Analysis of Internet Utilization and its Influence on Undergraduate Students' Reading Habits and Reading Comprehension

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A Dissertation Presented to the Department of English Language and Literature in Partial Fulfilment of the Requirements for the Award of Doctor of Philosophy (PhD) in English Language

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Approval Page

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Certification

This is to certify that I am responsible for the work submitted in this dissertation, that the original work is mine except as specified in the works cited.

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Dedication

This work is dedicated to our Lord Jesus Christ. "My help in ages past and my hope for years to come".

Acknowledgments

I am also indebted to my parents Chief .O. Ajubie and Ezinne Josephine Ajubie and my beloved sisters and brothers, Mrs. Stella Adizua, Mrs. Juliet Eze, Mr. Afamefula Ajubie, Bro. Chinwike Ajubie, Mrs. Mary Ossai, Engr. Onyinechi Conlet Uwaoma and Mr. Emeka Ajubie for their support and encouragements.

Finally, may I acknowledge the efforts of my beloved husband, Chief Romanus Emeafu Umeh, for giving me the go ahead nod. He stood as a pillar behind me and gave me a lot of encouragement. He with my mother in-law Ezinne Margaret Umeh and my children, Ogechi, Adaeze, Oluebube, Chinazom and Rejoice baby, bore, for too long, the brunt of my constant absence and visits to the University, libraries and Cybe Café. Obviously, no words can sufficiently express the depth of my gratitude to them.

Lastly, to all my lecturers in the Department of English Language and Literature, I remain ever grateful.

Abstract

This work is focused on analysis of internet utilization and its influence on undergraduate students' reading habits and reading comprehension. The target population for this study was fourth year undergraduate students of two universities in Anambra State namely: Nnamdi Azikiwe University, Awka and Anambra State University Uli. These were representatives of urban and rural locations respectively. Two hundred male and female respondents were randomly selected from the population. A well-structured questionnaire was administered to elicit vital information from the respondents. Also, a reading comprehension test made up of a comprehension passage and questions were administered to the respondents to buttress the findings from the questionnaire. Ten research questions and seven hypotheses were raised to guide the study. Research questions were answered with simple percentages and arithmetic mean while hypothesis were tested with chi-square, t-test and Analysis of variance (ANOVA). The study revealed that internet utilization is high in the urban and rural areas, the percentage response for high internet users in the urban area is 83% while 17% is for low users. In the rural area, the percentage response for high internet users is 74% while 28% is for low users. The study also revealed that internet utilization is also high among male and female undergraduate students. The percentage response for male undergraduate students that use internet to a high extent is 82% while 18% is for low users. Among the females the percentage response for high users is 73% while 27% is for low users. The study also revealed that the three major purposes of using internet were communication, information and social networking. Marked gender differences in the purpose of using the internet was also found. While 92.5% males use internet for sports update, 7.5% females use it for that purpose. 91.9% and 96.2% females use internet for fashion updates and shopping whereas 8.1% and 3.8% males use the internet for these purposes. The study also revealed that the most prevalent positive influence of the internet on the reading habits of the respondents is reading to locate information 98% while the most prevalent negative influence of the internet on reading habits is online social activities 97%. The study further revealed that high internet users performed better and scored higher in the reading comprehension test than low users. This is shown by the t. cal value of 2.40 which is greater than the calculated critical t. value of 1.96. The P. value .017 is also less than 0.05. Therefore, there is a significant difference between high and low internet users in the scores of reading comprehension test. Based on the findings of this study, the following recommendations among others were made: students should take the advantage of the ability to use information from the internet for their reading and learning activities. Although, students use the internet extensively, they need to balance the nature of their use of the Internet between social and academic uses. By learning to use the academic-related resources from the internet, students will be able to complement the information found with the resources from their school learning. This will enable them to be self-directed, self paced and lifelong readers.

Table of Contents

CHAPTER ONE: INTRODUCTION

CHAPTER TWO

Review of Relevant Scholarship

CHAPTER THREE

Research Methodology

CHAPTER FOUR

 CHAPTER FIVE

 Discussion of Findings

List of Tables

List of Figures

CHAPTER ONE: INTRODUCTION

1.1   Background to the Study

Reading according to Holte (16-21) adds quality to life and provides access to culture and cultural heritage. He asserts that reading empowers and emancipates citizens and brings people together. Okeke (20) reaffirms that the act of reading is a priceless instrument for everyone. It 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. Additionally, in-depth reading helps to develop the mind and personality of a person. It enriches intellectual abilities, provides insights into human problems and influences attitudes and behaviour. This, of course, depends on reading the right type of books, books that entertain and at the same time educate. Reading fires the imagination of the person. It adds new wisdom to the minds. As Satija rightly opines, reading loads the mind with new software (55). The individual who reads well has a means for widening mental horizons and for multiplying opportunities of success. Reading is a vital factor affecting intellectual and emotional growth. Sir Richard Steele has logically stated that "Reading is to the mind what exercise is to the body (as quoted in Igwe 28).

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 according to Loan (5) has changed drastically in the internet revolution to include websites, web pages, e-mail, discussion boards, chartrooms, instant messaging, blogs, wikis and other multimedia documents. 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. The internet surfing enables students to navigate a world full of inter-connected information, discover new site read up-to-date information and down-load things of interest. In the past, students relied heavily on print materials such as newspaper for information because they help to a great extent to create and improve reading habits, knowledge and awareness.

The emergence of the new digital environment has also captured the interest of many researchers. With the growing amount of digital information available, people particularly young adults are found spending more time reading electronic materials (Liu, 700; Ramirez 61). A growing amount of reading time is spent more on skimming and browsing for information on the internet. On the other hand, the nature and purpose of reading seems to deviate as well from the traditional reading methods, which are brief, linear and lack the ability to read deeply and to sustain a prolonged engagement in reading (Liu, 701), others would argue that people still prefer printed documents when it comes to reading. Both Liu (701) and Ramirez (.60) provide evidence that people would print from the internet in order to engage further reading. Liu also provides the evidence that the age factor contributes to reading behaviours on the internet. In addition, younger people can tolerate more time reading the screen based materials. The internet has completely changed our

reading habits. Reading habits have been changed by the internet. People are not buying as many newspaper or magazines any more. Why should we buy a book, newspaper or magazines when we can get it for free on the internet? And we can get the information we want faster on the internet than scouring through a magazine for several hours. Magazines and newspapers are going out of business. All because people have turned to one source to get their thirst quenched for knowledge, the internet.

The World Wide Web (WWW) has had a negative impact but only on certain kinds of reading. Internet usage has had an impact on magazine and newspaper reading as well as television watching (Dyke man 240). In the same vein, Carr (1) pointed out that the internet might have detrimental effects on cognition that diminish the capacity for concentration and contemplation. He says that his recent difficulties with concentrating while reading books and long articles may be due to spending a lot of time on the internet. He prefaces his argument with a couple of anecdotes from bloggers on their changing reading habits, as well as the findings of a 2008 University College London study titled " Information Behavior of the Research of the Future" which suggest the emergence of new types of reading. He cites Maryann Wolf, an expert on reading, for her expertise on the role of media and technology in learning written languages. Carr raises the point that unlike speech, which is an innate ability hardwired into the human brain, the ability to read has to be taught in order for the brain to rearrange its original parts for the task of interpreting symbols into words. Therefore, Carr purports that the neural circuitry shaped by regular internet usage can also be expected to be different from that shaped by the reading of books and other page -based written material. He finally contends that the prevalent style of presentation for much of the internets' contents may significantly hinder the capacity to concentrate due to the many distractions that often surround the internets' content, in the

form of ads and obtrusive notifications. Additionally, he claims that these detrimental effects on concentration are compounded by traditional media because they are gradually adopting a style of presentation for their content that mimics the internet, in order to remain competitive as consumer expectations change. Surely, there is another side to this argument, as posited by Shawn, as he rightly puts:

> After all, isn't most of the time you spend on the internet spent doing reading of some sort, and since the average time spent on the internet per day has undisputedly increased, hasn't the amount of reading done on average increased rather than decreased ? (10).

Come to think of it, one could then argue that the internet has brought about a surge in the interest of reading among students, considering they might spend up to 6 hours online regularly. Research from the University College London have done a 5-year study on internet habits, and have found that people using the sites exhibited a form of skimming activity, hopping from one source to another and rarely returning to any source they have already visited. The 2008 report says. "It is clear that users are not reading online in the traditional sense: indeed there are signs that new forms of "reading" are emerging as users "power browse" horizontally through titles, contents, pages and abstracts going for quick wins. It almost seems that they go online to avoid reading in the traditional sense.

Andre De Castro from York College New York (Wikipedia, 10) says that social net works are the true downfall for people who use the internet. In his research paper he described how social network allow people to draw on their "mirror" image "This causes a distributing psychological effects, which can confuse people on their true identities. He also discusses how time consuming social net work can become for the common student. He also discusses the anxiety that constantly checking your phone can bring to average student. That social

networks are more addictive than drugs and can have a severe psychological impact in the long-run.

According to the New York Times many scientists say that "people's ability to focus is being undermined by burst of information (16). From 53,573 page views taken from various users, 17% of the views lasted less than 4 seconds while 4% lasted more than 10 minutes in regards to page content, users will only read 49% of site that contain 111 words of fewer while users will opt to read 28% of an average website (approximately 593 words). For additional 100 words on a site, users will spend 4.4 seconds longer on site. Although attention span has been decreasing over time (decreased from 12 seconds to 8 seconds in 2000-2012), (New York Times, 17).

It is found that those who read articles online go through the article more thoroughly than those who read from print-based materials. Upon choosing their reading material almost 66% of people who opt to read online would read the entire piece as opposed to stopping midway. Finally the internet is a wonderful resource for many things, and it has allowed people all over the world to become more connected to each other. However, with its rapid speed, mentality of instant gratification, and its unique format the internet has had a positive and detrimental effect on the reading habits of an entire generation. The generation that grew up with the internet has an attention span that is conditioned to eschew any work of writing that requires a close, analytical read or a long investment of time. The influence of the internet on reading habits of students cannot be ignored as the internet itself becomes more accessible to more people each day.

The rapid development of the internet is one of the most fascinating phenomena characterizing the information age. This development affects 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. Today the internet is still in a process of rapid change. The technology itself, its content, usage patterns is in continuous increase in demand by circle of users with specific needs. Many of those who participate in the creation of the internet culture are young people especially undergraduates, who are growing up in the digital-technological society of the twenty-first century. Tapscott (1) recently claimed that for the first time in history 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. However, computers and the internet not only give students powerful intellectual tools, they also shape their thinking about their own self eg; identity, relationship, sexuality or evolution (2). The characteristics of these students' involvement and interaction with novel communication technologies are the subject matter of the present research. The purpose of this study is to enhance our understanding of how the internet is used by undergraduate students and how it influences their reading habits and reading comprehension.

Undergraduate students use the internet for various reasons. Some use it to exchange ideas, feelings, personal information, pictures and videos (Loving and Ochou, 121). It is used for the purpose of retrieving information, connecting with friends and family (regardless of location), keeping up with the latest events and happening and for academic purposes.

Lusk (17) posits that online communities can afford students academic assistance and support. The internet provides easy access to virtual space which students can explore with friends having similar academic needs. Brydolf (4) noted that students who may be reluctant to speak up in class find blogs and other interactive internet tools rewarding.

The increase use of the internet among undergraduate students has no doubt influenced their reading habits and reading comprehension. Reading habits is a deliberate effort towards

understanding and acquiring knowledge. It is also a systematic conscious task of acquiring specific knowledge geared toward a set of standards. Reading habits are behaviours that are easily manifested without conscious exertion on the part of the learner, (Oloyede 56).

Reading comprehension is the process of making sense of text. It is a complex, multifaceted activity that calls on the reader's thinking and problem-solving skills. Comprehension is a very vital component of reading and by all standards an important factor of good reading habit because the purpose of any form of reading is comprehension. Ruddell (94) says it is the bottom-line of any reading, Oyetunde and Umuolu (443) stress that reading and comprehension means the same thing. We are not reading unless we are comprehending. Reading that does not involve understanding is simply 'barking at print'. Suffice it to say that since we read to learn, then learning is impossible without comprehension.

According to Fountas and Prinnell:

> Reading is the construction of meaning. Comprehending is not a product of reading, it is the process. The child is continuously making sense of the world; when reading, he is making sense of text. Comprehension begins before reading as readers make predictions and anticipate the text, and continues after reading as they use their experience and extend it (156).

Thus, research has shown that reading and comprehension are complement concepts and this reflects in the way they are used together like inseparable parts of a coin.

1.2   Statement of the Problem

The introduction of information and communication technology in Nigeria is a welcome development, while its use for education purposes is also of immense benefit, especially in the area of being globally relevant and current. Researches conducted by different research

organizations in different countries have shown that the greater percentages of the internet users are mostly undergraduate students. They are well versed in this new technology and are commonly referred to as net generation students. This preponderance of the use of the Internet is supposed to greatly influence their reading habits and reading comprehension. Despite the increasing interest of researchers in internet usage by undergraduate students, the number of studies regarding internet use and its influence on undergraduate students reading habits and reading comprehension are still limited. Many questions such as the purpose, the extent of use, gender differences etc. still deserve to be studied. The answers to these questions therefore, were the subject matter of the present study.

1.3 Purpose of the Study

The purpose of this study is to determine the extent of internet utilization among undergraduate students of different location and gender in Anambra State. It will determine the purposes of internet utilization among undergraduate students of different location and gender. it will help to highlight the positive and negative influences of internet utilization on the reading habits of undergraduates of different location and gender. Furthermore, this work will highlight the influence of internet utilization on the reading comprehension of undergraduate students of different location and gender.

1.4   Scope

The scope of this study involved the analysis of internet utilization and its influence on undergraduate students' reading habits and reading comprehension. The study covered two universities in Anambra State. One in the urban area and the other one in the rural area. Hundred respondents from each of the Universities will be used making a total of two hundred samples.

1.5   Significance of the Study

The present study is significant to undergraduates, teachers and education planners in many ways. Specifically, the establishment of an empirical relationship between internet utilization and reading habits will re-orientate our undergraduate students towards the appropriate use of the internet. It will advance sustenance techniques for the positive influence of internet utilization and offer remedies to the negative influences. The undergraduate students and teachers are encouraged to the positive use of the internet to facilitate the learners' comprehension and production of the target language. It will also enhance students' proficiency in the English language by reducing the problem of reading only for exam purposes when these students have developed good reading habits, they will graduate with good grades, as reading is central to all other school subjects. The study will guide education planners towards a possible curricular redesign tailored towards the enhancement of reading habits and reading comprehension it will be a basis for further research in relevant areas.

1.6   Research Questions

1.   What is the extent of internet utilization among undergraduate students in the urban and rural areas?

2.   What is the extent of internet utilization among male and female undergraduate students?

3.   What are the purposes of internet utilization among male and female undergraduate students?

4.   What are the purposes of internet utilization among undergraduate students of different locations?

5.   What is the positive influence of the internet utilization on the reading habits of undergraduate students in the urban and rural areas?

6.   What is the positive influence of internet utilization on the reading habits of male and female undergraduate students?

7. What is the negative influence of internet utilization on the reading habits of undergraduate students of different locations?

8. What is the negative influence of internet utilization on the reading habits of male and female undergraduate students?

9. What is the influence of internet utilization on the reading comprehension of undergraduate students of different locations?

10. What is the influence of internet utilization on the reading comprehension of male and female undergraduate students?

1.7 Null Hypothesis

1. There is no significant difference in extent of internet utilization among undergraduate students in urban and rural areas

2. There is no significant difference in extent of internet utilization among male and female undergraduate students.

3. There is no significant difference on positive influence of internet utilization on the reading habits of undergraduate students in urban and rural areas.

4. There is no significant difference on negative influence of internet utilization on the reading habits of undergraduate students in urban and rural areas.

5. Undergraduate students reading comprehension test score will not differ significantly among high and low users

6. There will be no significant interaction between gender and internet utilization on students reading comprehension test score.

7. There will be no significant interaction between location and internet utilization on students reading comprehension.

CHAPTER TWO

Review of Relevant Scholarship

2.0   Conceptual Framework

2.1   The Concept of Reading

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas. The reading process requires continuous practice, development, and refinement. In addition, reading requires creativity and critical analysis. Because reading is such a complex process, it cannot be controlled or restricted to one or two interpretations. Readers use a variety of reading strategies to assist with decoding (to translate symbols into sound or visual representation of speech) and comprehension. Readers may use context clues to identify the meaning of unknown words. They integrate the words they have into their existing framework of knowledge or schema. Currently most reading is either of the printed word from ink or toner on paper, such as a book, magazine, newspaper, leaflet, or notebook, or of electronic displays, such as computer displays, television, mobile phones or e-readers. Handwritten text may also be produced using a graphic pencil or a pen.

Often the text relates to the object, such as an address on an envelope, product info on packaging or text on a traffic or street sign. A slogan may be painted on a wall. A text may also be produced by arranging stones of a different color in a wall or road. Short texts like these are sometimes referred to as environmental print. In the case of a computer screen, it is important to be able to see an entire line of text without scrolling. The field of visual word recognition studies how people read individual words (Cornelissen and Wheat, 23). A key technique in studying how individual read text is eye tracking. This has revealed that reading is performed as a series of eye fixations with saccades between them. Humans also do not appear to fixate on

every word in a text, but instead fixate to some words while apparently filling in the missing information using context. This is possible because human language show certain linguistic regularities. The process of recording information to be read later is writing. In the case of computer and microfiche storage there is the separate step of displaying the written text. For humans, reading is usually faster and easier than writing. Reading is typically an individual activity, although on some occasions a person will read out loud for the benefit of other listeners. Reading aloud for one's own use, for better comprehension, is a form of intrapersonal communication. Reading to young children is a recommended way to instill language and expression, and to promote comprehension of text. Before the re introduction of separate text in the late Middle Ages, the ability to read silently was considered rather remarkable.

Reading Skills

Literacy is the ability to use the symbols of a writing system. It is the ability to interpret what the information symbols represent, and to be able to re-create those same symbols so that others can derive the same meaning. Illiteracy is the inability to derive meaning from the symbols used in writing system. Dyslexia refers to a cognitive difficulty with reading and writing. It is defined as brain based type of learning disability that specifically impairs a person's ability to read, Facoetti, Lorrusso and Paganoni (185-191). The term dyslexia can refer to two disorder: developmental dyslexia (Heim, 73 and Cherney, 898) which is a learning disability; alexia (acquired dyslexia) refers to reading difficulties that occur following brain damage, stroke, or progressive illness (Cherney, 910). Major predictors of an individual's ability to read both alphabetic and scripts are phonological awareness, rapid automatized naming and verbal 1Q (Powell, Stainthrorp and Stuart 46-68).

Skill Development

Sub-lexical reading

Sub-lexical reading according to (Borowsky, Esopenko and Cumminee 89) involves teaching by associating characters with sounds or by using Phonics or Synthetic phonies learning and teaching methodology, sometimes argued to be in competition with whole language methods.

Lexical Reading

Lexical reading according to Borowsky, Esopenko and Cummine (92) involves acquiring words or phrases without attention to the characters or groups of character that compose them or by using whole language learning and teaching methodology. Sometimes it is argued to be in competition with phonics and synthetic phonics methods, and that the whole language approach tends to impair learning how to speak.

Other methods of teaching and learning to read have developed, and become somewhat controversial. They further pointed out that Learning to read in a second language, especially in adulthood, may be a different process than learning to read a native language in childhood. There are cases of very young children learning to read without having been taught. To Hughes (95) such was the case with Truman Capote who reportedly taught himself to read and write at the age of five. There are also account of people who taught themselves to read by comparing street signs or Biblical passages to speech. The novelist Nicholas Delbanco taught himself to read at age six during a transatlantic crossing by studying a book about boats.

Brain activity in young and older children can be used to predict future reading skill. Cross model mapping between the orthographic and phonologic areas in the brain are critical in

reading. Thus, the amount of activation in the left dorsal inferior frontal gyrus while performing reading tasks can be used to predict later reading ability and advancement. Young children with higher phonological word characteristic processing have significantly better reading skills later on than older children who focus on whole-word orthographic representation (Hughes, 96).

Methods

Reading is an intensive process in which the eye quickly moves to assimilate text. Very little is actually seen accurately. It is necessary to understand visual perception and eye movement in order to understand the reading process. (Hunziker, 78).

There are several types and method of reading with differing rates that can be attained for each, for different kinds of material and purposes:

❖ *Sub vocalized:* reading combines sight reading, with internal sounding of the words as if spoken. Advocates of speed reading claim it can be a bad habit that slows reading and comprehension, but other studies indicate the reverse, particularly with difficult texts (Moidel, 23).

❖ *Speed reading:* is a collection of method for increasing reading speed without an unacceptable reduction in comprehension or retention. Method includes skimming or the chunking of words in a body of text to increase the rate of reading. It is closely connected to speed learning.

❖ *Proofreading:* is a kind of reading for the purpose of detecting topographical errors, one can learn to do it rapidly and professional proofreaders typically acquire the ability to do so at high rates, faster for some kinds of material than for others, while they may largely suspend comprehension while doing so, except when needed to select among several possible words that a suspected typographic error allows.

❖ *Rereading:* is reading a book more than once."One cannot read a book: one can only

reread it".

❖ *Structure-proposition-evaluation (SPE):* method, popularized by Mortimer Adler in How to Read a book, mainly for non-fiction, treatise, in which one reads a writing in three passes:(l) for the structure of the work, which might be presented by an outline, (2) for the logical propositions made, organized into chains of inference, and (3) for evaluation of the merits of the arguments and conclusions. This method involves suspended judgment of the work or its arguments until they are fully understood.

❖ *Survey-question-read-recite-review:* (SQ3R) methods, often taught in public schools, which involves reading that has to do with being able to teach what is read, and would be appropriate for instructors preparing to teach material without having to refer to notes during the lecture.

❖ *Multiple intelligence based methods:* which draw upon the reader's diverse ways of thinking and knowing to enrich his or her appreciation of the text. Reading is fundamentally a linguistic activity: one can basically comprehend a text without resorting to other intelligence's such as the visual (e.g., mentally "seeing" character or events described), auditory (e.g., reading aloud or mentally "hearing" sounds described), or even the logical intelligence. However, most readers already use several intelligence while reading, and making a habit of doing so in a more disciplined manner i.e., constantly, or after every paragraph-can result in more vivid, memorable experience.

❖ *Rapid serial visual presentation:* (RSVP) reading involves presenting the words in a sentence one word at a time at the same location on the display screen, at a specified eccentricity. RSVP eliminates inter-word saccades, limit intra-word saccades, and prevent reader control of fixation times. RSVP control for differences in reader eye movement, and consequently is often used to measure reading speed in experiments.

Assessment

Reading Rate

Average reading rate in words per minute (wpm) depending on age and measured with different tests in English, French and German.

Rates of reading include reading for memorization (fewer than 100 words per minute {wpm}; reading for learning (100-200 wpm); reading for comprehension (200-400 wpm); and skimming (400-700 wpm). Reading for comprehension is the essence of the daily reading of most people. Skimming is for superficially processing large quantities of text at a low level of comprehension (below 50%).

Advice for choosing the appropriate reading-rate includes reading flexibly, slowing when concepts are closely presented and when the material is new, and increasing when the material is familiar and of thin concept. Speed reading courses and books often encourage the reader to continually accelerate; comprehension tests lead the reader to believe his or her comprehension is continually improving; yet, competence-in-reading requires knowing that skimming is dangerous, as a default habit.

Types of Tests

* Sight word reading: reading words of increasing difficulty until they become unable to read or understand the words presented to them, difficulty is manipulated by using words that have more letters or syllables, are less common and have more complicated spelling-sound relationships.

* Non-word reading: reading lists of pronounceable nonsense word out loud. The difficulty is increased by using longer words, and also by words with more complex spelling or sound sequences.

* Reading comprehension: a passage is presented to the reader, which they must read either

silently or out loud. Then a series of question are presented that test the reader's comprehension of this passage.

❖ Reading fluency; the rate with which individual can name words.

❖ Reading accuracy: the ability to correctly name a word on a page.

Some tests incorporate several of the above components at once.

2.1.1 The Concept of the Internet

The concept of the internet starts from explaining what a net work is. A network is two or more computers connected by a physical piece of wire. The connection between the two computers is then managed and operated by some special software (information system services, 2). Networking computers means that the people using them can share files easily, send each other messages and share each others printers. The idea has developed into Local Area Networks (LANS). Nowadays, most organizations have a local area network. LANS can be as small as just one shared office or as large as a whole city. In some cases an organization is spread over a large area, and do not have the easy concentration of computing to provide a LAN for. In this instance computers may be connected by a wide area network (WAN) the differences between a WAN and LAN is partly one of scale (although this is relative) but also relates to the technology. With LAN one can typically get a fast network that can network PC file servers. With WAN the network will often be much slower and will usually involve some mainframe computer as the server rather than a PC. If you take the principle of small locally-managed networks connected up to form a larger network, which in turn is connected up to form a large network and so on you get some idea of what the internet is. Physically, it is just a collection of LANs and WANs that have been connected up at a national and international level. The internet is more than this, however, it not only the physical wire, but also how information is sent from one computer to another. Take the

example of making a road journey. If you are sending someone in a car to go somewhere, you can do one of these two things.

