

**THE IMPACT OF THE INTERNET ON STUDEN'S READING CULTURE  
(A CASE OF SECONDARY SCHOOL STUDENT'S IN EDO STATE)**

**BY**

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**DEPATERMENT OF COMPUTER SCIENCE**

**FACULTY OF PHYSICAL SCIENCE**

**UNIVERSITY OF BENIN**

**BENIN CITY**

**APRIL 2023**

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**A PROJECT PRESENTED TO THE DEPARTMENT OF COMPUTER  
SCIENCE, FACULTY OF PHYSICAL SCIENCE, UNIVERSITY OF BENIN,  
BENIN CITY, IN PARTIAL FULFILMENT FOR THE AWARD OF  
BACHELOR OF SCIENCE(B.sc) DEGREE IN COMPUETR SCIENCE.**

**April 2023**

## **CERTIFICATION**

This is to certify that this project was carried out by Ekhaton Sandra (psc1510639) in the Department of science, University of Benin, Benin City and it is adequate in scope and qualify for the partial fulfillment for the award of Bachelor of Science (B.sc.) degree in computer science.

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**DR (Mrs) G.O. AZIKEN**

**(PROJECT SUPERVISOR)**

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**DATE**

## **APPROVAL**

I hereby certify that I approve the following project as adequate in scope and qualify for the partial fulfillment for the award of Bachelor of Science (B.sc.) degree in computer science.

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**DR (Mrs) G.O. AZIKEN**  
**(PROJECT SUPERVISOR)**

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**DATE**

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**PROF. (Mrs) V. I. OSUBOR**  
**(PROJECT CORDINATOR)**

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**DATE**

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**PROF. (Mrs) A. O. EGWALI**  
**(HEAD OF DEPARTMENT)**

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**DATE**

## **DEDICATION**

First of all I dedicate this to God almighty for His love and mercy over my life and to my dear parents Mr. and Mrs Ekhaton for their prayers, encouragement and hard work in the cause of my study in school and also to my spiritual father , pastor Simon Edafenori for his endless prayers, guidance and encouragement.

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I wish to thank my friends who contributed in making this work a success, It is necessary for men to recognize that what we regard as achievement or success is only possible if the Almighty gives his blessing to the endeavor. To God be the glory for making it possible for this project to see the light of day.

## **ABSTRACT**

The Internet has simplified information services provided in this ICT era. One can easily acquire the required knowledge and information on a single click, thus, making information generation and dissemination timely. Regrettably, this may not be so for categories of individuals who seemed to have deviated from the original plan of the Internet for academics. This study examined the impact of internet on the student's reading culture, the impact of internet on student's academic achievement and the positive and negative impact of the internet on students' reading academic performance. Convenient sampling technique with proportionate representation was used to determine sample size (100) students of selected secondary schools in Edo State. Structured questionnaire was used for data collection and this was supplemented with interview of key informants. Data was analyze using descriptive statistics which include measures of central tendency. Chi-square was use to compare observed data with data we would expect to obtain according to a specific hypothesis. The data collected was analyzed using statistical package for social scientist (SPSS). Results showed that majority of the respondents were of the opinion that internet usage is essential for educational development and that there is a significant relationship between internet usage and students reading culture. The study recommended that Management of secondary schools should organize seminars aimed at teaching the students the right use of the Internet to improve their reading culture, among other things.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 BACKGROUND OF STUDY

Reading is the springboard of any literacy program. It is one of the oldest habits of human civilization and has remained the passion of the greatest personalities of all times. Reading exposes student to new perspectives and ideas, it exposes the student's new ways of thinking, seeing and understanding information. Reading gives the student's an opportunity to cultivate interests which may not be accounted for in the standardized curriculum. It does not give learners an active place but also places them in the center of pedagogy and curriculum (Corcoran and Evans, 1987). It is an essential tool for learning. It is important to everyone for them to develop the principle of reading always so as to survive in life. Holte (1998) pointed out that reading empowers and emancipates his citizen and bring people together. The art of reading is a priceless instrument for everyone. It is reading printed words and the most effective in continuous learning, the place for creative thinking is reading. However due to the altitude of individuals who rarely pick books or magazine to read there is a serious problem in the reading culture. Secondary school student's now takes it for a thing of spare time.

