Effect of Mobile Phone Use on Reading Habits of Private Secondary School Students in Oyo State, Nigeria

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The study reported survey results that revealed that reading for fun; reading in the library; and reading books with color and illustrations were among factors that affected reading habit among students. The survey also showed that students were not favorably disposed to reading at home and that some of them were forced to read by their parents. The study further revealed that almost all the respondents owned a mobile phone. The researchers recommend that software applications and teaching materials be harnessed for use on mobile phones such that Nigerian students would be able to read and learn using this equipment.

Introduction

Electronic media has changed the way people perceive reading and how printed materials are being utilized for reading (Abidin and Pour-Mohammadi, 2011). With the advancement of electronic media, one may assume that students now read less as they get more involved in watching TV and playing games online in their spare time. The growth of electronic media as a source of information and entertainment has been phenomenal while more and more people, especially the young, are going wireless and using the web to gather information, especially through mobile phones. According to Cumaoglu, Sacici and Torun (2013), printed resources have been replaced with electronic resources and the habits related to newspaper, magazine, course material and book reading have undergone changes. In other words, the world is fast becoming a global village through the use of Information Communications Technology (ICT), an umbrella term that includes any communication device or application, encompassing radio, television, mobile phones or cellular phones, computer and network hardware and software, used for processing information.

Mobile phone use in educational context can be used to facilitate learning. This is because learning is gradually shifting from focusing on memorizing data for the purpose of passing examination, to conducting and analyzing research using the internet. According to Reid (2010), smart phones like Blackberry and iPhones have built-in cameras for picture and video-recording and capturing features which can assist note taking during lectures, which would be read afterwards. He opined further that mobile phones have access to internet applications such as Google search, Google Maps and Google Documents for research and group collaboration. In addition, they can be used to monitor students in school such that a parent may call the student at a particular time in school and ask him/her to give the phone to the teacher. Secondary Schools in developed countries accept that parents give their children mobile phones to protect them from everyday risks to personal safety and security. Kolb (2006) acknowledged that providing a child with a mobile phone gives parents and caregivers reassurance that they can communicate quickly

with their child before and after school. Kolb noted further that mobile phones can be used as a learning tool for knowledge construction if educators teach students how to use them appropriately.

In some developed countries, students are not allowed to switch on their mobile phone during class hours for safety and security; they can adjust their phone to silent mode so that missed calls can be retrieved after their reading hours (Shuler, 2009). In addition, mobile phones may be handed in at an assigned office at the commencement of the school day to be locked in a secure location. These students are required to mark their mobile phone with their names and the mobile phones would be picked up at the end of the school day.

Learning through mobile phone use provides a potential way forward for the expansion of education programs to larger segments of the population rather than via the eLearning model that has been adopted in many parts of the developed world. Mobile phones are also used for M-Learning (mobile learning), which is a method of educational delivery that could be more cost-effective than eLearning methods. This is because the ubiquity of mobile phones means that many people are already familiar with mobile phone applications (Motlik, 2008). Preliminary investigations have shown that the use of mobile phones may have positive influence on the quality of education and invariably on the reading ability of students, if properly monitored and used. Mobile phones, if positively used, can promote the reading habits of students, especially those with icons that support short and long-term reading. According to Sarapin and Bertoline (2011), children are "digital natives" because they were born and grew in the midst of technology, and this enables them to seamlessly engage in active, digitally mediated learning. Digital natives thrive on interactive technology like mobile phones, and instructors may miss an educational opportunity if they do not incorporate mobile phone use into their learning (Prensky, 2005). However, the digital natives have placed greater value on the technological capabilities of the mobile phone and its potentials to facilitate socialization and entertainment, which can influence their reading habits negatively.

