

IMPACT OF SOCIAL MEDIA NETWORKING ON OSUN STATE HIGH SCHOOL STUDENTS' READING CULTURE

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ABSTRACT

This study examined the impact of social media networking on Osun State high school students' reading culture. The sample of the study was 350 high school students in the Osun Central Senatorial District of Osun State. The inventory was validated by a social media expert, an educational technologist and an expert in test construction, after which it was administered for the collection of data. The reliability of the instrument was tested. The collected data were tabulated and analyzed by using frequency counts and percentages for research questions, while chi-square was used to test the hypothesis. The major conclusion of the study was that there is both positive and negative impacts of social media on the reading culture of high school students in Osun State; the various means of accessing social media sites among high school students are GSM/cell phones, laptops, desktop and Ipad, high school students spends more than an hour of their leisure time on social media activities; the purposes students use their chosen social media is for chatting with friends, communication, entertainment, academic, phonograph and cybercrime; and there is a negative and significant relationship between social media use and reading habits of high school students.

Keywords: Reading Culture, Social media, Social networking

INTRODUCTION

The arrival of information, communication technologies (ICTs) has drastically changed the way students get and share information in the information society, Internet has opened new horizons for youth to have instant connection with anyone in the world through Facebook, messenger services, skype, etc (Mubashar & Abdul, 2014). Social media sites are platforms by which students can communicate, share information and create new relationships (Huang & Capps, 2013).

Social media is the latest technological explosion in the information world. It is an online platform that focuses on building and reflecting on the social relation among people, who share common interest or activities. Since the universalization of the internet

in the 1990s and the emergence of social networking sites in 1994 and beyond, there is abundant evidence that millions of people across the world use social media on a regular basis for various reasons (Daluba & Maxwell, 2013).

Social media according to Kaplan and Helen (2011) is defined as a group of internet-based application that allows the creation and exchange of user generated content. In the same vein, Arshin (2012) referred to social networking sites as virtual places where people find themselves and share information. These social networking sites have an open membership. As soon as one opens an account and uploads his or her data on the profile pages, the person is entitled to create a network of friends. However, some social networking sites are specifically designed for mobile phones, some are accessed via computers and others could be accessed using both mobile phones and computers or other information communication technologies (Anyira & Udem, 2020; Sampene & Badu Sampene, 2014).

These social networking sites are so numerous but a few would be mentioned, which include; 2go, facebook, whatsapp, blackberry messenger, e-buddy, orbit, friend wise, nimbuzz, myspace and so on. There are no limitations or restriction as to which social networking sites one should belong; one can be a member of as many as possible. While the social networking sites have the same key aspects, the cultures and responses around them that become apparent are varied (Šesek & Pušnik, 2014; Ukpebor, 2020). Most sites help strangers connect with others based on shared personal interests, political and economic views, or simply recreational activities. Some sites accommodate distinct viewers while others attract people based on similarities, such as common languages or shared racial, sexual, religious, or nationality-based identities. Nonetheless, social networking sites have only common goal. It is to encourage new ways to communicate and share information. It also provide great opportunities for members including high school students and Librarians who use it to promote the services of the library and also get first class information about their users through interacting with them. The students on the other hand benefit from some of the postings in some sites because some postings can be informative and educative and the students after reading such posts can comment on them.

Wang (2011) researched into the effects of social media on high school student reading habit. Their findings suggested that social media use is negatively associated with

reading and academic performance. They also noted that about two-thirds of high school students were found using social media while in class or reading. These multi tasking increases distraction and becomes detrimental to student reading abilities. Similarly, Kalpidon (2011) asserted that as social media such as Facebook, YouTube and Twitter gaining popularity, they are increasingly becoming dangerous as they create modes for students to procrastinate their reading and other projects.