- Give them precise written details of how to get their destination. As they have no other means of finding their way, they will have to stick to your instructions even if they can see roadwork ahead.

- Give them a map and let them find their own way. If roadwork or some other blockage occurs then the person can read the map and work out a fresh route, or else follow the diversion signs.

Originally, information on networks followed the first method. It was given precise instructions on how to reach its destination. However, if there was a hold-up, say a computer was switched off, the information was also held up until the hold-up cleared. Now information is more intelligent and can work out its own route, so if there is a hold-up. It will try and get through some other way. It's all rather clever and was invented by the American Defense industry who asked "if someone dropped a very large bomb on our computer network, would it still function?" the intelligent transfer-a mechanism called the internet working protocol (hence "internet")-means now that it can.

Therefore, the internet is a global system of inter connected computer networks that use the standard Internet protocols, suite, a set of communications protocols, to serve billions of users worldwide. The internet has reshaped and redefined most traditional communication media including telephone, music, film and television. This has given birth to new services. Newspaper, book and other print publishing are adapting to website technology, or are reshaped into blogging and web fields. The internet has enabled or accelerated new forms of human interactions through instant messaging, internet forums and social networking, online

shopping has boomed both for major retail outlets and small artisans and traders. Business-to-business and financial services on the internet affect supply chains across entire industries.

The origin of the internet reach back to research of the 1960's, commissioned by the United State Government in collaboration with private commercial interests to build robust, fault-tolerant and distributed computer networks. The commercialization of what was by the 1990's an international network resulted in its popularization and incorporation into virtually every aspect of modern human life. As of 2011, more than 2.1 million people-nearly a third of earth's population-use the services of the internet. To get on to the internet you have to have identification unique to you called your ***username.*** Everyone who connects to the internet has a username and if you have their username and the machine they log into you can send a message to that username and they will receive the when they next log in. This system is called ***electronic mail or email*** for short.

The basic concepts behind email parallel those of regular mail. You send mail to people at their particular addresses. In turn, they write to you at your email address. You can subscribe to the electronic equivalent of magazines and newspapers. If you have email you will almost certainly get electronic junk mail (or spam) as well. Email has two distinct advantages over regular mail. The most obvious is speed. Instead of several days, your message can reach the other side of the world in hours, minutes or even seconds. The other advantage is that once you master the basics, you will be able to use email to access database and file libraries as well as transfer files and programs. Email also has advantages over the telephone. You send your message when it's convenient for you. Your recipients respond at their convenience. No more frustration. And while a phone call across the country or around the world can quickly result in huge phone

bills, email lets you exchange vast amounts of mail for only a few pennies- even if the other person is on the other side of the earth.

Email is your connection to help your net lifeline. The net can sometimes seem a frustrating place! No matter how hard you try, no matter where is causing you just might not be able to find the answer to whatever is causing you problems. But when you know how to use email, help is often just a few keystrokes away; you can ask your system administrator or a friend for help in an email message. Even if you use the internet for no other purpose, email makes getting a connection worthwhile all by itself. Very quickly you'll find yourself writing to friends who are on the internet, contacting colleagues interested in similar professional areas all round the world, discussing politics and asking for advice on how to use some of the software on your computer. It is very powerful and incredibly cheap.

The World Wide Web (WWW or W3)

Originally developed as a resource for physicists, the web today is fast becoming the main stream of cyberspace. You'll find interesting characters wandering around, museums and galleries to visit, schools to teach you new skill, even restaurants (some of which will deliver real food in response to email). You name it, chances are somebody's created a web server about it. Growing numbers of people have their own personal web "pages" where they let the world know what they're interested in.

The web has exploded in popularity for two reasons. One is that it is fairly easy to use. But what really set the web apart is hyperlinks. To understand hyperlinks, think of an[1] encyclopedia. As you read an article on, say, Africa, your eye is drawn to a picture of an elephant. You want to learn more about the animal, so you get out the 'E' Volume and look

up "elephant[5] and start reading. The windows help system works in exactly this way, as do many CD-Rom encyclopedias.

Hyperlinks are the online equivalent of this browsing process. Tim Berners-Lee, who developed the original web model, came up with a simple language that lets somebody developing a web document embed pointers to related resources. When you then call up that document, you will see some words in a different colour or otherwise highlighted. By moving your cursor to one of those words and then hitting enter (or clicking on it with your mouse, depending on your interface) you will call up the linked document.

These hyperlinks are easy to create so anybody can put together a web resource that can become a central clearing house of information virtually any topic, linking documents that could be physically stored in dozens of locations around the world. The language that Tim Berners-Lee developed is a version of the markup language, SGML (standardized general Markup language). Which is called language HTML (hyper Text Markup language). HTML is a proper formatting language but it is relatively easy to learn. What is even better, though is that most of the main word processing software companies are now providing HTML converters so that you can create the documents in, say, Microsoft word and then save them as HTML to put into your web server.

Internet Jargon Terms

Like any community, the net has developed its own language. What follows is a glossary of some the common abbreviations, words and phrases you are likely to encounter.

Ascii has two meaning ASCII (American standard code for information interchange) is a universal computer code for English letters and characters. Computers store all information as

binary numbers. In ASCII, the letter 'A' is stored as 01000001, whether the computer is made by IBM, apple or commodore. ASCII also refers to a method, or protocol, for copying files from one computer to another over a network, in which neither computer checks for any errors that might have been caused by static or other problems.

Back Bone a high-speed network that connects several powerful computers. In the U.S, the backbone of the internet is often considered the NSFNet, a government-funded link between a handful of supercomputer sites across the country.

Baud The speeds at which modems transfer data. One baud is roughly equal to one bit per second. It takes eight bits to make up one letter or character. Modems rarely transfer data at exactly the same speed as their listed baud relate because of static or computer problems. More expensive modems use system, such as microcosm network protocol (MNP), which can correct for these errors or which 'compress' data to speed up transmission.

(MNP), which can correct for these errors or which 'compress' data to speed up transmission.

Bookmark: A web file that lets you quickly connect to a site.

Bounce: What you email does when it cannot get to its recipient-it bounces back to you-unless it goes off into the ether, never to be found again.

Browser: A client program that allows users to read hypertext document on the World Wide Web, and navigation between them. Examples are Netscape Navigator, and Microsoft Internet Explorer.

Bulletin: A computerized version of the bulletin boards found in shops and the public places, where people can leave messages and advertise things they want to buy or sell.

Chat Room: A real-time electronic forum; a virtual room where visitor can meet others and shares on a particular subject.

Client: The computer that request files or services. The computer that provides services is called the server.

Daemon: An otherwise harmless UNIX program that normally works out of sight of the user. On the internet, you'll most likely encounter it only when email is not delivered to your recipient – you'll get back your original message plus an ugly message from a 'mailer' daemon.

Domain: An internet in alphabetic form. Domain names must have at least 2 parts; the part on the left which names the organization, and the part on which identifies the highest sub domain, such as the country or the type of organization. "leeds.as.uk" is the organization and ac.uk identifies it as an educational institution in the UK.

Sub-domain Name	Usual Meaning
.ac	University etc in UK
.co	business in UK
.com	business in US or Canada
.edu	University etc in US
.gov	Government site anywhere
.org	Charity or similar

Down: when a public-access site runs into technical trouble, and you can no longer gain access to it, it's down.

Download: Copy a file from a host system to your computer. There are several different methods, or protocols, for downloading files, most of which periodically check the file as it is being copied to ensure no information is inadvertently destroyed or damaged during the process Some, such as XMODEM, only let you download one file at a time. Other, such as batch YMODEM and ZMODEM let you type in the names of several files at once, which are then automatically downloaded.

Email: Electronic mail-a way to send a private message to somebody else on the Net. Use as both noun and verb.

Emoticon: A typed picture of a facial expression, used in email and when communicating on the internet to indicate emotion, e.g., this represents a smiling face; often called a smiley.

FAQ: frequently asked Questions. A compilation of answers to these. Many Usenet newsgroup s have these files, which are posted once a month or so for beginners.

Flame: An angry message on a newsgroup or mailing list, often a personal attack instead of a remark relevant to the subject under discussion. Also to post such a message.

Flame war: A heated argument in a newsgroup or other public electronic forum, often resulting in personal insults and other angry remarks that are off the subject.

Finger: An Internet program that lets you get some bit of information about another user provided they have first created a plan file.

Freeware: software that doesn't cost anything.

Ftp: File Transfer protocol. A system for transferring files across the net.

GIF: Graphic interchange Format. A format developed in the mid-1980s by CompuServe for use in photo-quality graphics images. Now commonly used everywhere online

Hacker: On the Net, unlike among the general public, this is not a bad person; it is simply somebody who enjoys stretching hardware and software to their limits, seeing just what can get their computers to do. What many people call hackers, net. Denizens refer to as 'crackers".

Hostname: Also host name. The unique name that identifies a computer on a network.

On the *internet,* the host name is in the form "comp.xyz.net"; if there is only one internet site the host name is the same as the *domain* name. However, one computer can have more than one host name if it hosts is more than one Internet site (for example, "home. Xyz.net" and

comp.xyz.net"); in that case "comp" and "home" are host names and "xyz.net. Is the domain name.

Hotlink: For www surface, the same as a hyperlink.

HTML: Hypertext markup language. The language used to create World Wide Web pages, with hyperlinks and markup for text formatting (different heading styles, bold, italic, numbered lists, insertion of images, etc.

HTTP: Hypertext Transfer Protocol. The protocol most often used to transfer information from World Wide Web servers to browsers, which is why web addresses begin with http,//. Also called hypertext transport Protocol.

Hyperlink: A link in an HTML document that leads to another site, or another place within the same document. Hypertext are usually underlined or shown in a colour from the surrounding text. Sometimes hyperlinks are pictures.

Internet: This worldwide information highway is comprised of thousands of interconnected computer networks, and researches millions of people in many different countries. The internet was originally developed for United States military, and then become used for government, academic and commercial research and communications.

Now available to anyone with a PC, ISP, modem and browser.

Internet service provider: Often abbreviated to ISP. A company which provides internet access, nowadays often for free.

Log in / log **on:** connect to a host system or public-access site.

Log out/ log off: Disconnect from a host system.

Lurk: Read message in a newsgroup without ever saying anything. **Modem:** A device that connects computers to each other for sending communications via the telephone lines. The modem modulates the digital data of computers into analogue signals to send over the telephone lines, then demodulates back into digital signals to be read by the computer on

the other end; thus the name "modem' for modulator / demodulator. Modems are used for sending and receiving email, connecting to bulletin boards systems, and surfing the internet.

Mailing list: Essentially a conference in which messages are delivered right to your mailbox, instead of a Usenet newsgroup. You get on these by sending a message to a specific email address, which is often that of a computer that automates the process. Net, the: Common shortening of *Internet.*

Netiquette: The rules of etiquette on the *Internet.*

Network: A communications system that links two or more computers. It can be as simple as a cable strung between two computers a few feet apart or as complex as hundreds of thousand of computers around the world linked through fibre optic cables, phone lines and satellites.

Newsgroup: A discussion group on the *Internet* which is focused on a particular topic. Discussion takes place by posting messages for everyone to read, having online conversations, and sending email messages to individuals or the group. There are thousands of newsgroups on different subjects.

Offline: When your computer is not connected to a host system or the Net, you are offline.

Online: When your computer is connected to an online service, bulletin-board system or public-access site.

Ping: A program that can trace the rout a message takes.

Post: To compose a message for a Usenet newsgroup and then send it out for others to see.

Postmaster: The person to contact at a particular site to ask for information about the site or complain about one of his/her user's behaviour.

Prompt: When the host system asks you to do something and waits for you to respond. For example, if you see "login:" it means type your username.

Search engine: A program on the *Internet* that allows users to search for files and information. For example, Google, Alta Vista.

Server: The computer that supplies files or services. The computer that requests services is called the *client.* The client may request file transfer, remote logins, printing, or other available services.

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Shareware: Software that is freely available on the Net. If you like and use the software, you should send in the fee requested by the author, whose name and address will be found in a file distributed with the software.

Snail Mail: Mail that comes through a slot in your front door or a box mounted outside your house.

Spamming: The practice of sending copies of a message to many different *newsgroups,* with no regard to whether the subject matter is appropriate; or sending the same message by email to large numbers of people indiscriminately. Sometimes spams are advertisements. Spamming is considered bad *netiquette* and very unethical because it not only wastes everyone's time, but also costs money. The sender of the messages does not pay the cost; it is paid by the sites of the recipient and others on the route. The term is believed to originate from a "Monty Python's Flying circus" sketch about a canteen sold only dishes consisting mostly of spam.

Surfing: Used by analogy to describe the ease with which an expert user can use the waves of information flowing around the Internet to get where s/he wants. The term became popular in the early 1990s as access to the internet became more widespread and tools such as browsers made its use simpler and more pleasant.

Sysadmin: The system administrator; the person who runs a host system or public-access site.

Sysop: A system operator. Somebody who runs a bulletin-board system

TCP/IP: Transmission control protocol/ internet protocol. The particular system for transferring information over a computer network that is at the heart of the Internet. **Telnet**: A program that lets you connects to other computers on the internet.

Upload: Copy a file from your computer to a system.

URL: Uniform resource locator (formerly universal resource locator). An internet address which tells a browser where to find an internet resource. For example, the URL for the ISS is http;//www. leeds.ac.uk/iss/ it is usually pronounced 'ewe are ell' rather than 'erl'.

Usenet: User's Network. A giant public bulletin board system on the internet for news and electronic mail. Usenet was started in 1979 by students in the USA. It now has over 12,000 discussion areas which covers every imaginable topic are read by millions of people all over the world.

User-name: On most host systems, when you connect you are asked to supply a one-word username. This can usually be any combination of letters and numbers. **Website:** Also web site. Any computer on the internet running a World Wide Web server process. A particular website is identified by the hostname part of a URL. Multiple hostnames may actually map to the same computer

World Wide Web: A hypermedia- based system for browsing Internet sites. It is named the web because it is made of many sites linked together; users can travel from one site to another by clicking on hyperlinks. Text, graphics, sound, and video can all be accessed with browser like mosaic, Netscape, or internet Explorer. An Englishman called Tim Berners-lee invented the World Wide Web in 1989 while working at CERN, the European particle physics laboratory.

WWW: The common written abbreviation for World Wide Web.

2.1.2 Reading on the Internet

The union of reading and technology on the internet is causing educators to take a new look at what it means to be literate in today's society (Leu, 336). New forms of literacy call upon

students to know how to read and write not only in the print world but also in the digital world. Today's definition of literacy is being broadened to include "Literacy skill necessary for individuals, group, and societies to access the best information in the shortest time to identify and solve the most important problems and then communicate this information. (Leu, 476). The internet has provided the world of work with global competition and an informational economy. Knowing how to access, evaluate, and apply information is necessary for success in the workplace and at school.

Being able to successfully use the internet places special demand on the reader (Kamil and Lane 323). First, the Internet reader must be able to handle the sheer volume of text, which can be described as massive. The potential for gathering information is virtually unlimited. Through links, or internet connections, a reader can access innumerable sites related to the original idea or topic of a search. Second, much Internet content has blinking graphics, vivid color, and lots of eye-catching phrases that can guide or distract from the reading. A reader must be able to evaluate all the features of a webpage and quickly decide which one will likely be the most helpful in accessing information.

Third, most of the text on the Internet is expository. Being able to read such text requires familiarity with its concepts, vocabulary, and organizational format. In an analysis of 50 websites, 48 contained expository text, while 2 sites contained narrative text (Kamil and lane 330). Expository text is usually found on the internet written as hypertext where highlighted elements within it, such as a word or phrase, are linked to their texts. Each link can lead to a definition, additional information, or a video or audio example related to the original linked word or phrase.

By selecting links in various orders, a reader creates his or her own path when reading on the internet, continually being updated, removed, or remodeled. Text on the internet is not static whereas the text of a book remains the same each time the book is opened. The internet is "an interactive model of continuously updating information" (Glister, 135), which requires a rethinking of what it means to be a reader or even a literate person. Because of technology, our definition of reading, has changed to include website, e-books, e-mail, discussion boards, chat rooms, instant messaging etc. Technology is transforming the nature of literacy (Reinking, 11). This change is evident when the skill of reading and using technology converge as students search for information or answer questions with the internet (Leu and Kinzer, 476). How can educators help students use their reading strategies to understand the economic word? Many literacy educators are currently watching the convergence of literacy and technology, and they are seeking answer to this very question.

Strategic Reader of Print Text

One answer is to begin with what we know about strategic reader of print text, they tend to use a set of comprehension strategies (Dole, Duffy. Roehler and Pearson, 145). Research has focused on identification and instruction of such strategies because poor readers seem to lack them and to be unaware of when and how to apply the knowledge they do posses. Paris, Cross, and Lipson concluded that student can be taught about the existence of reading strategies through informed direct instruction. Duke and Pearson (205) suggested that a model of comprehension instruction should include explicit description, modeling, collaborative use, guided practice, and independent use of the selected strategy.

Pearson, Roehler, Dole and Duffy 145) developed a comprehensive synopsis of strategic reader research organized around seven comprehension strategies that consistently surface in research about strategic readers (Figure 1). These strategies are described as a

comprehension curriculum and form the basis for a model of the process of reading

comprehension

Figure 1: Seven comprehension strategies for reading comprehension
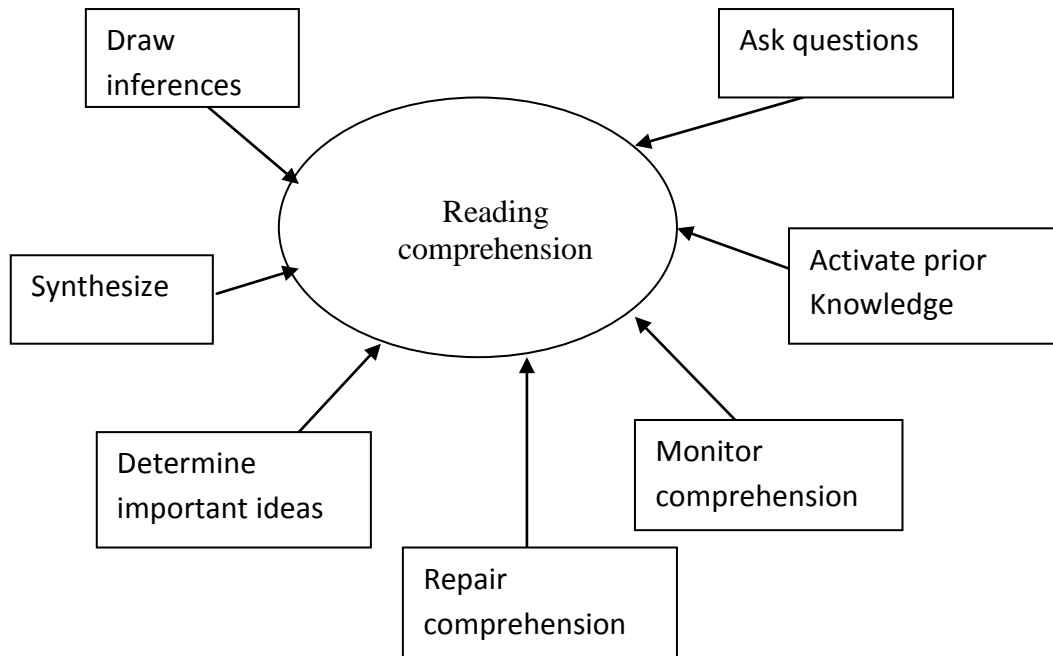
Activate prior knowledge-strategic reader use what is known about the topic of a text and the way a text is organized to check their comprehension and make mental connections between new information and existing knowledge.

Monitor comprehension- reading rate and strategies are adjusted when a reader needs to understand different kinds of text.

Repair comprehension- when meaning has been lost, fix-up strategies, such as reading and skipping ahead, are used by strategic readers to move reading back on track.

Determine important ideas- making predictions and identifying the most important ideas of the text come before, during, and reading.

Synthesize-Through reading, strategic readers mentally summarized information as a way to check their comprehension.

Draw question- strategic reader combine prior knowledge with textual information to make inferences about the text, Gaps in understanding are filled in through predictions, inferences, and new ideas.

Ask question- Question are developed and answered by strategic reader throughout the reading of the text to activate prior knowledge, check comprehension, clarify ideas, and focus attention.

Person et al. (92) found these seven components of comprehension to be the factor that distinguish between expert and novice readers, between skilled and less able readers. Recent use of this model focused on the teaching of strategies in context (Dowhower, 99) and teaching them in collections or packages as a way to help students develop better comprehension (Duck & Pearson, 202).

Connection between Literacy and Technology

Literacy and technology converge when students read on the internet. The skills required to comprehend text (expository text in particular) are used when students search the internet for an answer to a question or just browse from website to website. To be adept at seeking, evaluating, and using information found on the Internet, reader must navigate through Internet text and apply their knowledge of the reading process. The merging of these skills is seen when the internet reader perform a reading act, such as searching the internet for a particular information.

How do the reading strategies identified in the comprehension model (Pearson et al., 199) look when applied to Internet text? Internet reader is reading expository text in a hypertext format where ideas are connected by links, headings, icons, and graphics. Yet, Internet reading appears to apply similar reading strategies as those used with print text reading.

Figure 2 describes the reading strategies identified in the comprehension model and compare how these strategies are used when reading on the internet. An additional strategy has been added to the model to describe the skills needed by the internet reader to not only make meaning from text but also to locate information within an internet text.

Figure 2: Comparison of reading strategies

Book ——————— Internet

	Book	Internet
Activate prior knowledge	Reader recalls experiences and information relating to the topic.	similar strategies used.
Monitor and repair comprehension text	reader adjust reading rate depending in the purpose of reading	skimming scanning becomes crucial for reading sheer volume of
Determine important ideas	reader analyzes text to determine which parts are important for developing an understanding of text	similar strategies used.
Synthesize	reader sifts important from Unimportant details to determine The kerned of an idea.	similar strategies used.
Draw inferences	reader reads between the lines, using background knowledge and text to help fill in the gaps	similar strategies used.
Ask question	question gives purpose to reading by motivating the reader to continue	guiding question must be in forefront of reader's mind or getting lost or sidetracked is likely.
Navigate	reader uses the feature of print text to search for information (eg, table of contents, glossary, headings.)	reader figures out features of the internet in order to search for information (e.g, pop-upads, downloading).

Strategic Readers of Internet Text

Observations and interviews with adolescent internet readers provide examples of the comprehension strategies these readers apply to the reading of internet text. The students completed an internet search task by locating the answer to a question based on a topic in their science or social studies curriculum. Through their own words, these readers share how they applied comprehension strategies to internet reading, as summarized by Schmar-Dobler (456).

Activate prior knowledge. When searching on the Internet for information about the right of free blacks following the U.S. civil war, Breann was able to draw upon her prior knowledge from social studies class and other reading she did outside of class. Breann said, well, I looked for key points again, like Civil war, and blacks, and free, and problems like that. And then I didn't see that, so I had to kind of think about what I learned to help get ideas to type in the search box. Breann activated and reactivates her prior knowledge in her attempts to locate the necessary information.

Monitor comprehension. Mike searched the Internet for information about static electricity. When encountering a webpage, Mike first reads it by skimming for a specific piece of information. When he sees a word or phrase that might be a clue to the information he seeks, he returns to the webpage and reads more carefully, paying closer attention to the details. Mike said, "I read the orange part (headings). I'm going to read the part (description) now. "Mike moves from big ideas to small details always, with a focus on efficiency and speed when reading on the internet.

Repair comprehension, Allison is a careful reader. Her initial reading of a webpage might be a quick one, with slightly more time spent than she would spend skimming the page. If her quick reading shows the webpage may contain the answer to her question, she reads the entire page more carefully and then returns to read specific sections that might have the required information. Each reread follows the curve of a spiral, moving ever closer to the center and the search question.

Determine important ideas. Jake plans his internet reading around a keyword identified from a question about Thomas Edison's invention of the telegraph. This keyword guides Jake's choices

of sites to visit, the details to attend to or not attend to at a site, and when to skim or read more carefully. Jake said, "I am looking for the answer to my question, one (word) that sounds like it'll answer."To Jake, the keyword is pivotal forming a mental plan for his Internet search.

Synthesize. Kelsey pauses during her Internet reading to summarize what she has read about the U.S. 15th constitutional amendment and put the somewhat difficult language from the amendment into her own words: "That no one should be race, color, or anything like… they…….yeah. Like, they can vote and no one will tell them that they can't like, they can do what everyone else can." Kelsey seems to confirm her own understanding by orally pulling together the ideas from the text she has read on the Internet.

Draw inferences. Mike makes an inference when reading on the internet by determining that a website he is reading is not going to help him find his information: "This isn't it. This is a classroom, schoolhouse site. So this isn't the right place for me."Mike skims the site and quickly draws the conclusion that he needs to move on to another one.

Ask question. Kelsey questions herself during reading as a way to check her understanding of information about the U.S. post-civil war era found at the website http//odur.let.rug.nl/-usa/h/l 994/ch6 p 13.htm. She wonders aloud if the information is what she needs to answer her question: "would this be a part of it? Many southern whites, their social dominance threatened, turned to illegal means to prevent blacks from gaining equality. "By self-questioning, Kelsey can check her understanding and make connections.

