

Relationship between the Use of Internet and Reading Culture of Secondary School Students in Lagos State

Olubukola O. Longe, Samuel O. Adeniyi & Veronica I. Aka-Nwachukwu
Department of Educational Foundations
University of Lagos

Abstract

This research work is on the relationship between the Use of Internet and Reading Culture of secondary school students in Lagos state. Purposive random sampling approach was used to select two hundred (200) students. A researcher-designed questionnaire that reflected the relationship between the Use of Internet and Reading Culture based on gender and class, frequency use of the Internet; ease of use; and problems associated with the use of internet were covered. The instrument had reliability co-efficient of 0.81. Inferential statistics of Pearson product moment correlational coefficient test was used to test the hypotheses at 0.05 significant levels. The results revealed that there was no significant relationship between senior secondary student's use of the internet and the student's reading culture based on gender, and class. The result also showed that secondary school students use the internet for close to 16 hours daily; the perceived internet to be easy to use; the effect of the use of the internet on reading culture was positive; and they face challenges in the use of the internet. Based on these findings it was recommended among others that students should be encouraged to develop a reading culture that will impact positively on their academic work; adequate provision should be made for good internet connectivity within and outside the school.

Keywords: *internet usage, reading culture, secondary school, gender, class*

Introduction

Reading is the ability to use letters or groups of letters in place of spoken words to absorb ideas from written words. Reading is a selective process. It involves partial use of available minimal language Cues selected from perceptual input on the basis of the reader's expectation. As this partial information is processed, tentative decisions are made to be confirmed, rejected, or refined as reading progresses (Sangia R.a 2014). It is a complex interaction between the text and the reader which is formed by a previous reader knowledge, experience, attitude, and language community which is culturally and Socially situated. Reading process requires continuous training, development, creativity, improvement and critical analysis. Reading comprehension is an important foundation of a child's academic performance. Reading is a complex skill requiring the coordination of several interrelated sources of information (Nnadozie and Egwim (2010)). It is the art of interpreting printed and written words, and the most effective process of conscious learning, which influences the extent and accuracy of information as well as the attitudes, morals, beliefs, judgment and action of individuals (Edeole & Adejoke, 2016).

However, due to the attitude of individuals who rarely pick a book or magazine to read, there is a serious decline in reading culture. The same applies to the school child for whom reading has come to mean a thing of spare time. Considering the place of creative thinking in reading, it becomes very important for one to develop the rudiments of reading and the culture of reading always (Akidi J.O, Oyije- Agbese F.A,& Chukwueke. C 2021) Reading culture is a complex activity that involves a variety of factors that come from within the reader and external factors. In addition, reading culture can also be regarded as a product of human kind's ability to learn

from the environment, and not a capability that is Instinctive or inborn instinct.(Rohib A.S 2014). According to (Onifade 2012), the studying tradition among Nigerians, in particular college students, has declined significantly, elevating worries that many college students will now no longer read books from the library at college. Reading is a globally identified highbrow and cultural pastime that makes the mind wholesome and alive, unfortunately, the tradition of studying books is sort of non-existent in our society.

The importance of reading culture cannot be overstressed because it is crucial for both personal and academic success. Furthermore, it is an aid to language development, socialization and civilization. The development of good reading culture is important because society has realized the importance of information and effective communication for the survival and exploitation of their environment. Moreover, the development of reading and reading culture are basic skills, which society must confer on its students as part of their childhood education. Unfortunately, there are problems inherent in the development of proper reading culture among students as a result of some technological innovations (Akidi ,J. O, Oyije-Agbese, F. A & Chukwueke, C. 2021).

One of the technological innovations is the Internet. The Internet can be broadly defined as a worldwide network of computers communicating through an approved protocol. The Internet according to Kumar and Kaur in Jibrin, Musa & Shittu (2017), has an unlimited wealth of information resources that are readily available and easily accessible for people to use worldwide and simultaneously. According to Musa and Shittu (2017), the Internet has a vast wealth of information sources that are effortlessly reachable and accessible to human beings all around the world at the same time. The Internet has brought reading to the front door of secondary school students. This is a development that cannot be comparable to the formal form of reading from the text books or through the library. The internet transforms reading materials into a readable virtual book, broadens educational possibilities and studies perspectives (Houghton, 2020). It provides study environment that conducts studies, gives assignments, prepares students for examination, and gets them connected with friends across the globe. The Internet is a real device in learning, education, and research when used effectively. The studying culture in the educational system has significantly changed due to internet exposure.