Student's reading culture has an important role to play in the overall development of an individual. It is critical for both academic and personal study, it is an aide to language development and civilization. The library is a gateway to knowledge and serves as the starting point to reading. The library provides books and other materials which will help shape your life, thought and influence the actions of student throughout life with active supervision by a Librarian. Society has realized the important of internet for the exploitation of the environment. The reading culture are basic skills which society must confer to its student's as part of their secondary school education. Unfortunately, there are problems that develop with proper reading culture as a result of new technology associated with the internet.

Due to technological development reading habit and culture is changing, technology is slowing taking control of individual reading habit (The Hindu, 2004). One of the technological innovation is the Internet. The internet can be broadly defined as the worldwide network of computers communicating through an approved protocol. The internet has unlimited wealth of information that are readily available and easily accessible for people to use worldwide. The internet is a veritable tool in learning, teaching if effectively used. However, due to this technological innovation student now lack the skills to read instead spend more time in the internet, playing games and chatting with friends. Thereby making reading a book or any material in a peaceful corner of a library to become archaic. There is a high decrease rate of student reading compare to them playing games or surfing the internet. Shabi and udoma (2009) noted that active learning from books is better than passive learning such as watching televisions and playing games.

Reading is not a subject and is not taught in schools as other subject but is the tools which brings about learning. Parents pay little or no attention to their children reading ability, some parents lack the skills to even read to their kids. It is important to start early to put this reading culture in our children. Mefor (2010) urged all Nigerians schools to launch a readership promotion campaign which will help to inculcate the

culture of reading in children. Youth these days lack the reading culture and it has affected the quality of graduate we produce. Also Olukemi (2010) advised Nigerian youths to imbibe the reading culture in all their endeavors. She lamented that lack of reading culture among youths nowadays has greatly affected quality of graduates being produced by the nation's higher institutions Improving access to relevant information and promoting reading culture are major tools for strengthening the literacy skills and widening the education opportunities, so poverty can be addressed.

## **1.2 STATEMENT OF PROBLEM**

Despite the benefit of reading in secondary school, student's hardly read books. Reading is the platform of any literacy programme. It is not an active place but a center of teaching and following the curriculum. Reading is very important equipment needed by man for learning and acquiring different skills and experience to a satisfied personal life. Pupils and student's need to develop the positive attitude of reading books and learning skills to have experience in life. With the invention of internet, it has led to the development of various applications for chatting and playing games, this has taken the student time of reading making reading book old and archaic. However, I am examining the impact of internet onthe student`s reading culture.

### **1.3 AIM AND OBJECTIVES OF STUDY**

The aim and objective of this study is to establish the impact of internet on reading culture to secondary school student's in Edo state. This study specifically focuses on the impact of internet to these secondary school student's and the utilization from the viewpoint of teacher in Edo state. The objectives are to examine the impact of internet on the student's reading culture, to examine their academic performance and to examine the positive and negative impact of internet on student's academic performance. The findings of the study can assist the educational system, the school administrators and policy makers in Edo state to become better informed of the impact of internet to his student's reading culture and how it can be utilized effectively to derive maximum benefit. It serves as a guide to the stakeholders to understand their areas of priorities and weakness when planning for the use of internet in secondary schools.

### **1.4 RESEARCH METHOLODY**

This study is a cross sectional study design that was used to investigate and analyze the impact of internet on the reading culture of secondary school student's with particular references to selected schools in Edo state. The settings involve selected secondary schools in Edo state. A cluster random sampling method was applied for the different secondary school, why the participant was selected randomly from this schools. The participants were

informed of that participation were voluntary and their responses will be treated confidential. Each student consented to participate in the survey. This student's takes a step to include few teachers to ensure a balanced opinion of the participants as well as the generalizability of the research.

### **1.5 SIGNIFICANCE OF STUDY**

This study provides information into how often student's in secondary school use internet and the impact of the internet to their reading culture. The result from this study tries to educate the administrators in the education sector and the general public on the impact of internet and other related technology on student's reading culture. It will help the government, researchers and educational institutions to adopt internet as a means to assist student's, which in-tern increase their knowledge and skills and improve the personality trait on academic performance thereby constituting a future research in the subject.