Connecting Literacy and Technology

These Internet readers have the strategies used for reading print text and applied them to the reading of internet text. Along with knowing how to navigate the internet, they also know how to read it through use of their prior knowledge about the topic and the structure of the text.

The present and future use of the internet for these students relies on speed, efficiency, and understanding of how to make it an effective tool in their world of work and learning. Education can guide students to be successful Internet readers by helping them recognize their experiences with various types of text and applying this knowledge to internet reading. Literacy and technology is converging classroom where teachers provide opportunities for students to gain information from reading on the internet. Through modeling and instruction, teachers can begin to build the bridge connecting literacy and technology.

Uses of the Internet

The internet is a global system of interconnected computer networks that use the standard Internet Protocol Suite (TCP/ IP) to serve several billion users world wide. It is a network of net that consists of millions of private, public, academic, business and government networks, of local to global scope, that are linked by a broad array of electronic, wireless and optical networking technologies, the internet carries an extensive range of information resources and services, such as the inter-linked hypertext documents of the World Wide Web (WWW), The infrastructure to support email, and peer- to -peer networks. The internet, simply referred to as the 'net' is a collection of computers. Computer networks located all over the world, all of which share information by agreed upon internet protocols (Udende and Azeez, 34). Thus it is an information carriage using different computer networks in the light of this, Adegoke (122) affirms that:

> Indeed, the internet is also a virtual library which is seen as virtual space containing a vast amount of information and document including books, pictures, video, graphs and musical sounds that can be consulted (122).

The net provides superfluous information via networking globally to affirm what Mcluhan tagged as information super high way (Severin and Tankard, 366). Reddick and Long (27) aptly capture this thus:

> Clearly, there is a lot of information out there, too much to catalog. In fact, nobody knows exactly what is available online and where it is. The growth represents both an opportunity and a hazard. The opportunity is that, sitting at your desk, you can access information that you may not have been known existed. The hazard is that you waste a lot of time looking at information that is not relevant to the projects on which you are working (27).

Many Nigerian students and other users are briskly adapting to the new technology. For example, the Joint Admissions and Matriculation Board, JAMB, is widely noted for exploiting the potentials of the internet by setting up a site and mandate prospective students to check their centers, results and posting from the site through this Jamb has been able to make about ₦ **200** million annually. In this findings, Ologbo-ori reiterates:

> In order to cheek their results, students need to buy scratch cards for **₦200.** In the first week of announcing the site, 500 thousand scratch cards were sold ... an estimated 1 million cards were sold and each Card cost around **₦ 200** to produce and students can only use each card five tunes on the site. **₦ 200** multiplied by 1 million equal ₦200 million. No one could have thought this would be possible in Nigeria if not for the internet (77).

The education sector was among those that first embraced the use of internet, and it has continued to broaden the breath and depth of opportunities within institutions of higher learning world wide. The internet serves as a useful tool in support of their various

educational activities that ranged from research to teaching. Anderson and Reed (227) noted that "the internet technology and computer has made it possible for students to be active learners and allowed instructions to be facilitators". Consequently, Jackson, Von Eye, Witt Zhao and Fitz Gerald (230) remarked that the internet "Will level the educational playing field due to its available to everyone, every where, and anytime, irrespective of gender, race/ ethnicity, income or other socio-demographic characteristics".

The internet is acknowledged globally as a technology dominated by young people, and particularly students who are more inclined to exploit it for education, social interaction and entertainment. Shitta (11) posits that the internet is a communication super highway that links, hooks and focuses the entire world into a global village, where people of all races can easily get in touch, see or speak to one another and exchange information from one point of the globe to another. In library, Chandran (18) noted that:

> Internet provides a medium of Communication that has extended the potential beyond physical to use, colleagues and other professional activates and relationship with library users.

Internet usage has the potential to improve the quality of education. This is supported by Laurilland (164) who postulated that computer based learning can increase understanding of theoretical and critical concepts. Ciglaric and Vidmar (497) believe that the popularity of the internet as a teaching-learning tool increased with the introduction of the web browser, which uses a hypertext concept. With text and graphical images and later video, audio, and animated objects, it become easily distributed over the internet. The value of the internet for educational purpose was further supported by Charp (10) who stated that the internet brought about positive changes to teachers and instructors who taught student to learn, work, communicate and play.

World Wide Web browser software, such as Microsoft's Internet Explorer Mozilla Fire Fox, Opera, Apples, Satari and Google Chrome, let users navigate from one web page to another via hyperlinks embedded in the documents. These documents may also contain any combination of Computer data, including graphics, sounds, text, video, multimedia and interactive content that runs while user is interacting with the page. Client- side software can include animations, games, office application and scientific demonstration. Through keyword-driven internet research using search engines like Yahoo and Google, users worldwide have easy, instant access to a vast and diverse amount of online information. Compared to printed media books, encyclopedias, and traditional libraries, the word wide web has enabled the decentralization of information on a large scale.

The internet revolution is not just limited to finding information but also to fostering relationship that brings people together. According to Dryli and Kinnaman (57) the internet enable students to find information and experts, as well as allowing user to think critically and creatively, become collaborative and cooperative and solve problems. The comprehensive literature available shows that the internet has the following functions in education and other spheres of human endeavour.

i.   Storehouse of information

ii.   Communication without boundaries

iii.   On line interactive learning

iv.   Electronic/ on line research

v.   Financial transaction

vi.   Innovation in the new world

vii.   Improve interest in learning

viii. Information catalogues

ix.   Online chat

x.   Real time updates.

Thus, one can listen to international radio station on research and education on the internet, read national dailies of other countries, speak to friends around the globe, read books and other material on the internet. The list of things that can be done on the internet is a very long one. The internet contains more information than the worlds libraries with access to the internet one can retrieve information from the world's largest information database.

However, there are certain cons and dangers relating to the use of internet that can be summarized as follows:

Personal Information:

In using the internet, ones personal information such as name, address etc, can be accessed by other people. If you use a credit card to shop online, then your credit card information can also be stolen which could be akin to giving some a black check.

Pornography:

This is a very serious issue concerning the internet especially when it comes to young children. There are thousands of pornographic sites on the internet that can be easily found and can be detriment to letting children use the internet.

Spamming: This is a term which refers to sending unsolicited e-mails in bulk, which serve no purpose and unnecessary chug up the entire system.

Such the illegal activities are frustrating for all internet users and so instead of just ignoring it, we should make efforts to try and stop these activities so that using the internet can become that much safer.

Internet Search Engines

Below is a list of user favorite internet search engines as compiled by Gil (10).

1. **Dogpile:** Years ago, Dogpile was the fast and efficient choice before Google. Things changed, Dogpile faded into obscurity and Google became king. But today, Dogpile is coming back with a growing index and a clean and quick presentation that is testimony to its halcyon days.

2. **Ask.com (aka 'Ask Jeeves'):** The Ask Jeeves search engine is longtime name in the World Wide Web. The super clean interface rivals the other major search engines, and the search options are as good as Google or Bing or DuckDuckGo. The results groupings are what really make Ask.com stand out. The presentation is arguably cleaner and easier to read than Google or yahoo! Or Bing and the result groups seems to be more relevant.

3. **DuckDuckGo:** At first, DuckDuckGo.com looks like Google. But there are many subtleties that make this Spartan search engine different. DuckDuckGo has some slick features like 'zero-click information (all your answers are found on 47 the first results page). DuckDuckGo offers disambiguation prompts (helps to clarify what question you are really asking). And the aid spam is much less than Google.

4. **Google:** Google is the undisputed king of 'Spartan searching', while it doesn't offer all the shopping center features of yahoo!, Google is fast, relevant and the largest single catalogue of web pages available today. Google images, maps and news features are outstanding services for locating photos, geographic directions and news headlines.

5. **Bing:** Bing is Microsoft's attempt at unseating Google. Bing used to be MSN search until it was updated in summer of 2009. Touted as a 'decision engine,' Bing tries to support your researching by offering suggestions in the leftmost

column, while also giving you various search options across the top of the screen. Things like 'wiki' suggestions, 'visual search' and 'related searches' might be very useful to you. Bing is not dethroning Google in the near future.

6. **Yippy (formerly 'clusty'):** Yippy is a deep web engine that searches other search engines for you. Unlike the web which is indexed by robot spider programs, Deep Web Pages are usually hander to locate by conventional search. If you are searching for obscure hobby interest blogs, obscure government information, tough-to-find obscure news, academic research and otherwise-obscure content, then yippy is your tool.

7. **Webopedia:** Webopedia is one of the must useful websites on the World Wide Web. Webopedia is an encyclopedic resource dedicated to searching technology terminology and computer definitions. Webopedia is absolutely a perfect resource for non-technical people to make more sense of the computers around them.

8. **Yahoo!:** Yahoo! Is several things: it is a search engine, a news aggregator, a shopping center, an email box, a travel directory, a horoscope and games center and more. This 'web portal' breadth of choice makes this a very helpful site for internet users. Searching the web should also be about discovery and explorations and yahoo! Delivers that in wholesale quantities.

9. **The internet archive:** The internet archive is a favorite destination for longtime web lovers. The archive has been taking snapshots of the entire World Wide Web for years now, allowing people to travel back in time to see what a web page looked like in 1999.

10. **Mahalo:** Mahalo is the one 'human powered' search site in this list, employing a committee of editors to manually sift and vet thousands of pieces of content. This means that you'll get fewer Mahalo hit results than you will get at Bing or Google. But it

also means that most Mahalo results have a higher quality of content and relevance (as best as human editors can judge). Mahalo also offers regular web searching in addition to asking questions. Depending on which of the two search boxes you use at Mahalo, you will either get direct content topic hits or suggested answers to your question.

11. **Mamma:** "The mother of all search Engines" was one of the web's first met search engines (1996). Now owned by Copernic inc. of Montreal, Canada, Mamma.com is a tier 2 search engine.

12. **About.com:** The majority of their results come from their own site. Used to be miningco.com.

13. **Answers.com:** Offers free access to millions of topics from the world's leading publishers.

14. **Data park search:** Data park search is a full-featured open source web-based search engine released under the GNU General Public License and designed to organize search within a website, group of websites, intranet or local system.

15. **eHOw:** eHow is a online knowledge resource with more than 140000 articles and videos offering step-by-step instructions on "how to do just everything".

Services on the Internet

First, and perhaps of greatest importance for many subscribers to online services, is e-mail. Computer connectivity between nations has allowed a new form of correspondence to evolve and this, though seldom noticed, has changed people's daily lives the world over. Academics now send more words to others, more often than ever before. While the burecreatization of the university has contributed to an increase in 'busy work' of all kinds (including memoranda and correspondence), e-mail seems to have exacerbated the effects of this trend. E-mail has conferred some wonderful advantages. It is now possible to

communicate easily and rapidly with people thousands of miles away. E-mail has become a seemingly indispensable part of people's lives, and correspondence by post seems tedious and slow by comparison. Yet, perhaps because e-mail, in removing previous barriers of geography and distance, reduces some of the perceived burdens of the old paper and post systems, it is used almost incessantly.

The flood of words generated by e-mail is matched by a similar drowning in discourse through the myriad discussion groups and 'chat roams' of all kinds now available on the internet. Some of these are outgrowths from, or affiliated with, formal publications or professional societies. In such cases participants usually take considerable care in their submissions to discussions. As with e-mail, however, the ease with which contributions to a discussion group can be made sometimes encourages those who might otherwise not be bothered to get involved even if this is in a less than productive manner.

Online Social Activities

On line social activities simply refers to those activities carried out in the internet in one form of network or the other. These networks are referred to as social networking cities. Social networking service (also social networking site or (SNS) is a platform to build special networks or social relations among people who share interests, activities, backgrounds or real-life connections. A social network service consists of a representation of each user (often a profile), his or her social links and a variety of additional services. Social net work sites are web-based services that allow individuals to create a public profile, to create a list of users with whom to share connections and view and cross the connections within the system. Most social network services are web-based and provide means for users to interact over the internet, such as e-mail and instant messaging. Social network sites are varied and they incorporate new

information and communication tools such as mobile connectivity, photo/video/sharing, gaming and blogging.

The main types of social networking services are those that contain category places (such as former school year or classmates) means to connect with friends usually with self-description pages and a recommendation system linked to trust. Popular methods now combine many of these with American-based services such as; Facebook, Googlet, Linkedin, instagram, pinterest, Tneiffer 290, Whatsup, you tube etc.

For many users especially the net generation students on line social activities are not only a way to keep in touch, but a way of life. Several features of online social networks are common to each of the more than 300 social networking sites currently in existence. The most basic feature is the ability to create and share a personal profile. This profile page typically includes a photo, some basic personal information (name, age, sex, location) and extra space for listing your favourite bands, books, T.V shows, movies hobbies and web sites.

Most social networks on the internet also let you post photos, music, videos and personal blogs on your profile page. But the most important feature of online social activities is the ability to find and make friends with other site members. These friends also appear as links on your profile page so visitors can easily browse your online friend network. Eat h online social network has different rules and methods for searching out and contacting potential friends. Myspace is the most open. On Myspace, you're allowed to search for and contact people across the entire network whether they're distant members of your social net work or complete strangers. However, you'll only gain access to their full profile information if they agree to become your friend or join your network.

Facebook which began as a college social network application is much more exclusive and group oriented. On Facebook, you can only search for people that are in one of your established "network". These networks could include the company you work for, the college you attended, or even your high school. But you can also join several of the thousands of smaller networks or groups" that have been created by Facebook users, some based on real-life organizations and some that exist only in the minds of their founders.

Linkedin, the most popular online social network for business professionals allows you to search each and every site member but you can only access the full profiles and contact information of your established contacts – the people who have accepted an invitation to join your network (or have invited you to join theirs) you can however be introduced through your contacts to people who are two or three degrees away from you on the larger linkedin network. Or you can pay extra to contact any user directly through a service called InMail.

The Internet as Academic and Research Focus

There are now thousands of interest 'home pages' which serve as information sources for institutions and organizations. Most universities, polytechnics and colleges of education throughout the world have established their presence on the Internet, thereby making it possible for researchers to access past and current research publications. Prospective students can also access information on courses being offered by Institutions and as well as their admission requirements. There are also numerous individual home pages, where people construct a site either as a means of expressing their creativity or for a very limited range of potential visitors. The World Wide Web also provides very easy access to some government documents and legislative materials.

Journals, magazines, newspapers, books and archives provide another important avenue for the construction, publication and circulation of internet texts. Many classic literary and philosophical books are available for reading in electronic form. The only costs that readers incur are the standard internet connection fees and hourly rates. Unlike print versions of the same volumes, the books themselves have no prices attached. Most of these books have been converted to hypertext mark-up language (HTML) while a few are still available in ASCII format. Additionally, there are now hundreds of serials published via the internet. These include informal newsletters constructed for small groups on individual personal computers to sophisticated, highly specialized, fully refereed academic journals. Some newspapers such as The Guardian, The Punch, Time and The Independent Produce electronic equivalents of their print publications. Increasingly, however, series of all kinds are being released in electronic form only. Some of these make the most of the new medium, and would be impossible to duplicate in the print world.

Hypertextual publications, incorporating 'live' or moving images and 'real' sounds as well as words defy easy classification, and multiple links to other documents and sites encourage new (hitherto impossible) patterns of reading activity. The proliferation of written materials through the Internet seems inevitable. Anyone with access to the necessary hardware and appropriate software can now 'publish' their work. This is obviously not possible in a print-dominated publishing environment. It is arguable that the potential advantages of moving toward electronic publication for scholarly work far outweigh any possible disadvantages associated with such a move. With growing specialization and continuing pressure to publish, academics have been producing ever-greater numbers of articles and books every decade of the twentieth century. In some fields, the growth in published papers has followed a roughly exponential path.

Libraries, almost always short on both money and space, have become crammed with millions of books, serials, monographs, and other printed materials. Costs for serials, in particular, have reached unsustainable levels, with annual subscriptions for some journals exceeding $1,000 (Astle, 15; Okerson, 106). At the same time, hundreds of new periodicals continue to be developed each year (Greenwood, 29, Peek and Burstyn, 1999). This has forced libraries to steadily reduce the proportion of 'purchased serials' to 'total available series' in most subject areas. Prices for academics books have also posed difficulties for libraries, students and staff wanting to expand their scholarly collections. By comparison with popular fiction, newspapers and glossy magazines, academic publications, both serials and books have very small readerships (Thatcher, 1-2). Yet the costs associated with publishing, purchasing and storing them, if they are produced in print form, are exceptionally high.

Brabazon (2) contended that publication in scholarly journals allows academics to 'communicate, in a disciplined and rigorous manner, with their national and international colleagues. Scholarly articles usually only find audiences beyond the academy when their subject matter is especially controversial or noteworthy. Through undergraduate and postgraduate education, academics build long-term knowledge, skills and research expertise. The network of peer review reinforces these processes.

2.3 The Value of Reading in Formal Education

The word "Read" according to Webster's Comprehensive Dictionary (1049) means to apprehend the meaning of (a book, writing etc). There have been several contributions in the attempt to define reading. The English Club (2013) defines reading as "the process of looking at a series of written symbols and getting meaning from them". When we read we use our

eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us.

Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. Learn how readers integrate these facets to make meaning from print. Bond and Tinker in Nduka were of the opinion that reading involves the recognition of printed or written symbols which serve as a stimulus for the recall of meaning built up through the readers past experience. De Harren in Nduka said:

> Reading involves a process of deriving meanings from symbols. There is no meaning in print itself, printed symbols merely represent the sounds of a language. To derive meaning from print, readers must translate the written symbols into the sound symbols of language and utilize his or her knowledge of language to reconstruct the writer's message (6)

In the above definition, De-Harren rightly emphasized the importance of language in reading. The author and the reader must share same language code if meaningful reading should take place. In giving some clarification of the opinion on what reading implies, Unoh said:

> For the beginner, reading is concerned for the most part with learning to recognize the printed symbols, which represent speech, and to respond emotionally or otherwise to the sound and meaning of words. For the experienced reader, reading becomes less a problem of reasoning involving meaningful interpretation of verbal symbols such as words, phrases and sentences and requiring all types of thinking, evaluation, guiding, imagining and problem solving (1).

The above different definitions simply assert that getting meaning, interpreting meaning, and evaluating meaning require mental processes. Unoh possibly agrees with the view that reading is an activity which appears to consist of perceiving, processing, interpreting, comprehending and synthesizing information that is conveyed by written or printed language. This is to say that reading in any language is cognitively demanding and involves the coordination of attention, memory, perceptual process and comprehension process.

Globally reading assumes an uncompromizeable position in the development and transmission of formal education. This is because reading is regarded as the most important skill that a child must acquire at school, since one must learn to read in order to be able to read to learn (Strydorn and Duplessis 2). Ubahakwe (109) observes that the newcomer of whatever age, who is being introduced for the first time into the art of reading the printed word by noting the sound-symbol relationship is learning to read while a person who reads to learn history, geography science or whatever is reading to learn. Reading here is seen as a means to an end, a tool in the education process. Reading is one of the four language communicative skills (listening, speaking reading and writing). The four have something in common in that when speaking one assumes that somebody is listening. When one writes, it is believed that somebody will read what has been written. Also when one speaks or writes one intends to describe, explain, express a point of view, give direction or instance to raise or ask questions, to entertain etc. therefore, when one listens or read one is building correct mental image of what has been described, applying what has been explained, evaluating points of view and opinion, following direction accurately, answering pertinent questions and appreciating whatever is presented for enjoyment.

The Nigerian National Policy on Education recognizes the importance of literacy to national development. To this effect the inculcation of pertinent literacy (the ability to read and write) was made one of the objectives of primary education. Omqjuwa (209) observes that primary education is terminal for more than 65% of such school leavers. Therefore functional literacy for them in English and LI would enable them to fit into the economic system. There is a saying that "if you think education is expensive try ignorance" this statement only emphasizes the advantage literacy has over illiteracy. In the same Vein, the UNESCO (1980) statement has it that the persistence of illiteracy (which includes inability to read) which is a consequence of under-development but also a major impediment to development makes it impossible for millions of men and women to play an effective part in the shaping of their own destinies, it condemns to failure the battle against poverty, the elimination of inequalities and the attempts that have been made to establish relations of equity between both individual and nation. Come to think of it what other damage is there to be done to a nation when the destinies of its citizens are not defined?

As a literary skill, reading functions as a vital tool for information and knowledge processing. It is a pivot for all other school subjects that are content oriented. Reading experts believe that when the reading skill is mastered, transfer of knowledge to other school disciplines is facilitated reading helps students to tackle problems of comprehension. It helps them to remember what they have read, to organize their own idea about what has been read. It helps them to understand cause and effect elements in their reading. It helps them in interpreting graphs, tables, charts, maps etc and finally reading helps them to locate useful information. Araromi (86) suggests that reading should be taught in schools and tertiary institutions for the purpose of understanding the contents of

the various subject areas. In the same Vein Ashasin (12) observes that reading is central to all other school subjects.

The implication of this is that failure in reading would mean failure at the university level (Okedara 47). Alegbeye in Aimunmondion (20) asserts that educational failure is more frequently a case of reading failure. Also reading as a receptive literacy skill helps in the mental development of an individual which is one of the major goals of formal education. As an individual processes information through extensive reading, he begins to acquire qualitative insight into life issues on a global scale. This kind of exposure helps to shapen an individual's personality, it also involves certain decision - making skills, that in turn bring personal fulfilment. Onukaogu, Arua and Jegede (96) observe that reading plays a strategic role in human civilization. Reading provides avenue for leisure and entertainment, it empowers the mind, broadens the vision, deepens the horizon and it helps one to reach out to other people, places and events. According to Ashasin (15) students need reading even more outside schools.

Reading is generally regarded as an indispensable skill for survival in the modern world and in the workplace. Ubahakwe (110) posits that at the functional readership level, one can read to survive. He says that the lawyer who wades through all the relevant law reports in order to prepare his case, the business executive who studies various types of reports and forecasts in order to take professional decisions after studying and analyzing relevant data, all who must read to acquire a particular skill in order to obtain or keep a job, the village farmer whose crop yield depends on his ability to read, for example, the directions on how to apply the fertilizer or insecticides in his farm all of them are reading in order to survive.

In the same vein Aimunmondion (20) further observes that to keep pace with the rapidly growing bank of technological data in work place, people must be able to absorb and use information from printed materials and since workers must work without the benefit of teachers, they must be able to teach themselves from texts and manuals. It then follows that an individual who fails to acquire the necessary reading skills would be deficient in his field of specialization given all the necessary information in the manuals. No doubt, reading plays a very important role in formal education. It is the most commonly used skill amongst the four primary skills in language acquisition for further classification and clarification, speaking and writing are encoding skills while listening and reading are decoding skills. As a matter of fact none of these four can match reading in importance just like Bond and Tinker in Aimummondion, [21] expressed that the ability to read constitutes one of the most valuable skills a person can acquire. Our world is a world of reading. It is difficult to discover any activity, whether in business, in profession, and even recreational pursuits, that does not demand some and often considerable reading. In many situations, reading constitutes an indispensable channel of communication.

In addition, part of the high value placed on reading may have something to do with the intellectual benefits of reading, including leisure reading which has been long established by research. Predictably, the practice of reading helps to strengthen literacy proficiency - the more you read, the better reader you become. A significant co-relation exists between the frequency of reading books and literacy levels (Similarly, youth who read or write letters in their leisure time of home score significantly better on literacy scores when it conies to college students, students who read for fun as well as for study do better academically than students who do not read beyond what is required for their course work. As students move into the

workforce a significant loss in literacy skill level can occur over their life, unless they read at home or away from the job (Williams and Murray, 89).

Perhaps the summary of the above long expression is 'reading is living'. Reading obviously is a very good source of information. It exposes one to different experiences both local and foreign which brings about informal but highly useful education of the mind, which is man and his life in totality. In school children learn to read before learning to write, for example at the nursery level children are first taught how to call an alphabet before twisting their pencils to write it. Inability to read well therefore opens the door of failure to the child from the foundation.

Finally, it is important to note that reading is a developmental skill which can never be fully acquired, conscious effort should therefore be made to continue to improve one's reading throughout one's life (Afolayan and Newsum, 243).

2.3.1 The Readability of a Text

Readability of text varies according to both reader and text characteristics. Text processing researchers agree that it is not easy to define readability because it is a relationship that exists between the reader and the text. What is easy for one reader may be hard for another. It has equally been proved that a reader's knowledge determines to a large extent the meaning that he or she derives from a text. Different experts have defined the concept of readability from different angles but simply put readability is the reading level of difficulty of a printed material. James (75) submits that for a textbook to pass the readability text-it must be capable of arousing a reader's interest, the presentation of the information should also aid the reader's understanding and also the significance of the information must be rationally addressed for comprehension to occur. This definition addresses three very important dimensions: reader's

interest, presentation of information and the rationale behind it, these three go a long way to affect the way the reader comprehends the message that the author is conveying. In the same vein Klare (129) defines readability as any material that has one of the following characteristics.

