Full Length Research

Reading Habit and Social Life of Undergraduate Students: A Case Study of Dennis Osadebay University, Anwai, Asaba, Delta State.

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A study of undergraduate students at Dennis Osadebay University in Anwai, Delta State, examined their reading habits and social lives. Students from Delta State's Dennis Osadebay University made up the study's population. A questionnaire with the subject line "Reading Habit and Social Life of Undergraduate Student [RHSLUS]" was used to gather the data. 50 questionnaires were distributed, and 50 were returned. Simple percentage statistical tools were used. Four research questions were developed. Utilising frequency counts and percentages, data were evaluated. The study found that kids' motivation to read is influenced by entertainment. It was discovered that students' social lives and reading habits are related because they develop their reading habits by reading aloud to their friends and classmates during class. The study also showed that social media and societal influences had a significant impact on students' social lives. Making a reading schedule and establishing a clear reading objective are the greatest tactics to use when trying to balance students' social lives and reading habits. According to the survey, kids should learn fundamental life skills that will enable them to resist peer pressure and digital diversions.

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INTRODUCTION

Reading is essential for improving students' academic achievement. Reading is much more than just being able to sound out or pronounce the words on a page. In addition to comprehension or understanding a text, obtaining information is one of the main reasons we read. Reading opens the mind to an infinite realm of knowledge, especially one that keeps up with the music and events of the present era. Bad reading foundation is the issue that surrounds the kids' bad reading culture. For instance, extended reading—which is common in primary schools—causes many kids to struggle with their reading habits because they read without paying attention to what they are reading (Reid, 2009). The capacity to pronounce written words is a component of reading comprehension, which is a receptive skill. When students can convert written words into speech sounds, they begin to believe that they can read. According to Njoroge (2008) and Odu and Upula (2016), it is impossible to pronounce every word in a piece perfectly and still be unable to understand it.

Institutions of higher learning define reading as the capacity to decipher written content from a page. Additionally, it is

a decoding process for the user to apply the material's meaning in their everyday lives (Ihedioha, L.N, 2021). If you haven't studied anything outside of the curriculum or read anything but the required textbooks for school, you haven't caught up with the actual world. According to Nicky Verd (2017), most people are merely programmed and not educated. Reading a book can transport you to another world magically. You can read whenever you want, no matter how old, crazy, or wild you are. Ailakliu and Unegbu (2017) assert that reading requires a mental process with a comprehension-focused focus. Reading is not just for young people or the really smart. Anyone can read if they wish to.

Reading in the 21st century has numerous plans for guaranteeing our future in attaining educational requirements, according to research by Alex-Nmecha and Horsfall 2019. Our exposure to challenges and solutions to the typical issues facing individuals increases as we read more. The reading culture encourages knowledge acquisition, critical thinking, and intellectual development. Numerous positive effects of reading culture on both people and society at large. There are no good reasons not to read a book. Once you can read, you have the freedom to use the knowledge as you wish. According to Ogugua, Emerole, Egwim, Anyawn and HacoObasi (2015), it is obvious that reading does not happen by magic and that the best ways to foster a love of reading are to get kids reading as early as possible, encourage them to enter contests, set up classroom libraries, and train the teachers who will be teaching the kids how to read.

Students cannot thrive without a social life because people are naturally social creatures, just as man cannot survive without water. To retain our sense of self and to build lasting relationships, we must engage in social activities. The networking opportunities that might result from socialising are advantageous for both career and personal advancement. Getting to know new people can lead to new adventures, partnerships, and even employment prospects. Students have struggled unresolvedly to find a balance between their social lives and reading. The interruptions that occur when students are meant to be reading can be linked to the detrimental effects of student social lives. There are social media aspects that have a big impact on people's life. These elements have an impact on a person's social interactions, romantic relationships, and overall participation in society.

One of them is social media, which consists of a variety of technology apps that let users produce, manage, and share content as well as post comments and take part in debates in real-time anywhere in the globe. People from all over the world are interested in how frequently social media platforms like Facebook, WhatsApp, Twitter, YouTube, and Instagram are used. The phenomenal rise of social media programmes and the increased acceptance of those applications by users worldwide over the past few years have completely changed how people exchange information and communicate. Social media has revolutionised communication, teamwork, and creativity while influencing an individual's lifestyle (Rafiq, Tufial, Asim, & Arif, 2020) .

