

Cognitive Styles and Educational Media Resources Utilization as Predictor of Reading Habit of Private Secondary Schools Students in Oyo State, Nigeria

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ABSTRACT

The study examined cognitive styles and educational media resources utilization as predictor of reading habit of private secondary schools' students in Oyo state, Nigeria. The study adopted the survey research design of the correlational type. The population for the study comprised twenty-seven thousand, seven hundred and two (27,702) which is the total number of Senior Secondary School II (SSS2) students in private schools across the thirty-three (33) local governments in Oyo State. The multi-stage sampling technique was adopted in the study. The simple random sampling technique, using ballot system, was first used to select sixty percent (60.0%) of the total number of LGAs in Oyo State. Therefore, one thousand, three hundred and forty-four (1344) SS 2 students in private secondary schools in Oyo State formed the sample for the study. Data obtained for this study were analyzed using inferential statistics. Findings from the study revealed that the length of reading was generally low among secondary school students in private secondary schools in Oyo State, that majority of the students also preferred to read at night in their home and the library. Also, there is a poor field dependent as well as independent cognitive style among Senior Secondary students in private schools in Oyo State and that the most widely used educational media among senior secondary school students in Oyo State and this was followed by Internet, computer, films, video players and smart-phones respectively among others. The study therefore recommends that since the findings on educational media and reading habit revealed a positive relationship, it is imperative that this relationship should be further enhanced by adequate and quality provision of educational media resources, both print and non-print in schools among others.

Keywords: Cognitive Style, Educational Media Resources, Utilization, Reading, Reading Habits, Secondary School, Oyo State.

Introduction

From time immemorial, reading serves as an instrument for concentration in different subjects and it is an apparatus utilized for estimating scholastic advance through which instructive objectives can be achievable. Therefore, it is imperative that an individual acquires good reading habits to be capable of thriving successfully in the academic. Reading is a multifaceted subjective procedure which is acknowledged by consolidating numerous capacities such as perceiving, expressing, seeing, appreciating, and cerebrum

development (Akande and Oyedapo, 2018). They went further to reiterate that reading creates an avenue for a person to convey his/her opinions better as well as supports his/her capacity to talk.

Reading can be said to be the bedrock of most sorts of learning practices. A champion among the most basic factors in scholarship grooming is the ability to read, appreciate and fundamentally understand the substance (Hetting and Knapp, 2001). Reading is a key to a wealth of experience that links people in a way far beyond distance or time. Reading is important for students in general in order to cope with new knowledge in a changing world

i.e. that of the technological age. The ability to read is at the heart of self-education and lifelong learning. Reading is a very important issue which is not only about enjoyment but a necessity; the basic tool of education. Reading makes way for a better understanding of one's own experiences and it can be an exciting voyage to self-discovery (Chettri & Rout, 2013). The activity of reading is regarded as a habit when it is repeatedly carried out. In measurable terms, reading habits is often considered in terms of the amount of materials being read, the frequency of reading as well as the average time spent on reading (Chettri & Rout, 2013).

According to Owusu-Acheaw (2014), reading habits are well-planned and deliberate pattern of study which has attained a form of consistency on the part of students toward understanding academic subjects and passing at examinations. Reading habits determine the academic achievements of students to a great extent. Both reading and academic achievements are interrelated and dependent on each other. Students often come from different environments and localities with different levels of academic achievement. Therefore, they differ in the pattern of reading habits. While some students have good reading habits, others tend to exhibit poor reading habits. Reading habits for some students may be in the form of consistent, frequently unconscious habit that they develop over time, such as reading aloud, pulling hair, listening to music, reading late at night or in a quiet place, chewing gum or kola nuts, drinking black coffee, consuming alcohol before reading, listening to loud music while reading, reading in bed, biting a pencil or pen tip, etc. all in an effort to stay awake or read intently. In comparison to a peer who reads just when it is deemed necessary, a student who has made reading a habit is more likely to perform well on exams (Baba & Affendi, 2020). For these and other reasons, parents and instructors should encourage and mentor young children to develop a good reading habit that will help them in their future academic endeavours.