Time students spend reading may also be affected by texting (SMS). The constant use of abbreviations in text messages has an effect on students' writing abilities. Papers written by these students show poor punctuation, bad grammar, and inappropriate abbreviations that are normally used in text messages are now being used in academic writing. The many modes of communication afforded by ICT may offer student distraction from developing reading habits and may be making the reading of written materials archaic for most children. Therefore, this study determined the perceived influence of mobile phones on reading habits of students in private secondary schools in Ibadan North Local Government, Oyo state with a view to examining their reading habits vis-a-vis the use of mobile phones. The purpose of the study was to find out the frequency and purpose of use of mobile phones by the students in secondary schools; investigate the accessibility of mobile phones to secondary school students; examine the type of materials read by students in secondary schools in Ibadan North Local Government Area; and investigate the perceived influence of mobile phones on reading habits of students in private secondary schools. The following research questions guided the attainment of these purposes:

1. What are the habits that affect the reading of students in private secondary schools?
2. What is the level of ownership of the mobile phones?
3. What are the effects of mobile phones on reading?
4. What are the functions used on mobile phones by the respondents?
5. What is the duration of time spent in operating mobile phones by secondary school students?
6. What is the perceived usefulness of mobile phones to secondary school students?

Literature Review

Mobile devices have become increasingly prominent in the lives of children. Since 2005, ownership of portable digital devices has experienced double-digit growth among children ages 4-14 (NPD Group, 2008b). According to Burns and Lohenry (2010), more than 94% of today's college students own mobile phones. They found that by the time young adults reach secondary school, 91% of 12 year-olds in the UK have a mobile phone. In 2001, cell phone subscriptions were less than a billion worldwide, with the majority of the subscriptions from the developed countries. At the end of 2010, however, cell phone subscriptions had reached five billion worldwide with subscriptions from developing countries outnumbering that of the developed countries (Kelly, 2009; Rebello 2010). Mobile phones have become quite popular in a short time among the younger generations. A study in Norway, for example, reported that almost 100% of 16 year-olds owned a mobile phone in 2001 while less than 20% of 16 years-olds owned them in 1997 (Ling, 2001). Studies suggested that mobile phones have evolved into something more than a simple communication tool, gaining their own place in various aspects of social interaction. A qualitative study on Australian adolescents revealed that mobile phones play an integral part in the lives of young Australians (Walsh, White, & Ross, 2008). Some participants in the study reported very strong attachment to their mobile phones; they felt as though their mobile phones were part of them. Bond (2010) also examined children's mobile phone use and concluded that mobile phones were fundamental tools with which the children maintained and managed their relationships, contributing to reinforced peer ties. According to an NPD (2013a) report, over half (53 percent) of mobile device users in their study spent more time playing on mobile devices; this increase in time spent gaming on these devices was especially pronounced among teens (ages 12-17) who spent seven hours per week gaming on mobile devices compared to five hours per week in 2011.

Africa is now the fastest growing mobile phone market in the world, and the demand for mobile phones across the continent is huge and rapidly expanding (Vodafone, 2005). Vodafone also pointed out that less than 3% of the population had access to a telephone in 2001, but the number of mobile subscribers has already grown to over 50 million, representing over 7% of the population. The number of subscribers is currently expanding at around 35% a year, and would continue over the next few years. The rapid expansion of markets is clearly linked to liberal regulatory environments, where operators have been given freedom to respond to customer requirements. Globally, the industry recognizes that its next 1 billion customers will be won by companies that develop business models that work for poorer people. The use of mobile phones has also affected the reading habits of children at home and in school. Sinha (2005) stated that much anecdotal proof of mobile phone adoption leading to poverty alleviation has surfaced over the past couple of years, both in developed and developing nations; and mobile phones are quickly becoming an affordable germane and accessible tool to improve the livelihoods of individuals and groups in developing countries.