- Legibility of either handwriting or typology
- Ease of reading due to interest value of the text
- Ease of understanding due to style of writing

Text readability according to Dale and Chall (6) is the sum total of all those elements within a given piece of printed material that affect the success a group of readers have with it. The success of such a material implies the extent to which readers understand it, read it at optimum speed and find it interesting. In other words a text or its author is not successful unless the readers read with interest and understanding leads to boredom and frustration. It discourages students from reading but when a text is interesting, students read it over and over and also recommend it for their friends

Umuolu and Oyetunde (440) are of the view that readability involves matching reader with text. Thus, the readability of a text must be commensurate with the reading level of the students who are being asked to use the books. It has been discovered that recommending textbooks higher than the students reading level is equal to frustrating the efforts of the teachers, students parents as well as the government who may have sponsored the project. Readability study is of great importance in the Nigerian school system since most of our reading is done in the target language and with its effect on comprehension, researchers have had to discover different formulas for checking text difficulty levels. Formulas such as the Fleesch formula, Donnelly formula, Dale-Chall formula, Fry formula etc. It is note worthy that the purpose of any

readability formula is to provide a level of predictability, given the minimum available factors as not all factors can be measured.

Readability formulas initially were measured by the difficulty of vocabulary in a text until the 19th century when sentence length and type were investigated as indicators of difficulty levels. Thus sentence complexity was measured in its length, while vocabulary difficulty word length was measured by the number of syllables in the word and this was included into the readability formula (Venezky, Vacca and Vacca, Harris, Hodges in Ashasin 20). The major contents of readability formulas are factors that are used to determine a grade level score for text materials. These factors are equally used to make judgments about materials on global dimensions. However, the estimates of these formulas are not absolute but are determined along writers' style. (Klare (130) also noted that readability is a variable that can be quantified on a single scale and can be indexed in quite different ways.

It was however, observed by some researchers that readability formulas do not cater for the experience and knowledge that the reader brings into the reading experience. This is because they are not measurable. To this effect some other physical characteristics of text and reader which affect readability and comprehension of text were discovered. Umuolu and Oyetunde (414) identified physical characteristics of text such as the size and quality of print, number eg illustrations and diagrams.

It has been observed that when some sentences are unnecessarily too long and complex, complications set in for the reader and the processing becomes hectic and unrealistic. Cohesion has been identified by text processing experts as another text factor and readability formula which affects comprehension of text. Cohesion is the set of structure both

semantic and syntactic which directly link sentences to each other. Structurally cohesion has to do with the inter- relationships of ideas each idea flowing into the other in terms of meaning. In other words the interpretation of one idea in the text depends on the successful interpretation of the other. Collusion is a vital ingredient in achieving coherence.

Afolayan and Newsum observe that coherence involves having the parts of a piece of writing in a meaningful order. The ideas in a paragraph must be arranged in such a way as to make their logical relations clear, either at once or ultimately to the reader. Cohesion within the paragraph is a function of the logical sequence of ideas from sentence to sentence. Ashasin further observes that texts do have structures in sense of unifying relationships among meaning. This relationship is not made up of sentences but is realized by sentences. Usually cohesion exists where the interpretation of any item in the passage needs making reference to some items in the passage. Thus general meanings are expressed through grammar while the more specific meanings, through vocabulary.

Cohesion is established through, cohesive ties which may be intra or inter sentential. A further classification indicates that some ties are anaphoric while others are cataphoric. Anaphoric shows relationship between something and a previously mentioned one, for example a personal pronoun with a proper name. Cataphoric links are not usually clearly stated at the beginning but the reference gets clearer in other parts of the passage. Chapman in Ashasin (176) observes that texts contain linkages and arrangements which integrate and provide continuity. These enable the reader to supply the missing pieces, all the components of the picture which are not present in the text but are necessary for interpretation. Moe (16) suggests that to facilitate comprehension, writers should provide a text which is cohesive and is organized so that coherence is established in the mind of the

reader. Suffice it to say that the cohesive structure is the means to the understanding of a passage. It forms the context in which words have meaning. They also help students to organize and order new concepts as well as establish a coherent memory representation. Cohesion may be achieved through synthetical markers for example, conjunction or through semantic relationship for example: pronouns, Halliday and Hassan in Ammunmoudi on (70) identify five classes of cohesive ties:

Class	-	Example
• Reference	-	he, that, there here
• Substitution	-	one^ same, equal
• Ellipsis	-	Implied repetition of a word or Phrase would you like an apple I have twelve.
• Conjunctions	-	and, or, but, later,
• Lexical reiteration	-	An apple is a fruit all fruits contain seeds.

These devices provide a lot of information, for example when they relate to adjacent paragraphs, a micro level is established but when they relate to the passage as a whole global or macro level is established. As a readability formula, cohesion reduces texts to counts of ties and distances, and accounts for more attributes of a text than vocabulary difficulty and sentence length. Cohesive analysis provides more information about vocabulary and syntax. The count of the lexical items show the number of repetitions, synonyms, use of supper ordinate and subordinate terms and the use of general class of words. The count of the conjunctive, an inference item, helps to assess the number and complexity of syntactical forms used in specific texts.

2.4   Reading Habits

In 'reading habit,' according to Thanuskodi, we get two words 'reading' and 'habit'. Reading is an action of a person who reads and habit is a product of this action or learning (78). Like all other habits, the habit of reading in an individual develops during the course of time. Reading habit is the use of reading as a regular activity (Igwe 88). It is the cultivation of an attitude and possession of skills that make reading a pleasurable, regular and constant activity. Reading habit is identified as the single most important determinant of a student's success in education and in our modern complex society (Nssien 90). When an individual habitually and regularly read books and other information materials that are not necessarily required for him to advance in his profession or career, he is said to have a reading habit.

Importance of Reading Habits to Undergraduates

Reading is one of the most fundamental skills a student needs to learn to succeed in life. Developing good reading habits is vital to a student's future not just academically, but in every day life as well.

Good reading habits develops vocabulary: the more a student reads, the more new words will find their way into his/her vocabulary. Reading habits allows for exposure to words and phrases that one might not use as part of normal speech.

Good reading habits increases attention span: encouraging good reading habits from an early age helps develop a student's attention span and allows him/her to focus better for longer periods of time. Reading habits combats the epidemic of poor attention span in today's undergraduate students.

Good reading habits prepare students for school: undergraduate students who spend a lot of time reading prior to attending school will have an easier time adapting to the reading focused learning environment in their future classrooms.

Good reading habits leads to life long love of books: students who start reading regularly from an early age are more likely to enjoy reading later in life. This will serve them well throughout their education and beyond. Good reading habits encourage a thirst for knowledge: students with good reading habits learn more about the world around them, and develop an interest in other cultures. Reading leads to asking questions, and seeking answers, which means reading makes an individual to learn more everyday.

Factors Responsible for Poor Reading Habits

Experience and research have revealed various factors responsible for poor reading habits. According to Rod Ellis and Brain (129) they include:

a) **Pointing:** When a reader points at each word he will read in individual words rather than in meaningful units. This will hinder understanding and cause slow reading.

b) **Vocalizing:** Vocalizing means that you are pronouncing words in the voice box of the throat without making sounds this is highly inefficient because reading aloud is a much slower process than silent reading. The reader should attempt to relate meaning directly to the printed words.

c) **Sub-vocalizing:** This is saying the words under your breath. As the reader reads he makes tongue and larynx movement. Even mature, efficient readers are likely to sub - vocalize to some extent, excessive of sub-vocalization is slower and inefficient.

d) **Reading everything at the same speed:** when reading, set your rate according to your purpose for reading and the difficulty level of the material.

e) **Regressing out of habit:** Regressing means rereading a word, phrase or sentence out of habit and not because of need. Sometimes, it is necessary to re-read something especially in a difficult passage. But habitual, unnecessary regressing really slows you down.

f) **Reading one word at a time:** Experience has shown that readers pay undue attention to individual words. They read word by word instead of reading in phrases and extracting the underlying meanings.

g) **Insufficient background knowledge:** Many reading situation require that the reader possesses some relevant background information related to the reading material such information may be in the form of specialized vocabulary/registers, abbreviations or special symbols.

h) **Number of hard words:** Hard words are usually considered to be those that are not on a particular word list according to a readability formula. This means that the more words on a higher grade level, the more difficult the material is likely to be comprehended and summarized.

Useful Habits Which Aid Reading

Students should understand reading comprehension, not as a passive process but as an active one that involves a variety of skills for understanding and interpreting information from written passages.

These skills do not come by magic they must be learnt and acquired, Uwatt in Obot and Orisawayi summarized it thus:

> A student reading a comprehension passage without these skills go about it like a diver without a diving outfit; who plunges into the deep sea with the sincere intention

of reaching the dept of the sea but falls short of his intent (10).

Determine Your Purpose for Reading

The first thing a student should do before reading a passage is to ask himself/herself a question, why do I want to read this passage and what do I hope to learn from it? Baker and Brown recommend comprehension monitoring as an effective aid to students' reading comprehension and summary (as qtd in Obiefuna 56). She pointed out that comprehension monitoring entails keeping trade of the success with which one's comprehension is proceeding, ensuring that the process continues smoothly and taking remedial action if necessary. This entails assuring yourself while reading that you are communicating with the author. It involves monitoring activities such as establishing your purposes for reading a particular text. Unless a reader knows what he is looking for nothing more than allowing the eyes to scan the print. Determine why you are reading helps someone determine how to read. There are many ways of reading and the more flexible you are, the more efficient a reader you will be. Flexibility here refers to flexibility in reading speed. Establishing a purpose will allow you to quicken your reading rate, as you omit materials not immediately relevant to your purpose and concentrate more firmly on the developing argument. This in effect means modifying your reading rate and strategies to match your purpose.

Previewing the Passage

According to Eyisi (25) having determined your purpose, the next step is to embark on a pre-reading activity otherwise called a preview. It requires the mental preparedness of the reader. This stage is a thinking stage. The preview is reflected in the following questions:

(1)   How familiar is the topic? What precisely does it suggest to you? Have you read something like that before? What do you know already about it?

(2)   What do you expect the writer to include in the passage? Of what relevance will the information be to you? What sort of question do you expect to answer?

(3)   Is it a lengthy passage with complex sentences? Here, you should quickly glance at the length of sentence selectively, noting how complex and familiar they are.

(4)   Are there many difficult words in the passage? You should run your eyes quickly through the text to identify such words, observing their syntactic and semantic relevance in the sentences.

(5)   How is the passage organized? You should just look at the main headings and sub-headings paragraph arrangements indicating proper development of ideas, first sentence of every paragraph which may constitute the topic sentence, supporting details and conclusion is within the individual paragraphs, table, charts if any will help you get familiarized with the main point of the passage.

Actual Reading Activity

At this stage, the reader is expected to read the passage thoroughly and thoughtfully in order to understand the precise meaning of words, phrases, clauses used in the passage. Detailed reading rather than superficial reading is the main thrust of this section. The reader should strive to achieve three distinct levels of comprehension: literal level, the interpretative level and the critical level of comprehension. Get the required information for which you are reading, understand meaning as well as conduct an objective evaluation of the material, you should give adequate attention to:

   (1)   Reading meaningful phrases

   (2)   Differentiating main ideas from the subordinate ones

   (3)   Using linguistic cues for comprehension.

Critical Evaluation

This is a post reading activity. Reading any passage and for whatever purpose does not mean the reader should swallow every thing hook, line and sinker. A reading exercise should stimulate someone's creative thinking mechanism into action. You are required to exhibit a positive reaction for satisfactory analysis and judgment of the text.

Answering Question

Comprehension questions are meant to test the students understanding of the questions and the passage. Unless a reader understands both the question and the passage he/she can hardly give correct answers. In answering questions, one should get rid of vagueness. Try to be specific, clear concise and do not repeat verbatim the word of the passage. The answers you give must be drawn from the passage, except where you are required to give your own opinion. Ensure that you write grammatically correct sentences.

Steps to Develop Good Reading Habit:

Here are some simple suggestions that can help develop reading habits as summarized by Colorin (13).

1. **Pick up a Book:** Try finding something to read. That can be anything, including newspapers, magazines, novels etc. The important thing is that the book you choose should be at your level. Don't choose a book too high for your level because it will just waste your time.

2. **Practice Your Reading Habit:** Now that you have found what you like to read, you can set a goal of 15 minutes a day of reading. During this time, you're not supposed to care about anything except your reading. After 15 minutes, you can close your reading material and do something else. Practice this every day. Make it a habit. After you have

gotten used to this habit, you can increase the time you need to read in a day to 20 or 30 minutes.

3. **Don't give up:** if you find that you cannot complete the task in the first place, don't be ashamed and hold your chin up. Remember winners never quit you just have to try again and again until you achieve it.

4. Don't put too much pressure on yourself. If you find yourself being stressed while reading a book, don't continue reading under pressure like that. Reading is for pleasure not pressure, so don't push yourself too hard until you might quit reading forever or even if you can read, the outcome won't be so good either.

5. Before you start reading a book browse the table of content to form an idea of what the book is about. In story books or fictional books, there will usually be a short description at the back. You can look at the description to get a better idea of the book's contents. Read a review of the book before deciding whether to read it or not.

6. **Make a list:** keep a list of all the great books you want to read. You can keep this in your journal, in a packet notebook on your personal home page, on your personal wiki, create a Gmail account for your book list and email the address every time you hear about a good book.

7. **Find a quiet place:** find a place in your home where you can sit in a comfortable chair (don't lay down unless you're going to sleep) and curl up with a good book without interruptions.

8. **Read to your kids:** If you have children, you must read to them. Creating the reading habit in your kids is the best way to ensure they'll be readers when they grow up... and it will help them to be successful in life as well. Find some great children's books, and read to them.

9. Visit your public library often and take advantage of the resources offered there you can get a library card and borrow books, CDs and DVDs from the library for free.

2.5   Theoretical Framework

The study is anchored on two theories namely: the New Literacies theory, and the Uses and Gratification theory.

New Literacies Theory

The term "new literacies" itself is relatively new within the field of literacy studies. The first documented mention of it in an academic article according to Leu [10] dates to 1993 in a text by David Buckingham. Its definition remains open, with new Literacies being conceptualized in different ways by different groups of scholars. For example, one group of scholars argues that literacy is now deictic and sees it as continually and rapidly changing as new technologies appear and new social practices for literacy emerge, (Leu 12). This orientation towards new literacies is largely psycholinguistic in nature.

Commonly recognized examples of new literacies include such practices as instant messaging, blogging, maintaining a website, participating in online social networking spaces, creating and showing music, videos, pod casting and video casting, photo shopping images and photo sharing, emailing, shopping online, digital storytelling, participating in online discussion lists, emailing and using online chat, conducting and collating online searches, reading, writing and commenting on far fiction, processing and evaluating online information, creating and sharing digital mashups etc (Black, 28; Coiro, 458; Kist, 43).

One aspect of new literacies that has attracted researchers' attention is school-age children's online research and comprehension. Donald Leu, Julie Coiro, Jill casket, Laurie Henry and

others attempt to understand how students become adept at reading online to learn and how students acquire the necessary skills, strategies and dispositions required to do so. It includes the skills, strategies, disposition and social practices that take place as students read online information to learn and is based around five practices:

(1)   Reading to identify important questions

(2)   Reading to locate information

(3)   Reading to evaluate information critically

(4)   Reading to synthesize information and

(5)   Reading to communicate information within these five practices reside the skills, strategies and dispositions that are distinctive to online reading comprehension as well as to others that are also important for offline reading comprehension.

Today's youths may be spending less time using traditional methods for reading. However, they are still reading as they utilize the wide varieties of new technologies especially the internet for communication, friendship, play and self-expression. The internet is of great importance in the lives of the youth even though they are in direct competition with traditional activities such as reading, (Johnson, 18), young people especially undergraduates have a great desire to own an ipod, cell phone, various gaming systems and other technology gadgets (Thomson and Laing 491). Instead of hanging out at local parks, youths choose to hang out online (Ito et al; 164).

However, in order to frame a basic concept of New Literacies for the purpose of this study, the following definition is used:

> The new literacies of the Internet include the skills, strategies, and dispositions necessary to successfully use and adapt to the rapidly changing information and communication technologies and contexts that continuously emerge in our world and influence all areas of our personal and professional lives. These new literacies allow us to use the Internet

to identify important questions, locate information, critically evaluate the usefulness of that information, synthesize information, synthesize information to answer those questions, and then communicate the answers to others, (Banks and Banks, 1572).

It is important to understand that these literacies and technologies do not replace the time honored notion of literacy as the rudimentary ability to decode, comprehend and produce written language. They instead accommodate the availability of new tools and forms through which youths communicate. They also give us insights into the interaction of today's youth with technology.

New literacies theory is defined by two distinct levels; uppercase (New Literacies) and lowercase (new literacies). Uppercase New Literacies serves as an encompassing broader theoretical framework defined by literacy skills, both new and traditional, used by today's youth as they interact with technologies such as video games, social networks, web browsing and cell phones (Lamke, 45; Leu, 310). As such, New literacies view the internet in the context of a communication tool. It assumes a view that the internet provides a variety of opportunities for interaction within a diverse set of communication tools. It is assumed that all these tools and interactions involve a level of literacy knowledge in order to acquire, store and make meaning of information, (Leu, 310).

In contrast, lowercase new literacies explore focused concepts of new literacy such as text meaning within twitter communication (Granhow and Gleason, 464) or a focused disciplinary based such as semiotics of multimodality in online media. As such, these more focused concepts of new literacy help shape and define the larger theory of new literacies according to Kress (36).

The Uses and Gratification Theory:

This is a communication theory. It is positivistic in its approach, based in the socio-psychological communication tradition and focuses on communication at the mass media scale. This theory propounded by Elihu Katz in 1970 is concerned with h6w people use media for gratification of their needs. An outcome of Abraham Maslow's Hierarchy of needs. It propounds the fact that people choose what they want to see or read and the different media compete to satisfy each individuals' needs. As commonly understood by gratification researchers, the term "audience activity" postulate a voluntaristic and selective orientation by audiences towards the communication process (La Rose, Mastro and Elastin (395). In brief, it suggests that media use is motivated by needs and goals that are defined by audience members themselves and active participation in the communication process may facilitate, limit or otherwise influence the gratification and effects associated with exposure. Current thinking also suggest that audience activity is best conceptualized as a variable construct, with audience exhibiting varying kinds and degrees of activity.

Unlike other theories concerning media consumption, uses and gratification theory gives the consumer power to discern what media they consume, with the assumption that the consumer has a clear intent and use. This contradicts previous theories such as Mass Society Theory that states that people are helpless victims of mass media produced by large companies and Individual Differences Perspective, which states that intelligence and self-esteem largely drive an individual's mass media choice.

Given these differing theories uses and gratification theory is unique in its assumptions that:

- The audience is active and its media use is goal oriented.

- The initiative in linking need gratification to specific medium choice rests with the audience member.

- The media compete with other resources for need satisfaction.

People have enough self-awareness of their media use, interests and motives to be able to provide researchers with an accurate picture of that use.

Value judgment of media content can only be assessed by the audience.

Katz and Blumler (509) studied people's use of the mass media to meet specific needs and presented a five- fold classification of needs, which they say all media users essentially have. These are:

1. **Cognitive needs:** needs related to strengthening of information, knowledge, and understanding of our environment.

2. **Affective needs:** needs related to strengthening aesthetic, pleasurable and emotional experiences

3. **Personal integrative needs:** needs related to strengthening credibility confidence, stability and status of individuals.

4. **Social integrative needs:** needs related to strengthening contact with family, friends and the world.

5. **Escapist needs:** needs related to escape, release tension and the desire for diversion.

Thus, the objectives of the Uses & Gratification theory are: firstly to explain the psychological needs that shape why people use the internet and what motivates them to engage in certain internet use behaviours for gratification (Rubin 141). Secondly, it is to explain how individual use mass communication to gratify their needs and last but not the least, it is to identify the positive and negative influence of individual internet use. This study utilizes the concepts of New Literacies theory as well as uses and gratification theory to better understand the influence of the internet on the reading habits and reading comprehension of undergraduate students. Thus, the new literacies theory and uses and

gratification theory provided unique frameworks upon which the data in this study may be viewed, analyzed and discussed .

2.6   Empirical Studies.

2.6.1 Research in Reading Habits in Nigeria

Obviously, a massive body of research has been done in the area of reading habit in Nigeria and every day needs keep arising for more. This is possible because different generations of student have continued to exhibit different peculiar problems. The efforts of some of these scholars are highlighted below, however, with reference to their relative limitations which have left gaps, one of which the present research intends to fill.

One of such researches into the reading habits of students is that of Issa, Aliyu, Akangbe and Adedeji (470). They studied the reading interests and habits of mass communication and library and information science students at the Federal Polytechnics Otta, Kwara State and brought to limelight the following significant findings. That utilitarian reading was more prevalent among the studied group, that students read mostly their personal textbooks and notebooks particularly during examination periods, that students major source of reading materials was their lecturer's textbooks and notebooks. They also discovered that factors militating against students developing reading interests and habits include unconduscive home environment, low socio economic status of parents, non-availability of relevant reading materials and unserious attitude. This study did not include the influence of internet as one of the factors that improve or militate against students' reading habits.

Fatimayin (153) investigated the effects of environmental factors on students reading habits and discovered that the reading habits of the students may be termed to be deficient because

they read mainly school prescribed texts and only occasionally read other reading materials that can enhance their knowledge and broaden their horizons. It also shows that environmental factors shape students reading habits and the home which should be a base, a foundation where the rudiments and love for reading is to be laid appears to be a militating factors against children imbibing good reading habits. Be this as it may some homes have challenges which include ignorance, poverty and parents forcing their choices/ taste on children in selecting what to read.

Notable also is the study carried out by Igbokwe, Obidike and Ezeji (13) on the influence of electronics media on reading ability of pupils in two primary schools in Nssuka town, Enugu state. They adopted a descriptive survey design and discovered that school children devote more number of hours for playing games on cell phone than in their home work and reading. It was also very clear from the results of this study that school children respondents devote a good number of hours in online activities, watching television, playing music on DVD and other musical system. They are of the view that much useful information concerning learning could be sourced online but that school children should not be exposed to it too early because of its negative effect on their reading habits and reading skill acquisition.

Obiefuna (90) studied the reading habits of the undergraduates students of Nnamdi Azikiwe University Awka and Anambra State University of Science and Technology, Uli. She used a total of two hundred undergraduates as research subjects. The subjects were exposed to a reading test, questionnaire was designed and administered and some of the subjects were also interviewed to elicit useful information on their reading habits and how it affects their academic performance. Result revealed poor reading habit and negative attitude towards reading which resulted in their abysmal performance as evident in the

reading test conducted. Result also reveal that students read only to pass their examination and not for pleasure forgetting that exam-oriented reading promotes rote learning and result in poor performance.

Alawiye, Owolabi and Olagesin (20) studied reading and library use habit of senior secondary school students, the frequency and time of reading. They also studied the perception of student about their school libraries, perceived usefulness 'of the library in promoting reading habit. Findings from the study could be summarized as follows: students rarely read and whenever they feel like reading, majority of the students spend between 1-2 hours daily on reading, there are no library periods on the students' school timetable, students use their respective school libraries mostly during the break period; most of the students prefer to read at home; majority of the students consider lack of comprehension when reading as a major hindrance to their to their reading; literature and story books should be made available in school libraries in large quantity. These findings were supported by Nssien (90) who identified inadequate reading interest, distraction from television and viewing of films that leads to poor reading habits among Nigerian students.

All the studies reviewed so far seem to uphold strongly the fact that the reading habits of students may be termed deficient because they read mainly prescribed texts and only occasionally read other reading materials that can help enhance their reading habits. However to the best of the researcher's knowledge there is no study which examined the influence of internet on the reading habits and reading comprehension of undergraduate students in Anambra State.

2.6.2 Gender Differences in Internet Use:

A related area in research on the influence of internet on reading habits and reading comprehension has been that of its bearing on gender, since it is believed that boys and girls use the internet for different purposes. Attention is now being focused on the kind of activities which male users of the internet engage in and those which female users engage in. let us now consider the following available literature in this aspect.

Soh, Teh, Hong, Ong and Charlton (230) carried out a research on "Exploring gender differences in Malaysian urban adolescent internet usage "-factor analysis revealed that eroticism, entertainment social-interaction, shopping and information / surveillance are the key drives for adolescence internet usage no differences between boy's and girl's were detected in internet accessibility and home computer ownership. Boys and girls differed in their intensity of usage, place of access and their motivation to use the internet. The study further revealed that girls were more motivated by social interaction, shopping and surveillance / information, while boys were more motivated by eroticism and had a higher tendency to be addicted to internet. However boys and girls did not exhibit any significant differences in online entertainment motivation.

Anunobi and Mbagwu (90) investigated the prevalence of gender discrepancy in internet use in Nigeria. From their study, they discovered the following; the female folks are almost at par with males in internet use, but most of the female users belong to very young age group most of which posses a secondary school certificate and National Certificate of Education or its equivalent. However, females with PhD degrees have very good representation:

- Female visit the internet less frequently but stay longer when they do.

- Contrary to the result that females are almost at equal footing with the male in

internet use, opinion was that male are likely to use the internet more than the females. The opinion was based on the variables that female are less technologically oriented, have more domestic pressure and have some cultural barrier to use of such technology contrary to their male counterparts.

