundijo (2014) who submitted that the use of social media platforms by secondary school students in Lagos state of Nigeria was on a high level as almost seventy percent of the respondents indicated that they spent a lot of time on social media. It also affirms the findings of Ali and Aliyu (2015) that the social media platforms used by secondary school students in Abuja metropolis of Nigeria include Facebook, Twitter, Myspace, YouTube, LinkedIn, 2go and Flickr.

Table 3 Reading Habits of Private Secondary School Students

S/N	Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)
1	I read only for tests/exams/assignments	105 (21)	78 (15.6)	12 (2.4)	149 (29.8)	156 (31.2)
2	I read to enhance my knowledge	178 (35.6)	107 (21.4)	15 (3)	97 (19.4)	103 (20.6)
3	I try to read other reading materials to get more information on the topic taught in class.	139 (27.8)	97 (19.4)	10 (2)	132 (26.4)	122 (24.4)
4	I read textbooks/recommended course material only	154 (30.8)	107 (21.4)	15 (3)	118 (23.6)	106 (21.2)
5	I read for recreation.	158 (31.6)	97 (19.4)	9 (1.8)	115 (23)	121 (24.2)
6	I go through my books after every lesson.	100 (20)	120 (24)	5 (1)	189 (37.8)	86 (17.2)

(SA - Strongly Agreed, A - Agreed, U – Undecided, D - Disagreed, SD - Strongly Disagreed)

Table 3 shows that 36.6% of the students agreed that they read only for tests, exams and assignments while the majority (61%) disagreed with this opinion. This shows that the majority of then students read for other reasons beyond tests, assignments and exams. The table also reveals

that 57% of the students opined that they read to enhance their knowledge, further affirming the fact that they read for other purposes beyond tests and exams. Data presented in the table further shows that only 47.2% of the respondents agree that they try to read other reading materials to get more information on the topic taught in class, while 50.8% disagreed with this opinion, signifying that most of the students do not consult other reading materials in order to have more comprehension of the topics taught in class.

The table also reveals that 52.2% of the students consult textbooks or recommended course materials only, implying that most of the students stick to their textbooks and recommended materials alone, instead of consulting other reading materials. It can also be observed from the table that 51% of the respondents agreed that they read for recreation, while 47.2% disagreed. This means that a slight majority of the students also read for leisure and enjoyment. The table also denotes that 44% of the students agreed that they go through their notes after every lesson, while 55% which is the majority disagreed. This implies that the majority of the respondents do not go through their notes after every lesson.

The implication of these findings is that the reading habit of private secondary school students in Ainyele Local Government in Ibadan of Oyo state is not really encouraging, and it calls for urgent attention. Although there was an indication that the students read for other purposes that are non-academic, there is no indication that these students actually enjoy reading. This is also evident in the fact that when reading for academic purposes, most of the students indicated that they stick to their textbooks and recommended materials only, as opposed to reading wide in order to be equipped with more knowledge. This agrees with the submission of Dulle (2014) that students predominantly read textbooks for assignments and tests. It also lends credence to the findings of Oyeronke and Oladimeji (2009) who found that the current reading culture among Nigerian secondary school students calls for urgent attention because it has declined.

Table 4 Impact of Social Media on the Reading Culture of Private Secondary School Students

S/N	Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)
1	Social media helps me to have access to information easily and quickly	159 (31.8)	108 (21.6)	13 (2.4)	165 (33)	155 (31)
2	Social media use enables me to share reading material with my friends and classmates.	118 (23.6)	129 (25.8)	17 (3.4)	123 (24.6)	113 (22.6)
3	Using social media keeps me updated about my academic matters.	147 (29.4)	128 (25.6)	15 (3)	112 (22.4)	98 (19.6)
4	Using social media provides an opportunity for collaborative reading.	117 (23.4)	134 (26.8)	9 (1.8)	137 (27.4)	103 (20.6)
5	Social media enable me to communicate with my teachers and get help when needed.	109 (21.8)	161 (32.2)	5 (1)	107 (21.4)	118 (23.6)