The intensification of the use of social media among high school students has no doubt affected their reading culture negatively (Chen et al., 2021). Reading is a conscious attempt towards comprehending and obtaining knowledge. It is also a systematic, deliberate task of gaining precise knowledge geared towards a criterion. Reading as Oloyede (2015) specified is a behaviour that is easily manifested without conscious exertion on the part of the learner. Many activities of in our everyday lives require the ability to read. Acquiring the culture of in-depth reading aids to develop the mind and the personality of an individual, as it enriches intellectual abilities, provides insights into human issues, and impacts attitudes and behaviour. It is certain that developing the culture of reading assists in molding a person's character (Brydolf 2017).

Most parents and educators in Nigeria are concerned with the effects of social media on the reading culture of high school students during the day and sometimes all-night browsing. Many parents, in particular, are concerned with their ward's social media habits such as browsing on Facebook, Twitter, Instagram, telegram, palm chat, WhatsApp and other social media sites because they believe that their wards hardly have enough time to read or concentrate on their studies. The growing incidence of high school students using the internet not necessarily for academic purposes, but for social activities is worrying (Oji 2017).

High schools who supposed to use social media and social networking sites to promote and uplift their academic career through various social networking sites but reverse is the case, as these set of students are often being observed during school time in various hiding places either discussing social networks or browsing with their phones. Long (2012) postulated that it is so common these days that many young people are addicted to social networking activities, abandoning homework and reading time in preference to chatting with friends, even in classroom times, many students are on

phones engaging in one form of chatting or the other which can be quite distracting and loss of concentration most times.

Social networking with its numerous benefits should not be allowed to drift away the minds of students where in lies the development of Nigeria. Reading empowers everyone, it prepares the mind for societal challenges, therefore, there is need to ensure it is back in line in order to develop and move the nation forward. Therefore, the main focus of this study is to investigate the impact of social media networking on Osun State high school students' reading culture (Akparjonovna, 2024; Fernández Batanero et al., 2020).

It is observed that students devote more attention to social media sites than they do to their studies. Therefore, this study is an effort to understand the possible impact of this social media sites has on the students in relation to their reading culture. This is the reason why the impact of social media networking on high school students' reading culture catches the researcher's attention, more especially the fact that social media impact has not be empirically investigated, particularly in Osun State, hence this study is an effort to fill the research gap.

METHOD

The population for this study comprised of high school students in Osun Central senatorial district of Osun State in Nigeria. The researcher employed simple random sampling technique to select ten high schools from Osun Central senatorial of Osun State in Nigeria. Thirty-five (35) students were purposely selected from each of the schools which made up 350 respondents constituted the sample of the study.

The main instrument for the research was constructed by the researcher. section A elicits responses on the demographic data of the respondents such as; name, age, sex, class etc while section B was sub- divided into four with relevant items that are used to elicit relevant responses from the respondents in line with the research questions and hypothesis.

The questionnaire was validated by a social media expert, an educational technologist and an expert in test construction.

The instrument was subjected to test-retest method to determine its internal consistency. The questionnaire was administered to 40 respondents. The administration

was done within the interval of three weeks. Pearson Product Moment Correlation (PPMC) was used in computing the reliability coefficient of the instrument. A reliability coefficient of 0.92 obtained was an indication that the designed instrument is reliable for its intended use.

The researcher distributed the questionnaire to the selected number of students. The completed questionnaires were collected for analysis. Data collected was analysed using mean, standard deviation frequency count, t-test and correlation while chi-square was used to test the hypothesis.

RESULTS AND DISCUSSION

This section presents the analysis of data and interpretation of result. The first part presents the demographic distribution of respondents using descriptive statistics (frequency count and simple percentages) while the second part gives the analysis of research question using frequency and percentage.

Table 1: Respondent Distribution by Gender (N = 350)

Gender	Frequency	Percentage (%)
Male	142	40.6
Female	208	59.4
Total	350	100

Table 1 indicates the distribution of students that participated in the study. The table revealed that 40.6% are male while 59.4% are female. Research Question 1: What are the impacts of social media on the reading culture of high school students in Osun State in Nigeria?