Vodafone (2007) gave a clear picture of the use of mobile phones in four selected Africa countries: South Africa, Tanzania, Egypt, and Nigeria. The rapid spread of mobile phones in Africa has been aided by pre-pay options that allow users to control their spending. The number of mobile phone users is much higher than the actual number of phones in South Africa, Nigeria, Egypt and Tanzania, as many people allow family and friends to use their mobile phone. Community phone shops allow many more people to gain access to telecommunications, and increased mobile connectivity improved access to information in the four countries. Vodafone (2007) claimed that the adoption of mobile phones by users is very interesting in South Africa. The black dominated populated region of South Africa is more prone to the use of mobile phones than the white population. The reason is that the black population is more interested in using mobile phones for their business, farming and fishing; African indigenes also encourage their children

who are in school to use mobile phones so as to assist them in doing their business after school hours.

However, mobile phones are considered more as a distraction in the classroom than a tool to support students' learning. Mobile phones can be noisy and distracting, but they can also be an aid to learning (Docksai, 2009). In studies on mobile phones for teaching college students, the findings supported its use in the classroom and for student-faculty interaction (Markett, Sanchez, Weber, & Tangey, 2006; Milrad & Spikol, 2007). Mobile phones can be a major distraction to learning when students use them improperly (Tenzin and Steven, 2011). But it seems that instructors, especially in developed countries, have no alternatives to joining students in using cell phones. Mobile phones can be a great learning tool if instructors recognise their capabilities. Teachers can capitalize on teens' affinity for mobile phones to use them in the classroom to support content creation (Hartnell-Young and Vetere, 2005), student-centered learning and collaboration, as well as authentic learning (Brown and Duguid, 1996) and the differentiation of instruction (Kukulska-Hulme & Traxler, 2005). This is not to suggest that mobile phone use in the classroom is without problems. Some challenges with cell phone learning are disruptive ringing, a feeling of isolation, a low advantage for less tech-savvy traditional students, and the rapid upgrades (Campbell, 2007). Cheating, sexting and cyberbullying are other possible disadvantages that come from mobile phone usage among children. Eifler (2009) stated there are pedagogically defensible alternatives to silencing cell phones in the classrooms. For instance, a mere texting or SMS can be a great tool to help students' learning. In addition, texting can be used for one-to-one tutoring for special needs students and English Language Learners, and also to provide civic education by government or non-government agencies, among others. It will not be far when there will be eBooks for cell phone users too (Tenzin and Steven, 2011).

However, researchers have found a lot of changes in the reading habits of children due to the impact of mobile phones (Liu, 2005). Recreational reading has changed for young adults and secondary school students in an era of mobile phones, eBooks and laptops, and hours spent online. Students have been known to be very receptive to different forms of media. Reading time using digital media is made shorter by skimming and browsing the hypertexts that are less structured and non-linear (Liu, 2005). However, students are choosing not to spend the time reading or studying (Cerrito and Levi, 2009) while various activities like operating mobile phones take up students' time. In addition, schools in developed countries include mobile phone etiquette and rules on syllabi. The saturation of mobile phones has changed the culture of school life and the classroom (Gunter, 2007). Accordingly mobile phone usage by students averaged nearly an hour per day and telephone traffic is greater than data traffic over the internet (Noll, 2001).

Methodology

The study adopted a descriptive survey of the *ex post facto* type. The population included all the 33 private secondary schools in Ibadan North Local Government Council (Oyo State Ministry of Education, 2012), Oyo State, Nigeria. The schools have a total of three thousand nine hundred and eleven Senior Secondary Students (3911), of which one thousand one hundred and thirty seven students (1137) belonged to senior secondary class I. Random sampling technique was adopted to select three hundred and eighty five senior secondary class one students from 16 private schools (50%) to participate in the study. A questionnaire named *Influence of Mobile Phone On Reading Habit Of Secondary School Students* (IMPRHSSS) was used as an instrument for the study. The questionnaire used for data collection consisted of 23 items that comprised both close and open-ended questions on a four point Likert Scale. The questionnaire was divided into three sections:

- Section A was on background information of the respondents
- Section B was on the use of mobile phone, and

- Section C included eight questions on reading habits of the students.