6	I post and chat while I am reading or doing my homework	167 (33.4)	98 (19.6)	12 (2.4)	119 (23.8)	104 (20.8)
7	I see social media as an addiction that harms my reading habits.	142 (28.4)	114 (22.8)	10 (2)	123 (24.6)	111 (22.2)
8	Use of social media reduces my concentration and attention span while reading or in class	94 (18.8)	116 (23.2)	25 (5)	139 (27.8)	126 (25.2)
9	Because of downloading and watching videos/music, I do not find time to read	111 (22.2)	149 (29.8)	14 (2.8)	118 (23.6)	108 (21.6)
10	Use of social media sometimes results in not doing my assignments	106 (21.2)	159 (31.8)	15 (3)	118 (23.6)	102 (20.4)

(SA - Strongly Agreed, A - Agreed, U – Undecided, D - Disagreed, SD - Strongly Disagreed)

Table 4 shows the impact of social media on the reading culture of the students. This was measured using ten statements, five out of which were positive while the remaining five statements were negative, allowing the study to measure both the positive and negative impacts of social media on the reading culture of the respondents. From the table, it can be observed that 53.4% of the respondents agreed that social media helps them access information quickly and easily. The table also shows that 49.4% of the respondents opined that the use of social media enables them to share reading materials with their classmates and friends, which provides an avenue for them to read together, indicating a slightly positive impact. The table further reveals that 55% of the students agreed that using social media keeps them updated about their academic matters, which suggests that they view social media as a tool for academic improvement.

The data presented in the table also denotes that 50.2% of the respondents are of the opinion that using social media provides an opportunity for collaborative reading, which encourages them to read more because of the awareness of the presence of others. This further affirms the earlier position that social media enables them to share reading materials. It can be further observed from the table that 54% of the respondents agreed that the use of social media enables them to communicate with their teachers and get help when needed, which also indicates a positive impact of social media on reading culture.

The study however found that the use of social media also have some negative impacts on the reading culture of the students. For instance, data presented in the table reveals that 53% of the students agreed that they post and chat on social media while reading or doing their homework, which can cause distraction or total loss of interest. This is one negative impact that is likely to damage the seemingly bad reading culture among the students. The table also shows that 51.2%, which is a slight majority of the students opined that social media is a distraction that harms their reading habits. The table further reveals that 53% of the students disagreed with the opinion that social media can reduce their concentration and attention span while reading or in class.

Furthermore, the presented data shows that 52% of the students opined that they do not find time to read because of downloading and watching videos/music on social media platforms. This cannot be disputed due to the abundance of entertaining content on social media platforms, ranging from

comedy skits to movies and music videos. The table also reveals that 53% of the respondents agreed with the opinion that use of social media sometimes results in not doing their assignments. This also points out the fact that the students get carried away while using social media and trying to do their assignments simultaneously.

The implication of these findings is that the effects of social media use on the reading culture of private secondary school students in Akinyele Local Government in Ibadan, Oyo state is both positive and negative. Howbeit the negative effects slightly outweigh the positive effects. This is in line with the submission of Shabo and Usofia (2009) that the rise of social media and the development of new technology have had a negative impact on students' reading habits and that students are beginning to find reading boring and less appealing due to the influx of social media. It also supports the assertion of Anyira and Udem (2020) that the use of social media consumes more of students' time, which affects the time left for reading and that the major reason why students read is so that they can pass their exams and not necessarily acquire practical knowledge.