Lin ch and Yusf (317) investigated the gender differences in adolescence internet accessibility, motive for use and online activities in Taiwan using 5th grade and 6th grades students. Findings revealed that the gap in gender differences with regard to internet use has decreased in this generation. No gender difference was found in adolescent's motive for using the internet .The ranking of relative importance of motive for adolescent's going online was searching for information, followed by socializing and boredom avoiding for both boys and girls. However while girls tended to view the internet more as a means of searching for information and emailing friends, boys tended to use it more for playing games and downloading software.

Bassi and Camble (549) studied gender differences in use of electronic resources in university libraries of Adamawa State, Nigeria. The study revealed that male and female students use e-resources for different purposes, the most common reasons are for research, assignments and writing of project / thesis /dissertation the study also shows that both male and female students acquired their search skills mainly through friends and colleagues and library instruction. Gender is not a factor in determining how students acquire the skills, because students interact and exchange ideas with friends and colleagues. This corroborates with Klatt (50) who stated that students acquire their search skills through friends and courses taught in the university. The study further revealed statistical differences between male and female students, attitudes towards the use of e-recourses. Male students use e- resources more than female

students and female students experience more difficulty in finding information online than males. This agrees with the findings of Anunobi and Mbagwu (268) that females may be hindered by such baseless variables such as cultural bias, technology phobia and domestic pressure. The implication of this is that male students are more likely to excel in their academic pursuits more especially in the technological age due to the fact that the current and fast information is more accessible electronically.

Ono and Zavodny (111) investigated whether there are differences in men's and women's use of the internet and whether any such gender gaps have changed in recent years. They used data from several servings during the period 1997- 2001 to show trends in internet usage and to control for individuals socio-economic characteristics. Findings revealed that women were significantly less likely than men to use the internet at all in the mid-1990s, but this gender gap in being online disappeared by 2000. However, once online women remain less frequent and less intense users of the internet. There is little reason for concern about sex inequalities in internet access and usage now, but gender differences in frequency and intensity of internet usage remain.

Li and Kirkup (301) studied the differences in use of, and attitudes toward the internet and computers generally for Chinese and British students, and gender difference in this cross-cultural context. Findings revealed significant gender differences in both national groups. Men in both countries were more likely than women to use email or 'chat' rooms. Men played more computer games than women: Chinese men being the most active games players. Men in both countries were more self -confident about their computer skills than women. Macharia and Njakwende (244) proposed a technology acceptance Model (TAM) and investigated the effect of gender differences in internet usage intentions in higher

education. Four exogenous constructs namely: Perceived relevance, perceived enjoyment, computer self-efficacy, computer anxiety, Voluntariness and two belief factors namely perceived ease of using the internet and perceived usefulness were modeled to influence behavioral intention in the TAM. Findings revealed significantly lower mean of perceived ease of internet for female students compared to male and this indicates that female students tend to give a lower evaluation than male of the effortlessness of internet. A comparison of gender reveal that males tend to expose more "masculine" traits such as being assertive, impatient and goal oriented. This provides additional support to psychological theories stating that males and females have different gender- based perceptions which can influence their preferences and decision during interaction with internet for their studies.

Shaw and Gant (517) examined the effects of internet uses when both males and females engaged in the same activity. Participants engaged in synchronous, chat sessions and changes in related measures of loneliness, depression, self-esteem, and perceived social support were tracked over time. The study concluded that males and females differ in their computer cognitions and attitudes, and the types of applications they pursue online, no gender differences were discovered.

All the studies reviewed so far have established the fact that there is no significant difference in internet accessibility between boys and girls, but that they differed in frequency and intensity of usage, place of access and motivation to use the internet. Girls mainly used the internet for social interaction, shopping and sourcing for information while boys used it for sourcing for information, playing games and downloading softwares.

2.6.3   Regional Differences in the Use of the Internet

Various attempts have been made to determine whether there are differences in the use of the internet between students in the rural area and those of their urban counterparts. It is therefore appropriate to examine some studies on this issue.

Loan (431) conducted a comparative study of the use of internet by the rural and urban college students and to identify the problems faced while searching the internet. The stratified random sampling technique was employed to select students and data collected through a questionnaire. The results revealed that majority of the students are frequent users of the internet using internet from daily to weekly basis in which use by urban students is more than their rural counterparts. The findings further reveal that rural students mainly use internet at home whereas urban students highly use internet at commercial cyber cafes. Majority of the urban students use internet primarily for specific information whereas rural students mostly use internet for education. Majority of students, irrespective of regional differences, don't use internet sources like e- magazines, e-journals, e- books wikis and blogs up to the expected usage. The findings also indicated that both rural and urban students face the same problems with slight variation like information overload (too many hits), followed by internet illiteracy (lack of internet operating/ searching skills), financial barrier (paid information) and information pollution (too many irrelevant hits).

Kiptalam (49) studied the utilization of the internet among teachers and students in connected rural and urban secondary schools in Kenya. A conceptual framework composed of variables which can explain internet utilization in secondary schools is established and measured. Findings revealed that there is no significant difference when internet access rates were compared between teachers from rural and urban - based

Schools. Teachers from urban-based schools had higher internet access rates at home at 35.1% compared to their counterparts from rural - based at only 8.8%. Unlike their counterparts from the rural schools 79.3% of teachers from urban schools used internet for communication as compared to only 60% of teachers from rural schools. The findings thus demonstrate that among teachers surveyed there were differences on the use of ICT in specific subjects and on use of internet based on whether the school was rural or urban based.

However, there did not seen to be any significant differences when internet access rates were compared between students from rural and urban based schools. However, when gender was considered, there were significant differences observed among girls from public and rural based schools who had lower access rates at 41.2% compared to boys from the same schools at 89.2%.

In another study Olatokum (479) analysed the socio-demographic differences in access and use of ICTs in two locations in a   Nigeria municipality. The locations were a rural and an urban community. The study made use of survey research approach. The population of the study comprised 500 respondents selected from the two locations. The two locations were intentionally selected with a view to ensuring rural versus urban data comparisons. A structured questionnaire was the data collection instrument adopted. Chi-square analysis was used to determine the significant factors affecting people's access and use of lCTs.

The result was cross tabulated against the socio-demographic characteristics of the people in the two locations. Findings revealed that there was a rural-urban divide in the use of ICT. It was also found that both male and female respondents in the two locations had access to all the ICT facilities surveyed, some in their homes and others in public places such as church, cyber cafe, working places, friends place etc. However, most of the respondents in the rural

community were reported to be able to use landline telephones more than cell phones in the two locations, the respondents were capable of using radio and television very well, Male respondents in both locations were more educated than the females.

Seung and Joshua (58) studied the role students, teachers/classroom and school characteristics play on the "digital divide" in access and utilization of various technology tools among elementary school students. Data analysis in this study by specific type of computer fools showed that, in general, students tend to use technology tools for individual /personal practices rather than for instructional activities. Students' usage of word processing, interacting and productivity tools was significantly lower in schools located in urban and rural areas than those in suburban communities. Students in suburban classrooms spent significantly more time on computers both at home and in school than did the rural/urban students. The results also indicated that school location, school technological support and teachers' beliefs about technology were significant predicators of the classroom student usage -gap of productivity tools between those who have and those who do not have access to computers at home. Teachers' level of experience was also found to relate significantly to students' usage of computer tools.

So far all the studies reviewed have experimented with students from the two different locations-urban and rural. They used different survey methods and data analysis which proved significantly effective determining the differences in internet use between students in urban areas and those of their counterparts in rural. They all arrived at one conclusion. That is, internet access and use was significantly lower in schools located in rural areas than those in urban communities. The present study seeks to identify whether such gaps still exist, the reasons for these gaps and proffer suggestions for improvement. Moreover this area have not

received much attention in Nigeria because majority of the works reviewed are foreign based. In the same view, the influence of internet on reading habits and reading comprehension is not common.

2.6.4 Influence of the Internet

Various researchers and research organizations in different countries have analyzed and predicted the effects of internet on reading habits. Ramirez (13) and Liu (700) reveal that with the growing amount of digital information available, people particularly young adults are found spending more time reading electronic materials-Bjork and Tenk (6) conducted a study to identify how internet is overtaking the print media and conclude that the average respondent use print and the internet equally (50.50). However, heavy use of the internet drops with age and the population from 35-45 use internet slightly more than younger and older colleagues. The Hong Kong Department of Education (91) reports that more students read books at lower levels whilst at higher levels, more students read electronic information. Supporting this view, Li-Bi- Shen (559) notes that college students reading habits change from paper-based to internet-based reading. He observed that 83:9% of students read online information everyday whereas only 31.4% of them read newspapers and 33.1% read magazines daily.

The china research institute of publishing science survey finds that the number of Chinese reading traditional books has fallen while the number reading internet publications has increased sharply. The result discovered that book reading rate was 60.4% in 1999, 51.7% in 2003 and 48.7% in 2005 falling 11% in six years. Although, the popularity of book reading continues to fall, on line reading has grown rapidly from 3.7% in 1999 to 183% in 2003 to 27.8% in 2005 (People's Daily online, 2007). According to Permian (12)

Americans book reading habits is decreasing as the results of a study show that those who do not read a single book in a year doubled from 1975 to 1990 (8% to 16%). Broddason (27) argues that there is not only decrease in book reading but over all print reading due to the introduction of internet. He reports that the percentage of youths reading newspapers daily were 89% in 1968 and in 2003 it was continued that only 40%, are daily readers of newspapers. Again, research shows variations in the percentages of male and female who use the internet. It was revealed that internet users are predominantly male who are fairly young, university students, technical, professional or researchers.

In addition, linguists and professors like Eleanor Johnson in Crystal (13) suspect "that widespread mistakes in writing are strongly connected to internet usage; where educators have similarly reported new kinds of spelling and grammar mistakes in students' works. Students' writings suffer little effect from the use of internet mediated communication {IMC) such as internet chat, SMS, text messaging and e-mail. A recent study published by the British Journal of Developmental Psychology found that students who regularly texted (sent messages via SMS using a mobile phone) displayed a wider range of vocabulary and this may lead to positive influence on their reading habits and reading comprehension; on the other hand, there are issues with spellings and grammar occurring at a higher frequency among students' academic works as noted by educators with the use of abbreviations such as "U" for "you" and "2" for "to" being the most common.

The crux of the social harm argument is that the internet is essentially a solitary technology. This contention is based on the supposition that time spent on the internet necessarily supplants the time that users spend establishing and nourishing "real world" relationships, thereby breaking down users' social support network (Shaw and Gant, 519). They added that online

relationships may not be as meaningful as face-to face relationships or if they are inherently less fulfilling as many people allege.

Many researchers also link internet use to negative psychological variables such as loneliness and depression. Some even go so far as to implicate internet use as a causal factor for psychological harm among users, (Kraut, 19). Pathological internet use (PIU) is the new catch phrase in internet literature according to kraut, which refers to the nebulous phenomenon of "internet addiction" which is gaining credibility and popularity among researchers. The predominant assumption seems to be that the internet is inherently detrimental to users' overall well-being

A good scrutiny of the above studies and a host of others unrecorded here revealed that none of the researchers has attempted a comprehensive examination of the negative and positive influence of the internet on the reading habits and reading comprehension of undergraduates in Anambra State. Almost all the works reviewed are foreign based except few which were conducted in Nigeria. Most of the researchers concentrated on outlining the negative effects with little or no attention to the advantages of the internet.

It is based on this note that the researcher disagrees with the findings of previous studies. There are a lot of advantages that can be derived from the internet which needed to be explored. Concentrating on the negative influences alone can not help matters rather it will help scare our youths especially our undergraduates students away from the much talked - about global network which is the internet. The only way out is to expose them to the negative as well as the positive outcomes of using the internet.

CHAPTER THREE

Research Methodology

3.1 Introduction

In this chapter, the method to be used in carrying out the research is outlined. The procedure is structured under the following subheadings:

The Research Design

The Area of Study

The Population

The Sample

Research Instruments

Survey Procedure

Method of Data Analysis

3.2 The Research Design

This study was designed to analyze internet utilization and its influence on the reading habits and reading comprehension of undergraduate students of two universities in two different locations in Anambra State. It was hoped that the study would guide education planners towards a curricula re-design tailored towards the enhancement of reading habits. In order to achieve this purpose, a survey design was considered best because it was reliable for the research.

3.3 Population

The target population for this study was fourth year undergraduates of two universities in Anambra State namely:

1. Nnamdi Azikiwe University, Awka

2. Anambra State University, Uli

The choice of the two universities was considered appropriate because one is a Federal University located at the urban area (ie Nnamdi Azikiwe University, Awka, while the other one is

a state University located at Uli a rural area (ie Anambra State University Uli). This enabled the researcher to study the extent of internet usage among students in the urban area and those of their rural counterparts. The reason for the choice of 400 level undergraduate students was that most of them have spent four years in the University and some are in their final year of study in the University. They have become accustomed with the rigours of academic work and are also conversant with the use of the internet. These were easily exhibited in their constant visits to the Cyber cafes, ICT centres and digital, libraries.

3.4   Sampling /Sampling Techniques

The samples for this study consisted of two hundred male and female students drawn randomly from the population specified **above.** Stratified random sampling technique was used in the selection of respondents.

3.5   Method of Data Collection

(1)   Questionnaire

100 structured questionnaires were randomly distributed and extracted from 100 undergraduate students of each of the two institutions. The respondents were required to tick Yes or No or fill in the blank spaces were necessary. The confidentiality of their responses were emphasized and ensured. The information on the questionnaires were subsequently treated and tabulated accordingly.

(2)   A reading comprehension test

A reading test made up of a reading passage and comprehension questions was also administered to the respondents to further buttress the findings from the questionnaire and to determine the influence of the internet on the reading comprehension of the sampled students.

3.6   Method of Data Analysis

The data collected from the questionnaire was analyzed using mean arithmetic and simple percentages, while hypotheses were tested with chi-square, t. test and Analysis of Variance (ANOVA).

3.7   Test Validation

In measuring the validity of the instrument, the process of content validity was employed by cross checking and verification of information. The draft copies of the questionnaire were distributed to experts in item construction for their criticisms and suggestions. Their comments and suggestions were incorporated into the final draft of the instruments. Finally, the instrument was presented to the researcher's supervisor who is a professor of English for face and content validation. With her recommendations the final draft of the instrument was produced. This was to make provision for maximum efficiency of the instrument as well as eliminate complex, redundant and overloaded questions from the instruments.

CHAPTER FOUR

Data Presentation and Analysis of Findings

In this chapter the data collected were presented and analyzed. The results were presented according to the research questions and hypotheses.

Research Question One: What is the extent of internet utilization among undergraduates in urban and rural areas?

Table 1: Frequency and percentage on the extent of internet utilization among undergraduates in the urban area (N=100)

Internet Utilization Category	Number	Percent (%)
High Users	83	83%
Low Users	17	17%

The result presented in table 1 shows that the extent of internet utilization in urban area is high. The percentage response for high internet users in the urban area is 83% and 17% for low users. This indicates that the extent of utilization of internet among undergraduate students in the urban area is high.

Table 2: Frequency and percentage on the extent of internet utilization among undergraduate students in the rural area (N=100)

Internet Utilization Category	Number	Percent (%)
High Users	74	74%
Low Users	26	26%

Table 2 shows the percentage and frequency of internet utilization among undergraduate students in rural area. The result indicated that 74% of the respondents are high internet users while 26% are low users. This is an indication that the extent of internet utilization among undergraduate students in the rural area is high.

Research Question Two: What is the extent of internet utilization among male and female undergraduate students?

Table 3: Frequency and percentage on the extent of internet utilization among male undergraduate students (N=110)

Internet Utilization Category	Number	Percent (%)
High Users	91	82%
Low Users	19	26%

The analysis in table 3 indicates that the majority of male undergraduate students are high internet users. The percentage response for high internet users is 82% and 19% for low users. This shows that the extent of utilization of internet among undergraduate students in the urban area is high.

Table 4: Frequency and percentage on the extent of internet utilization among female undergraduate students (N=90)

Internet Utilization Category	Number	Percent (%)
High Users	66	73%
Low Users	24	27%

The analysis in table 4 indicates that 73% of female undergraduate students users are high internet users while and 26% are low users. This indicates that the extent of utilization of internet among female undergraduate students is high.

Research Question Three: What are the purposes of internet utilization among Male and Female undergraduate students?

Table 5: Percentage Responses on the Purpose of Using the Internet Based on Gender of Students

Purpose of Using the internet		Sex		Total
		Male	Female	
Browsing	Count	38	24	62
	%	61.3%	38.7%	
Reading/Studying	Count	26	12	38
	%	68.4%	31.6%	
Research	Count	26	18	44
	%	59.1%	40.9%	
Email/Communication	Count	119	97	216
	%	55.1%	44.9%	
Information/Material	Count	72	77	149
	%	48.3%	51.7%	
Social Networking	Count	62	46	108
	%	57.4%	42.6%	
Music	Count	8	6	14
	%	57.1%	42.9%	
Sports Updates	Count	37	3	40
	%	92.5%	7.5%	
News	Count	38	26	64
	%	59.4%	40.6%	
Fashion	Count	3	34	37
	%	8.1%	91.9%	
Shopping	Count	1	25	26
	%	3.8%	96.2%	
Watching Movies/Films	Count	1	3	4
	%	25.0%	75.0%	
Entertainment	Count	6	1	7
	%	85.7%	14.3%	

Marketing	Count	1	2	3
	%	33.3%	66.7%	
Buying	Count	2	0	2
	%	100.0%	0.0%	
Weather Update	Count	0	2	2
	%	0.0%	100.0%	
Stock Update	Count	0	1	1
	%	0.0%	100.0%	
Total	Count	104	87	191

Data presented in table 5 based on students' open-ended responses shows that 17 uses of internet were mentioned by the students. The three major purposes of using internet as shown by the number of responses were; emailing/communication (216), information/materials (149) and social networking (108). Within this three, greater proportion of males indicated email/communication (55.1%) and social networking (57.1%), greater proportion of female students (51.7%) reported using the internet for social networking than males.

Marked gender differences in the purposes of using the internet were also found in other areas such as sport updates, fashion and shopping. While 92.5% of the males use sport updates, only 7.5% females use the internet for that purpose. However, in terms of fashion updates and shopping, 91.9% and 96.2% of female students as against 8.1% and 3.8% of the males students use the internet for these purposes.

Research Question 4: What are the purposes of internet utilization among undergraduate students in urban and rural areas?

Table 6: Percentage Responses on the Purpose of Using the Internet Based on University Location

		Location		Total
		Urban	Rural	
Browsing	Count	46	16	62
	%	74.2%	25.8%	
Reading/Studying	Count	29	9	38
	%	76.3%	23.7%	
Research	Count	37	7	44
	%	84.1%	15.9%	
Email/Communication	Count	100	116	216
	%	46.3%	53.7%	
Information/Material	Count	65	84	149
	%	43.6%	56.4%	
Social Networking	Count	48	60	108
	%	44.4%	55.6%	
Music	Count	4	10	14
	%	28.6%	71.4%	
Sports Updates	Count	15	25	40
	%	37.5%	62.5%	
News	Count	27	37	64
	%	42.2%	57.8%	
Fashion	Count	13	24	37
	%	35.1%	64.9%	
Shopping	Count	12	14	26
	%	46.2%	53.8%	
Watching Movies/Films	Count	1	3	4
	%	25.0%	75.0%	
Entertainment	Count	1	6	7
	%	14.3%	85.7%	
Marketing	Count	0	3	3
	%	0.0%	100.0%	
Buying	Count	1	1	2
	%	50.0%	50.0%	
Weather Update	Count	0	2	2
	%	0.0%	100.0%	

Stock Update	Count	0	1	1
	%	0.0%	100.0%	
Total	Count	91	100	191

As shown in table 6, within the three major purposes of using internet, namely; emailing/communication, information/materials and social networking, student in rural areas appear to use the internet for these purposes slightly higher than those in urban area as shown by the percentage of endorsements. However, marked university location difference was found in such areas as browsing, reading/studying and research where the percentage of urban students using internet for these purposes ranged from 74.2% to 84.1% as against 25.8%, 23.7% and 15.9% for those in rural area.

Research Question Five: What is the positive influence of the internet utilization on the reading habits of undergraduate students in the urban and rural areas?

Table 7: Frequency and percentage on the positive influence of the internet utilization on the reading habits of undergraduate students

	Urban (n=100)				Rural (n=100)			
	Yes		**No**		**Yes**		**No**	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1. Internet utilization helps me to read and locate information	98	98	2	2	98	98%	2	2%
2. It helps me to read and communicate information to others.	27	27	73	73	8	8%	92	92%
3. It helps me to read and evaluate information critically	57	57	43	43	58	58%	42	42%
4. It helps me to read and indentify important questions	30	30.7	70	70	33	33%	67	67%
5. Internet utilization helps me to read and synthesize information	12	12	88	88	4	4%	96	96%

The analysis in table 7 indicates that the respondents in urban and rural areas agree that reading to locate information urban (98%) and (rural 98%),internet helps me to read and evaluate information critically urban 57%, rural 58% are the positive influence to internet utilization. The percentage responses for the two items are above 50% cut off point.

Research Question Six: what is the positive influence of the internet utilization among male and female undergraduate students?

Table 8: Frequency and percentage on the positive influence of the internet utilization among male and female undergraduate students.

	Male(n=110)				Female (n=90)			
	Yes		**No**		**Yes**		**No**	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1. Internet utilization helps me to read and locate information	107	97.3%	3	2.7%	98	98.9%	1	1.1%%
2. It helps me to read and communicate information to others.	25	22.7%	85	77.3%%	10	11.1%	80	88.9%
3. It helps me to read and evaluate information critically	64	58.2%	46	41.8%%	51	56.7%	39	43.3%
4. It helps me to read and indentify important questions	31	28.2%%	79	71.8%	32	35.6%	58	64.4%
5. Internet utilization helps me to read and synthesize information	51	13.6%	95	86.4%	1	1.1%	89	98.9%

The analysis in table 8 indicates that the male undergraduates agree that reading to locate information 97.3%, reading to evaluate information critically 58.2% and reading to identify important questions 28.2% are the positive influence of internet utilization. On the other hand the female undergraduates agree that reading to locate information 98% and in reading to

evaluate information critically (56%) are the two positive influence of internet utilization on their reading habits.

Research Question Seven: What is the negative influence of the internet utilization on the reading habits of undergraduate students in the urban and rural areas?

Table 9: Frequency and percentage on the negative influence of the internet utilization on the reading habits of undergraduate students

	Urban (n=100)				Rural (n=100)			
	Yes		**No**		**Yes**		**No**	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1. Online social activities causes distracting while using the internet	97	97%	3	3%	98	98%	2	2%
2. Socialization contact with friends causes distractions while reading on the internet.	43	43%	57	57%	8	8%	92	92%
3. Internet utilization causes exposure to illicit acts	21	21%	79	79%	58	58%	42	42%
4. Internet utilization makes one late to class or miss lectures	18	18%	82	82%	33	33%	67	67%

The analysis in table 9 indicates that the respondents in urban area agree that causing distractions from online social activities 97% is the negative influence of the internet utilization on the reading habits of undergraduate students. While in the rural area the respondents indicated that two items, causing distractions from online social activities 98% and exposure to illicit acts 58% are the negative influence of the internet utilization on the reading habits of undergraduate students.

Research Question Eight: What is the negative influence of the internet utilization among male and female undergraduate students?

Table 10: Frequency and percentage on the negative influence of the internet utilization among male and female undergraduate students

	Male (n=110)				Female (n=90)			
	Yes		No		Yes		No	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1. Online social activities causes distracting while using the internet	105	95.5%	5	4.5%	88	97.8%	2	2.2%
2. Socialization contact with friends causes distractions while reading on the internet.	52	47.3%	58	52.7%	44	48.9%	46	51.1%
3. Internet utilization causes exposure to illicit acts	22	20%	88	80%	15	16.7%	75	83.3%
4. Internet utilization makes one late to class or miss lectures	23	20.9%	87	79.1%	13	14.4%	77	85.6%

The analysis in table 10 shows that male and female undergraduate students indicated online social activities (male 95.5%, female 97.8%) as the only negative influence of internet utilization.

Research Question Nine

What is the influence of internet utilization on reading comprehension of undergraduate students of different locations?

Table 11: Mean and Standard Deviation Scores of Undergraduate students on Reading Comprehension Based on Internet Utilization and Location

		Location							
Extent of Internet Utilization		Urban			Rural			Total	
	N	Mean	SD	N	Mean	SD	N	Mean	SD

	N	Mean	SD	N	Mean	SD	N	Mean	SD
High	83	77.30	9.82	74	75.59	10.50	157	76.49	10.15
Low	17	73.53	16.53	26	70.69	13.89	43	71.81	14.86
Total	100	76.66	11.23	100	74.32	11.60	200	75.49	11.45

The results in table 11 shows that the mean reading comprehension of undergraduate students that use internet to a high extent is 76.49 while those that use it to a low extent had mean reading comprehension score of 71.81. This indicates a mean difference of 4.68 in favour of students that utilize internet highly. This suggests that high utilization of internet influences these students positively by increasing their reading comprehension. As shown by the mean reading comprehension for students in urban area (Mean = 77.30) and those in rural (Mean =75.59), this positive influence of internet utilization on reading comprehension was evident for students in both urban and rural areas when compared to low users in urban (Mean = 73.53) and rural (Mean = 70.69). However, urban low users had 2.84 points ahead of rural low users. This is an indication that students in urban areas were still ahead of those in rural areas in reading comprehension irrespective of their belonging to same category of low users of internet.