It offers the user a variety of features and possibilities all on one channel, including texting, image, audio, and video sharing, quick publishing, global connectivity, and integration with other social networking programmes. People who utilise social networking sites and are members of those sites are thought to be following today's trends. Students in particular have quickly adopted social media among young adults. Both good and negative effects of social media on kids' reading habits have been observed. To lead a balanced and satisfying life, a student needs to strike a balance between reading and social activities. Both pursuits provide special advantages that support social interaction, learning, and personal development on multiple levels. Based on the above challenges in our society today, it call for worry, parents are not trusted worthy again because of their children performance in universities and other higher institutions. These worrisome phenomenons that motivate the researcher to carry out this reading habit and social life of undergraduate students, she wants to know what really cause this issue. Is there any effect on reading habit in our academic community? What really makes students not study? To address the above questions lead us to the purpose of the study.

Objectives to study

The objective of the study is to;

1.   To determine the motivations of students reading habit.
2.   To examine the relationship between students' social life and reading habit.
3.   To determine the social life factors that influences reading habit.
4.   To ascertain the strategies applied in balancing students' reading habit and social life.

Research Questions

The study addresses the following research question:

1. What are the motivations of students' reading habit?
2. Is there any relationship between social life and reading habits?
3. Which social life factor influences students reading habit the most?
4. What strategies can be applied in balancing students' reading habits and social life?

Literature Review

Motivation of Students' Reading Habit

Reading habits are a method of study that has been carefully prepared and implemented by students in order to understand academic material and pass exams. The amount to which children succeed academically is heavily influenced by their reading habits. Academic success and reading are tied to and dependent upon one another. Students from various backgrounds and locations frequently have varying levels of intellectual achievement. They have different reading patterns as a result. While some students read well, others frequently display bad reading habits. Academic (Bashir & Mattoo, 2012).

Furthermore, Ogbodo (2010) goes on to describe three different categories of reading habits. These are focused, recreational, and hobbies. A pastime is an activity that one engages in because it brings them pleasure and happiness. After completing their formal schooling, some people enjoy reading as a hobby. Its goal is to broaden the reader's horizons in a variety of fields, including non-fiction, educational, religious, political, economic, and current affairs. One benefits from reading as a hobby by becoming knowledgeable in a variety of subjects and being able to converse intelligently with others(Owusu-Acheaw & Larson, 2014).

Academic performance in terms of exam results has likely declined recently due to students' poor reading habits, which has been a major source of anxiety and concern for all parties involved in the educational sub-sector. The establishment of "crashed programmes," which are relatively common in today's school systems, has not been helpful in the development of strong reading habits. As a result, the majority of students in the higher educational system today lack the excitement connected with the urge to engage in reading practises voluntarily, enjoyable, and widely (Issa et al, 2012).

Therefore, reading habits are essential for a person to develop practical effectiveness. Laws pass away but books do not. Books are, in fact, the best medium for passing on knowledge from one generation to the next Issa, Aliyu, Akangbe, & Adedeji, 2012).The majority of the respondents in a study by Owusu-Acheaw and Larson (2014) on "Reading habit found out that reading habits have an impact on academic performance and that there is a direct correlation between reading habits and academic performance. The study also revealed that among the respondents, idleness is one of the primary barriers to reading.

Factors Affecting Reading Habits(Social Life)

Social Media: Students' unwillingness to read extensively these days is a worrisome phenomenon. Students reading habits these days are distracted with the persistent use of social networking. Thus, they now become passive readers who prefer to sit back, only to be entertained, and not to put effort in reading. They prefer to spend the whole day chatting with friends instead of reading or studying. Some students even when they use the social media for academic purpose, they do so because they rely on its information accessibility to provide direct lifting of answers for their assignment. This study will like to investigate on how this behaviour reduces their focus on learning and reading habit. Also, on how it reduce academic performance of students who always carry out multi-task checking on social media sites, because, the more time student spend on social media site, the less time they spend reading their books. Schill (2011) has noted that the social media sites encourage negative behaviour among students such as catching up with unknown friends. As such, they are exposed to frauds via e-commerce and banking, use of drugs and material that are restricted to medical prescription. Social networking sites have also become easiest point of access to pornography and other obscenities which distract student reading habits (Kur & Olisah, 2007).

Social Personality: In their 2016 study, Oztemiz Semanur, Bitri Elsa, and Yilmaz Bulent examined the connection between Ankara residents' reading preferences and social personality. In order to gather information for the article, 100

Ankara residents who attend social events such movies, theatre, opera, and concerts were surveyed using a descriptive methodology. The study addresses the value of reading habits and how they foster the development of deep connections between people and knowledge. It also emphasises how important it is for numerous elements, like personality and community, to influence a person's reading preferences. They came to the conclusion that those who are social have good reading habits and spend at least one to two hours per day reading. These people are well-read, but they contend that they don't read enough. Their research suggests that as people's intelligence and effort levels rise, so do their social awareness and logical modesty.