Table 5 Challenges Combating Reading Culture of Private Secondary School Students

S/N	Challenges	SA (%)	A (%)	U (%)	D (%)	SD (%)
1	Lack of funds to purchase necessary reading materials	125 (25)	132 (26.4)	32 (6.4)	115 (23)	96 (19.2)
2	Restricted library hour	98 (19.6)	123 (24.6)	13 (2.6)	116 (23.2)	150 (30)
3	Low computer literacy	114 (22.8)	116 (23.2)	10 (2)	131 (26.2)	129 (25.8)
4	Inadequate relevant books	143 (28.6)	128 (25.6)	8 (1.6)	114 (22.8)	107 (21.4)
5	Weak support and supervision from parents	154 (30.8)	140 (28)	6 (1.2)	114 (22.8)	86 (17.2)
6	Time management	163 (32.4)	142 (28.4)	5 (1)	98 (19.6)	92 (18.4)
7	Poor library infrastructure	158 (31.6)	169 (33.8)	-	93 (18.6)	80 (16)
8	Inadequate positive reinforcement	127 (25.4)	149 (29.8)	14 (2.8)	116 (23.2)	94 (18.8)

(SA - Strongly Agreed, A - Agreed, U – Undecided, D - Disagreed, SD - Strongly Disagreed)

The data presented in table 5 shows the students responses to the various questions on other challenges that combat their reading culture. From the table, it can be seen that 51.4% which is a slight majority of the students agreed that lack of funds to purchase the necessary reading materials is one of the challenges that affects their reading culture. The table also shows that 53.2% of the students disagreed with the notion that restricted library hour is one of the challenges that hinders their development of a good reading culture, which means that restricted library hour is not a challenge that combats the reading culture of private secondary school students in Akinyele Local Government in Ibadan, Oyo state. It can also be seen from the table that 52% of the respondents disagreed that low computer literacy hinders their reading culture, while 46% agreed. This implies that more than half of the students do not see low computer literacy as a challenge that combats their reading culture.

The table further reveals that 54.2% of the respondents agreed that inadequate relevant books is a challenge that militate against their reading culture as secondary school students. This means that a good number of the students do not have books relevant to their academics, which affects their reading culture. The table also shows that 58.8% of the students opined that weak support and supervision from parents is one of the challenges that combat their reading culture. This means that the role of parents in encouraging students to develop a good reading culture is not being played well. It can also be observed from the table that 60.8% of the students agreed that time management is a major hindrance that is affecting their reading culture. This implies that majority of the students believe that they lack effective time management skills that can help them develop a good reading culture.

Another challenge that affects reading culture of private secondary school students in Akinyele Local Government in Ibadan, Oyo state as indicated by 65.4% of the respondents is poor library infrastructure. This infers that there are no adequate library infrastructure that can encourage the students to develop a good reading culture. The table also reveals that 55.2% of the students opined that inadequate positive reinforcement is also a challenge that harms their reading culture. This means that the students believe that readers and high academic achievers are not adequately motivated, which discourages the others from striving for academic prowess.

The implication of this finding is that apart from the use of social media, there are other challenges that combats the reading culture of private secondary school students in Akinyele Local Government in Ibadan Oyo state. These challenges, although varying in degree of impact include lack of funds, inadequate relevant books, weak support and supervision from parents, time management, poor library infrastructure and inadequate positive reinforcement. However, poor library infrastructure and time management were found to be the major challenges while low computer literacy and restricted library hour were found to constitute no serious barrier to students' reading culture. This supports the findings of Odusina and Oloniruha (2020) who submitted that the challenges that secondary school students in Lagos state of Nigeria encounter while developing reading culture include inadequate library professionals, lack of funds to purchase relevant books and restricted library hour. It also lends credence to the submission of Nalusiba (2010) that the

challenges to reading culture among school students include poverty, inadequate relevant books, inadequate libraries, weak support and supervision from parents, examination-oriented curriculum and cultural relevance.

CONCLUSION

It is clear from a thorough analysis of survey results that social media has significantly altered these students' reading habits. While it has facilitated connections with international literary communities and provided access to a wealth of information, it has also indisputable challenges in terms of distractions and time management. The results highlight the need for a balanced strategy, in which parents and educators play a crucial role in assisting students in making the most of social media while encouraging a sincere and enduring passion for reading. To ensure that the love of reading endures as we navigate this digital era, it is crucial to acknowledge the changing landscape of literacy and adapt our approaches to make sure that the love of reading becomes a fundamental component of education in Oyo state and beyond

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