Obviously, the formation of negative reading habits will in the long run mar the academic life of a student if not corrected early enough (Baba & Affendi, 2020). However, with the

advancement in educational media technology and the prevalence of personal computers, tablets, laptops, notebooks, smart-phones, the Internet, et cetera, reading habit of students is fast changing (Mohd Noor, 2011). Most students now prefer to surf the web in order to access information that can aid them in solving problems associated with assignments given to them by their teachers. This, the students do rather than read their textbooks which are subject specific and tailored to meet their educational need written specifically for them. However, as much as the utilization of educational media has been established to have positive influence on ensuring and encouraging classroom practices and learning process, much is still needed to be desired about its utilization in ensuring and encouraging reading habits among secondary school students in Oyo State. In spite of the usefulness of educational medial resources to boosting the reading behavior of students, Akande and Oyedapo (2018), and Moruf (2015) in their studies reported poor reading habit of secondary school students in Akinyele Local Government of the State. The authors associated the problem with poor reading habit or inadequacy of information resources for development of school libraries/poor funding and inadequate resources. Thus, the judgment on reading habit could not be premised on educational media utilization alone, other psychological factors such as cognitive styles and personal factors could equally be considered for determining reading habit among secondary school learners.

Cognitive styles are seen as a manner in which an individual perceives, reflect and recall information, it is, from the perspective of being a concept, a component of a bigger concept tagged as learning styles. Cognitive styles can likewise be viewed as the control procedure or style which is self-created, transient, situational movement that a student uses to compose and to direct, get and transmit data and extreme conduct (Shi, 2011). Therefore, the tendency to read among students can be heavily dependent on their cognitive styles. A study by Platt (1986) explored the reading inclinations of teenagers, and inferred that young people do broadly enjoy reading books, periodicals and daily papers. In the above light, this investigation will endeavor to set up the

relationship among educational media resources utilization, cognitive styles and students' reading habits, and investigate whether the advent of educational media technology and cognitive style do influence reading habits of students positively or negatively.

Statement of the Problem

Reading habits among Nigerian secondary school students have been declining, which has been a source of concern in both educational and national progress. The low level of reading habit among secondary school students could however be attributed to so many factors which include: economic status of some families, skyrocketing prices of instructional materials, peer influences, family background, access to information materials, cognitive styles of students, inability of students to utilize some educational media maximally, age and gender among others.

All the aforementioned factors indirectly create a big gap in knowledge in the reading habit of secondary school students. And these inadvertently affect the reading habit of students negatively. Several studies have been carried out by different researcher on reading habit of students at various levels of education. However, there seem not to be any investigation on relative joint contribution of the independent variables viz: educational media resources utilization and cognitive styles to the dependent variable which is reading habit. This invariably shows a paucity of literature on a double-dimensional relationship of educational media resources utilization and cognitive style in relation to reading habit, thereby developing a dearth in literature. Consequently, this study intends to investigate the extent to which educational media resource utilization and cognitive styles predict reading habit of Senior Secondary school students in private schools in Oyo State.

Objective of the Study

The main objective of this study is to examine cognitive styles and educational media resources utilization as predictor of reading habit of private secondary schools' students in Oyo state, Nigeria. Specifically, the study seeks to:

1. Ascertain the reading habits of Senior Secondary school students in private schools in Oyo State, Nigeria;
2. Establish the dominant cognitive style possessed by Senior Secondary school students in private schools in Oyo State, Nigeria and
3. Identify the educational media being utilized by Senior Secondary school students in private schools in Oyo State, Nigeria.

Research Hypothesis

Ho1: There is no significant relationship between educational media resources utilization, cognitive styles and reading habits of Senior Secondary school students in private schools in Oyo State, Nigeria.

Literature Review

Reading has been considered as a standout amongst the most vital aptitudes that students ought to obtain (Sadeghi, 2012). Reading is a fundamental instrument for deep rooted learning. It is essential for everybody to build up the rudiments of successful reading and the way of life of reading generally in order to make progress throughout everyday life. Reading habit is the development of state of mind and capacity to read frequently with a specific end goal to learning and for self development. The Hindu (2004), as cited in (Igbokwe, Obidike and Ezeji, 2012) stated that because of inventive advancement, reading predispositions are growing. In our general public today, while development is continuously taking a persisting control over our individual lives, the reading propensity is briskly vanishing like a ghost. Also, Igbokwe, Obidike and Ezeji (2012) studied the impact of electronic media on the reading capacity of

youngsters in primary and secondary schools and reported that 93% of the students spent less than one hour each day reading in relation to 70% that spent at least two hours playing amusements on PDA. The favorite reading places by the students were found to be at home and in a quiet place while the major deciding factors for reading among the students were the company of friends, getting fulfilled in reading and considering reading as a serious task.

