



Internet Use as Determinant of Reading Habit among Public Secondary School Students in Egbeda Local Government Area, Oyo State, Nigeria

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Abstract

The study was carried to examine internet use as a determinant of reading habit among public secondary school students in Egbeda Local Government area of Oyo State. The research design adopted for this research work is the survey research design of correlation type. The overall population of the study considered was population of students in the senior secondary school 2. One hundred and fifty seven (157) students of the public secondary school in the local government served as sample size of the study and a structured questionnaire was used as an instrument for data collection. The data collected was analyzed using descriptive statistics. The study concluded that digital literacy skills are factors that enhance the reading habits of the public secondary school students in Egbeda Local Government Area of Oyo State. Though the students visited the school library every day, they hardly go there for reading and academic purposes. Also, the students of public school in the local government make use of through their phones but the purpose is not mostly for reading. Therefore, there is no good relationship between digital literacy and internet use and the students of public schools in Egbeda local government area of Oyo State and their reading habits. Based on the findings of the study, the following recommendations were made: the study should be carried in comparison with the students of private schools in order to make general decision concerning students of secondary schools; libraries for students should subscribe to more electronic resources; students should be provided necessary guidelines on usage of internet in enhancing their reading habit.

Key words: Internet; Reading; Habit; Secondary School

Introduction

Reading is very vital for the overall improvement of a human being. According to Bana (2020), reading affords experience through which an individual may enlarge his horizons of knowledge, identify, spread and increase his awareness and advances a deeper understanding of himself, of other people and of the world. In the context of education, a large amount of reading is essential because all learning activities involve reading skills and the success of students' study also depends on the greater part in their ability to read. Palani (2012) stated that reading is interconnected with the total educational development and educational achievement needs successful reading. People with good reading habits tend to score better on all kinds of tests (Krashen, 2011) add quality to life and provides access to culture and cultural heritage (Igwe, 2011).

Erlina, (2019) posited that reading is one of the most important activities of life through which we enter into the life and experiences of others and extend our knowledge, scope of experience

and enjoyment. It has critical role to play in the overall development of an individual and the nation at large. It is principally through reading that people obtain knowledge. People who can neither read nor write are described as illiterates and such people are often limited to the knowledge gained from oral communication channels. Many activities of ordinary life require the ability to read. Moreover, reading enriches one's understanding of how language is used, thereby improving one's spoken and written language (Lucky & Saidu, 2020). Additionally, in-depth reading helps to develop the mind and personality of a person, enriches intellectual abilities, provides insights into human problems and influences attitudes and behavior. Reading is a vital factor affecting intellectual and emotional growth and individuals who read well widen their mental horizons and significantly increases their opportunities of success. Sir Richard Steele has logically stated that "Reading is to the mind what exercise is to the body (Suhana & Haryudin, 2017).

However, the emergence of the Internet has created an extra-ordinary change in the reading



habits of students. Presently, reading is no longer confined to the print reading. The scope of reading sources has changed drastically in the Internet revolution to include websites, web pages, e-mail, discussion boards, chatrooms, instant messaging, blogs, wikis and other multimedia documents (Umeh, 2016). Now the potential reader can access and browse the online information from the whole web while using his/her terminal at home. The hypertext and hypermedia technologies allow the e-readers to go from one page to another by selecting links in various directions popularly known as surfing (Kazazoğlu, 2020). The Internet surfing enables students to navigate a world full of inter-connected information, discover new site read up-to-date information and download things of interest. In the past, students relied heavily on print materials such as newspaper for information because, to a great extent, they assist in creating and improving reading habits, knowledge and awareness (Bala & Verma, 2018).

Also, in this era of information age, Hajisoteriou and Angelides (2016) identify globalization as one of the major challenges to effective reading. She argues that technology has revolutionized communication resulting in many social networks, Internet, micro-chips and others. Moreover, the effect of technology on reading is a preponderance of technological devices that make reading books a difficult and expensive task (Bolen, 2020). Studies show that electronic media, particularly the television, mobile phones, computers and even the radio are gradually taking over the relevance of books in the society (Shimray et al., 2015). DiLullo (2011) concluded that student's constant exposure to the Internet and other digital media influences how they receive information and learn.