### **1.6 SCOPE OF STUDY**

The scope of this work covers selected secondary schools in Edo State. This include both public and private schools in Edo state.

### **1.7 LIMITATIONS OF STUDY**

Due to time and financial constrain, the students were engage with other academic work. This affected the cut down on the time devoted for the research and completing their questionnaires. Insufficient funds to impede the efficiency in sourcing for relevant materials and in the process of data collection.

## **1.8 DEFINITION OF TERMS**

**SECONDARY SCHOOL:** a school intermediate between primary school and university and usually offering general, technical, vocational courses. It is an institution that provides secondary education and usually includes the building where this takes place.

**STUDENT:** a person who is studying at a university, secondary school or other places of higher education. A student is primarily a person who enrolled in a school and is under learning with goals of acquiring knowledge.

**READING CULTURE:** This is an environment where reading is championed, valued, respected and encouraged. Student select their own reading material, at a time and place of their choosing. They are willing and active participants, who participate the satisfaction they will get from picking the book.

**TEACHERS:** also called a school teacher or educator. This is a person who help student acquire knowledge, competence or virtue. A teacher provide instruction in literacy, numeracy, craftsmanship training, arts, religion, civics

or life skills. A formal teacher prepares lesson note to agree with curriculum, giving lessons and accessing student progress.

**LIBRARY**: a place for collection of books, materials, media that are easily accessible for use and not just for display purpose. A library provides physical that is hard copy document or digital access that is soft copy materials and may be physical location or virtual space or both. A library is a collection of resources in variety format that is organized by information professionals or expert who provide convenient physical, digital or bibliographic access and offer targets services with the mission of educating or informing.

**INTERNET**: a global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

Reading is the stepping-stone of any literacy programme. It does not only give learners an active place, but also places them in the center of pedagogy and the curriculum. Since the introduction of ICT, the subject of the students' reading culture has attracted a major concern. According to Yusuf (2015), this major concern is as a result of the need to keep the school child active and able to cope with the demands of the present day. Saka( et al. 2012) pointed out that inculcating a reading culture should be introduced at an early age among children. This is because reading and reading culture develop over a prolonged period and an early promotion will be able to mould them into lifelong readers. The challenge is therefore to ingrain the culture of reading in children so that it is as important as sports and other hobbies. Perhaps then, the impact of negative media will be directly reduced.

#### **2.1 STUDENTS READING CULTURE**

Reading culture according to Nyam (2015) is the use of reading as a regular activity, and thus the cultivation of an attitude and the possession of skills that make reading a pleasurable, regular and constant activity.

Chettri and Rout (2013) argued that a good reading habit is necessary for a healthy intellectual growth and plays a very crucial role in enabling a person to achieve practical efficiency. Furthermore, an individual's interests are determined to a

considerable extent by the amount he will read and the intensity with which he will pursue his reading activity. By reading books, one gets confirmation or rejection of one's own ideas, which in turn increases the knowledge level of the reader. In addition, reading provides people with a sense of values, which enable them to discriminate between what is acceptable in the society and what is not. Reading is very powerful and an indispensable equipment for learning and acquisition of the varied skills and experiences needed by man to develop a satisfactory personal life style. It is important that students should develop positive habits towards reading of books. However, as education involves a lifelong learning experience, reading is important and beneficial to man. Consequently, the Nigerian Government is stimulating the reading of books, newspapers and magazines, and electronic resources through the president Goodluck Jonathan “bring back the book” campaign.

Ezeji (2012) and Kaufman (2011) observed that children spend a considerable amount of their time watching TV and playing video games, while they are not spending a great deal of time reading and writing. Statistics collected according to Kaufman, the U.S department of education “National centre for educational statistics” shows that students’ achievement has been declining in recent times. Ezeji (2012) citing Ikpaahindi (2008) averred that information and communication technology especially internet technology is having adverse effect on the reading culture of Nigerians. This is because it discourages lazy students from engaging in

serious reading. Many students prefer to spend most of their time with their internet enabled mobile phone chatting, or in the cyber cafes browsing, playing games, chatting with friends, instead of using the internet for academic purposes. The acquisition of reading skills has a beneficial effect on all on students' academic performance. Poor reading skill can make a student develop a poor attitude toward school and can thereby create a 'disconnect' in school activities and create self-esteem problems later in life.