However, in order to compel learning and teaching, teachers need consider learners' cognitive styles, just as they should seek beyond standard teaching approaches. One way to achieve this is to use student-friendly/student-centered ways to humanize the classroom. Pithers (2002) characterized cognitive style as the generally stable systems, inclinations and states of mind that decide a person's common methods of seeing, recollecting and critical thinking. The way a student prefers to process information determines his or her distinctiveness as an information processor. Hence, this justifies the existence of individual differences in cognitive operations. Cognitive styles can by and large be portrayed as steady manners, inclinations or constant methodologies deciding a man's run of the mill methods of seeing, recollecting, considering, and critical thinking (Azizi, Noordin and Zirihhammi 2005). Conversely, field reliance/autonomy alludes to the steady method for preparing the earth, regardless of whether diagnostically and internationally inside the field (Messick, 1989). Darker (2000) brought up that the field might be perceptual or it might be more conceptual, for example, an arrangement of contemplations, thoughts, or sentiments.

An investigation directed by Antonietti and Gioletta (1995) referred to in (Muhammad, Daniel and Abdurauf, 2015) found that guys were more analogical issue solvers than the females. Hence, guys tended towards field autonomy while the females tended towards field reliance. Witkin and Goodenough (1981) demonstrated that social generalizations tended to lead guys to be field free and females, Field dependent. Witkin and Goodenough (2007) additionally found that "freed" females had a tendency to be more field autonomous than the

individuals who favoured the conventional female parts. Some qualities of areas of dependent and areas of independent persons may predispose them to certain types of activities such as reading habits and career choice (Kelleher, 2007).

It is imperative to note that, the reading habit of students is not only been affected by Cognitive style but educational media resources utilization. Educational media resources are essential resources in the school setting and are basically imperative in planning classroom exercises, taking of classroom notes, assignments of students and research work conduct, (Jamil, Tariq and Jamil, 2013). According to Adeoye and Popoola (2011) educational media resources utilization is necessary for effective learning process which can be in both printed and electronic designs including course readings, journals, records, abstracts, every day papers/magazines, reports, smart phones, television, and Internet among others. On the specific types of educational media resources being used by students, journals, magazines and notes were found to be the most popular educational media resources among secondary school students in India as reported by Saukai and Gohain (2006). This was corroborated by Hammed and Osunrinade (2010) that reported newspapers and magazines as the most regularly used educational media resources by the students. This, according to them, may be due to the ready availability of and accessibility to these educational media resources. The importance of educational media resources to students cannot be over emphasized. Educational media resources are useful to students because of their ability to; help learner to enhance reading and different abilities, show or fortify aptitudes, components or thoughts; remember uneasiness, fears or fatigue; simplify complex learning experience, stimulate learner's interest and facilitate students' drill and practice (Aboyade and Amusan, 2013).

Arema (2012), in his research on the consequence of the utilization of educational media resources on reading behavior and educational feat of secondary school learners in Ede metropolis, established the efficacy of educational media resources on improving the academic performance of the students. This

finding agreed with Babalola's (2010) finding which reported that students that make regular use of educational media resources scored higher than their counterpart that make use of educational media resources on occasional basis. However, Aboyade and Amusan (2013) reported a low-level utilization of educational media resources among secondary school students in Ede. Though educational media resources are used for several purposes, Essien (2007) reported that majority of the students in secondary schools use educational media resources for examination purposes only, though the students emphasized lack of adequate educational media resources as major hindrance to utilization of educational media resources by students.

McCarron (2004) queried if the study by Kulthau (1988) on students' utilization of educational media resources still stands in the light of the major technological changes because students of today are fundamentally different in the way they process information and seek information because of digital technology. To this end, Jude and Afangideh (2012) analyzed impact of electronic media asset on learners' reading capability at the Senior Secondary school level, with the point of learning their availability for advanced education in Akwa Ibom State, Nigeria. The discoveries uncovered those learners who approached TV and radio projects exceeded expectations essentially than the individuals who did not have the introduction. It was likewise found that learners who were more presented to TV programs performed higher than the individuals who were more presented to radio projects in their level of reading capabilities.