   Study habits were defined by Bashir & Mattoo (2012) as a well-organized and deliberate pattern of study that has resulted in some consistency on the part of the students in order to comprehend academic subjects and pass the exam. According to what they discovered, schools should promote effective study habits and environments because children are always dealing with issues like widespread failure, subpar grades, repeated failures, and consequent withdrawal from school. Poor study habits and the socioeconomic situations in which they reside may be to blame for their poor performance. Poor study habits have a significant negative impact on academic success. In order for students to accomplish well in their studies, their study habits must be improved.

Family Factor: Reading habit of undergraduate start from childhood. In early childhood, the most important factor in the development of children is the family. The place where the child's educational process begins is the family environment and the first educators' children encounter are their parents (Wise & Buffington, 2004). From the moment the child is born, the child develops with the support of his/her parents, and this development is not solely the fulfillment of the physical needs necessary for survival. In the preschool period, children learn by seeing everything around them, and the decisive model for children is their parents. Regarding the environment in which children will acquire reading skills, Storch and Whitehurst (2002) stated that the first environment in which children will acquire reading skills is the home environment, and that the first interaction with these skills is established with parents, siblings. In general, it is possible to say that for preschool children, parents are the main source of information in learning the environment and elements in life. Therefore, the special time spent by parents with their children in preschool period affects their attitudes towards literacy. In these years, parents have the opportunity to equip their children with positive experiences against reading. Thanks to this opportunity, families can ensure that their children develop a positive attitude towards the book and approach the book with confidence. Parents' support of the literacy and storytelling experiences of preschool children reinforces the development of these skills (Üstün, 2007; Watson, 2004; Pellegrini, Brody, & Sigel, 1985). This will automatically affect them in university level.

Environmental Factor: Library environment too is one factor that contribute to reading habit. At this point, the existence of a library in the child's room to adulthood very necessary; is effective in the formation of the child's reading environment. In studies conducted for children with a reading environment, it was stated that children who have a bookcase in their homes or in their rooms are more likely to comprehend and be more successful than other children. From the moment children are born, children develop according to what children see around them and live in an order that depends on the conditions of the environment. Another important factor that affects children's reading habits in preschool period is their environment. It is possible for the child to learn the world by questioning what he sees around him, and moreover, the environment in which children are present, and their communication with the people around them are very important for their mental and socio-cultural development. In this case, having children in such urging environment and giving them the opportunity to communicate securely with people is critical to their learning in these times Provided that children often encounter written materials in their environment, children begin to make a connection between spoken language and written language, even if children do not know how to read. Posters, pictures, books, letters, signs, newspapers, and other written materials with inscriptions on them allow children to discover that the written language corresponds to the verbal language and that it occurs through reading.

METHODOLOGY

   The study was a case study research design. In Dennis Osadebay University (DOU), Anwai, Delta State. We have six faculties: Arts, Management and Social sciences, Environmental science, Science, Agriculture, and computing. In this study only   faculty of social science and management was selected using lucky deep method under simple random sampling. Five departments were randomly selected. 10 students each from the five departments were included in the study. This make the population of the study 50 students. All were used, this method is called censor sampling method. The research instrument used for the study is a questionnaire. The questionnaire was titled "Reading habit and Social life of undergraduate students". The questionnaire is divided into two (2) sections. Section 1: demographic factor, the items include gender, age, department and level. Section 2: this section seeks to reveal the reading habits and social life of undergraduate students according to the purpose of the study. The population of the study was fifty (50) students, they are 100 and 200 levels that where using the library in that moment of distribution of the instrument. The instrument were analysis using simple percentage statistic under descriptive statistical tools.

Discussion and Findings

Analysis of demographic data of the respondents.

Gender of the respondents

Table 1. shows the gender of the respondent

Gender	Frequency	Percentage %
Male	17	34
Female	33	66
Total	**50**	**100**

Table 1.1 shows that a total of 17(34%) respondents were males while 33(66%) were females. This reveals that both sex participated in the study and that the female Students are more than the male counterparties. These can be inferred that female students gained more admission than male in DOU, Asaba, Delta State.

Age of the respondents

Table 2. shows the age of the respondent

Age	Frequency	Percentage %
16-20	40	80
20-25	10	20
Total	**50**	**100**

Table above shows that a total of 40(80%) respondents were within the ages of 16-20 while 10(20%) were within the ages of 21-25. This reveals majority of the students are in their teen's age while few are in their early twenties. This number shows DOU, shows will have number of young graduates in future.

Department of the respondents

Table 3. shows the department of the respondents.