It is unfortunate that with this innovation, reading culture is being threatened, amongst teens, secondary school and higher institution students in Nigeria society today. Students have little interest in reading just for passing the exam only. Instead of studying using the internet the students enjoy free time watching movies, browsing the internet, chatting and visiting friends online. The era of technology is slowly taking a consistent control over person lives, the reading culture amongst college students is rapid vanishing especially among boys. Rahib(2020) observed that male adolescents are more glued to internet than girls. It gives them a great privilege to meet with friends globally and interact.

Children live in a communication-rich environment today and the models of communication they encounter in their everyday life include a whole range of electronic and digital methods of communication. Thus, in order to empower and assist them in becoming competent and relevant in the digital age, they need to be given opportunities to develop technological literacy which is considered necessary for them to be able to survive in this 21st century. (Okeke, N U& Anierobi, E I, 2021). Almasi, Machumu & Zhu, (2017) reported a growing increase in the use of the

Internet, which is gradually eroding reading culture among secondary school students. The authors, however, observed that the students use the Internet also for activities related to schoolwork as well as more general activities, believing that Internet-based activities in schools may have several impacts on students' life at schools and thereafter. In the same vein, the studies of Adedotun (as cited in Yebowaah, 2018); Akande and Bamise (2017) reported that access to information brought about by the use of the Internet can influence the academic performance of the secondary school students. Sahin, Balta and Ercan (2010) and Yebowaah (2018) believed that the use of credible Internet resources is of greater importance for academic activity, especially in high-class courses which require an academic review of the literature. This is not different from the belief of Kim as cited in Yebowaah, (2018) who asserted that Internet use for educational purpose is the heart of adolescent academic achievement, as it helps students to broaden their academic knowledge, research and assignments by accessing information worldwide as well as enhances easy communication to the academic community.

Chen et al as cited in Almasi, Machumu m& Zhu (2017) noted that Internet usage is of benefit to students but believed that its negative use involves pornography addiction, excessive games and excessive chat among secondary students, which have relatively negative effects on their academic success and life after school. Rahib, (2020) stated that the Internet has brought unparalleled opportunities to students on one hand and a major concern for parents on the other hand. This is because while online searching for information helps to boost examination scores and performances in assignments given to students, using the internet mainly for socializing and gaming results in poor reading habit and poor performance in examinations, general academic achievements as well as poor personal development. Since some internet use may seriously distract students, affect their reading habit and generally distort their academic achievements.

Akidi, Agbese, Oyije and Chukwueke, C (2021) pointed out that inculcating a reading culture with the use of internet should be introduced at an early age among children. This is because reading and reading culture develop over a prolonged period and an early promotion will be able to mould them into lifelong readers. The challenge is therefore to ingrain the culture of reading in children so that it is as important as sports and other hobbies. Perhaps then, the impact of negative media will be directly reduced. It then imply that for effective use of the Internet, early introduction of students into the use of technology in reading and studying will be of immense benefit and help them not to lose focus while using the internet.

Based on the information listed above, it is clear that the Internet has serious effects on students and their reading culture. Students are so vulnerable to becoming addicted to the Internet to the extent that they do their homework not with their efforts but with complete dependence on Internet resources. This is to say that the influence of the Internet is in two faces, either negative or positive.

In response to this problem, this study examines the relationship between the Internet and the reading culture of senior secondary school students in Lagos.

Statement of the Problem

Reading is a very powerful and essential tool for learning and mastering the diverse skills and experiences that humans need to lead a satisfying and personal life. Improving access to relevant information and promoting reading culture are prerequisites for strengthening reading literacy,

expanding educational and learning opportunities, and helping people address the root causes of poverty. Today's lack of youth reading culture has a negative effect on the quality of graduates produced by higher educational institutions in Nigeria. As a lifelong learning experience, it is important for students to develop a positive habit of reading books early.

It is unfortunate that emergence of the Internet with its innovation, threatened the reading culture amongst teen, secondary school and higher institution students in Nigeria society today. Students have little interest in reading just for passing the exam only. Instead of studying using the internet the students enjoy free time watching movies, browsing the internet, chatting and visiting friends online. The era of technology is slowly taking a consistent control over person lifes, the reading culture amongst college students is rapid vanishing.

The diminished interest in reading among the secondary school students is a source of concern and challenge for everyone, and we need to do something to address this issue. This study seeks to investigate the influence of the Internet on the reading culture of senior secondary school students in the Lagos metropolitan area.