Also, in an examination led by Davy (1990), 56 field-subordinate and 55 field-free learners in grades 6-8 were evaluated on reading understanding undertakings which were distinctive as far as memory stack and subjective rebuilding prerequisites. The outcomes showed that field free students beat field-subordinate ones on undertakings with high memory requests and rebuilding necessities. Alptekin and Atakan (1990) analyzed the connection between second dialect accomplishment and field-reliance/autonomy among 11-and 12-year-old

Turkish EFL learners. The outcomes demonstrated that field-autonomous students performed better on discrete-point close tests. Jamieson (1992) examined the attributes of effective and unsuccessful second dialect students regarding their psychological styles. The examination gave confirmation to the positive connection between field-freedom and capability in ESL. The fact that field independents items mean ranking were more in the cognitive style scale is a pointer to this fact. This finding is in support of results from Behnam and Fathi (2009) think about which explored the connection between reading execution and field-reliance/autonomy Cognitive style of Iranian EFL students and detailed that field-free members were more effective than Field dependent ones on reading cognizance tests. Additionally, females beat their male partners on both GEFT and the reading appreciation tests.

Research Methodology

The study adopted the survey research design of the correlational type. The population for the study comprised all the Senior Secondary School 2 (SSS2) students in private schools across the thirty-three (33) local governments in Oyo State. As at the time of this study, there are 27,702 Senior Secondary School two students spread across the 127 registered private secondary schools in Oyo State (National Association of Proprietors of Private Schools Register, 2014, Preliminary Investigation, 2014). The multi-stage sampling technique was adopted in the study. The simple random sampling technique, using ballot system, was used to select sixty percent (60.0%) of the total number of LGAs in Oyo State. Thus, 20 LGAs viz: Akinyele, Atiba, Lagelu, Ibadan South-West, Ibadan North-West, OnaAra, Ibarapa Central, Ogbomoso South, OgoOluwa, Oyo West, Saki West, Egbeda, Afijio, Surulere, Irepo, Iwajowa, Oorelope, Ibadan North, Iseyin and Oluyole Local Government Areas were selected for the study.

At the second stage of the sampling technique, purposive sampling technique, due to the large number of private schools in the selected local governments, was used to select two private

schools with the largest population of Senior Secondary School two students from each of the local government areas selected for the study. Thus, a total of 40 Senior Secondary schools were selected for the study. At the third stage of sampling procedure, the total enumeration method was adopted to include all the Senior Secondary school 2 students in the selected private schools as respondents for the study. This is because the size of the students in each of the selected schools is not too large and can be easily managed by the researcher. Therefore, one thousand, three hundred and forty-four (1344) SS 2 students in private secondary schools in Oyo State formed the sample for the study. The data collected were analyzed using descriptive statistics (mean and Standard deviation).

Research Question 1: What is the reading habit possessed by Senior Secondary School students in Private Schools in Oyo State?

Data in Table 1 provides answer to the question

Table 1 revealed that regarding the types of books read by respondents, textbooks remained the highest read (687, 59.6%), followed by class work/notes (614, 53.3%). Journals (1007, 87.3%), Newspapers (797, 69.1%), Non-fiction (778, 67.5%), Magazines (683, 59.2%), and fiction books (638, 55.3%) were not read by majority. Considering the result for factors that motivates students to read, it was discovered that majority of the students (630, 54.6%) considered the summary of the book as their deciding factor. Though not up to the majority value, appreciable number of the respondents also considers the title page (563, (48.8%). Majority do not consider the preface (905, 78.5%), table of content (857, 74.3%), quality of the text (825, 71.6%), the author (794, 68.9%) and the title page (590, 51.2%).

Based on the analysis of the data gathered on reading purpose of private secondary school students in Oyo State, it was found that most of the students read because of the urge to get information (740, 64.2%), learn new things (717, 62.2%), and to pass examinations (623, 54%) respectively. The students were not thrilled by reading to meet new friends (901, 78.1%), for leisure or entertainment (815,

70.7%), to please parents (818, 70.9%) or to be current with trending issues (771, 66.9%). It was also found that majority of the students preferred to read late at night (656, 56.9%) rather than in the afternoon (879 (76.2%), evening (801 (69.5%), or morning (697 (60.5%).