A total of 385 copies of the questionnaire were administered and 335 (87%) were returned with useful responses. The data extracted from retrieved questionnaires were analyzed using Statistical Package for Social Sciences (SPSS) using descriptive statistics which include frequency counts, percentages, means and standard deviations.

Results and Discussion

Habits that Affect the Reading of Students

In survey section C, the respondents were asked to indicate their opinion as regards the habits that affects their reading. Results presented in Table 1 revealed that the habits that mostly affected the respondents included playing instead of reading (n=146 or 44%); they preferred reading in the library (n=170 or 51%); they prefer to read at home (n=247 or 74%); and they also preferred reading books with color and illustrations (n=133 or 40%). The survey results showed that the students like playing instead of reading at home. This agreed with Aina, Ogungbeni & Adigun (2011) that the average Nigerian child reads less than three books per year.

Table 1: Student Responses to Reading Habits Survey (N=335)

Question	Survey Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1	I like playing instead of reading.	115 (34.3%)	74 (22.1%)	86 (25.7%)	60 (17.9%)
2	I prefer reading in the library.	76 (22.7%)	89 (26.6%)	110 (32.8%)	60 (17.9%)
3	I prefer reading at home.	58 (17.3%)	30 (9%)	130 (38.8%)	117 (34.9%)
4	I prefer reading books with colors and illustrations.	62 (18.5%)	60 (17.9%)	92 (27.5%)	41 (12.2%)
5	I love reading mostly at school	82 (24.5%)	121 (36.1%)	91 (27.5%)	121 (36.1%)
6	I love reading only when my friends are with me.	152 (45.4%)	103 (30.7%)	52 (15.5%)	28 (8.4%)
7	I love reading during holidays.	70 (20.9%)	77 (23%)	110 (32.8%)	78 (23.3%)
8	I read for fun at home.	81 (24.2%)	97 (29.0%)	102 (30.4%)	55 (16.4%)
9	I like reading instead of playing.	78 (23.3%)	96 (28.7%)	112 (33.4%)	49 (14.6%)
10	I like reading both at home and at school.	37 (11.0%)	48 (14.3%)	136 (40.6%)	114 (34%)
11	I read only when am forced to do so.	121 (36.1%)	104 (31%)	70 (20.9%)	40 (11.9%)

The findings also indicated that students preferred reading in the library as well as reading for fun at home. Cabral and Tavares (2002) opined that students read for academic purposes almost as much as they use reading as a hobby. This finding equally revealed that the students loved reading books with colour and illustrations. Chihemen (2007) explained that children enjoy reading illustrated materials and this promotes their attitude towards reading. The observation made by this researcher also revealed that reading was not included in the timetable of private secondary schools in INLG

Preferred Reading Material for Senior Secondary School Students

In survey Section C, respondents were also asked to indicate the type of reading materials they preferred to read. Results depicted in Table 2 show that 272 (81.2%) of the respondents preferred reading storybooks; 15 (4.5%) preferred reading comic books; 3 (9.6%) of the respondents preferred reading novels; and 7 (2.1%) preferred reading their school books; while the remaining 9 (2.7%) of the respondents preferred reading other materials. This implies that students in private secondary school preferred storybooks and novels more than their school books. This further implies that majority of the students preferred storybooks and novels more than their school books, indicating that their pleasure reading could be increased if these materials are made available and maintained. Devarajan (1989) reported that irrespective of socio-economic background, many young adults are interested in reading literature, especially novels.

