
CHAPTER SIX

INFLUENCE OF ELECTRONIC MEDIA ON THE READING CULTURE OF STUDENTS OF SELECTED SECONDARY SCHOOLS IN OWO LOCAL GOVERNMENT AREA, ONDO STATE

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Abstract

This study investigates the influence of electronic media on the reading culture of students of four selected secondary school in Owo Local Government Area of Ondo State. Descriptive survey research was adopted for the study. The population of the study comprises of SSS1-SSS-3 students of the selected secondary schools. Questionnaire was used as the instrument for data collection. Three hundred and sixty (360) copies were distributed while three hundred and fifty-eight (358) copies were duly returned and found valid for the study. The data gathered from the respondents were analyzed using frequency count and simple percentage. The findings of the study revealed that majority of the respondents accessed most of the electronic media listed in the questionnaire. Television was found to be the most accessed electronic media by the respondents and also influenced their reading culture most. The negative and positive influences of electronic media were also revealed in the study. As shown in the analysis, majority of the respondents agreed that electronic media improve their spoken English and also enables them to read anywhere without carrying physical reading materials. However, most of the respondents also indicates that electronic media is time consuming and also divert their attention from doing their assignment. Based on the findings, some recommendations were made; this includes giving proper orientation to students on how to use electronic media in such a way that it will not influence their reading culture negatively. Parental control on the use of electronic medias should be upheld in various homes and reading campaign should be initiated in secondary schools such as book club, reading competition, spelling Bee etc.

Keywords: *Electronic Media, Reading, Reading Culture, Secondary School, Students*

Introduction

Electronic media are media that helps in transmitting or broadcasting information via electronic means. It is a compound word that encompasses television, computer, radios, mobile phones, videogames, DVD, etc. Electronic media requires electromechanical means for its utilization. Chetty and Kishore (2017) opined that electronic media are medias that adopt electronic in accessing the content such as radio, television, DVD, etc. Electronic media can be categorized into three format mainly; analogue, digital and hybrid. Ogunrinde, Ogunrinde and Omiyinka (2017) cited in Iseyemi (1999) defined electronic media as a process of passing instruction, information, sending messages or an idea to a group of people or large group of audience at different places through radio, television, telephone and internet. The use of electronic media is prevalent among secondary school students. The 21st century is technological driven and as such students are found to be overwhelmed by technology thereby having great influence on their lives. Reading is a relevant tool for development in all area of human endeavor. For any society to be practically transformed, reading must be given prominence. Loan (2009) posits that reading helps in all round development of a person from his

birth to death. Bulgureuoglu (2016) defined reading as factors that promotes creative thinking, develop inquisitive minds and enhances lifelong learning of individual abilities. Reading can be accorded as a tool for shaping the mind, makes critical thinking and informed judgment which transpires through an individual life. The worth of reading in any educational setting is unquantifiable. According to Mlay, Sabi, Tsuma, & Langmia (2015) reading is an interactive process of sense making from printed or written words and is key to success in any academic pursuit and indeed in life. Olashinde, Akanmode, Alaiyemola and Babatunde (2015) acknowledge that the attainment of effective reading skills does have a positive influence on academic performance. Cultivating a good reading culture makes a students better informed and have better understanding. With reading students can get to the peak of his or her career.

Statement of the Problem

Electronic media among teenagers and youths is fast gaining wider acceptability. Considering the rate at which secondary school students embraces and use electronic media today, its influence on the reading culture should be of great concern to parent and other stakeholders in the educational sector. Since reading is an essential means of acquiring knowledge, it will be imperative to carry out a study on how electronic media influence reading culture. This study therefore attempt to investigate the influence of electronic media on the reading culture of secondary schools students using some selected secondary schools in Owo Local Government as a study setting.

Objectives of the Study

The main objective of this study is to investigate the influence of electronic media on the reading culture of secondary schools students in Owo Local Government Area of Ondo State. The specific objectives of the study are;

- i. To find out the types of electronic media accessed by secondary school students.
- ii. To examine the types of electronic media mostly accessed by the secondary school students.
- iii. To identify the types of electronic media that influences the reading culture of the students most.
- iv. To investigate the positive and negative influence of electronic media on the reading culture of the secondary school students.