It was found that length of reading was generally low among secondary school students in private secondary schools in Oyo State. Those who read between the 1 to 2 hours were in majority despite the fact that it falls short of meeting the average mark (490, 42.5%). Very few or minority read for more than 6 hours (12.7%). Results also showed that majority of the students also preferred to read at home (739 (64.1%) and the library (582 (50.5%). While some of the challenges encountered reading includes lack of interesting materials (830, 72%), unavailability of relevant books in the school library (788, 68.3%) difficult text books (800, 69.4%) unpaid fees (853, 74%) watching television (813, 70.5%) playing sports/games (805 (69.8%) browsing the internet (915, 79.4%) chatting with friends (873 (75.7%) law/no encouragement by teachers (993, 86.1%) inadequate provision of text books by my parents (950, 82.4%).

Research Question 2: What is the dominant cognitive style among Senior Secondary school students in private schools in Oyo State, Nigeria?

Data in Table 2 provides answer to the question

The second research question sought to determine the dominant cognitive style among Senior Secondary school students in private schools in Oyo State, Nigeria. In determining the dominant cognitive style among the students, it can be deduced from the results of the analysis that there is a poor field independent cognitive style among Senior Secondary students in private schools in Oyo State, Nigeria since the weighted mean score of 2.32 is lower than the criterion mean score of 2.50 set for good field independent. As far as the field dependent is concerned, result from table 4 b showed that in determining the dominant cognitive style among the students, it

Table 1: Reading Habit Possessed by Senior Secondary School students in Private schools

S/N	Types of books read	Read (%)	Not read (%)	Mean	Std. Dev.
4	Fiction	515 (44.7%)	638 (55.3%)	1.5	0.4
5	Non-fiction	375 (32.5%)	778 (67.5%)	1.67	0.46
6	Textbooks	687 (59.6%)	466 (40.4%)	1.4	0.49
7	Class work/notes	614 (53.3%)	539 (46.7%)	1.46	0.49
8	Journals	146 (12.7%)	1007(87.3%)	1.87	0.33
9	Newspapers	356 (30.9%)	797 (69.1%)	1.69	0.46
10	Magazines	470 (40.8%)	683 (59.2%)	1.59	0.49
	Deciding factor for reading				
11	Title page	563 (48.8%)	590 (51.2%)	1.51	0.5
12	Author	359 (31.1%)	794 (68.9%)	1.68	0.46
13	Preface	248 (21.5%)	905 (78.5%)	1.78	0.41
14	Table of content	296 (25.7%)	857 (74.3%)	1.74	0.45
15	Summary	630 (54.6%)	523 (45.4%)	1.45	0.49
16	Quality of text	328 (28.4%)	825 (71.6%)	1.71	0.45
	Purpose for reading	Considered	Not considered		
17	To learn new things	717 (62.2%)	436 (37.8%)	1.37	0.48
18	To meet new friends	252 (21.9%)	901 (78.1%)	1.78	0.41
19	To get information	740 (64.2%)	413 (35.8%)	1.35	0.47
20	To pass my examinations	623 (54%)	530 (40%)	1.45	0.49
21	For leisure/entertainment	338 (29.3%)	815 (70.7%)	1.71	0.46
22	To be current with trending issues	382 (33.1%)	771 (66.9%)	1.66	0.47
23	To please my parents	335 (29.1%)	818 (70.9%)	1.7	0.45
	Preferred time of reading	Preferred	Not Preferred		
24	Morning	456 (39.5%)	697 (60.5%)	1.6	0.48
25	Evening	352 (30.5%)	801 (69.5%)	1.69	0.46
26	Afternoon	274 (23.8%)	879 (76.2%)	1.76	0.42
27	Late nights	656 (56.9%)	497 (43.1%)	1.43	0.49
	Length of time spent reading books	Agreed	Disagreed		
28	Less than one hour	344 (29.8%)	809 (70.2%)	1.70	0.45
29	1 to 2 hours	490 (42.5%)	663 (57.5%)	1.57	0.49
30	2 to 4 hours	343 (29.7%)	810 (70.3%)	1.7	0.45
31	4 to 6 hours	150 (13%)	1003 (87%)	1.86	0.33
32	More than 6 hours	147 (12.7%)	1006(87.3%)	1.97	1.41
	Favorite reading place	Agreed	Disagreed		
33	Library	582 (50.5%)	571 (49.5%)	1.49	0.5
34	Home	739 (64.1%)	414 (35.9%)	1.35	0.47
35	Public Park	209 (18.1%)	944 (81.9%)	1.81	0.38
36	Classroom	209 (18.1%)	944 (81.9%)	1.81	0.38
37	Other places	156 (13.5%)	997 (86.5%)	1.86	0.34
	Challenges encountered in reading	Agreed	Disagreed		
38	Lack of interesting materials	830 (72%)	323 (28%)	1.71	0.44
39	Unavailability of relevant books in the school library	788 (68.3%)	365 (31.7%)	1.69	0.46
40	Difficult text books	800 (69.4%)	353 (30.6%)	1.69	0.46
41	Unpaid fees	853 (74%)	300 (26%)	1.73	0.43
42	Watching television	813 (70.5%)	340 (29.5%)	1.71	0.45
43	Playing sports/games	805 (69.8%)	348 (30.2%)	1.69	0.45
44	Browsing the internet	915 (79.4%)	238 (20.6%)	1.79	0.40
45	Chatting with friends	873 (75.7%)	280 (24.3%)	1.75	0.42
46	Law/no encouragement by teachers	993 (86.1%)	160 (13.9%)	1.86	0.34
47	Inadequate provision of text books by my parents	950 (82.4%)	203 (17.6%)	1.82	0.38