Therefore, the rapid development of the Internet is one of the most fascinating phenomena characterizing the information age affecting the cultural, social and economic life of the modern world. Internet enlarges our access to information; it enables new forms of communication, and serves as an arena for many on-line services in the spheres of commerce, culture, entertainment and education (Hine, 2020). Today the Internet is still in a process of rapid change. The technology itself, its content, and usage patterns are in a continuous increase in demand by circle of users with specific needs. Many of

those who participated in the creation of the Internet culture are young people especially secondary school students and undergraduates, who are growing up in the digital-technological society of the twenty-first century (Kraus et al., 2018). Recent studies claimed that for the first time, youths are more comfortable, knowledgeable, and literate than their parents about an innovation central to society. The Net-Generation, as he called them, will use digital media to develop and superimpose its culture on the rest of the society (Shohel et al., 2021). However, computers and the Internet not only give students powerful intellectual tools, but they also shape their thinking about their own self eg; identity, relationship, sexuality, or evolution (Mirra & Garcia, 2021). The purpose of this study is to assess the influence of digital literacy skills and internet use as a determinant of reading habit among public secondary school students in Egbeda local government area.

Statement of the Problem

Despite the numerous benefits discussed on internet usage in respect of making our lives worthwhile, reading habits are alarmingly declining. This is supported by Igbokwe, et al., (2020) who argued that while technology is steady in individual lives, reading culture is fast vanishing into thin air. Similarly, Nkanu and Okon (2010) observed that information and communication technology especially Internet technology is having an adverse effect on the reading culture of Nigerians. This is due to the fact that, many students today prefer to spend most of their time in cafes, browsing, playing games, chatting with friends than reading.

Internet is a veritable tool in learning, teaching and research if effectively used. However, it has been observed that owing to this technological innovation, reading culture is being threatened, especially, among students of higher of institutions (Monu et al., 2020). In Nigerian society today, while technology is slowly taking a steady control over individual lives, the reading culture among secondary school students is fast disappearing (Akidi et al., 2021). The declining interest in reading among our children (especially those in secondary schools) compared to the increase in hours spent on the Internet has become a cause for alarm and a challenge to all (Kolajo & Agbetuyi, 2021).

Thus, the need for this research study to assess the influence of digital literacy skill and internet



use as a determinant of reading habit among public secondary school students in Egbeda local government area of Oyo state.

Objective of the Study

The main objective of the study is to assess the influence of digital literacy skill and internet use as a determinant of reading habit among public secondary school students in Egbeda local government area of Oyo State, while the specific objectives are to:

- determine the reading habits of senior secondary school students in Egbeda local Government Area;
- determine the frequency of internet use among the students of public secondary school in Egbeda Local Government area; and
- ascertain the relationship between internet usage and reading habits among students of public secondary school in Egbeda Local Government Area.

Methodology

Study will adopt a descriptive survey research design. The research will be carried out in Egbeda local government area of Oyo state. It has its headquarters located at Egbeda town. The population of the study will be the entire S.S. 2 students of public secondary schools in Egbeda local government area. The research was carried out in three out of the Eleven (11) divisions of the local government. The three locations for the study are Egbeda, Alakia and Olodo. The population of the study is 525. The study will employ random sampling technique to select the sample size of the study; the reason for choosing random sampling is because the schools will be selected without any preference. Five public secondary schools will be selected across the three locations. The sampling size for the study was 30% of the population of study which is 157. For the purpose of the research work, primary source will be employed as the data wil

Results and discussion of findings

Research question 1: What is the level of reading habits of senior secondary school students in Egbeda Local Government Area, Oyo State?

Table 1: Perception of respondents on the level of reading habits of senior secondary school students in Egbeda Local Government Area, Oyo State?

S/N	Item Statement	SAF %	AF %	DF %	SDF %	I Know	Don't F %
1	I read my book on a daily basis	30 (19)	35 (22)	40 (26)	52 (33)	0	0
2	I have a reading time table that I use for reading	40 (26)	30 (19)	50 (32)	37 (23)	0	0
3	After class, I revise my note before coming for the next class	25 (16)	20 (13)	50 (32)	62 (39)	0	0
4	I read the next topic to be taught before attending the next class	30 (19)	30 (19)	60 (38)	37 (24)	0	0
5	I visit the school library to read whenever I feel like	60 (38)	35 (22)	40 (26)	22 (14)	0	0
6	I spend more than one hour in library everyday	10 (6)	40 (26)	55 (35)	52 (33)	0	0

Source: Filed Survey, 2023

From the Table 1, 30 respondents representing 19% strongly agreed with the assertion that they read their books daily, 35 respondents representing 22% agreed, 40 respondents representing 26% disagreed with the assertion and 52 respondents representing 33% strongly disagreed. So, majority of the respondents (59%) totally with the assertion that they read their books daily, while a considerable percentage (41%) read their books daily.