Aina, et al., (2011 citing Tosudo, 2010) gave reasons why people read, including self-improvement, pleasure and relaxation, and a feeling of pride and prestige. We however suspect a positive correlation between good reading culture and academic achievement. Students striving for excellence in their academic pursuit may need to embrace an in-depth reading and writing culture to achieve and sustain academic excellence.

## **2.2 IMPACT OF THE INTERNET ON READING CULTURE**

The internet is a vast network that connects computers all over the world. Through the internet, people can share information and communication from anywhere with an internet connection.

Digital reading has both advantages and disadvantages for students. On the one hand, it makes reading and information accessibility easier and more enjoyable. On the other hand, it poses a threat to reading culture. One of the advantages of internet-based reading is that reading is now not focused on one place, silent and starts to read.

Students can now read anywhere and anytime as long as they feel enjoy and comfortable. Another advantage is that using the internet-connected with media technology (computer) can generate a big motivation and enthusiasm to read. This fact is evidence that students have a favorable perception of the use of the internet in learning reading comprehension subjects. Sudiran (2015) listed several benefits of the internet-based-reading: (1) motivating students; (2) improving the quality of learning processes; (3) reducing the misunderstanding among students; (4) increasing the students' curiosity; and (5) increasing the students' competitiveness to achieve their goals". Currently, most people believe that the success of graduates of each college or school is depending on how they learn to apply or use the internet as a source for gathering information. As a means of increasing knowledge, the internet plays a key role in learning reading comprehension because it helps students acquired much information from which their achievement has developed. The use of the internet for reading English makes students more capable and creative in learning.

However, various previous studies tended to suggest that printed or paper-based and comprehension. Dillon (1994) found that reading from a screen was almost 20 to 30% slower with regard to performance than a paper. Mayes et al. (2001) also found computer that reading speed on a screen reading was nearly 12% faster than paper-based reading. In terms of accuracy, various studies (Muter et al., 1982; Creed et al., 1987; Ziefle, 1998) found that that print reading was superior to digital reading. However, Creed et al. (1987) found no significant difference between the two reading

modes. In terms of comprehension, various studies (Macedo-Rouet et al., 2003; Mangen et.al. 2013; Solak, 2014) showed paper-based reading supremacy, while others (Abanomey, 2013; Aydemir et.al. 2013; Huang, 2014; Taj et.al. 2017) found that digital reading outperformed paper based reading for comprehension. based reading significantly slower. However, a more recent study (Solak, 2014) revealed

### **2.3 THE LIBRARY AS A MAJOR MEANS OF PROMOTING READING CULTURE**

Oyeronke (2009) believes that one of the major avenues for acquiring information is through reading, which is the foundation upon which other academic skills are built. Gbadamose (2007), opines that success in reading requires books, implying that, effective reading requires the use of Library book resources which has the inherent advantage of promoting good reading culture. Ogwu (2006) highlights the various ways by which libraries can be used as a means for entrenching reading culture in Nigeria. One of those points is that libraries have varieties of learning resources such as books, computers, the virtual library facilities etc. He also, went on to say that library offers an atmosphere which makes it conducive for reading.

The library provides reading accommodation for large number of users which is cheaper to access library information than what the home or the office can offer the reader. Buttressing, the fact that libraries offers a more conducive atmosphere which is necessary for developing a reading habit, it provides information that is easily discovered very quickly because of the systematic methods of categorizing and

organization of information. Finally, the library offers the readers the services of professionals and experts to meet their information needs.

### **2.3 STUDENTS ATTITUDE TOWARDS ELECTRONIC RESOURCE UTILIZATION**

Gakibayo (et al 2013) citing Ray and Day (1998) averred that large number of students leave schools without necessary skills to cope within the information based society. Electronic information resources offers the 21st century student new opportunities that were not available to previous generations. However, Swain and Panda (2009) opined that library users' attitude to information is gradually shifting from the printed document to e-resources. Gakibayo (et al 2013), quoting Singh (2009) that ICTs have brought a tremendous change in nature, boundaries and structure of information. Consequently, perceived usefulness of the internet is considered to be an important influence on the use of electronic information resources.