can be deduced from the results of the analysis that there is a poor field dependent cognitive style among Senior Secondary students in private schools in Oyo State, Nigeria since the weighted mean score of 2.35 is lower than the criterion mean score of 2.50 set for good field dependent.

Table 2: Dominant cognitive styles among Senior Secondary School Student
Table 2 A and B showed the dominant cognitive styles among Senior Secondary School Students.

Table 2A presents information on dominant cognitive style (field independent) among Senior Secondary school students in private schools in Oyo State.

s/n	Item: Field independent	SA	A	D	SD	Mean
1	I am less socially sensitive	167 (14.5%)	268 (23.2%)	211 (18.3%)	507 (44%)	2.91
2	Thinking is not my idea of fun	153 (13.3%)	277 (24%)	314 (27.2%)	409 (35.5%)	2.8
3	I rely mostly on my instinct	338 (29.3%)	360 (31.2%)	113 (9.8%)	342 (29.7%)	2.39
4	I would lean toward complex to straightforward issue	312 (27.1%)	411 (35.6%)	150 (13%)	280 (24.3%)	2.34
5	I prefer my life to be filled with puzzles that I must solve	394 (34.1%)	204 (17.7%)	235 (20.4%)	321 (27.8%)	2.41
6	I like to have the responsibility of handling a situation that needs a lot of thinking	477 (41.4%)	409 (35.5%)	62 (5.4%)	205 (17.8%)	1.99
7	I break down complex into its constituent parts while reading	473 (41%)	312 (27.1%)	138 (12%)	230 (19.9%)	2.11
8	I truly appreciate an undertaking that involves coming up with new solutions to problems	472 (40.9%)	319 (27.7%)	142 (12.3%)	220 (19.1%)	2.09
9	I analyze everything I read	447 (38.8%)	238 (20.6%)	163 (14.1%)	305 (26.5%)	2.28
	Weighted mean					2.32

Table 2B presents information on dominant cognitive style (field dependent) among Senior Secondary school students in private schools in Oyo State.

s/n	Item: Field Dependent	SA	A	D	SD	Mean
1	I prefer group work	480 (41.6%)	195 (16.9%)	171 (14.8%)	307 (26.6%)	2.26
2	I depend on outer intimations while contemplating	244 (21.2%)	415 (36%)	159 (13.8%)	335 (29.1%)	2.51
3	I endeavor to foresee and keep away from a circumstance where there is likely a possibility, I should contemplate something	325 (28.2%)	277 (24%)	235 (20.4%)	316 (27.4%)	2.47
4	I favour contemplating with companions	274 (23.8%)	313 (27.1%)	236 (20.5%)	330 (28.6%)	2.54
5	I would preferably accomplish something that require little idea than something that is certain to challenge my reasoning capacities	450 (39%)	218 (18.9%)	168 (14.6%)	317 (27.5%)	2.31
6	I want to consider little, every day venture to long haul ones	287 (24.9%)	317 (27.5%)	256 (22.2%)	293 (25.4%)	2.48
7	I just think as hard as I need to	478 (41.5%)	285 (24.7%)	87 (7.5%)	303 (26.3%)	2.18
8	I am socially sensitive	430 (37.3%)	245 (21.2%)	166 (14.4%)	312 (27.1%)	2.31
9	Relying on thought to advance toward the best interests to me	480 (41.6%)	273 (23.7%)	117 (10.1%)	283 (24.5%)	2.17
	Weighted mean					2.35

Research Question 3: What are the educational media being utilized by Senior Secondary School Students in private schools in Oyo State, Nigeria?