Research Questions

The study is guided by the following research questions:

- i. What are the types of electronic media accessed by the secondary school students?
- ii. Which of the electronic media do the secondary school students accessed most?
- iii. Which of the electronic media influence the reading culture of the secondary school students most?
- iv. What are the positive and negative influence of electronic media on the reading culture of the secondary school students?

Literature Review

Ibrahim and Ahmed (2013) defined reading as the understanding of written texts. The poor reading culture in Africa is due to inability to cultivating reading habits at early stage of life (Anunobi, 2005 in Ogbonna and Obiozor, 2009). Reading can be regarded as a gateway to knowledge, culture and independence (Nkiko and Yusuf, 2006). Good reading culture should be cultivated and made to a continuous exercise

in life. Igwe (2011) opined that reading is a tool for sustainable development as it affects a child's life styles towards the attainment of standard education and better employment which transcend into better incomes. Igwe further suggested that in order to have a reading culture society, publishers, librarians, teachers, religious bodies, civil societies, the media, booksellers, government, non-governmental organization among others should be involved in the promotion of reading culture. Isuigo-Abamike (2001) stressed that reading directly influence the performance of student. Reading should be a natural thing, not a product of pressure from academic tasks or as a way for employment preparation (State, Adeniji, and Omale, 2010). Ogbonna and Eze (2015) stated that reading should occur frequently in order to build an individual mind thus, equipping the skills of analysis, creativity, imagination, etc. Reading culture is a cultivation of a continuous reading habit over a long period of time which has become an addiction; thus making a reading culture a lifelong exercise. Wema (2018) is of the view that reading culture is a result of an encouraged reading habits practiced on a daily bases. Olasehinde, Akanmode, Alaiyemola, and Babatunde (2015) regarded reading culture as the valuable assets that boost human innovative, personal developmental talents and endow thinking powers. That is, reading culture helps in developing human creativities and talents. Haliru, Abdulkarim, Mohammed and Dangani (2015) cited Okoro (2004) stressed that early introduction of a child to reading enables the child to enjoy reading in life thus, stimulating reading habit for a lifelong learning. Gbadamosi (2007) opined that an individual is regarded to having a culture of reading when he/she reads everyday not necessarily for career advancement. Fosudo (2010) is of the view that a student deficient of reading skills is found to have a negative disposition towards learning which further may lead to low self-esteem in future. In a study carried out by Ogunrinade, Ogunrinade and Omiyinka (2017) on the effect of electronics and communication media on reading culture of students in Ife Central Local Government Area of Osun State revealed that the media can help to motivate clarity, revising, editing, variety and updating information in the textbook.

They later concluded that electronics media such as Television, radio, computer and handset has a great influence on the reading culture of the students under study. Ojielo (2001) cited in Igbokwe, Obidike and Ezeji (2012) stated that Nigerians instead of reading, they prefer listening to stories, thus resorting into the practice of home video among the people. Chetty and Kishore (2017) in their study on effects of social media and electronic media on the reading habits of engineering students at Sri Kalahastiswara Institute of Technology revealed that the students were distracted with the use of social media and electronic media which affects their reading habits. The findings further revealed that majority of the students spend 1 to 2 hours per day on electronic media, while some indicated that social media and electronic media help to improve their communication skills. Also Azeez, Ashraf, SherJuni, Haider, Gujjar, Kareem, and Ali Gill (2014) carried out a study on the impact of electronic media on the Academic performance of Female students and the study showed that TV programmes takes off the time they ought to use for their homework. The study concluded that TV programmes has its good and bad on these students as it helped them in solving academic rigors equally imbibed the habit of smoking among others through the programmes watched. Babarinde, Babarinde and Dike (2017) carried out a study on the reading habit and use of electronic media by junior secondary school students in Nsukka Local Government of Nigeria. Their study shows that students have a positive attitude to reading and electronic media use but quality time was attributed to the use of electronic media majorly television programmes. Thus, limiting the time allotted to reading. Ukpak and Philip (2006) study on the reading habits of 10-14 years old