### **2.4 READING CULTURE, ICT SKILLS AND E-RESOURCES**

Reading culture and ICT skill to search for e-resources are very important for Nigerian students. The Internet has channels of communication that can improve reading culture. It can:

- facilitate information access
- enhance study/reading habits

- accelerate academic success by making information easily available
- improve managerial and professional skill

The emerging role of ICT is and in particular use of e-resources is significantly imparting and dramatically changing the fabric of the reading habits of people. In the study, being literate means, having the skills of reading and writing in any language whatsoever. Moreover, information technology literacy can be defined as having the fundamental information about the components forming the information technologies, to have the skills of practicing these components to solve problems in societies that seizure the information age. The world is going the digital way that is influencing the way people use and/or read library resources. For instance, the concept of electronic book (more widely known as e-book) is changing the reading habits among the readers. Internet in particular plays a crucial role in the access of information resources. Sources of information and other opportunities available via the Internet are increasing exponentially (Asemi, 2005) cited in Chettri and Rout (2013). The development of searching tools has impacted on the reading culture of library users in Nigeria in an effort to search for knowledge. With the availability of e-resources in CD-ROM format and those available online, all these may increase the intent of the ICT literate average library users to read more content and invariably increasing their knowledge level and improving their reading habits.

## **2.5 ICT ENHANCING ACADEMIC PERFORMANCE**

The relation between ICT integration and student performance has been the topic of research and discussion for the last two decades. [56] Believe that ICT improves the performance of students since technology helps to improve teacher-students" interaction. Meta-analysis study pointed out that, in general, students who used computer-based learning scored higher than students who learned without computers. ICT integrated learning helps students to grasp the concept better and also retain it for a longer period of time. ICT also help students to develop a positive attitude towards learning since they are engaged in the learning process. Analyzed the international data from the Programme for International Student Assessment (PISA). The findings revealed that there is a significantly positive correlation exist between the availability of ICT and students „performance. However, the correlation becomes weak and insignificant when other student environment factors are taken into consideration. Similarly, studied the correlation between having a home computer and students' academic performance. Approximately 64,300 students in the United States took part in the study. The results revealed that students who have access to a computer at home for educational purposes have performed well in reading and math. Likewise, in a study conducted by on 75 students in the United States divulge that students who used computer tutorials in Mathematics, Science and Social Studies performed very well in the test. The author also stated that computer tutorials on reading helped

elementary students to improve their reading skills. allowing students to explore new information via browsing and cross referencing activities. Second, web-based teaching supports active learning processes emphasized by constructivist theory. Third, web-based education is enhanced understanding through improved visualization and finally, the convenience, it could be used anytime, at any place. Thus, ICT helps to intensify students,, content knowledge, involving them in building their own knowledge of the topic, and also help them in the development of high order thinking skills. ICT-enhanced learning is student directed and homiletic. Unlike inert, text books or any other printed course material, ICT-enhanced learning identifies that there are different learning techniques and types of knowledge. Several studies have recognized that ICT helps in developing constructivist learning techniques which changes students' approach towards learning as well as the content material. Encourage the utilization of asynchronous CMC devices to enhance student self-efficacy which improves their academic performance. also illustrates the potential of tablets to enrich mathematics instruction. Therefore, successful integration of ICTs facilitates collaborative and constructive learning, which promotes the academic performance of students.

## **2.6 NEGATIVE EFFECT OF READING CULTURE AMONG SECONDRAY SCHOOL SUTDENTS**

A reading society is a knowledge-based society, and by extension a developed society. The poor reading culture among secondary school students in Edo State has reached an alarming state and needs to be urgently addressed before it gets out of hand. This study analyzes the practical causes of poor reading culture among secondary students in Edo State and forward.

The following are negative impact of reading culture among secondary school students in Edo State;

### **2.6.1 A DEFECTIVE EDUCATION SYSTEM**

The Edo State education system does not prioritize reading for general acquisition of knowledge rather it prioritizes reading for passing examination. Most students read to pass examination, some students have even resorted to cramming in order to pass examinations. To make matters worse, some teachers want their students to write verbatim (that is word for word) in the examination. This is a wrong approach to reading culture and does not help one or a society to develop.

### **2.6.2 LIBRARIES**

Some actually have a building that is labeled “library” but without books and library personnel. Some libraries are stocked with outdated books or reading materials, students do not go there to read or do assignments but rather to write or copy notes, which ordinarily should not be the main reason.