Data in table 3 provides answer to the question.

Table 3: Educational media being utilized by Secondary School Students

S/N	Educational Media	Used (%)	Not Used (%)	Mean	Std. Dev.
1	Globe	184 (16%)	969 (84%)	1.84	0.36
2	Graphic	187 (16.2%)	966 (83.8%)	1.83	0.36
3	Flip chart	246 (21.3%)	907 (78.7%)	1.78	0.41
4	Power point	254 (22%)	899 (78%)	1.77	0.41
5	Projectors	283 (24.5%)	870 (75.5%)	1.75	0.43
6	I-Pods	291 (25.2%)	862 (74.8%)	1.75	0.43
7	Posters	331 (28.7%)	822 (71.3%)	1.71	0.45
8	Tablet	340 (29.5%)	813 (70.5%)	1.71	0.46
9	Map and Atlas	339 (29.4%)	814 (70.6%)	1.7	0.46
10	Audio cassette	344 (29.8%)	809 (70.2%)	1.7	0.45
11	Graph	367 (31.8%)	786 (68.2%)	1.68	0.47
12	Animation	367 (31.8%)	786 (68.2%)	1.68	0.46
13	Photograph	380 (33%)	773 (67%)	1.67	0.47
14	Charts	394 (34.2%)	759 (65.8%)	1.65	0.47
15	I-Pad	395 (34.3%)	758 (65.7%)	1.65	0.47
16	I-Phones	404 (35%)	749 (65%)	1.65	0.48
17	Diagrams	410 (35.6%)	743 (64.4%)	1.64	0.48
18	Smart phones	588 (51%)	565 (49%)	1.49	0.51
19	Video players	606(52.6%)	547(47.4)	1.47	0.49
20	Films	614(53.3%)	539(46.7%)	1.46	0.49
21	Radio	613(53.2%)	540(46.8%)	1.46	0.5
22	Computer	693(60.1%)	460(39.8%)	1.39	0.49
23	Internet	694(60.2%)	459(39.8%)	1.39	0.49
24	Television	745(64.6%)	408(35.4%)	1.35	0.48

Table 3 presents information on educational media resources being utilized by senior secondary students in private schools in Oyo State. Results from table 3 indicated that television (745, 64.6%) is the most widely used educational media among senior secondary school students in Oyo State. This was followed by Internet (694, 60.2%) and computer (693, 60.1%). Other educational media resources utilized by the students were films (614, 53.3%), radio (613, 53.2%), video players (606, 52.6%) and smart phones (588, 51%) respectively.

Other educational media highlighted in the study such as Globe, graphic, flip chart and PowerPoint were not enjoying heavy use among secondary school students in Oyo State. However, some of the educational media including Diagram, I-Phones, I-Pad, Charts, Photograph and Animation were found sparingly being used among secondary school students in Oyo State.

Testing of the Hypothesis

What is the relationship between educational media resources utilization and cognitive styles and the reading habit of Senior Secondary school students in private schools in Oyo State, Nigeria?

Data in table 4 provides answer to the question.

Table 4: Summary of correlation matrix showing relationship between Educational Media Resources, Cognitive Style and Reading Habit

S/N	Variable	X	SD	r	P
1	Reading habit	73.36	8.22	-	
2	Educational media resources utilization	39.26	5.66	.539	.641
3	Cognitive style	42.65	12.65	-.032	-.044

Correlation Significant at $p < 0.01$ level.

Table 4 presents results of analyzed data on the relationships between educational media resources utilization, cognitive style and reading habits of Senior Secondary school students. The result revealed positive relationship between educational media resources utilization ($r = .539$, $p > 0.05$) with reading habit and cognitive style ($r = -.032$, $p < 0.05$) were found to be negatively related with reading habit.