students in Akwa Ibom State found out that children still give room for reading despite the development of video game, films and computers. Kaufman (2001) in a statistics collected on reading and writing of children from the National Centre for Education Statistics Department of Education U.S. revealed that hours allotted to watching TV, video games supersede time given to reading and writing. This shows that secondary school students spend most of their time on electronic media than reading which later has adverse effect on the reading culture of these students. Students are found to be going about playing games, visiting cyber cafes, chatting with friends online, watching TV than reading thus encouraging laziness among students (Ikpaahindi, 2008). Electronic media greatly affect the reading culture of secondary school students as many of these students are fond of playing video games, watching movies, chatting with friends, surfing the internet endlessly. Ogunrinade, Ogunrinade and Omiyinka, (2017) supported this statement by stating that students nowadays lack the reading skill due to the technological development which students now spend hours browsing the internet, passing a nonstop messages and playing with funky handset devices thus making reading an old-fashion thing. Hindu (2004) cited by Igbokwe, Obidike and Ezeji (2012) opined that students are extremely addicted to electronic devices; thus, making reading books or any other piece of written material an archaic idea to the students.

Methodology

Descriptive survey design was adopted for this study. The population of this study comprises of S.S.S 1- S.S.S 3 of the selected senior secondary schools students in Owo Local Government Area the secondary schools are Community Grammar School Emure Ile; Isuada Community Grammar School; Ansar ud-Deen Comphrensive High School Otapete Owo and Methodist High School. The total population of the students is 862. Simple random sampling technique was used to select 360 students from the selected secondary schools. Questionnaire was used as the instrument for data gathering. 360 questionnaires were distributed to the respondents and 358 were returned and found useful for the study. The data gathered from the respondents were analyzed using frequency table and simple percentage.

Data presentation and Analysis

Table 1: Response rate according to the gender

Gender	No of students	Percentage %
Male	118	32.96%
Female	240	67.04%
Total	358	100%

Table 1 shows the gender of the respondents. 118 respondents with (32.96%) were male while 240 respondents with (67.04%) were female. The analysis revealed that the female respondents were more than the male respondents.

Table 2: Response rate according to the classes of the respondents

Class	No of students	Percentage %
S.S.S 1	119	33.24%
S.S.S 2	120	33.52%
S.S.S 3	119	33.24%
Total	358	100%

Table 2 shows the response rate according to the classes of the respondents. The table revealed that S.S.S 2 recorded the highest number of respondents' with 120 (33.52%) while S.S.S 1 and S.S.S 3 have the same number of respondents which are 119(33.24%) each.

Table 4: Electronic media accessed by the students
Research question: which of these electronic media does the students access

Electronic media accessed by the students	Agree	Percentage (%)	Disagree (%)	Percent age (%)	Total (%)	Percent age (%)
Television	328	91.62%	30	8.38%	358	100%
Radio	194	54.19%	164	45.81%	358	100%
Mobile phone	311	86.87%	47	13.13%	358	100%
Video game	203	56.70%	155	43.30%	358	100%
Computer (laptop/desktop)	215	60.06%	143	39.94%	358	100%
Internet	210	58.66%	148	41.34%	358	100%

As shown in the table, majority of the respondents agreed that they accessed television having a total of 328(91.62%) respondents. This is followed by those who accessed mobile phone with 311(86.87%). However radio recorded the least number of respondents with a total of 194(54.19%).

Table 5: Electronic media mostly accessed by the respondents
Research question: which of these electronic media do the students access most?

Electronic media	Frequency	Percentage %
Television	137	38.27%
Radio	39	10.89%
Mobile phone	134	37.43%
Video game	19	5.31%
Computer (laptop/desktop)	23	6.42%
Internet	6	1.68%
Others	-	-
Total	358	100%

The analysis in table 5 revealed that television is the most accessed electronic media by the respondents constituting 137(38.27%) response rate, while those who accessed the internet most recorded the lowest number of respondents having 6(1.68%). This is findings corroborate the findings of Babarinde, Babarinde and Dike (2017) where television programmes found to be the most accessed electronic media by the students.

Table 6: Electronic media that influence the reading culture of the students most.

Research question: Which of these electronic media influences the reading culture of the students most?

Electronic media	Agree	Percentage %	Disagree	Percentage %	Total	Percentage %
Television	282	(78.77%)	76	(21.23%)	358	100%
Radio	157	(43.85%)	201	(56.15%)	358	100%
Mobile phone	250	(69.83%)	108	(30.17%)	358	100%
Video game	159	(44.41%)	199	(55.59%)	358	100%
Computer (laptop/desktop)	156	(43.58%)	202	(56.42%)	358	100%
Internet	151	(42.18%)	207	(57.82%)	358	100%

Table 6 revealed the type of electronic media that influence the reading culture of students most. From the table majority of the respondents 282 (78.77%) affirmed that television is the electronic media that influence their reading culture most. This is followed by mobile phone with 250 (69.83%) while internet recorded the lowest with 151 (42.18%) respondents.