Aim and Objectives of the Study

The aim of the study is to examine the correlational effect of the use of internet and secondary school students reading culture in Lagos State.

In achieving this aim, the following specific objectives were laid out as follows:

- To find out the effect of the use of internet on students reading habits
- To examine the effect of the use of internet on student's reading culture based on gender.
- To examine the relationship between the use of internet and students' academic performance.
- To find out if there is any significant relationship between the early introduction of students to the use of internet and their reading culture.

Research Questions

1. What is the effect of the use of internet on the student reading habit?
2. What is the effect of the use of the internet on student's reading culture based on gender?
3. Is there any significant relationship between the use of internet and students' academic performance?
4. Is there any significant relationship between the early introduction of students to the use of internet and their reading culture?

Research Hypothesis

1. There is no significant effect of the use of internet on the students reading habit
2. There is no significant relationship between student's use of the internet and the student's reading culture based on gender.
3. There is no significant relationship between the use of internet and students' academic performance.
4. There no significant relationship between the early introduction of students to the use of internet and their reading culture.

Research Methodology

Research Design

The research design used for this project is the descriptive survey research design. The choice of this research design was considered appropriate because of its advantages of identifying attributes of a large population from a group of individuals.

Population of the Study

The target population of the study was all senior secondary school I & II students in the six Educational Districts (Agege, Maryland, Lagos Island, Mainland, Festac and Ikeja) in Lagos State.

Sampling and Sampling Technique

A multistage sampling technique was adopted to select the respondents for this study. The Sample-space was derived through the following approach: The first phase simple random sampling procedure through hat and draw method was used to select two Educational District from six Educational District, At the second phase, one Educational District was selected from the two Districts using hat and draw method. At the third phase, three secondary schools was selected using simple random sampling, while the fourth phase will be the selection of JSS one and two classes from three public secondary schools, using purpose sampling technique. A total of two hundred (200) students were randomly selected for the study.

Research Instruments

The instruments used for data collection was a self-constructed instrument titled: The internet and reading culture (TIARC). The instrument was designed to reflect the relationship between the internet and students reading culture. The questionnaire contained 20 items. The choice of questionnaire for the collection of data in this study was considered appropriate because most of the related studies reviewed adopted the use of questionnaire for the collection of data. The instrument comprised of sections A and B. Section A contains students 'demographic variables with items for eliciting the bio-data of the response while Section B contained items on the hypotheses variables in order to elicit information from the respondents.. The questionnaire consists of Likert-type of measuring scales which has four (4) response key ranges from Strongly Agree (SA): 4, Agree (A): 3, Disagree (SD): 2 and Strongly Disagree (SD): 1. The scoring template for the study was scored 4,3,2,1 respectively for positive items, while negative items was scored in the reverse order 1,2,3,4. It has a maximum obtainable score of 40 and a minimum of 10. The higher the score, the brighter the evidence of relationship.

Validation of Research Instrument

To ensure the validity of the questionnaire used in this study, the researcher's supervisor and other expert in the Department of Educational foundation were consulted. The advice and suggestions given by the lecturers led to the modification of the items in the questionnaire. All the items in the instrument were judged to be relevant to what is being measured thereby ensuring that both the content and face validity of the instrument were in order. The reliability of the questionnaire used in this study was achieved by administering the questionnaire on secondary school students that were not part of the study. Cronbach Alpha was adopted to determine a reliability coefficient of 0.81 for the instrument. This value was ad-judge high and therefore, the instrument was considered reliable and appropriate for this study.

Data Analysis

The four hypotheses were tested using Pearson product moment correlation co-efficient at 0.05 level of significance.

Research Hypotheses

H0₁: There is no significant relationship between student’s use of the internet and the student’s reading culture.

Table1

Variables	N	Mean	Std	df	r-cal	r-cri	Remark
Use of internet	92	2..770	.61723	179	0.64	0.195	Reject H ₀
Reading culture	92	2..616	0.9669				

r- Test value =0.007, P=0.010 which higher than @0.05.

Table 1: Indicates that r -cal= 0.64, r-cri = 0.195. That is, the result of the r- value of 0.007 lesser than 0.010 p-value @ significance value 0.05 alpha level. This means that the stated null hypothesis, there is no significant relationship between senior secondary student’s use of the internet and the student’s reading culture is rejected.

H0₂: There is no significant relationship between senior secondary student’s use of the internet and the student’s reading culture based on gender

Table 2.