Also, 40 respondents representing 26% strongly agreed with the assertion that they have time table used for reading, 30 respondents representing 19% agreed, 50 respondents representing 32% disagreed with the assertion while 37 respondents representing 23% strongly disagreed with the assertion. Thus, a simple majority of the respondents (55%) totally disagreed with the assertion that they have time table used for reading.



More so, 23 respondents contributing 16% strongly agreed with the assertion that they revise their note before coming for the next class, 20 respondents representing 13% agreed with the assertion, 50 respondents representing 32% disagreed with the assertion while 62 respondents contributing 39% strongly disagreed with the assertion. So, majority of the respondents (62%) totally disagreed with assertion that they revise their note before coming for the next class.

Furthermore, 30 respondents representing 19% strongly agreed with the assertion that they read ahead of the class, 30 respondents agreed with the assertion, 60 respondents representing 38% disagreed with the assertion while 37 respondents representing 24% strongly disagreed. Thus, majority of the respondents (62%) totally disagreed with the assertion that they read ahead of the class.

Also, 60 respondents representing 38% strongly agreed with the assertion that they

visit the school library to read whenever they feel like, 35 respondents representing 22% agreed with the assertion, 40 respondents representing 26% disagreed with the assertion while, 22 respondents representing 14% strongly disagreed. So, majority of the respondents (60%) totally agreed with the assertion that they visit the school library to read whenever they feel like.

Finally, 10 respondents representing 6% strongly agreed with the assertion that they spend more than one hour in the library every day, 40 respondents representing 26% agreed with the assertion, 55 respondents representing 35% disagreed with the assertion while 52 respondents representing 32% strongly disagreed. So, majority of the respondents (68%) totally disagreed with the assertion that they spend more than one hour in the library every day.

Research question 2: What is the rate of internet use among the secondary school students in Egbeda local government?

Table 2: Perception of respondents on the rate of internet use among the secondary school students in Egbeda Local Government?

S/N	Internet use	SA F %	A F %	D F %	SD F %	I don't know F %
1	I use internet everyday	50 (32)	40 (26)	30 (19)	37 (23)	0
2	I use the internet for my assignments most times	10 (6)	20 (13)	80 (51)	47 (30)	0
3	I spend most of my time on internet	45 (29)	55 (35)	30 (19)	27 (17)	0
4	I know how to use keywords to search for information online	50 (32)	40 (26)	35 (22)	32 (20)	0
5	Navigating, speed, pornography, and internet crime are among the critical issues facing the internet use.	40 (26)	55 (35)	40 (25)	22 (14)	0
6	I connect with my friends and family through the use of internet via facebook, twitter, whatsapp e.t.c	55 (35)	30 (19)	45 (29)	27 (17)	0

Source: Field Survey, 2023

Table 2 shows that 50 respondents representing 32% strongly agreed with the assertion that they use internet every day, 40 respondents representing 26% agreed with the assertion, 30 respondents representing 19% disagreed with assertion, while 37 respondents representing 23% strongly disagreed. So, a

simple majority of the respondents (58%) totally agreed with the assertion that they use internet every day.

Also, 10 respondents representing 6% strongly agreed with the assertion that they use internet mostly for assignment, 20 respondents representing 13% agreed, 80 respondents



representing 51% disagreed, while 47 respondents representing 30% strongly disagreed with the assertion. Thus, high majority of the respondents (81%) totally disagreed with the assertion that they use internet most for assignment.

More so, 45 respondents representing 29% strongly agreed with the assertion that they spend most of their time on internet, 55 respondents representing 35% agreed, 30 respondents representing 19% disagreed with the assertion, while 27 respondents representing 17% strongly disagreed with the assertion. Thus, majority of the respondents (64%) totally agreed with the assertion that they spend most of their time on internet.

Also, 50 respondents representing 32% strongly agreed with the assertion that they know how to use keywords to search for information online, 40 respondents representing 26% agreed, 35 respondents representing 22% disagreed with the assertion, while 30 respondents representing 20% strongly disagreed. So, a simple majority of the respondents (58%) totally agreed with the assertion that they know how to use keyword to search for information online.