Table 2: Analysis of the impacts of social media on the reading culture of high school students in Osun State in Nigeria (N = 350)

School students in Osun State in Nigeria (N = 555)											
S/N	ITEMS	RESPONSE									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		F	%	f	%	f	%	f	%	f	%
1	It improve communication	263	75.1%	85	24.3%	2	0.6%		Nil		Nil
2	It lead to distraction	110	31.4%	173	49.4%	15	4.3%	28	8.0%	24	6.9%
3	It helps in looking for the meaning of difficult words	226	64.6%	105	30.0%	6	1.7%	8	2.3%	5	1.4%

4	Learning of new words	117 33.4%	180 51.4%	7 2.0%	41 11.7%	5 1.4%
5	Regular update	99 28.3%	99 28.3%	24 6.9%	26 7.4%	102 29.1%
6	learn how to read fluently	85 24.3%	104 29.7%	48 13.7%	75 21.4%	38 10.9%
7	Watching of pornography	131 37.4%	95 27.1%	37 10.6%	51 14.6%	36 10.3%

Table 2 presents the analysis of the impacts of social media on the reading culture of high school students in Osun State. The items the respondents agreed with were; It improve communication (99.4%), It lead to distraction (80.8%), It helps in looking for the meaning of difficult words (94.6%), Learning of new words (84.8%), Regular update (56.6%), learn how to read fluently (54.0%), Watching of pornography (64.5%).

Table 3: Analysis of the various means of accessing social media sites among high school students in Osun State in Nigeria (N = 350)

S/N	ITEMS	RESPONSE									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		F	%	F	%	f	%	f	%	f	%
1	GSM/Cell phones	315		26		2		4		3	
		90.0%		7.4%		.6%		1.1%		.9%	
2	Laptops	313		36		1		Nil		Nil	
		89.4%		10.3%		.3%					
3	Desktop Computers	292		55		2		1		Nil	
		83.4%		15.7%		0.6%		0.3%			
4	Ipad	294		47		6		2		1	
		84.0%		13.4%		1.7%		0.6%		0.3%	

Table 3 present the analysis of the various means of accessing social media sites among high school students in Osun State. The items the respondent agreed with were; GSM/Cell phones (97.4%), Laptops (99.7%), Desktop Computers (99.1%), Ipad (97.4%).

Table 4: Analysis of the leisure time high school students spend on reading and other activities (N = 350)

S/N	ITEMS	RESPONSE							
		0-10 mins		30mins-1hr		1hr- 2hrs		2hrs	
		F	%	F	%	f	%	f	%

1	Watching television online	21 6.0%	13 3.7%	30 8.6%	286 81.7%
2	Reading for Pleasure	12 3.4%	21 6.0%	291 83.1%	26 7.4%
3	Talking and playing with Friends	16 4.6%	271 77.4%	48 13.7%	15 4.3%
4	School assignment	14 4.0%	263 75.1%	64 18.3%	9 2.6%
5	On the phone/text-messaging	12 3.4%	21 6.0%	304 86.9%	11 3.1%
6	Playing computer game	12 3.4%	23 6.6%	310 88.6%	5 1.4%
7	Looking for the meaning of new words	6 1.7%	17 4.9%	322 92.0%	5 1.4%

Table 4 presents the analysis of the leisure time high school students spend on reading and other activities. The activities the respondents spend more than one hour were; Watching television online (89.3%), Reading for Pleasure (90.5%), On the phone/text-messaging (90.0%), Playing computer game (90.0%), Looking for the meaning of new words (93.4%).

While the items the respondent spend less than one hour were; Talking and playing with Friends (82.0%), School assignment (79.1%).