Department	Frequency	Percentage %
Industry relation and personal MGT	10	20
Accounting	10	20
Economics	10	20
Marketing	10	20
Banking and finance	10	20
Total	**50**	**100**

The above table shows that a total of 10(20%) respondents' were selected from these five department; Industry relation and personal management, Accounting, Economics, Marketing, Banking and Finance. This reveals that all the five departments used for the study are equally represented. And they are most students that used the library frequently.

Level of the respondents

Table 4. shows the level of the respondents.

Level	Frequency	Percentage %
100	50	100
200	-	-
Total	**50**	**100**

Presently, DOU, Asaba has only 100 and 200 levels students. The table shows that a total of 50(100%) respondents are in 100 level. This reveals that all the students that participated in the study are in 100 level.

Research Question 1: What are the motivations of students' reading habits?

Table 5. The data are used to answer this research question.

Motivations	Frequency	Percentage %
Personal growth	9	18
New information	6	12
Relaxation	10	20
Social connection	7	14
Entertainment	18	36
Total	**50**	**100**

The presentation of figure above shows motivation of students' reading habit is mainly for entertainment 14(28%) followed by relaxation 10(20%) followed by personal growth 9(18%) and the least motivation is new information 6(12%). This reveals that most students are not motivated for academic activity, they are interested on entertainment reading habit that means football, and celebrity is that most concerned.

Research Question 2: What is the relationship between social life and reading habit?

Table 6. The data are used to answer this research question.

Relationship	Frequency	Percentage %
Do you read individually?	17	34
Do you read cooperatively?	26	52
Do you read competitively?	7	14
Total	**50**	**100**

The above Table shows the relationship between social life of students' and reading habit of students. The findings implies that 17(34%) reads individually, 26(52%) 0f students read cooperatively and 7(14%) reads competitively. This reveals that social life of students has a relationship with their reading habit because 26(52%) the students' build their reading habit by reading cooperatively with their friends and course mates.

Research Question 3: Which social life factor influences your reading habit?

Table 7. The data are used to answer this research question.

Social life factor	Frequency	Percentage %
Social personalities (behaviour)	8	16
Social inclusion (free gifts, rewards)	7	14
Social Media (online platforms)	20	40
Societal influence (music, fashion)	15	30
Total	**50**	**100**

The above presentation shows the influence social life factors has on students' reading habit. This implies 8(16%) social personalities influences students' reading habit, 7(14%) social inclusion influences students' reading habit, 20(40%) social media influences students' reading habit and 15(30%) societal influence also influence students' reading habit. This reveals social life factor of students is greatly influenced by social media 20(40%) and least influenced by Social inclusion 7(14%). These our digital citizens in the library are not really interested in career progression through education.

Research Question 4: What strategies can be applied in balancing students' reading habit and social life?

Table 8. The data are used to answer this research question.

Strategies	Frequency	Percentage %
Setting specific reading goals	14	28
Creating a reading schedule	21	42
Assigning time spent for reading	7	14
Placing a social activities on certain days	4	8
Acquiring basic life skills	4	8
Total	**50**	**100**

The presentation of figure above shows the strategies that can be applied in balancing students' reading habit social life. This implies that 14(28%) set specific reading goals, 21(42%) create a reading schedule, 7(14%) assigning time spent for reading 4(8%) placing social activities on certain days and 4(8%) acquiring basic life skills. This study reveals that creating a reading schedule 21(42%) is the best way to balance students' social life and reading habit, while placing a social activities on certain days and acquiring basic life skills 4(8%) are the least applied method.

FINDINGS

The study found out that;

- The motivation of students' reading habit is determined by entertainment.
- The social life of students has a relationship with their reading habit because the students' build their reading habit by reading cooperatively with their friends and course mates.
- The social life factor of students is greatly influenced by social media and societal influence.
- Creating a reading schedule is the best strategy to be applied in balancing students' social life and reading habit.

Conclusion and Recommendations

It can be concluded that students' reading habit is influenced by their social life. Students' reading habit is determined by entertainment. They will read more often when it is linked to the entertainment world. Students' social life has a relationship with their reading habit because the students' build their reading habit by reading cooperatively with their friends and course mates. They tend to read when there are socially bound. Social media and societal influence are two forces that stands as social life factors amongst students. The internet and peer pressure has being a great distraction to students and youths. A reading schedule is that is consistently engaged will be the best strategy to be applied in balancing students' social life and reading habit. From the findings, the following recommendations are stated;

1. Students should be motivated by personal growth so they can fit and proffer solution to their world.
2. Students should acquire basic life skills that will help them navigate the distractions on the internet and also over peer pressure.

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