Table 2: Reading Materials Preferred by Private Senior Secondary Students (N=335)

Book Type	Frequency (%)
Story books	272 (81.2%)
Comic	15 (4.5%)
Novels	32 (9.6%)
School Books	7 (2.1%)
Other Materials	9 (2.7%)

The respondents were also asked how they acquired books for reading. The result revealed that 148 (44.2%) acquired books from bookshops, 85 (25.4%) acquired books from the library, 46 (13.7%) acquired books from market, 51 (15.2%) acquired books from friends, and 5 (1.5%) of them acquired books from family members. The results also revealed that the majority of the students got their books through purchase by their parents from bookshops, which implies that they do not use the library to get books. The respondents were also asked to indicate the number of books owned by them. The results indicate that the majority, 113 (33.7%), owned between 8-10 books. According to Wagner (2002), reading should also be considered in terms of the amount of materials owned, and the average time spent on reading. The result contradicts the study by Henry (2004) who found that Nigerian young adults do not own up to three books. This revealed that, gradually, young adults in Nigeria are reading, probably due to numerous reading campaigns organized by the government, private bodies and individuals.

Effect of the Use of Mobile Phones on Reading

In survey Section B, the respondents were asked to indicate their ownership of mobile phones and the result revealed that the majority of them, 323 (96.4%), owned a mobile phone, while 12 (3.6%) did not. This implies that the majority of the private secondary school students have personal mobile phones. According to Burns and Lohenry (2010), the majority of today's college students own cell phones. The Mobile Life Youth Report (2006) similarly found that 91% of 12 year olds in the UK have a mobile phone. In Asia, mobile penetration has doubled within a short span of time; in 2001, average penetration was 19.7 per 100 inhabitants while in 2005 the penetration rate rose to 40.9 (Orbicom, 2007). According to the Pew Internet Project's 2011 teen survey, three quarters (77%) of teens in the US now have a mobile phone, a figure that is similar to the 75% of teens who owned a cell phone in 2009, and up dramatically from the 45% of teens who were cell owners in late 2004. Also relevant is the fact that mobile phone ownership is increasingly more common in the lower socio-economic segments of society (Samarajiva and Zainudeen, 2008). This study agrees with the NDP Group (2008) report that emphasized that mobile phones have become prominent

among young adults. A study in Norway reported that almost 100% of 16 year-olds owned a cell phone in 2001 while less than 20% of 16 years olds owned them in 1997 (Ling, 2001). For cell phone users, this possession has become as important as wallets.

The study also sought to find out how the respondents got the owned mobile phone: 290 (86.6%) respondents indicated that their parents bought mobile phones for them, 16 (4.8%) got their phones from their siblings, 20 (6.0%) respondents reported that they bought it themselves, and 9 (2.6%) of them indicated that their friends gave them their mobile phones. According to the NPD Group (2013b), 79 percent of parents with children age 2 - 14 reported that they or their children owned some type of mobile device, such as a traditional mobile phone, Smartphone, or tablet. Studies have reported that parents often demand communication with their children, for which cell phones are provided (Johnson, Onwuegbuzie and Turner 2007; Obringer and Coffey, 2007). The respondents were also asked to indicate how they got money for airtime into their mobile phones. One hundred and sixty-three 163 (48.7%) got airtime through their parents, 167 (49.9%) of them got airtime from their pocket money, and 5 (1.5%) respondents got airtime through other means. About one-third of parents in the study by NPD also revealed that they are spending more on apps for their children using a smart mobile phone, and they are willing to pay more for apps than what they are currently paying (NPD, 2013b).

The respondents were also asked to indicate the role that mobile phones had on their reading habits. Their responses indicated that they found mobile phones useful in reading (n=217 or 65%) and mobile phones would make it easier for them to do their assignments and prepare for examinations (n=189 or 56%). They, however, disagreed that mobile phones would enable them to find online books (n=164 or 49%), and mobile phones would improve their performance academically if used for reading (n=160 or 48%). The results thus showed that the majority of the respondents perceived that the mobile phone is a relevant tool that aids their educational achievement.