Research Question Ten

What is the influence of internet utilization on reading comprehension of undergraduates students of different gender?

Table 12: Mean and Standard Deviation Scores of Undergraduate students on Reading Comprehension Based on Internet Utilization and Gender

	Gender								
Extent of Internet Utilization	Male			Female			Total		
	N	**Mean**	**SD**	**N**	**Mean**	**SD**	**N**	Mean	**SD**
High	91	76.63	10.70	66	76.32	9.41	157	76.49	10.15
Low	19	74.00	12.90	24	70.08	16.31	43	71.81	14.86

Total

110	76.17	11.09	90	74.66	11.88	200	75.49	11.45

Data in table 12 shows that the mean reading comprehension scores of undergraduate students that use internet to a high extent is 76.49 while low users had mean reading comprehension score of 71.81. This indicates a mean difference of 4.68 in favour of students that utilize internet highly. This suggests that high utilization of internet influences these students positively by increasing their reading comprehension scores. In terms of gender, the mean reading comprehension for male students is 76.63) while that of female students is 76.32. This suggests that both gender belonging to the high users benefitted equally. However, male students in low user category had a higher mean reading comprehension than female students in the same category as shown by a mean difference of 3.92 (74.00 - 70.08). This suggests that, although both belong to the same category of internet users, male students were slightly better than their female counterparts in reading comprehension.

Hypothesis one:

There is no significant difference in the extent of internet utilization among undergraduate students in urban and rural areas.

Table 13: Chi-square analysis of the views on the extent of internet utilization among undergraduate students in urban and rural areas.

Location	N	High	Low	df	x^2	P-value	decision
Urban	100	83 (83%)	17(17%)				
				1	2.40	.12	NS
Rural	100	74(74%)	26(26%)				

Table 13 above shows that at the urban area a very high percentage of the respondents (83%) fell within the high internet user category while 17% fell within the low group. On the other

hand in the rural area 74% of the respondents fell within the high user category and 26% fell within the low user group. The x^2 value of 2.40 and its P-value of .12 showed that the difference in the groups' responses is not significant. Therefore the null hypothesis was not rejected.

Hypothesis two: There is no significant difference in the extent of internet utilization among male and female undergraduate students

Table 14: Chi-square analysis of the views on the extent of internet utilization among male and female undergraduate students

Gender	N	High	Low	df	x^2	P-value	decision
Male	110	91 (82.7%)	19(17.3%)				
				1	2.59	.11	NS
Female	90	66(73.3%)	24(26.7%)				

The analysis in table 14 above showed that among the males a greater percentage of the respondents (82.7%) fell within the high internet user category while 17.3% fell with the low user group. On the other hand among the females 73.3% of the respondents fell with the high user category and 26.7% fell within the low user group. The x^2 value of 2.59 and its P-value of .11 showed that the difference in the groups' responses is not significant. Therefore the null hypothesis was not rejected.

Hypothesis three: There is no significant difference on positive influence of internet utilization on the reading habits of undergraduate students in urban and rural areas.

Table 15: Chi-square analysis of the views on positive influence of internet utilization on the reading habits of undergraduate students in urban and rural areas.

	Urban n=(100)		Rural n=(100)					
	N0	YES	NO	YES	df	x^2	p-	Decision

						value	
1. Internet utilization helps me to read and locate information	2(2%)	98(98%)	2(2%)	98(98%)	1	.00	1.00	**NS**
2. It helps me to read and communicate information to others.	73(73.)	27(27%)	92(92%)	8(8%)	1	12.50	.00	**S**
3. It helps me to read and evaluate information critically	43(43%)	57(57%)	42(42%)	58(58%)	1	.02	.88	**NS**
4. It helps me to read and indentify important questions	70(70%)	30(30%)	67(67%)	33(33%)	1	.21	.65	**NS**
5. Internet utilization helps me to read and synthesize information	88(88%)	12(12%)	96(96%)	4(4%)	1	4.35	.04	**S**

The analysis in table 15 shows that there was no significant difference in the views of urban and rural undergraduate students on the positive influence of internet utilization on reading habits. This was shown as 3 out of 5 items had p-value greater than the stipulated 0.05 level of significance. Therefore, the null hypothesis of no significant difference between the groups was not rejected.

Hypothesis four: There is no significant difference on negative influence of internet utilization on the reading habits of undergraduate students in urban and rural areas.

Table 16: Chi-square analysis of the views on negative influence of internet utilization on the reading habits of undergraduate students in urban and rural areas.

	Urban n=(100)		Rural n=(100)		df	x^2	p-value	Decision
	N0	YES	NO	YES				
1. Online social activities causes distracting while using the internet	3(3%)	97(97%)	4(4%)	96(96%)	1	.15	.70	**NS**
2. Socialization contact with friends causes distractions while reading on the internet.	57(57%.)	43(43%)	47(47%)	53(53%)	1	2.00	.16	**NS**
3. Internet utilization causes exposure to illicit acts	79(79%)	21(21%)	84(84%)	16(16%)	1	.83	.36	**NS**
4. Internet utilization makes one late to class or miss lectures	82(82%)	18(18%)	82(82%)	18(18%)	1	.00	1.00	**NS**

The analysis in table 16 indicates that there was no significant difference in the views of urban and rural undergraduate students on the negative influence of internet utilization on reading habits. This was shown by the facts that all the 4 items had p-value greater than the stipulated 0.05 level of significance. Therefore, the null hypothesis of no significant difference between the groups was not rejected.

Hypothesis five: Undergraduate students reading comprehension will not differ significantly among high and low internet users.

Table 17: t-test analysis of the difference on undergraduate students reading comprehension among high and low internet users.

	Mean	SD	df	t-cal	t-crit	*P-value*	Remark
High (N=157)	76.50	10.15	198	2.40	1.96	.017	Significant
Low (N=43)	71.81	14.86					

Table 17 shows a t-test analysis comparing the effect of undergraduates' reading comprehension among high and low internet users. This result indicates that there was a significant difference between high and low internet users in terms of reading comprehension. This is shown by the t-cal value of 2.40 which was greater than the calculated critical t-value of 1.96. The P-value (.017) is also less than 0.05. Therefore, the null hypothesis of no significant difference was rejected.

Hypothesis Six: There will be no significant interaction between gender and internet utilization on students reading comprehension.

Table 18: Summary of Analysis of Variance of Students' Mean Achievement Scores in reading comprehension by internet utilization and Gender

Source	SS	Df	MS	F	P
Intercept	732534.59	1	732534.59	5702.59	.00*
Internet Utilization	651.98	1	651.98	5.08	.03*
Gender	148.20	1	148.20	5.08	.28
Internet Utilization*Gender	108.11	1	108.11	.84	.36

Error	25177.45	196	128.48
Total	26083.98	199	

There was no statistically significant interaction between gender and internet utilization on students' reading comprehension, F= .84, *P=.36*. The null hypothesis was not rejected. The non significant interaction was depicted better in the figure 3 shown below:
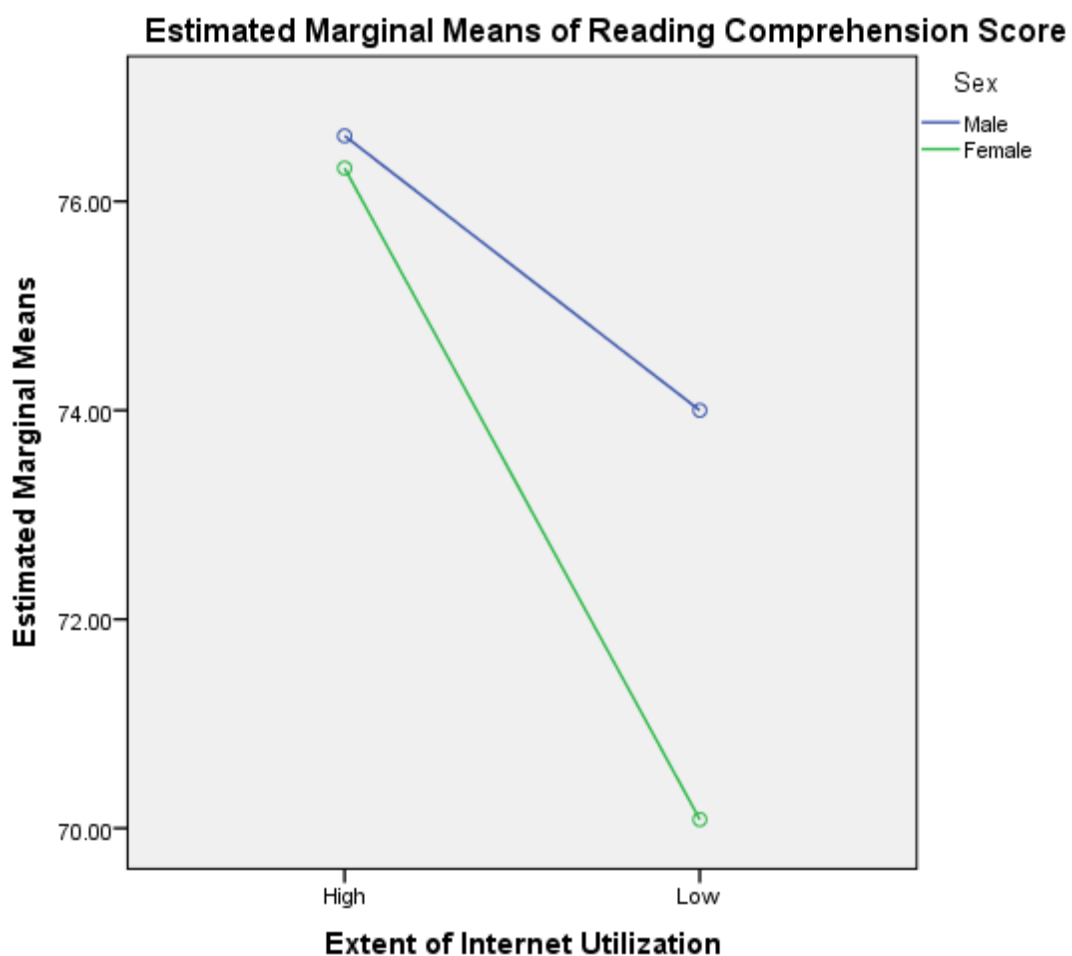
Fig 3: Students Reading Comprehension by Internet Utilization and Gender

Hypothesis seven: There will be no significant interaction between location and internet utilization on students reading test.

Table 19: Summary of Analysis of Variance of Students' Mean Achievement Scores in reading comprehension by internet utilization and Location.

Source	SS	Df	MS	F	P
Intercept	718609.18	1	718609.18	5600.94	.00*
Internet Utilization	612.47	1	612.47	4.77	.03*
Location	168.06	1	168.06	1.31	.25
Internet Utilization*location	10.40	1	10.40	.08	.78
Error	25147.08	196	128.30		
Total	26083.98	199			

There was no statistically significant interaction between students' internet utilization and location on students' reading comprehension, F= .08, *P=.78*. The null hypothesis was not rejected. This was presented in figure 4 shown below:
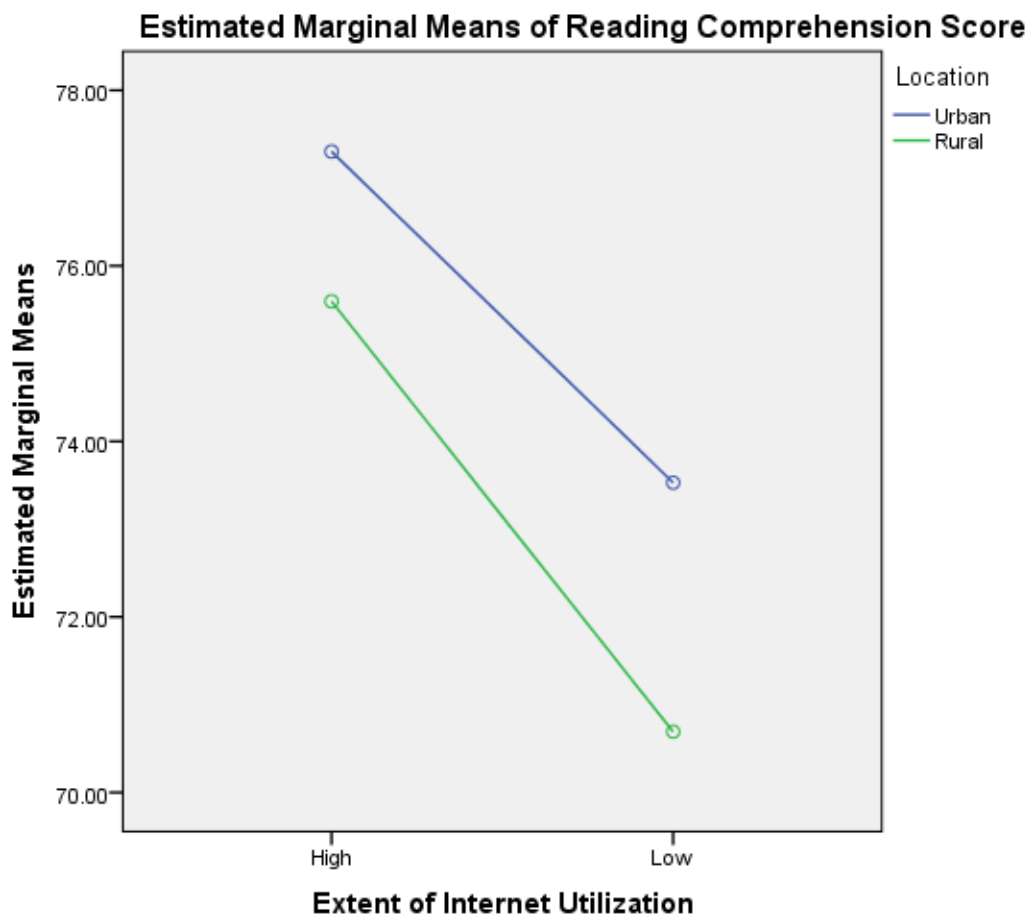
Fig 4: Students Reading test by Internet Utilization and location

CHAPTER FIVE

Discussion of Findings

This research is an analysis of internet Utilization and its influence on undergraduate students' reading habits and reading comprehension using students of Nnamdi Azikiwe University, Awka and Anambra State University Uli as representatives of urban and rural undergraduate students respectively. 100 structured questions were extracted from undergraduate students of each institution within the age range of 19 – 30 years and subsequently analyzed and tabulated.

The respondents were also given a reading comprehension passage to read and answer the comprehension questions. The discussions of the findings of this research work will be carried out under the following subheadings.

Extent of Internet Utilization among Undergraduate Students:

For purpose of clarification, the extent of internet utilization in this research work was categorized on daily and weekly basis.

So, those who use internet on daily basis are regarded as high users while those who use internet on weekly basis are regarded as low users.

Research Question One: What is extent of internet utilization among undergraduate students in the urban and rural areas? The results presented in table I and table 2 showed that the extent of internet utilization in both urban and rural area is high. The percentage response for high internet users in the urban area is 83% and 17% for low users. In the rural area the result

indicated that 74% of the respondents are high internet users while 26% are low users. The result of the study disagrees with previous findings on the urban – rural divide in the use of the internet. According to Loan (431) who conducted a comparative study of the use of internet by the rural and urban college students. He discovered that majority of the students are frequent users of the internet using internet from daily to weekly basis in which use by urban students is more than their rural counterparts. The result of the present study counters this view and shows that the extent of internet use on both rural and urban areas is on the high side. This could likely be attributed to the massive irruption of the internet into the youngster's social and cultural life.

This implies that undergraduate students are making maximum use of the new technology. Chi – Square statistical analysis of the views on the extent of internet utilization among undergraduate students in urban and rural areas. Table 12 shows that at the urban area a very high percentage of the respondents (83%) fell within the high internet user category while 17% fell within the low group. On the other hand in the rural area 74% of the respondents fell within the high user category. Therefore there is no significant difference in the extent of internet utilization among undergraduate students in urban and rural area. This is because the X^2 value of 2.40 and its P-Value of 12 clearly explain that the differences in the groups' responses are not significant.

Research Question Two: What is the extent of internet utilization among male and female undergraduate students?

The analysis in table 3 indicates that the majority of the male undergraduate students are high internet users. The percentage response for high internet users among the male is 82%. Also, table 4 indicates that 73% of female respondents are high internet users. This indicates that

the extent of utilization of internet among male and female undergraduate students as revealed by the present study is high. This shows that the gender gap in using the internet has drastically diminished as reported by Ono and Zavodny (111) that females were significantly less likely at all in the mid 1990s to use the internet, but this gender gap in being on line disappeared by 2000. Previous studies regarding the initial phase of implementation of this noble information technologies reported significant gender differences in usage.

These findings are interpreted in terms of the psychological and cultural characterization of information technology use as masculine actively. By this view, males are perceived to be more computer proficient than females. Therefore, males will be more motivated to acquire computer –related skills, and develop less anxiety towards technology than females. A similar phenomenon was encountered in the studies of Nachinias, Mioduser and Shemla (12), they discovered that more boys (56%) use internet than girls (only 38%).

The result of the findings of this study also disagrees with the previous findings of Anunobi and Mbagwu (268) that females may be hindered by such baseless variables such as cultural bias, technology phobia and domestic pressure. The implication of this is that male students are more likely to excel in their academic pursuits more especially in the technological age due to the fact that the current and fast information is more accessible electronically.

Chi- square analysis of the views on the extent of internet utilization among male and female undergraduate students shows that there is no significant difference in the groups' response (X^2 value of 2.59 and its P – value of 11.). This agrees with the studies of Shaw and Gant (517) on the extent of the internet use when both males and females engaged in the same activity. They discovered that males and females differ in their computer cognition and attitudes and the types of applications they pursue online but no gender differences were discovered.

Purposes of Internet Utilization among Undergraduate Students

Research Question Three: What are the purposes of internet utilization among male and female undergraduate students?

Table 5 based on students' open-ended responses shows that 17 uses of internet were mentioned by the students. The three major purposes of using internet as shown by the number of responses were, emailing /communication, information and social networking with in these three, greater proportions of males indicated email/communication 55.1% and social networking 57.1%. Greater proportion of female students (51.7%) reported using the internet for social networking than males. It is obvious from the findings that students make use of email \communication more than other tools on the internet. This finding corroborate many studies such as that of Ajuwon (10-15), Salaam and Adegbore (25) and Nwezeh (19) which have shown that email is the major tool Nigerian students and other internet users use, and they rarely make use of other tools like newsroom and discussion boards. Even in developed countries such as America, Jones and Madden (165-177) found that 62% of students used e-mail and about 29% use instant messaging as internet communication tools.

Although internet has multipurpose uses, it first started as a communication tool, thus it has attracted users first for that purpose. The various benefits of email over other communication media include its being an asynchronous, bidirectional, groupware medium, that requires less social presence making it possible for users to have more control over when to read or respond, reply with equal ease to senders, reply to several others simultaneously and interact with more diverse others than they would do in person. The internet is primarily conceived as a huge repository of hyperlinked units of information. It could be expected that surfing, retrieving and using information would be the main reason for students' use of the internet.

However, their primary use of the internet turned out to be for communication (eg-email, chat) and only secondly for information manipulation.

Marked gender differences in the purpose of using the internet was also found in other areas such as sport updates, fashion and shopping, while 92.5% of the males use sports updates, only 7.5% females use the internet for that purpose. However, in terms of fashion updates 91.9% and 96.2% of female use internet for fashion and shopping respectively as against 8.1% and 3.8% males students who use the internet for these purposes. This finding agrees with the studies of Soh et al. (230). Their study indicated that girls were more motivated by social interaction, shopping and surveillance/information, while boys were more motivated by sports and had a higher tendency to be addicted to internet.

Table 6 shows that within the three major purposes of using internet, namely: emailing/communication, information/materials and social networking; students in urban areas appear to use the internet for these purposes slightly higher than those in rural area as shown by the percentage of endorsements. However, marked university location differences were found in such areas as browsing, reading studying and research where the percentage of urban students using internet for these purposes ranged from 74.2% to 84.1% as against 25.8%, 23.7% and 15.9% for those in rural area. The result of this finding corroborates one of the theories adopted in this study the uses and gratification theory. The theory propounds the fact that people choose what they want to see or read. It further suggests that internet use is motivated by needs and goals that are defined by audience members themselves and active participation in the communication process may facilitate, limit or otherwise influence the gratification and effects associated with exposure. The respondents thus exhibited varying kinds of purposes for using the Internet; all these are goal oriented and need gratification.

Positive Influence of the Internet

Research Question Five: What is the positive influence of internet utilization among undergraduate students in the urban and rural areas? The analysis in table 7 outlined the positive influence of internet as follows: 1. internet utilization helps me to read and locate information (urban 98%) rural (98%), 2. it helps me to read and communicate information to others (urban 27%) (rural 8%) 3. it helps me to read and evaluate information critically (urban 57%) (rural 58%) 4. it helps me to read and identify important questions (urban 30.7%) (rural 33%) 5. It helps me to read and synthesize information (urban 12%) (rural 4%)The analysis in Table 7 further indicates that the respondents in the urban area agree that the most prevalent positive influences of the internet is reading to locate information (98%) the same applies to their rural counter parts (98%)followed by reading to evaluate information critically urban 57%, rural58%. The percentage responses for the two items are above 50% cut off point. Reading to locate information which is the highest positive influence of the internet as indicated by the study is in conformity with the New Literacies Theory adopted by the study. The New literacies theory enables us to use the internet to read and locate information and to critically evaluate the usefulness of that information. Certainly, internet increases access to information sources and bridges the traditional gaps between user and information. The need is to open more internet access points like cyber cafes, community information centers and information kiosks at needy places to convert non- users into users and give them unrestricted access to information.

Moreover, internet not only provides access to online information sources but increases access to traditional sources as well. It is worthy to note that improved access to relevant information through internet leads to increased time spent on reading. The students retrieve with a single click, many hits related to his/her field of interest easily and each hit seems to be more useful and interesting than another. The reading of the relevant hits, one after the other, definitely increases time spent on reading and access to information sources as well. The analysis in table 15 shows there was no significant different in the views of urban and rural undergraduate students on the positive influence of internet utilization on reading habits. This was shown as 3 out of 5 items had p. value greater than the stipulated 0.05 level of significant. Therefore the null hypothesis of no significant difference between the groups was not rejected.

The analysis in table 8 indicates that the male undergraduate students agree that the most prevalent positive influence of the internet is reading to locate information 97.3%, 58.2% reported that the internet helps them to read and evaluate information critically, while 51% opined that the internet help them to read and synthesize information. On the part of the female undergraduate students 98% agrees that internet helps them to read and locate information while 56% opined that the internet helps them to read and evaluate information critically. The internet provides access to a wide range of online sources available in any part of the globe related to various branches of knowledge which students can easily read, download or print out. It is worthy to note that the new generation students depend on online as well as print sources. Therefore, libraries need to build a hybrid collection to satisfy the reading needs of all.

The internet may be teaching students to read, research and interact with texts. As a result the study maintains that analysts should not be too fast to label the internet as a detriment. For example, doing research on the internet requires higher level reasoning and critical thinking skills than research strategies of the past; students must not only look for appropriate information, but consider factors such as genres and author credibility.

Negative influence of the internet.

Research Question Seven: What is the negative influence of the internet utilization on the reading habits of undergraduate students in urban and rural areas? Table 9 indicates that the respondents in urban area agree that the most prevalent negative influence of the internet is online social activities 97%. While in the rural area the respondents indicated two negative influences: online social activities 98% and exposure to illicit acts 58%. In as much as the internet provides useful sources of information, it is also possible that students may be doing other things during surfing the internet like online chatting, playing games and watching videos all these may be responsible for decreasing time spent an reading and hinder positive reading habits. There is an indication that students may easily get distracted when friends communicate with them while they are reading. These constitute 97% and 99% who are in the highest number that internet leads to distraction from on line social activities. This clearly shows that despite the positive advantages of the internet many students use it negatively. Table 9 depicted that most students are distracted while in class or reading because of their involvement in using the social networking sites in the internet. The result of this study can be related to Jacobean and forest (20) finding which indicates that internet use is negatively associated with lower grades.

The analysis in table 10 shows that the most prevalent negative influence of the internet among male and female undergraduate students is online social activities (male 95-5%,

female 97.8%). Followed by increased socialization contact with friends (male 47.3%) female 48.9%). This agrees with the New Literacies theory adopted in this study. According to Johnson (18), today's youths may be spending less time using traditional methods for reading, however, they are still reading as they utilize the wide varieties of new technologies especially the internet for communication, friendship, play and self expression, young people especially undergraduate students have a great desire to own an ipod, cell phone, various gaming systems. Instead of hanging out at local parks, they choose to hang out with friends online.

Hypothesis Four: There is no significant difference on the negative influence of internet utilization on the reading habits of undergraduate students in urban and rural areas.

Using chi-square analysis table 16 indicates that there is no significant difference in the views of urban and rural undergraduate students on the negative influence of internet utilization on reading habits. This was shown by the fact that all the 4 items namely online social activity, increased socialization contact with friends, exposure to illicit acts and lateness to class or lectures had P. value greater than the stipulated 0.05 level of significance. Therefore, the null hypothesis of no significant difference between the groups was not rejected.