Table 5: Analysis to know the purposes students use their chosen social media for (N = 350)

S/N	ITEMS	RESPONSE									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		F	%	f	%	f	%	f	%	f	%
1	Chatting with friends	134	38.3%	205	58.6%	6	1.7%	3	0.9%	2	0.6%
2	Communication	113	32.3%	214	61.1%	18	5.1%	3	0.9%	2	0.6%
3	Entertainment	109	31.1%	209	59.7%	19	5.4%	11	3.1%	2	0.6%
4	Academic	86	24.6%	206	58.9%	45	12.9%	7	2.0%	6	1.7%
5	Sport	66	18.9%	198	56.6%	70	20.0%	10	2.9%	6	1.7%
6	News	126	36.0%	94	26.9%	36	10.3%	76	21.7%	18	5.1%
7	Phonograph	108	30.9%	151	43.1%	40	11.4%	35	10.0%	16	4.6%

8	Cyber crime	31 8.9%	252 72.0%	30 8.6%	23 6.6%	14 4.0%
9	For academic purpose	31 8.9%	181 51.7%	127 36.3%	7 2.0%	4 1.1%

Table 5 presents the analysis to know the purposes students use their chosen social media for. The items the respondents agreed with were; Chatting with friends (96.9%), Communication (93.4%), Entertainment (90.8%), Academic (83.5%), Sport (75.5%), Phonograph (74.0%), Cyber crime (80.9%), For academic purpose (60.6%). While the items the respondent disagreed with was News (62.9%).

Table 6: Summary of using Pearson Correlation to know the relationship between social media use and reading habits of high school students

Variable	N	Pearson Correlation	Sig. (2-tailed)	Remark
social media use	350	-0.712	.001	Significant
reading habits of high school students				

Table 6 shows the relationship between social media use and reading habits of high school students. It was reveals on the table that there is a negative and significant relationship between social media use and reading habits of high school students ($r = 0.712$; $p < 0.05$). It means that the relationship between social media use and reading habits of high school students is negative and significant. Having presented the results of the analysis of data in the previous section, a detailed discussion of the result is the focus of this section. The sequence of the discussion is in accordance with the research questions. The section also highlights the conclusion and the recommendations of the study.

The introduction of social media as a medium of technology has influenced the educational system as a whole and students in particular are influenced through the use of social media. The findings of this study as revealed through the analysis of this study on impacts of social media on the reading culture of high school students in Osun State reveals that social media improve communication, it lead to distraction, it helps in looking for the meaning of difficult words, it helps in learning of new words and regular update, it helps in learning how to read fluently and watching of pornography. The findings was

in disagreement with Ndaku (2013) which reveals that social media is becoming prevalent among student of today than ever, the use of social media among students has reached high levels and has affected their study time, poor grammar and wrong spellings when socializing on social media as well as diverting their attention from their studies.

The findings of the study revealed the various means of accessing social media sites among high school students as GSM/cell phones, laptops, desktop and Ipad. This finding is in relationship with the findings of Kaplan and Halein (2010), who see social media as a group of internet-based application that builds on the ideological and technological foundation of the web and allows the creation and exchange of user – generated content. Among the means of social networking site are phones, Ipad, laptops and desktops.

However, the findings of the study further revealed that students spend more than one hour on social media e.g. watching television online, reading for pleasure, phone/text-messaging and playing computer game. This support the findings of Loving and Ochoa (2010), who pointed out that social media has proven to be generally addictive for students who are inclined to devote substantial amounts of their limited study time to chat, maintain social connections and make new acquaintances during their years of study thus leading to a lesser time devoted to reading.

Another finding revealed the purposes students use their chosen social media as chatting with friends, communication, entertainment, academic, phonograph and cybercrime. This finding relates to the work of Kalpidon (2011) who asserted that as social media such as Facebook, Whatsapp, Instagram, YouTube and Twitter are gaining popularity, they are increasingly becoming dangerous as they create modes for students to procrastinate their reading and other projects.

Finally, the study revealed that there is a negative and significant relationship between social media use and reading habits of high school students. The study revealed that social media positively influence reading culture of students in Osun Central Senatoria District of Osun State

CONCLUSION

The result of the findings of this study reveals that social media and reading culture have a way of influencing students' interest reading culture. It can thus be concluded

through the findings of this study that when use effectively, social media can help improve students reading culture and their interest in learning but when not effectively used or abused, can lead to poor reading culture and lack of interest in learning.

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