Table 7: Positive influence of electronic media on the students

Research question: What are the positive influences of electronic media on the students?

Positive influence of electronic media on the students	Agree	%	Disagree	%	Total	%
It improve my spoken English	333	93.02%	25	6.98%	358	100%
It encourage me to develop good reading habit	277	77.37%	81	22.63%	358	100%
It enables me to read anywhere without carrying physical reading materials.	281	78.49%	79	21.51%	358	100%
It keep me inform on new publications	278	77.65%	80	23.34%	358	100%
It gives me access to online materials through the internet.	278	77.65%	80	23.34%	358	100%
It keep me inform on local and international matters	265	74.02%	93	25.98%	358	100%
Others	-		-		-	

Table 7 revealed the positive influence of electronic media on the students. From the analysis majority of the respondents agreed that electronic media improve their spoken English, It enables them to read anywhere without carrying physical reading materials, It gives me access to online materials through the internet and It keep me inform on new publications having 333(93.02%), 281(78.49%), 278(77.65%) and 278 (77.65%) respectively.

Table 8: Negative influence of electronic media on the students

Research question: What are the negative influences of electronic media on the students?

Negative influence of electronic media on the students	Agree	%	Disagree	%	TOTAL	%
Electronic media divert my attention from doing my assignment	217	60.61%	141	38.39%	358	100%
Electronic media distract my attention from reading	200	55.87%	158	44.13%	358	100%
Electronic media discourage me from reading	165	46.09%	193	53.91%	358	100%
Electronic media hinders my concentration when reading	200	55.87%	158	44.13%	358	100%
Electronic media constitute to incorrect spellings and these affect my grammar/pronunciation	158	44.13%	200	55.87%	358	100%
Electronic media is time consuming	230	64.25%	128	35.75%	358	100%
Electronic media reduce the number of hours spent on reading	214	59.78%	144	40.22%	358	100%
Others	-		-		-	

Table 8 shows the negative influence of electronic media on the students. From the analysis most of the respondents indicated that electronic media is time consuming with 230 (64.25%). This is followed by those who agreed that electronic media divert their attention from doing their assignment with 217 (60.61%) while those who agreed that electronic media constitute to incorrect spellings and which affect their grammar/pronunciation recorded the least having 158 (44.13%) respondents.

Summary of findings

The study investigates the influence of electronic media on the reading culture of selected secondary school students in Owo Local Government Area. The major findings of the study are:

- i. The female respondents were more than the male respondents.
- ii. S.S.S 2 recorded the highest number of respondents with 120 (33.52%).
- iii. Majority of the respondents access television and mobile phone with 328 (91.62%) and 311 (86.87%) respectively.
- iv. Television is the electronic media mostly accessed by the respondents.
- v. Television and mobile phone were the electronic media that influence the reading culture of the students most.

- vi. On the positive influence of electronic media, a higher percentage of the respondents agreed that electronic media improves their spoken English having 333 (93.02%) and also enables them to read anywhere without carrying physical reading materials 281 (78.49%).
- vii. Majority of the respondents agreed that electronic media is time consuming. It diverts their attention from doing their assignment.

Conclusion

Reading is an essential and useful tool for development, especially in educational setting. Every students needs to read well to move to the next level. Reading brings illumination to life and also transformed lives positively. Looking at way and manner in which secondary school students embraces and access electronic media today, there is no doubt that their reading culture will be greatly influenced. Based on the findings of this study, it is obvious that reading culture of the secondary school students is greatly influenced by electronic media.

Recommendations

Based on the findings of the study, the following recommendations were made:

- i. Proper orientation should be given to the students on how to use electronic media in such a way that it will not affect their reading in a negative way.
- ii. Parental control on the use of electronic media should be upheld at their various homes.
- iii. Reading campaign should be initiated in secondary schools such as book club, reading competition, spelling Bee etc.
- iv. Functional libraries should be established in secondary schools and also library periods should be included in the school time table.

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