Influence of internet utilization on reading comprehension of undergraduate students.

Research Question Nine: What is the influence of internet utilization on reading comprehension of undergraduate students of different locations?

The analysis in table II shows that the mean reading comprehension scores of undergraduate students that use internet to a high extent is 76.49. While those that use it to a low extent had mean reading comprehension score of 71.81.

This indicates a mean difference of 4.68 in favour of students that utilize internet highly. This suggests that high utilization of the internet enabled the students to perform highly in the comprehension test. This is shown by the mean reading comprehension score for students in urban area (mean =77.30) and those in the rural area (mean =75.59). This positive influence of internet utilization on reading comprehension was evident for students in both urban and rural areas when compared to low users (urban, mean = 73.53) and (rural, mean = 70.69). However, urban low users had 2.84 points ahead of rural low users. This is an indication that students in urban areas were still ahead of those in rural area in reading comprehension irrespective of their belonging to same category of low users of internet.

In terms of gender, table 12, (Research question 10) indicates that the mean reading comprehension score for male respondents is (76.63) while that of female respondents is (76.32). This shows that high users belonging to both gender performed equally high in the reading comprehension test and benefitted equally from the internet. However, male students in low user category had a higher mean reading comprehension score than female students in the same category as shown by a mean difference of (3.92) that is (74.00-70.08). This suggests that although both belong to the same category of internet users, male students were slightly better than their female counterparts in reading comprehension.

It is thus clear from the on going that literacy involves the ability to learn, comprehend and interact with technology in a meaningful way. The internet in particular provides new text formats, new purpose for reading and new opportunity to learners to get familiar with informational text structures. The vast amount of information available on the internet enables learners to decode vocabulary, learn comprehension skills which increase their

interest in reading, enables them tackle comprehension tasks and answer comprehension questions effectively.

The results of the finding agree with the new Literacies theory adopted by the study. According to Leu (330) five processing practices occur during reading comprehension. These include: reading to identify important questions, reading to locate information, reading to critically evaluate information, reading to synthesize information and reading to communicate information. Leu pointed out that within these five areas reside the skills, strategies and dispositions that are distinctive to online reading comprehension as well as others that are also important for offline reading comprehension.

Hypothesis Five: Undergraduate students reading comprehension score will not differ significantly among high and low internet users. Table 17: shows a t-test analysis comparing the effect of undergraduate students reading test among high and low internet users. This result indicates that there was a significant difference between high and low internet users in terms of reading and comprehension. In other words, the high users of the internet performed better and scored higher on the reading test than the low internet users. This is shown by the t-cal value of 2.40 which was greater than the calculated critical t-value of 1.96. The P. value (017) is also less than 0.05. Therefore the null hypothesis of no significant difference was rejected. It is pertinent to note here that previous studies on the internet have not administered a reading test to the respondent to analyze the effect of students reading and comprehension among high and low users of the internet. So the present study is a step further in this direction. The finding that high internet users performed better in the reading test corroborates the views of Mokatsi (48), he emphasized that the conditions for learning to read and for sustaining literacy include an ideal home environment where reading is encouraged,

good teachers and schools, plentiful books which are relevant and up to date, and access to the internet.

Internet exposes students to a wide range of knowledge and helps improve their vocabulary. This enables them to read better and comprehend better. And for the fact that reading is central to all school subjects, anybody that does well in any reading task will equally do well in the reading of his/her individual course work or subject.

Hypothesis Six: There will be no significant interaction between gender and internet utilization on students reading comprehension score

Table 18 shows the summary of analysis of variance of student's mean achievement scores in the reading comprehension test by internet utilization according to gender. The findings revealed that there was no statistically significant interaction between gender and internet utilization on students reading test. That is, high users of internet irrespective of gender scored high in the reading test, while low users irrespective of gender scored low in the reading test. This is shown by F=.84, P =.36. The null hypothesis was not rejected.

The non significant interaction was depicted better in the figure 3 on page 103.

Hypothesis Seven: There will be no significant interaction between location and internet utilization on students reading comprehension scores. Table 18: Shows summary of Analysis of variance (ANOVA) of students' mean achievement scores in the reading test by internet utilization and location. The study revealed no statistically significant interaction between student's internet utilization and location on students reading test. This is because high users of the internet in both urban and rural areas scored high in the reading test. While low users in both locations scored low in the reading test. This is shown by, F=.08, P=78: The null hypothesis was not rejected. This was presented in figure 4 on page 104.

Finally, the findings of this study corroborate both the New Literacies theory and the Uses and Gratification theoretical frame works. The New Literacies theory emphasizes such practices as instant messaging, blogging, participating in online social networking spaces, podcasting, emailing, shopping, charting, reading etc. Many new tools are available on the internet. These tools are useful when seeking to solve a problem, answer a question or exchange ideas with others far or near. Each new tool requires its own set of strategies, information networking sites, email, text messaging, chats etc are just tools individuals use to read, communicate and construct meaning on the internet. Majority of the respondents reported that the most prevalent positive influence of the internet on their reading habits is "reading to locate information" 98% while the most prevalent negative influence of the internet on their reading habits is distractions caused by online social activities (97%).

The result of the study also revealed that those who performed better and scored higher in the reading comprehension test were the high internet users who benefitted from the reading strategies provided by the internet. The appropriateness of this theory in explaining the results of the study is further substantiated by the fact that the theory is based around five practices namely: reading to identify important questions, reading to locate information, reading to evaluate information critically, reading to synthesize information and reading to communicate information. All these practices undoubtedly encompass the major findings of this research work. There is therefore, a cognitive synergy between this theory and all the major findings of this study.

The Uses and Gratification theory propounds how people use the media for gratification of their needs. It also opines that people choose what they want to see or read and different

media compete to gratify each individuals needs. It was shown that in both locations majority of the respondents reported about seventeen purposes for which they use the internet, these include: email/communication, information, browsing, Reading/Studying, research, social networking, music, sports updates, news, fashion update, shopping, watching films/movies, entertainment, weather update etc. it is pertinent to note that all these purposes fall within the five-fold classification of needs as posited by Kats and Blumler (509). These include:

1. **Cognitive needs:** acquiring information, knowledge and understanding e.g information materials, news, reading, studying, research etc.

2. **Affective needs:** emotion, pleasure eg. listening to music, watching movies /films etc.

3. **Personal integrative needs:** credibility, stability status

4. **Social integrative needs:** needs related to strengthening contact with family, friends. Eg email/communication, chatting etc.

5. **Escapist needs:** eg. music, entertainment etc.

Also, one of the objectives of uses and gratification theory is to identify the positive and negative influence of individual's internet use. Therefore, the most prevalent positive influence of the internet on reading habits which is reading to "locate information" and the most prevalent negative influence which is "online social activities" as observed by the respondents and the different purposes of using the internet as identified by the respondents are in conformity with this theory to the extent that in all, the students' needs were gratified and their choices of selection effected.

Summary of Major Findings

The findings of the study could be summarized as follows:

1. The extent of internet utilization among undergraduate students in the urban area is high.

2. The extent of internet utilization among undergraduate students in the rural area is high.

3. The extent of internet utilization among male undergraduate students is high.

4. The extent of internet utilization among female undergraduate students is high

5. The respondents agree that the positive influence of internet utilization on the reading habit of undergraduate students in urban and rural areas is reading to locate information.

6. The respondents agree that the negative influence of internet utilization on the reading habits of undergraduate students in urban area is online social activities. While online social activities and exposure to illicit acts are the negative influence of internet utilization on the reading habits of undergraduate students in the rural area.

7. The respondents also agree that online social activities are the negative influence of internet utilization among male and female undergraduate students.

8. The major purposes of internet utilization among undergraduate students in the urban and rural areas include; emailing/communication, information/materials and social networking while among male and female undergraduate students the major purposes include: emailing/communication, information/materials, fashion and shopping, sports update and social networking.

9. There was no significant difference in the extent of internet utilization among undergraduate students in urban and rural areas.

10. There was no significant difference in the extent of internet utilization among male and female undergraduate students.

11. There was no significant difference on positive influence of internet utilization on the reading habit of undergraduate students in urban and rural areas.

12. There was no significant difference on negative influence of internet utilization on the reading habit of undergraduate students in urban and rural areas.

13. There was a significant difference between high and low internet users in terms of reading comprehension test.

14. There was no significant interaction between gender and internet utilization on students reading comprehension test.

15. There was no significant interaction between students' internet utilization and location on students' reading comprehension test.

5.1   Suggestions for Further Study

1. The researcher suggests that ICT must be introduced and emphasized in the school curriculum of tertiary institutions.

2. The researcher also suggests that more studies should be carried out on the influence of the internet on the reading habits and reading comprehension of undergraduate students using more tertiary institutions, larger sample size and carried out in other states of the federation.

5.2   Recommendations

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

Students should take the advantage of the ability to use information from the internet for their reading and learning activities. Although, students use the internet extensively, they need to balance the nature of their use of the internet between social and academic uses. By learning to use the academic-related resources from the internet, students will be able to complement the information found with the resources from their school learning. This will enable them to be self-directed, self paced and lifelong readers.

The social media being an effective tool of transformation should be used to intensify campaign enlightenment on the negative influences of the internet on the reading habits of a student's future as a leader. This campaign should be reinforced by way of interpersonal communication among individuals and groups in schools and gathering places, the message should be imparted

through music, drama, lectures, displays and other forms of interactions. Proper orientation on when and how to operate social network sites such as Facebook, 2go and so on should be given to students in tertiary institutions.

There is need to create awareness about book repositories, online libraries and book projects, to create a separate search options for books like Google Book search in all famous search engines; to digitize the best books from old collection, and make them available for users; to have the electronic edition of every new publication available on the web all these will help to increase reading of books while internet surfing. Lecturers should endeavour to give the students reading assignment on the internet. This should be evaluated by asking questions randomly to students in the class to know whether they have done their assignments or not.

The findings of the study should assist the university authority, especially the (English language and the computer science departments to look into service matters pertaining to accommodating the reading habits of students. For instance, the high percentage of reading time that take place at night may call for the respective authorities to consider opening more reading areas that operate for longer hours. A full 24 hours of computing service may also allow students to use the internet at times more convenient to them (eg evenings), since the day time is fully occupied with classes. This practice will go along way to enhance the reading habits of the students.

Lecturers should encourage students to give enough time for personal study on the internet. Most students look up to their lectures' advice. This will help to add value to their

academic information. Lecturers should give information about web sites where students can get unlimited education material information.

There is need to establish more commercial cyber cafes, community information centres in towns and information kiosks in villages to overcome the problem of lack of internet facilities in the rural areas. The rural areas shouldn't be ignored in any condition as it can widen the gap of digital divide. Thus, the library institution of the 21st century can participate as an alternative not only to offer information sources but also to promote multiple reading, ie., to encourage the integration of several complementing media that the reader can handle simultaneously and make the experience of reading a combination of both pleasure and knowledge.

Government in collaboration with the Reading Association of Nigeria (RAN) and the students should form reading clubs in our universities to further enhance the reading habits of undergraduate students.

School authorities should organize seminars on reading habits for the undergraduate student. Internet sources like e-journals, e-books, encyclopedias, dictionaries, wiki, blogs etc. are not highly used by the students. The students should be made aware about these sources and their impact on reading habits and educational achievements through internet literacy programmes. Internet illiteracy (lack of operating skills) is one of the major problems that need immediate attention. The training programmes should be conducted to increase the internet skills of the students. These programmes should focus on all aspects of the internet literacy this will further help to enhance the reading skills of the students.

Students should be encouraged to always use the internet as a tool to tap valuable reading resources or participate in relevant discussion groups. This activity can assist in the promotion of autonomous learning and make students more independent and resourceful. It is hoped that "reluctant readers" will continue to read after graduation when the pressure to read is absent thereby helping to foster a reading culture in our society.

Since the number of internet users is increasing rapidly, it is therefore, the responsibility of this generation of educators, researchers and policy makers to help successfully transit this period of profound change as literacy shifts from page to screen. This should be done in a manner that ensures equity for all segments of our society.

5.3   Conclusion

It is clear from the over all analysis that the extent of internet utilization is high for both gender and locations. This has more positive influences on the reading habit of the respondents to the extent that the high internet users performed better and scored higher than the low internet users in the reading comprehension test. The study, therefore advocates the use of the internet as effective tool in improving positive reading habits and reading comprehension among undergraduate students.

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Questionnaire for Undergraduate Students

Dear Respondent,

This questionnaire is designed for the purpose of collecting information that will assist me in finding out internet utilization and its influence on undergraduate students' reading habits and reading comprehension. This will aid me in proffering tangible suggestions.

Kindly supply the information as it applies to you. You need not write your name, as your opinion will be confidentially handled. Your co-operation in this exercise will be highly appreciated.

Instruction: Please Tick right (√) or complete where applicable

Sex: Male ☐   Female ☐

1.   Age range ☐

19-23 years ☐

24-26 years ☐

27-29 years ☐

30 and above

2.   Are   you   computer   literate?

Yes ☐

☐

No

3.   If your answer to Q3 is yes. Do you always access the internet?

Yes ☐

No ☐

4. Where do you normally access the internet?

Cell phone   Yes ☐   No ☐

Personal Computer Yes ☐   No ☐

Cyber Cafes   Yes ☐   No ☐

All of the above   Yes ☐   No ☐

5. How often do you use the internet?

Daily ☐

Weekly ☐

Monthly ☐

Yearly ☐

6. How many hours do you spend on each visit?

1-2 hours ☐

3-4 hours ☐

5-6 hours ☐

7 hours and above ☐

7. Do you usually read on the internet?

Yes ☐

No ☐

8. How often do you read?

Daily ☐

Weekly ☐

☐

☐

Monthly

Yearly

9. If your answer to Q 8 is daily, how many hours do you spend reading daily?

   1 hour ☐

   1-2 hours ☐

   3-4 hours ☐

   5 hour and above ☐

10. Does the use of internet influence your reading habit?

   Yes ☐

   No ☐

11. In what positive ways does it influence your reading habits?

   a) Internet utilization helps me to read and locate information   Yes ☐   No ☐

   b) It helps me to read and communicate information to others   Yes ☐   No ☐

   c) It helps me to read and evaluate information critically   Yes ☐   No ☐

   d) It helps me to read and identify important questions   Yes ☐   No ☐

   e) Internet utilization helps me to read and synthesize information   Yes ☐   No ☐

12. In what ways does it influence your reading habits negatively?

   a) Online social activities causes distractions while using the internet   Yes ☐   No ☐

   b) Socialization contact with friends causes distractions while reading
   on the internet   Yes ☐   No ☐

   c) Internet utilization causes exposure to illicit acts   Yes ☐   No ☐

   d) Internet utilization makes one late to class or miss lectures   Yes ☐   No ☐

13. For what purposes do you use the internet? Please, state in order of preference

   a. ---

b. ---

c. ---

d. ---

e. ---

f. ---

g. ---

h. ---

i. ---

j. ---

Reading comprehension Test for Undergraduate Students

Instruction: Read the following passage carefully and answer the comprehension questions under it.

With the collapse of world oil prices, it was only a matter of time before Nigeria tightened up its finances. It was, therefore, no surprise that the Governor of Central Bank of Nigeria (CBN), Mr. Godwin Emefiele, announced last week that the Federal Government would no longer make foreign exchange available to rice importers in the country. He also rightly deplored the expenditure of so much foreign exchange on importation of rice and other goods that could be produced locally. The importation of these products, he said, puts severe pressure on the naira and depletes the nation's scarce forex reserves.

In addition to rice, Emefiele lamented Nigeria's dependence on imported toothpicks, tomato paste, furniture, fish, sugar, and petroleum products which he described as misplaced and a waste of national resources. The apex bank has already banned the use of dollars purchased, at its bi-weekly auctions for the importation of electronics, telecommunications equipment and generators. It maintains it would. However, not ban the importation of rice but would not provide the foreign exchange for it in order to stem the rising tide of speculative dollar demands.

The CBN's decision restricting access to forex for certain categories of imports is timely and well thought out. It rhymes with the Federal Government's policy on encouragement of investment in domestic rice production. The Federal Ministry of Agriculture and Rural Development (FMARD) have a goal to achieve self-sufficiency in rice production by the year 2017.

The Federal Government has also been encouraging investors with sweet deals like the preferential duty rates by which investors with **verified** domestic rice production plans would enjoy import duty of 10 per cent and import levy of 20 per cent. Rice traders, on the other hand, would be **liable** to 60 per cent levy in addition to the 10 per cent import duty.

Nigeria spends a whopping Nl billion daily on rice importation. The imports regime is embroiled in controversy as the Federal Government is now trying to recover some N36.5 billion from rice importation companies being duty for excess rice imported in violation of their approved quota. The government had approved importation of 223,902 Inetrictons of rice by the companies in order to bridge the gap between domestic production and national consumer demand but the companies went ahead to import 732,555 metric tons, which is 508,653.55 metric tons in excess of government allocation.

The government is, indeed, right in its bid to recover the duties that ought to have been paid on the rice imported in excess of approved allocation. It is important to recover this money to send a strong message that there will be inescapable consequences when government's policies are flouted with impunity.

We urge the Federal Government to be steadfast on this new rice policy because it is right. Commodities that can be produced locally ought not to be allowed to constitute a drain on our foreign exchange. With more than 82 million hectares of arable land and millions of capable hands, there is no doubt that the country can grow enough rice to meet local demand and have some to spare for export.

In addition to encouraging our local and small-scale farmers to do more, the FMARD must continue to liaise with the Dangote Group to be sure that there would be no delay or administrative bottlenecks in the company's $1 billion rice project for which it has acquired 150,000 hectares of land across five states for the commercial production of rice paddy

It is **gratifying** to note that investment in rice production has grown significantly in the last few years. The new rice policy should engender even greater increase in local production. Although it will, in the short term, likely make imported rice more expensive in the country, the increased local cultivation and processing of the product will ultimately bring down the price and serve Nigerians better in the long run.

We enjoin the government to remain committed to this policy and ensure that it achieves the desired objective. The stoppage of access to forex for rice imports, however, calls for close monitoring of the pricing of the product in the market by the Federal Ministry of Agriculture. This is to ensure that the cost of rice, which is a local staple, does not go beyond the reach of ordinary Nigerians. It will also help the government to predict and, if need be, pre-empt scarcity of the product.

QUESTIONS

After reading the passage answer the following questions:

1. Why is it necessary that Federal Government should stop providing the foreign exchange for the importation of Rice and other goods that could be produced locally?

2. What does the writer think the new Rice policy would do in Nigeria in the long run?

3. What did the writer suggest Government should do to remain committed to this policy in order to achieve the desired objectives?

4. Suggest a title for this passage.

5. Give the meaning of the following words as they are used in the passage
    A. Verified
    B. Liable
    C. Flouted
    D. Bottlenecks
    E. Gratifying
    F. Deplored

APPENDIX

SPSS OUTPUT

Preliminary Analysis

Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	110	55.0	55.0	55.0
	Female	90	45.0	45.0	100.0
	Total	200	100.0	100.0	

Age range

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19-23	167	83.5	83.5	83.5
	24-26	30	15.0	15.0	98.5
	27-29	2	1.0	1.0	99.5
	30 and above	1	.5	.5	100.0

		200	100.0	100.0	
	Total				

Are you a computer literate?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	198	99.0	99.0	99.0
	No	2	1.0	1.0	100.0
	Total	200	100.0	100.0	

Where do you normally access the internet?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Cell phone	9	4.5	4.5	4.5
	Personal Computer	8	4.0	4.0	8.5
	Cyber Cafes	26	13.0	13.0	21.5
	All of the above	157	78.5	78.5	100.0
	Total	200	100.0	100.0	

How often do you use the internet?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Daily	157	78.5	78.9	78.9
	Weekly	41	20.5	20.6	99.5
	Monthly	1	.5	.5	100.0
	Total	199	99.5	100.0	

		Frequency	Percent		
Missing	System	1	.5		
Total		200	100.0		

Question 1&2 what is the extent of internet utilization among undergraduate students in urban and rural areas

Statistics

Extent of Internet Utilization

Urban	N	Valid	100
		Missing	0
Rural	N	Valid	100
		Missing	0

Extent of Internet Utilization

Location			Frequency	Percent	Valid Percent	Cumulative Percent
Urban	Valid	High	83	83.0	83.0	83.0
		Low	17	17.0	17.0	100.0
		Total	100	100.0	100.0	

			Frequency	Percent	Valid Percent	Cumulative Percent
Rural	Valid	High	74	74.0	74.0	74.0
		Low	26	26.0	26.0	100.0
		Total	100	100.0	100.0	

Question 3 & 4 what is the extent of internet utilization among male and female

undergraduates

Statistics

Extent of Internet Utilization

Male	N	Valid	110
		Missing	0
Female	N	Valid	90
		Missing	0

Extent of Internet Utilization

Sex			Frequency	Percent	Valid Percent	Cumulative Percent
Male	Valid	High	91	82.7	82.7	82.7
		Low	19	17.3	17.3	100.0
		Total	110	100.0	100.0	

			66	73.3	73.3	73.3
		High				
Female	Valid	Low	24	26.7	26.7	100.0
		Total	90	100.0	100.0	

Frequencies question 5, what is the positive influence of the internet utilization on the reading habits of undergraduate students in urban and rural areas

Statistics

Location			In what positive ways does it influence your reading habits?	Internet utilization helps me to read and locate information	It helps me to read and communicate information	It helps me to read and evaluate information critically	It helps me to read and identify important questions	Internet utilization helps me to read and synthesize information
Urban	N	Valid	0	100	100	100	100	100
		Missing	100	0	0	0	0	0
Rural	N	Valid	0	100	100	100	100	100
		Missing	100	0	0	0	0	0

Frequency Table

In what positive ways does it influence your reading habits?

Location			Frequency	Percent
Urban	Missing	System	100	100.0
Rural	Missing	System	100	100.0

Internet utilization helps me to read and locate information

Location			Frequency	Percent	Valid Percent	Cumulative Percent
		No	2	2.0	2.0	2.0
Urban	Valid	Yes	98	98.0	98.0	100.0
		Total	100	100.0	100.0	
		No	2	2.0	2.0	2.0
Rural	Valid	Yes	98	98.0	98.0	100.0
		Total	100	100.0	100.0	

It helps me to read and communicate information

Location			Frequency	Percent	Valid Percent	Cumulative Percent
		No	73	73.0	73.0	73.0
Urban	Valid	Yes	27	27.0	27.0	100.0
		Total	100	100.0	100.0	
		No	92	92.0	92.0	92.0
Rural	Valid	Yes	8	8.0	8.0	100.0
		Total	100	100.0	100.0	

It helps me to read and evaluate information critically

Location			Frequency	Percent	Valid Percent	Cumulative Percent
Urban	Valid	No	43	43.0	43.0	43.0

| | | Yes | 57 | 57.0 | 57.0 | 100.0 |

Location			Frequency	Percent	Valid Percent	Cumulative Percent
Urban	Valid	No	70	70.0	70.0	70.0
		Yes	30	30.0	30.0	100.0
		Total	100	100.0	100.0	
Rural	Valid	No	67	67.0	67.0	67.0
		Yes	33	33.0	33.0	100.0
		Total	100	100.0	100.0	

		Total	100	100.0	100.0	
		No	42	42.0	42.0	42.0
Rural	Valid	Yes	58	58.0	58.0	100.0
		Total	100	100.0	100.0	

It helps me to read and identify important questions

Internet utilization helps me to read and synthesize information

Location			Frequency	Percent	Valid Percent	Cumulative Percent
Urban	Valid	No	88	88.0	88.0	88.0
		Yes	12	12.0	12.0	100.0
		Total	100	100.0	100.0	
Rural	Valid	No	96	96.0	96.0	96.0
		Yes	4	4.0	4.0	100.0

Total	100	100.0	100.0

Question 6, what is the negative influence of internet utilization on the reading habits of undergraduate students in the urban and rural areas.

Statistics

Location		In what ways does it influence your reading habits negatively?	It causes distractions from online social activities	It increases socialization contacts with friends	It causes exposure to illicit acts	It makes one late to class or miss lectures
Urban N	Valid	0	100	100	100	100
	Missing	100	0	0	0	0
Rural N	Valid	0	100	100	100	100
	Missing	100	0	0	0	0

Frequency Table

In what ways does it influence your reading habits

negatively?

Location			Frequency	Percent
Urban	Missing	System	100	100.0
Rural	Missing	System	100	100.0

It causes distractions from online social activities

Location			Frequency	Percent	Valid Percent	Cumulative Percent
		No	3	3.0	3.0	3.0
Urban	Valid	Yes	97	97.0	97.0	100.0
		Total	100	100.0	100.0	
		No	4	4.0	4.0	4.0
Rural	Valid	Yes	96	96.0	96.0	100.0
		Total	100	100.0	100.0	

It increases socialization contacts with friends

Location			Frequency	Percent	Valid Percent	Cumulative Percent
		No	57	57.0	57.0	57.0
Urban	Valid	Yes	43	43.0	43.0	100.0
		Total	100	100.0	100.0	
		No	47	47.0	47.0	47.0
Rural	Valid	Yes	53	53.0	53.0	100.0
		Total	100	100.0	100.0	

It causes exposure to illicit acts

Location			Frequency	Percent	Valid Percent	Cumulative Percent
		No	79	79.0	79.0	79.0
Urban	Valid	Yes	21	21.0	21.0	100.0
		Total	100	100.0	100.0	
		No	84	84.0	84.0	84.0
Rural	Valid	Yes	16	16.0	16.0	100.0
		Total	100	100.0	100.0	

It makes one late to class or miss lectures

Location			Frequency	Percent	Valid Percent	Cumulative Percent
		No	82	82.0	82.0	82.0
Urban	Valid	Yes	18	18.0	18.0	100.0
		Total	100	100.0	100.0	
		No	82	82.0	82.0	82.0
Rural	Valid	Yes	18	18.0	18.0	100.0
		Total	100	100.0	100.0	

Question 7 what is the positive influence of the internet utilization among male and female undergraduate students.