Table 3: Role of Mobile Phones on Reading Habits of Students (N=335)

Survey Question	Strongly Disagree	Disagree	Agree	Strongly Agree
I find mobile phone useful while reading.	51 (15.2%)	67 (20.0%)	144 (43.0%)	73 (21.8%)
Using mobile phone would make it easier for me to do my assignments and prepare for examinations.	48 (14.3%)	98 (29.3%)	109 (32.5%)	80 (23.9%)
Using the mobile phone would enable me find online books to read.	60 (17.9%)	111 (33.1%)	88 (26.3%)	76 (22.7%)
Using mobile phone while reading would improve my performance academically.	63 (18.8%)	112 (33.4%)	114 (34.0%)	46 (13.7%)

Tasks Performed on Mobile Phones

The respondents were asked to indicate the functions that their mobile phones were used for. The result, as shown in Table 4, indicated that the majority of them (80.6%) used their phones to listen to music, 78.2% each used their phones to browse the internet and for text messaging, and 74.9% of them to solve their given school assignments through the Internet. Also, 50.1% of them used their phones to make calls only, 38.2% used their phones for reading newspapers, and 16.4% used mobile phones for other functions. Similar findings by Rebello (2010) showed that the majority of students used mobile phones to make (91.9%) and receive (80%) phone calls. Also, Nurvitadhi (2003) in her study of mobile phone usage of adolescents in Japan and USA found that a large

proportion (69.53%) of Japanese adolescents preferred using the text messaging service while American adolescents (35.5%) favored the game features of the mobile phone. Japanese adolescents (40.21%) were also found to use more of the MP3 (MPEG-1 Audio Layer 3) features of mobile phones compared to other features.

Table 4: Functions Performed on Mobile Phones

Function	Frequency (%)
To listen to music	270 (80.6%)
To browse the Internet	262 (78.2%)
To text message	262 (78.2%)
To solve given assignments	251 (74.9%)
To make call only	168 (50.1%)
To read newspapers	128 (38.2%)
Other functions	55 (16.4%)

The next question asked the respondents were also asked to indicate the available services on their phone. Results indicated that available services on their mobile phone included: radio, 276 (82.4%); SMS 275 (82.1%); video recording, 261 (79.7%); and audio recording 258, (77.0%). The results also showed that watching films, 202 (60.3%); using the phones as E-readers, 131 (39.1%); and watching TV stations, 110 (32.8%), were the least available services used by the secondary school students in Ibadan NLGA.

Relevance of Mobile Phone to the Students

The respondents were requested to indicate the perceived usefulness of mobile phones to them. Results revealed that the majority of them, 268 (80.0%), used their mobile phones to communicate with friends and family; 250 (74.6%) got information through the internet; 241 (71.9%) got in touch with parents; and 220 (65.7%) respondents listened to music and played games. The results also revealed that the respondents used their mobile phones for other functions like reading, 169 (50.4%); collecting data, 151(45.1); sending e-mail, 143(42.7%); communicating new findings, 135(40.3%); communicating directives, 129(38.5%); communicating with teachers, 96 (28.7%); and getting in touch with the library, 75 (22.4%). Utulu, Alonge, and Emmanuel (2012) confirmed that mobile phones were used to interact, get information, and share knowledge. The interaction may have been in the form of communicating (directive and new findings) among the respondents involved.

Duration of Time Spent in Operating Mobile Phones and Reading

The respondents were asked to indicate the amount of time spent daily on their mobile phones. As shown in Table 5, the results indicate that majority of them, 96 (28.7%), spent 1-2 hours daily on their mobile homes; 67 (20.0%) spent less than hour; 60 (17.9%) spent more than five hours; 57 (17.0%) spent 2 – 3 hours; 28 (8.4%) spent 3 – 4 hours; and 27 (8.1%) spent 4 – 5 hours daily on their mobile phones. The respondents were asked to indicate the time spent reading their book at home. The results indicate that most of them, 109 (32.5%), spent 2-3 hours reading daily; 90 (26.9%) spent 1-2 hours; and 55 (16.4%) spent less than an hour reading at home (Table 5). The respondents were also asked to indicate time spent reading in the school library on a daily basis. The results indicate that more than half of them, 168 (50.1%), spent less than hour reading in the school library; 77 (23.0%) spent 1 – 2 hours; 48 (14.3%) spent 2 – 3 hours; 31 (9.3%) spent 3 – 4 hours; and 11 (3.3%) respondents spent 4 - 5 hours reading in the school library.