Discussion of Findings

This study found in Table 1 that textbooks remained the highest read; that the summary of the book is their deciding factor for reading a book; students read because of the urge to get information, learn new things, and to pass examinations and that majority of the students preferred to read late at night. The table also revealed that: the length of reading was generally low among secondary school students in private secondary schools in Oyo State; majority of the students also preferred to read at home and the library and that some of the challenges encountered reading includes lack of interesting materials, unavailability of relevant books in the school library, unpaid fees, watching television, browsing the internet and chatting with friends among others. This finding is at variance with that of Igbokwe, Obidike and Ezeji (2012) that 93% of the students spent less than one hour each day reading in relation to 70% that spent at least two hours playing amusements on PDA. The findings of Igbokwe, Obidike and Ezeji (2012) however agrees with this study finding in the area of the time mostly preferred by students for reading as the authors found that the favorite reading places by the students were found to be at home and in a quiet place.

This study revealed in Table 2 that in the field independent category, it can be deduced from the results of the analysis that there is a poor field independent cognitive style among Senior Secondary students in private schools in Oyo State, Nigeria since the weighted mean score of 2.32 is lower than the criterion mean score of 2.50 set for good field independent. In the same vein, that table reveal that in the

field dependent category, it can be deduced from the results of the analysis that there is a poor field dependent cognitive style among Senior Secondary students in private schools in Oyo State, Nigeria since the weighted mean score of 2.35 is lower than the criterion mean score of 2.50 set for good field dependent. This finding is at variance with Antonietti and Gioletta (1995) cited in (Muhammad, Daniel and Abdurauf, (2015) discovered that guys were more analogical issue solvers than the females. Thus, guys tended towards field autonomy while the females tended towards field reliance and also Witkin and Good enough (2007) result that reported liberated females as tending to be more field autonomous than the individuals who favored the conventional female parts. Some qualities of field dependent and field autonomous people may predispose them to certain types of activities such as reading habits and career choice (Kelleher, 2007).

Table 3 revealed that that television (745, 64.6%) is the most widely used educational media among senior secondary school students in Oyo State and this was followed by Internet, computer, films, video players and smart-phones respectively. The other educational media such as flip chart, Power Point were not being heavily used while iPad, Charts, photograph and animation were found to be sparingly used among secondary school students in Oyo State. This finding is at variance with findings from Adeoye and Popoola (2011) study which reported that educational media resources utilization is generally low though the usage is necessary for effective learning process and that such educational media assets can be in both printed and electronic arrangements including course books, diaries, records, abstracts, daily papers magazines, reports, smart phones, television, and Internet among others.

This study finally revealed in table 4 that there is positive relationship between educational media resources utilization and reading habit while cognitive style was found to be negatively related with reading. The positive relationship established between educational media utilization and reading habits of students implies that regular utilization of educational media would improve reading habits of students. This finding is in agreement with Jude and Afangideh (2012) who found that learners who approached TV and radio projects exceeded expectations essentially than the individuals who did not have the introduction.

Conclusion and Recommendation

From this study, it is crystal clear that the length of reading was generally low among secondary school students in private secondary schools in Oyo State. It is also established through this study that majority of the students also preferred to read at night in their home and the library while some of the challenges they encounter when reading includes lack of interesting materials, unavailability of relevant books in the school library, unpaid fees, watching television, browsing the internet and chatting with friends among others. This study further ascertained that that there is a poor field dependent as well as independent cognitive style among Senior Secondary students in private schools in Oyo State. Also, the most widely used educational media among senior secondary school students in Oyo State is television and this was followed by Internet, computer, films, video players and smart-phones respectively. The other educational media such as flip chart, Power Point were not being heavily used while iPad, Charts, photograph and animation were found to be sparingly used among secondary school students in Oyo State. This study glaringly proved that there is positive relationship between educational media resources utilization and reading habit while cognitive style was found to be negatively related with reading.

The following recommendations were made in view of the findings of the study:

1. Since the findings on educational media and reading habit revealed a positive relationship, it is imperative that this relationship should be further enhanced by adequate and quality provision of educational media resources, both print and non-print in schools.
2. Proprietors of Private Secondary Schools should endeavour to employ qualified and knowledgeable teachers who would be able to handle the students' maturely taking cognizance of individual differences to be able to get the best out of every student.
3. Proprietors of Private Secondary Schools should expose their students to reading and learning even within and outside the school environment for grater knowledge acquisition and reading habit.
4. Government on the other hand should build more well-equipped public libraries that shall be accessible to every student in State for a better reading exposure.
5. School authorities should encourage reading competitions among other activities between male and female within and outside the school environment.
6. The recommended age of eligibility for secondary school education in the country which is between ten and sixteen years should be maintained by the Government as this positively affected the reading habit of students in private schools in Oyo state.

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