Furthermore, 40 respondents representing 26% strongly agreed with the assertion that

Navigating, speed, pornography, and internet crime are among the critical issues facing the internet use, 55 respondents representing 35% agreed, 40 respondents representing 25% disagreed, while 22 respondents representing 14% with the assertion. So, a simple majority of the respondents (61%) totally agreed with the assertion that Navigating, speed, pornography, and internet crime are among the critical issues facing the internet use.

Finally, 55 respondents representing 35% strongly agreed with the assertion that I connect with my friends and family through the use of internet via Facebook, twitter, Whatsapp etc., 30 respondents representing 19% agreed, 45 respondents representing 29% disagreed with the assertion while, 27 respondents representing 17% strongly disagreed. Thus, a simple majority of the respondents (54%) totally agreed with the assertion that I connect with my friends and family through the use of internet via Facebook, twitter, Whatsapp etc.

Research Question 3: What is the relationship between internet usage and reading habits among students of public secondary school in Egbeda Local Government Area?

Table 3: Perception of respondents on the relationship between internet usage and reading habits among students of public secondary school in Egbeda Local Government Area.

S/N	ITEM STATEMENTS	SA F %	A F %	D F %	SD F %	I don't know F %
1	The use of internet has positively helped me in my reading everyday	30 (19)	35 (22)	40 (26)	52 (33)	0
2	I can search the internet for any untaught lessons	25 (16)	20 (13)	70 (45)	42 (27)	0
3	I read in the school library together with the use of internet	40 (26)	30 (19)	50 (32)	37 (24)	0
4	I connect with my friend on whatsapp for tutorials with use of internet	30 (19)	35 (22)	50 (32)	42 (27)	0
5	There is good relationship between the internet usage and my reading habit.	35 (22)	30 (19)	55 (35)	37 (24)	0

Source: Field Survey, 2023

Table 3 shows that 30 respondents representing 19% strongly agreed with the assertion that The use of internet has positively helped them in their reading every day, 35 respondents representing 22% agreed, 40 respondents representing 26% disagreed, while 52 respondents representing 33% strongly disagreed with the assertion. So, majority of the respondents (59%) disagreed

with the assertion that the use of internet has positively helped them in their reading every day. Also, 25 respondents representing 16% strongly agreed with the assertion that they can search the internet for any untaught lesson, 20 respondents representing 13% agreed, 70 respondents representing 45% disagreed, while 42 respondents representing 27% strongly disagreed with the assertion. So,



majority of the respondents (72%) disagreed with the assertion that they can search the internet for any untaught lessons.

Moreover, 40 respondents representing 26% strongly agreed with the assertion that they can read in the school library together with the use of internet, 30 respondents representing 19% agreed, 50 respondents representing 32% disagreed, while 37 respondents representing 24% strongly disagreed with the assertion. So, majority of the respondents (56%) disagreed with the assertion that they can read in the school library together with the use of internet. Furthermore, 30 respondents representing 19% strongly agreed with the assertion that they connect with their friends on whatsapp for tutorials with use of internet, 35 respondents representing 22% agreed, 50 respondents representing 32% disagreed, while 42 respondents representing 27% strongly disagreed with the assertion. So, majority of the respondents (59%) disagreed with the assertion that they connect with their friend on Whatsapp for tutorials with use of internet.

Lastly, 35 respondents representing 22% strongly agreed with the assertion that there is good relationship between the internet use and reading habit, 30 respondents representing 19% agreed, 55 respondents representing 35% disagreed, while 37 respondents representing 24% strongly disagreed with the assertion. So, majority of the respondents (59%) disagreed with the assertion that there is good relationship between the internet usage and my reading

Conclusion

This study concludes that internet use is a determinant of reading habit among public secondary school students in Egbeda Local Government Area of Oyo State. Though the students visit the school library everyday but not for reading and assimilation sake. Also, the students of public school in the local government make use of through their phones but the purpose is not mostly for reading. Therefore, there is no good relationship between digital literacy and internet use and the students of public schools in Egbeda Local Government Area of Oyo State and their reading habits.

Recommendations

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

1. The study should be carried out in comparison with the students of private schools in order to make general decision concerning students of secondary schools.
2. Students should be provided necessary guidelines on usage of internet in enhancing their reading habits.
3. Libraries for students should subscribe to more learning resources.

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