Variables	N	Mean	Std	Df	r-crit	P	Remark
Male	92	2..770	.81723	179	0.117	.019	Reject H ₀
Female	88	2..616	1.9669				

r- Test value =0.117, P=0.009 which less than @0.05.

Table 2. Indicates that r-cal = 0.117, r-cri = 0.019. That is, the result of the r-cal- value of 0.117 is greater than r-cri of 0.019 at significance value of 0.05 alpha level. This means that the stated null hypothesis, there is no significant relationship between senior secondary students’ use of the internet and the student’s reading culture based on gender is thereby rejected

H0₃: There is no significant relationship between secondary school student’s use of the internet and student’s academic performance.

Table 3

Variable	N	Mean	Std	Std Error	Df	r-cal	r-cri	Remark
The use of internet	85	2..659	.68030	1.4827	179	0.019	.01237	AcceptH ₀
Academic performance	95	2..750	1.09476	0.8604				

R-test value =0. 1237, P=0.009 which less than 0.05, Hence,

Table 3: Indicates that r = 0.1237, P = 0.00. That is, the result of the r- crit value of 0.1237, is greater than r-cal 0.019 at significance of 0.05 alpha levels. This means that the stated null hypothesis, there is no significant relationship between secondary school student’s use of the internet and students’ academic performance is there by accepted.

H0₄. There no significant relationship between early introduction to the use of internet and the student’s reading culture.

Table 4.

Variable	N	Mean	Std	Std Error	Df	r-cal	r-crit	Remark
Early introduction to the use of internet	88	2.65900	.68030	1.5827	179	0.124	.008	Reject H ₀
Student reading culture	92	2.75000	1.09476	0.7604				

r- Test value =0.0124, P=0.008 which less than 0.05, Hence,

Table 4: Indicates that r - cal= 0.124, r-cri = 0.008. That is, the result of the r-cal value of 0.124 is greater than r-cri of 0.08 at significance value of 0.05 alpha level. This means that the stated null hypothesis, that there no significant difference between the senior secondary student’s use of internet and the student’s reading culture based on the problem the face is rejected

Discussion of findings

The first hypothesis which state there is no significant relationship between senior secondary student’s use of the internet and the student’s reading culture is thereby rejected while the alternate hypothesis state there is significant relationship between senior secondary student’s use of the internet and the student’s reading culture was accepted. This implies that the use of internet affects reading culture. This is in agreement with Houghton, 2020. The Internet has brought reading to the front door of secondary school students. This is a development that cannot be comparable to the formal form of reading from the text books or through the library. The internet transforms reading materials into a readable virtual book and this has significantly affects the student reading culture.

The second hypothesis which states that there is no significant relationship between senior secondary student’s use of the internet and the student’s reading culture based on gender is rejected while the alternate hypothesis which states that there is significant relationship between secondary school student’s use of the internet and reading culture based on gender. This is in agreement with .Rahib (2020) who observed that male adolescents are more glued to internet than girls. It gives them a great privilege to meet with friends globally and interact.

The third hypothesis which states that there is no significant relationship between secondary school student’s use of the internet and their academic performance was accepted. This implies that use of internet in reading affects student’s academic performance.

The fourth hypothesis which states that there no significant relationship between the early introduction of student’s into use of internet and the student’s effective reading culture is rejected while the alternate hypothesis which states that there significant relationship between the student’s use of internet and the student’s effective reading culture is accepted.

Conclusion

Reading is the ability to use letters or groups of letters instead of spoken words to absorb ideas from written words. Reading skills are an important foundation for a child's academic success. Children who read often will read more and acquire more knowledge in many areas. In addition,

poor readers lag behind more educated peers in reading and other disciplines. Inability to read is one of the main obstacles for many Nigerian children to realize their dreams of a decent life and a college degree. Reading is seen not only as a practice at school and college, but also as an entertainment for home enjoyment. Recently, the Internet has brought readings to the front door of secondary school students. Internet has become a way of life for the majority of higher education students around the world. One of the improvements in studying is the Internet. The Internet has a vast wealth of information sources that are effortlessly reachable and accessible to human beings all around the world at the same time.

Recommendations

- Students should be encouraged to be motivated, attentive, active and independent, in their learning process by developing a reading culture that will impact positively on their academic working this era of technology
- Adequate provision should be made for good internet connectivity and it should be easily accessible to the students
- Educational resources (ICT laboratory, audiovisual materials) should be provided by the government and even the alumni of the school in order to maintain high standard of academic attainment

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