Statistics

Sex			In what positive ways does it influence your reading habits?	Internet utilization helps me to read and locate information	It helps me to read and communicate information	It helps me to read and evaluate information critically	It helps me to read and identify important question	Internet utilization helps me to read and synthesize information
Male	N	Valid	0	110	110	110	110	110
		Missing	110	0	0	0	0	0
Female	N	Valid	0	90	90	90	90	90
		Missing	90	0	0	0	0	0

Frequency Table

In what positive ways does it influence your reading habits?

Sex			Frequency	Percent
Male	Missing	System	110	100.0
Female	Missing	System	90	100.0

Internet utilization helps me to read and locate information

Sex			Frequency	Percent	Valid Percent	Cumulative Percent
Male	Valid	No	3	2.7	2.7	2.7
		Yes	107	97.3	97.3	100.0
		Total	110	100.0	100.0	
Female	Valid	No	1	1.1	1.1	1.1

			Frequency	Percent	Valid Percent	Cumulative Percent
		Yes	89	98.9	98.9	100.0
		Total	90	100.0	100.0	

It helps me to read and communicate information

Sex			Frequency	Percent	Valid Percent	Cumulative Percent
		No	85	77.3	77.3	77.3
Male	Valid	Yes	25	22.7	22.7	100.0
		Total	110	100.0	100.0	
		No	80	88.9	88.9	88.9
Female	Valid	Yes	10	11.1	11.1	100.0
		Total	90	100.0	100.0	

It helps me to read and evaluate information critically

Sex			Frequency	Percent	Valid Percent	Cumulative Percent
		No	46	41.8	41.8	41.8
Male	Valid	Yes	64	58.2	58.2	100.0
		Total	110	100.0	100.0	
		No	39	43.3	43.3	43.3
Female	Valid	Yes	51	56.7	56.7	100.0
		Total	90	100.0	100.0	

It helps me to read and identify important questions

Sex			Frequency	Percent	Valid Percent	Cumulative Percent
		No	79	71.8	71.8	71.8
Male	Valid	Yes	31	28.2	28.2	100.0
		Total	110	100.0	100.0	

			Frequency	Percent	Valid Percent	Cumulative Percent
Female	Valid	No	58	64.4	64.4	64.4
		Yes	32	35.6	35.6	100.0
		Total	90	100.0	100.0	

Internet utilization helps me to read and synthesize information

Sex			Frequency	Percent	Valid Percent	Cumulative Percent
Male	Valid	No	95	86.4	86.4	86.4
		Yes	15	13.6	13.6	100.0
		Total	110	100.0	100.0	
Female	Valid	No	89	98.9	98.9	98.9
		Yes	1	1.1	1.1	100.0
		Total	90	100.0	100.0	

Question 8 what is the negative influence of the internet utilization among male and female undergraduate students?

Statistics

Sex			In what ways does it influence your reading habits negatively?	It causes distractions from online social activities	It increases socialization contacts with friends	It causes exposure to illicit acts	It makes one late to class or miss lectures
Male	N	Valid	0	110	110	110	110
		Missing	110	0	0	0	0

Female N			0	90	90	90	90
	Valid		0	90	90	90	90
	Missing		90	0	0	0	0

Frequency Table

In what ways does it influence your reading habits

negatively?

Sex			Frequency	Percent
Male	Missing	System	110	100.0
Female	Missing	System	90	100.0

It causes distractions from online social activities

Sex			Frequency	Percent	Valid Percent	Cumulative Percent
		No	5	4.5	4.5	4.5
Male	Valid	Yes	105	95.5	95.5	100.0
		Total	110	100.0	100.0	
		No	2	2.2	2.2	2.2
Female	Valid	Yes	88	97.8	97.8	100.0
		Total	90	100.0	100.0	

It increases socialization contacts with friends

Sex			Frequency	Percent	Valid Percent	Cumulative Percent
		No	58	52.7	52.7	52.7
Male	Valid	Yes	52	47.3	47.3	100.0
		Total	110	100.0	100.0	
Female	Valid	No	46	51.1	51.1	51.1

			Frequency	Percent	Valid Percent	Cumulative Percent
		Yes	44	48.9	48.9	100.0
		Total	90	100.0	100.0	

It causes exposure to illicit acts

Sex			Frequency	Percent	Valid Percent	Cumulative Percent
		No	88	80.0	80.0	80.0
Male	Valid	Yes	22	20.0	20.0	100.0
		Total	110	100.0	100.0	
		No	75	83.3	83.3	83.3
Female	Valid	Yes	15	16.7	16.7	100.0
		Total	90	100.0	100.0	

It makes one late to class or miss lectures

Sex			Frequency	Percent	Valid Percent	Cumulative Percent
		No	87	79.1	79.1	79.1
Male	Valid	Yes	23	20.9	20.9	100.0
		Total	110	100.0	100.0	
		No	77	85.6	85.6	85.6
Female	Valid	Yes	13	14.4	14.4	100.0
		Total	90	100.0	100.0	

Crosstabs hypothesis 1

Case Processing Summary

	Cases

	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Location * Extent of Internet Utilization	200	100.0%	0	0.0%	200	100.0%

Location * Extent of Internet Utilization Cross Tabulation

			Extent of Internet Utilization		Total
			High	Low	
Location	Urban	Count	83	17	100
		% within Location	83.0%	17.0%	100.0%
		% within Extent of Internet Utilization	52.9%	39.5%	50.0%
		% of Total	41.5%	8.5%	50.0%
	Rural	Count	74	26	100
		% within Location	74.0%	26.0%	100.0%

	% within Extent of Internet Utilization	47.1%	60.5%	50.0%
	% of Total	37.0%	13.0%	50.0%
	Count	157	43	200
	% within Location	78.5%	21.5%	100.0%
Total	% within Extent of Internet Utilization	100.0%	100.0%	100.0%
	% of Total	78.5%	21.5%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.400[a]	1	.121		
Continuity Correction[b]	1.896	1	.169		
Likelihood Ratio	2.414	1	.120		
Fisher's Exact Test				.168	.084
Linear-by-Linear Association	2.388	1	.122		
N of Valid Cases	200				

Crosstabs hypothesis two

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Sex * Extent of Internet Utilization	200	100.0%	0	0.0%	200	100.0%

Sex * Extent Of Internet Utilization Cross Tabulation

			Extent of Internet Utilization		Total
			High	Low	
Sex	Male	Count	91	19	110
		% within Sex	82.7%	17.3%	100.0%
		% within Extent of Internet Utilization	58.0%	44.2%	55.0%
		% of Total	45.5%	9.5%	55.0%
	Female	Count	66	24	90
		% within Sex	73.3%	26.7%	100.0%

		42.0%	55.8%	45.0%
	% within Extent of Internet Utilization	42.0%	55.8%	45.0%
	% of Total	33.0%	12.0%	45.0%
	Count	157	43	200
	% within Sex	78.5%	21.5%	100.0%
Total	% within Extent of Internet Utilization	100.0%	100.0%	100.0%
	% of Total	78.5%	21.5%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.588[a]	1	.108		
Continuity Correction[b]	2.061	1	.151		
Likelihood Ratio	2.577	1	.108		
Fisher's Exact Test				.121	.076
Linear-by-Linear Association	2.575	1	.109		
N of Valid Cases	200				

Crosstabs hypothesis three

Case Processing Summary

	Cases

	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Location * Internet utilization helps me to read and locate information	200	100.0%	0	0.0%	200	100.0%
Location * It helps me to read and communicate information	200	100.0%	0	0.0%	200	100.0%
Location * It helps me to read and evaluate information critically	200	100.0%	0	0.0%	200	100.0%
Location * It helps me to read and identify important questions	200	100.0%	0	0.0%	200	100.0%
Location * Internet utilization helps me to read and synthesize information	200	100.0%	0	0.0%	200	100.0%

Location * Internet utilization helps me to read and locate information

Crosstab

		Internet utilization helps me to read and locate information		Total
		No	Yes	
Location Urban	Count	2	98	100
	% within Location	2.0%	98.0%	100.0%

	% within Internet utilization helps me to read and locate information	50.0%	50.0%	50.0%
	% of Total	1.0%	49.0%	50.0%
	Count	2	98	100
	% within Location	2.0%	98.0%	100.0%
Rural	% within Internet utilization helps me to read and locate information	50.0%	50.0%	50.0%
	% of Total	1.0%	49.0%	50.0%
	Count	4	196	200
	% within Location	2.0%	98.0%	100.0%
Total	% within Internet utilization helps me to read and locate information	100.0%	100.0%	100.0%
	% of Total	2.0%	98.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.000[a]	1	1.000		
Continuity Correction[b]	.000	1	1.000		
Likelihood Ratio	.000	1	1.000		
Fisher's Exact Test				1.000	.689
Linear-by-Linear Association	.000	1	1.000		
N of Valid Cases	200				

Location * Internet utilization helps me to read and synthesize information

Crosstab

			Increases use of foreign resources?		Total
			No	Yes	
Location	Urban	Count	73	27	100
		% within Location	73.0%	27.0%	100.0%
		% within Internet utilization helps me to read and synthesize information	44.2%	77.1%	50.0%
		% of Total	36.5%	13.5%	50.0%
	Rural	Count	92	8	100
		% within Location	92.0%	8.0%	100.0%
		% within Internet utilization helps me to read and synthesize information	55.8%	22.9%	50.0%
		% of Total	46.0%	4.0%	50.0%
Total		Count	165	35	200
		% within Location	82.5%	17.5%	100.0%
		% within Internet utilization helps me to read and synthesize information	100.0%	100.0%	100.0%
		% of Total	82.5%	17.5%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	12.502[a]	1	.000		
Continuity Correction[b]	11.221	1	.001		
Likelihood Ratio	13.085	1	.000		
Fisher's Exact Test				.001	.000
Linear-by-Linear Association	12.440	1	.000		
N of Valid Cases	200				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 17.50.

b. Computed only for a 2x2 table

Location * It helps me to read and communicate information

Crosstab

			It increases reading speed and comprehension rate		Total
			No	Yes	
Location	Urban	Count	43	57	100
		% within Location	43.0%	57.0%	100.0%
		% within It helps me to read and communicate information	50.6%	49.6%	50.0%
		% of Total	21.5%	28.5%	50.0%
	Rural	Count	42	58	100
		% within Location	42.0%	58.0%	100.0%
		% within It helps me to read and communicate information	49.4%	50.4%	50.0%
		% of Total	21.0%	29.0%	50.0%
Total		Count	85	115	200
		% within Location	42.5%	57.5%	100.0%
		% within It helps me to read and communicate information	100.0%	100.0%	100.0%
		% of Total	42.5%	57.5%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.020[a]	1	.886		
Continuity Correction[b]	.000	1	1.000		
Likelihood Ratio	.020	1	.886		
Fisher's Exact Test				1.000	.500
Linear-by-Linear Association	.020	1	.887		
N of Valid Cases	200				

Location * It helps me to read and identify important questions

Crosstab

			It increases time spent on reading		Total
			No	Yes	
Location	Urban	Count	70	30	100
		% within Location	70.0%	30.0%	100.0%
		% within It helps me to read and identify important questions	51.1%	47.6%	50.0%
		% of Total	35.0%	15.0%	50.0%
	Rural	Count	67	33	100
		% within Location	67.0%	33.0%	100.0%
		% within It helps me to read and identify important questions	48.9%	52.4%	50.0%
		% of Total	33.5%	16.5%	50.0%
Total		Count	137	63	200
		% within Location	68.5%	31.5%	100.0%
		% within It helps me to read and identify important questions	100.0%	100.0%	100.0%
		% of Total	68.5%	31.5%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.209[a]	1	.648		
Continuity Correction[b]	.093	1	.761		
Likelihood Ratio	.209	1	.648		
Fisher's Exact Test				.761	.380
Linear-by-Linear Association	.208	1	.649		
N of Valid Cases	200				

Location * Internet utilization helps me to read and synthesize information

Crosstab

			Internet utilization helps me to read and synthesize information		Total
			No	Yes	
Location	Urban	Count	88	12	100
		% within Location	88.0%	12.0%	100.0%
		% within Internet utilization helps me to read and synthesize information	47.8%	75.0%	50.0%
		% of Total	44.0%	6.0%	50.0%
	Rural	Count	96	4	100
		% within Location	96.0%	4.0%	100.0%
		% within Internet utilization helps me to read and synthesize information	52.2%	25.0%	50.0%
		% of Total	48.0%	2.0%	50.0%
Total		Count	184	16	200
		% within Location	92.0%	8.0%	100.0%
		% within Internet utilization helps me to read and synthesize information	100.0%	100.0%	100.0%
		% of Total	92.0%	8.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.348[a]	1	.037		
Continuity Correction[b]	3.329	1	.068		
Likelihood Ratio	4.534	1	.033		
Fisher's Exact Test				.065	.033
Linear-by-Linear Association	4.326	1	.038		
N of Valid Cases	200				

Crosstabs hypothesis four

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Location * It causes distractions from online social activities	200	100.0%	0	0.0%	200	100.0%
Location * It increases socialization contacts with friends	200	100.0%	0	0.0%	200	100.0%
Location * It causes exposure to illicit acts	200	100.0%	0	0.0%	200	100.0%
Location * It makes one late to class or miss lectures	200	100.0%	0	0.0%	200	100.0%

Location * It causes distractions from online social activities

Crosstab

			It causes distractions from online social activities		Total
			No	Yes	
Location	Urban	Count	3	97	100
		% within Location	3.0%	97.0%	100.0%

		% within It causes distractions from online social activities	42.9%	50.3%	50.0%
		% of Total	1.5%	48.5%	50.0%
		Count	4	96	100
		% within Location	4.0%	96.0%	100.0%
	Rural	% within It causes distractions from online social activities	57.1%	49.7%	50.0%
		% of Total	2.0%	48.0%	50.0%
		Count	7	193	200
		% within Location	3.5%	96.5%	100.0%
Total		% within It causes distractions from online social activities	100.0%	100.0%	100.0%
		% of Total	3.5%	96.5%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.148[a]	1	.700		
Continuity Correction[b]	.000	1	1.000		
Likelihood Ratio	.149	1	.700		
Fisher's Exact Test				1.000	.500
Linear-by-Linear Association	.147	1	.701		
N of Valid Cases	200				

Location * It increases socialization contacts with friends

Crosstab

			It increases socialization contacts with friends		Total
			No	Yes	
Location	Urban	Count	57	43	100
		% within Location	57.0%	43.0%	100.0%

	% within It increases socialization contacts with friends	54.8%	44.8%	50.0%
	% of Total	28.5%	21.5%	50.0%
Rural	Count	47	53	100
	% within Location	47.0%	53.0%	100.0%
	% within It increases socialization contacts with friends	45.2%	55.2%	50.0%
	% of Total	23.5%	26.5%	50.0%
Total	Count	104	96	200
	% within Location	52.0%	48.0%	100.0%
	% within It increases socialization contacts with friends	100.0%	100.0%	100.0%
	% of Total	52.0%	48.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.003[a]	1	.157		
Continuity Correction[b]	1.623	1	.203		
Likelihood Ratio	2.007	1	.157		
Fisher's Exact Test				.203	.101
Linear-by-Linear Association	1.993	1	.158		
N of Valid Cases	200				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 48.00.

b. Computed only for a 2x2 table

Location * It causes exposure to illicit acts

Crosstab

			It causes exposure to illicit acts		Total
			No	Yes	
Location	Urban	Count	79	21	100
		% within Location	79.0%	21.0%	100.0%

		48.5%	56.8%	50.0%
% within It causes exposure to illicit acts		48.5%	56.8%	50.0%
% of Total		39.5%	10.5%	50.0%
Count		84	16	100
% within Location		84.0%	16.0%	100.0%
Rural	% within It causes exposure to illicit acts	51.5%	43.2%	50.0%
	% of Total	42.0%	8.0%	50.0%
	Count	163	37	200
	% within Location	81.5%	18.5%	100.0%
Total	% within It causes exposure to illicit acts	100.0%	100.0%	100.0%
	% of Total	81.5%	18.5%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.829[a]	1	.363		
Continuity Correction[b]	.531	1	.466		
Likelihood Ratio	.831	1	.362		
Fisher's Exact Test				.467	.233
Linear-by-Linear Association	.825	1	.364		
N of Valid Cases	200				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 18.50.

b. Computed only for a 2x2 table

Location * It makes one late to class or miss lectures

Crosstab

			It makes one late to class or miss lectures		Total
			No	Yes	
Location	Urban	Count	82	18	100

			82.0%	18.0%	100.0%
		% within Location			
		% within It makes one late to class or miss lectures	50.0%	50.0%	50.0%
		% of Total	41.0%	9.0%	50.0%
		Count	82	18	100
	Rural	% within Location	82.0%	18.0%	100.0%
		% within It makes one late to class or miss lectures	50.0%	50.0%	50.0%
		% of Total	41.0%	9.0%	50.0%
		Count	164	36	200
		% within Location	82.0%	18.0%	100.0%
Total		% within It makes one late to class or miss lectures	100.0%	100.0%	100.0%
		% of Total	82.0%	18.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.000[a]	1	1.000		
Continuity Correction[b]	.000	1	1.000		
Likelihood Ratio	.000	1	1.000		
Fisher's Exact Test				1.000	.573
Linear-by-Linear Association	.000	1	1.000		
N of Valid Cases	200				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 18.00.

b. Computed only for a 2x2 table

Hypothesis six

t-test

Group Statistics

	Extent of Internet Utilization	N	Mean	Std. Deviation	Std. Error Mean
Scores	High	157	76.50	10.15	.80995

		43	71.81	14.86	2.26638
Low					

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Scores	Equal variances assumed	4.951	.027	2.40	198	.017	4.68286	1.94730	.84274	8.52298
	Equal variances not assumed			1.95	53.180	.057	4.68286	2.40676	-.14412	9.50984

Hypothesis 7

Between-Subjects Factors

		Value Label	N
Extent of Internet Utilization	1.00	High	157
	2.00	Low	43
Sex	1.00	Male	110
	2.00	Female	90

Descriptive Statistics

Dependent Variable: Scores

Extent of Internet Utilization	Sex	Mean	Std. Deviation	N
High	Male	76.6264	10.70374	91
	Female	76.3182	9.40730	66

	Total	76.4968	10.14865	157
	Male	74.0000	12.90133	19
Low	Female	70.0833	16.30928	24
	Total	71.8140	14.86167	43
	Male	76.1727	11.09414	110
Total	Female	74.6556	11.87686	90
	Total	75.4900	11.44881	200

Tests of Between-Subjects Effects

Dependent Variable: Scores

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	906.532[a]	3	302.177	2.352	.073
Intercept	732534.594	1	732534.594	5702.595	.000
Internet_utilization	651.960	1	651.960	5.075	.025
Sex	148.203	1	148.203	1.154	.284
Internet_utilization * Sex	108.114	1	108.114	.842	.360
Error	25177.448	196	128.456		
Total	1165832.000	200			
Corrected Total	26083.980	199			

a. R Squared = .035 (Adjusted R Squared = .020)

Estimated Marginal Means

1. Extent of Internet Utilization

Dependent Variable: Scores

Extent of Internet	Mean	Std. Error	95% Confidence Interval

Utilization			Lower Bound	Upper Bound
High	76.472	.916	74.665	78.279
Low	72.042	1.740	68.610	75.474

2. Sex

Dependent Variable: Scores

Sex	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Male	75.313	1.429	72.494	78.132
Female	73.201	1.351	70.537	75.865

3. Extent of Internet Utilization * Sex

Dependent Variable: Scores

Extent of Internet Utilization	Sex	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
High	Male	76.626	1.188	74.283	78.969
	Female	76.318	1.395	73.567	79.070
Low	Male	74.000	2.600	68.872	79.128
	Female	70.083	2.314	65.521	74.646

Profile Plots

Estimated Marginal Means of Scores
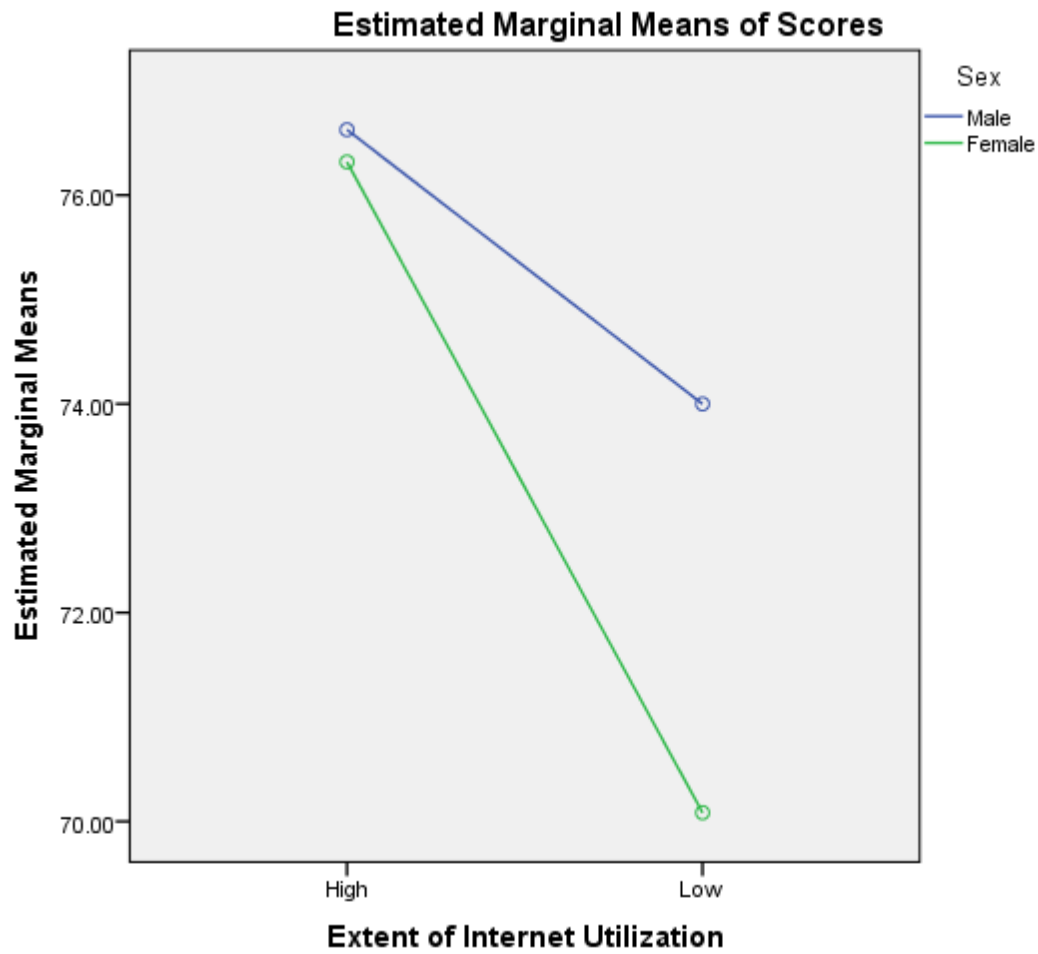
HYPOTHESIS 8

Between-Subjects Factors

		Value Label	N
Extent of Internet Utilization	1.00	High	157
	2.00	Low	43
Location	1.00	Urban	100
	2.00	Rural	100

Tests of Between-Subjects Effects

Dependent Variable: Reading Comprehension Score

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	936.90[a]	3	312.30	2.43	.07
Intercept	718609.18	1	718609.18	5600.94	.00
Internet_utilization	612.47	1	612.47	4.77	.03
Location	168.06	1	168.06	1.31	.25
Internet_utilization * Location	10.40	1	10.40	.08	.78
Error	25147.08	196	128.30		
Total	1165832.00	200			
Corrected Total	26083.98	199			

a. R Squared = .036 (Adjusted R Squared = .021)

Estimated Marginal Means

1. Extent of Internet Utilization

Dependent Variable: Reading Comprehension Score

Extent of Internet Utilization	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
High	76.448	.905	74.662	78.234
Low	72.111	1.766	68.627	75.595

2. Location

Dependent Variable: Reading Comprehension Score

| Location	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Urban	75.415	1.508	72.442	78.389
Rural	73.143	1.291	70.597	75.690

3. Extent of Internet Utilization * Location

Dependent Variable: Reading Comprehension Score

Extent of Internet Utilization	Location	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
High	Urban	77.301	1.243	74.849	79.753
	Rural	75.595	1.317	72.998	78.191
Low	Urban	73.529	2.747	68.112	78.947
	Rural	70.692	2.221	66.311	75.073

Profile Plots