Table 5: Time Spent in Reading Books

Activity	Frequency (%)
Time spent reading at home.	
Less than an hour	55 (16.4%)
1-2 hours	90 (26.9%)
2-3 hours	109 (32.5%)
3-4 hours	53 (15.8%)
4-5 hours	28 (8.4%)
Time spent using the library.	
Less than an hour	168 (50.1%)
1-2 hours	77 (23%)
2-3 hours	48 (14.3%)
3-4 hours	31 (9.3%)
4-5 hours	11 (3.3%)
Time spent daily on mobile phone	
Less than an hour	67 (20%)
1-2 hours	96 (28.7%)
2-3 hours	57 (17%)
3-4 hours	28 (8.4%)
4-5 hours	27 (8.1%)
More than 5 hours	60 (17.9%)
Frequency of time spent on mobile phone	
Daily	272 (81.2%)
Weekly	15 (4.5%)
Biweekly	9 (2.7%)
Monthly	7 (2.1%)
Others	32 (9.6%)

Effect of the Use of Mobile Phone on Reading Hours

The study investigated the effect of the use of mobile phones on reading hours of students. It was found that the respondents felt contented using the mobile phone while reading; they were conversant with different types of reading materials on their mobile phones; mobile phones assisted them to develop reading habits; and mobile phones also aid their performance in reading. The study also found that the students were convinced that mobile phones increase their reading hours, and enable them to browse different fiction books.

Conclusion and Recommendations

The study revealed that most of the respondents read for fun and at school, but mostly at school. The students also affirmed that they like reading instead of playing but like to read when they are forced to do so, and when they are with their friends. The result also indicated that reading in the library, as well as reading books with colours and illustrations, has less influence on the reading habits of students. The study showed that almost all the respondents owned a mobile phone. The NPD Group (2008a) found that mobile devices have become increasingly prominent in the lives of students. In addition, this study found that parents were the major source through which the respondents got ownership of mobile phones. The respondents opined that using mobile phones would enable them to read more and make it easier for them to do their assignments, as well as improve their performance in reading. Liu (2005) found that younger people could tolerate reading screen-based materials on their mobile phones. Researchers have found a lot of changes in the reading habits of students due to the impact of mobile phone and digital media made available through the internet (Liu, 2005). Short messaging service and voice calls were discovered as the services that the students found most useful on mobile phones, and they found mobile phones useful in playing games and solving assignments. This confirmed Utulu, Alonge and Emmanuel's (2012) submission that students use mobile phones for short message service (SMS) and to browse the internet for resources they need for their tasks. This study discovered that the majority of the

students spent more time reading at home than in the library, as they spend between 1 – 5 hours daily on reading at home and less than one hour reading in the library. Oke (1996) affirmed that a conscious effort should be made by all stakeholders in the educational system to promote reading habits and equip libraries. The duration of time spent in using mobile phones by secondary school students revealed that students spent two hours or less in using their mobile phones on a daily basis.

Based on the findings; it is suggested that educational stakeholders should exploit technology such as mobile phones to improve the teaching and learning process through the implementation of eLearning and M-Learning facilities in Nigerian schools. Software applications and teaching materials should be harnessed for use on mobile phones such that students would be able to read and learn using this equipment, since most secondary school students in Nigeria have mobile phones. Training programmes on the use of mobile phones in teaching and learning should be conducted for teachers and school library media specialists. In addition, rules and regulations related to the use of mobile phones for teaching and learning within the school premises should be introduced and publicized through the media.

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