### **2.6.3 POOR QUALITY TEACHERS**

The quality of the teachers determines the quality of the students. Teachers are role models to their students, if teachers cannot read fluently the students can never learn.

### **2.6.4 POVERTY**

Poverty is also responsible for the prevailing poor reading culture in Edo State. Developing a reading culture is more than buying and reading just a book, and reading repeatedly. It costs a lot of money to buy book , some parent cannot afford school fees, let alone buying books for their children to read.

Where one does not have books to read, developing a reading culture becomes difficult. Some therefore make a decision to indulge in examination mal-practice as the only way.

## **2.7 POSITIVE EFFECT OF READING CULTURE AMONG SECONDARY SCHOOL STUDENTS**

Before the electronic era, everyday reading was a ritual that almost everyone who wanted to gain knowledge adapted. Students are so preoccupied with the use of social media that they hardly contemplate reading books. Reading makes one smarter to

improve their reading and writing skills, the following are positive impact of reading culture;

- A good reading habit opens an opportunity for greater achievements
- It broadens the students understanding of things and affords the child the opportunity to explore the talent while learning about himself and his society
- Mental simulation- it keeps the brain active and engaged
- Builds self-esteem and determination
- It enhances the students with enough knowledge and confidence to face their examination without falling back to examination malpractice.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **Introduction**

This chapter focuses on the research design applied, target population, sampling technique, data collection method, validity, data analysis technique, reliability and ethnical consideration was adopted in the study.

#### **Research Design**

The study is a descriptive survey to investigate the impact of internet on the reading culture in secondary school students in Edo State. A case study of secondary schools in Benin City. The survey is one of the most commonly used method of descriptive research in science. This research enables you to gather a large data from different cases at a particular time. The descriptive survey research design was the most appropriate in carrying out the study as its aim was to gather extensive information from respondent regarding the effect of internet to their studies in secondary school.

#### **Target population**

Population is referred to as an entire group of individuals, event having a common observable characteristics. The target population were secondary school student. The total number of secondary school student are 100. The target population are in different secondary schools in Benin City. They take different subject in school and some make use of the internet, so they can tell the impact of the internet to them as secondary school student.

#### **Data collection method**

Questionnaires are appropriate for studies since they collect information that is not directly observed as they enquire about feelings, motivation, attitude, accomplishment as well as experience of individual according to Borg and Gall (1996). The questionnaires were distributed to the secondary school student during

break time or closing hours. The instrument of data collection was a structured questionnaire that was developed from various studies that has been carried out.

### **Sample and sampling technique**

Sampling is a process of selecting a number of individuals for a study in such a way that the individual selected represent the large group from which they were selected. The population target for the sampling of this study comprises of 100 student drawn from different secondary school in Edo State.

### **Validity of data collection instrument**

Validity determines whether the research truly measures that which it was intended to measure or how truthful the research result is. The research instrument allows you to state the main point of your research object. To determine the validity researchers, ask series of questions and often look for answers in the research of others. A measure of the degree to which the data obtained from an instrument meaningfully represent a theoretical concept is called construct validity. Validity is the degree to which a test or other measuring devices is truly measuring that which it plans to measure. In this project the tool used was a questionnaire was reviewed by the staff and management of the secondary schools then pretested to ensure interval validity.

### **Reliability**

According to Mugenda and Mugenda (2003) in a pilot study the researchers analyze the few questionnaires to see if the method of analysis are appropriate. The reliability is the extent to which results are consistent overtime and an accurate representation of population under study is referred to as a reliability and if the result of a study can be reproduced under a similar methodology, then the research is considered reliable.

### **Data collection procedure**

The questionnaire was distributed by a selected number of student from secondary schools in Benin City. I was in charge of the distribution and collection of questionnaires within a given period of time.

### **Data analysis technique**

Mugenda and Mugenda (2003) states that chi-square is a statistical technique which attempt to establish relationship between two variables both which are categorical in nature. Data was analyze using descriptive statistics which include measures of central tendency. Chi-square was use to compare observed data with data we would expect to obtain according to a specific hypothesis. The data collected was analyzed using statistical package for social scientist (SPSS)

### **Ethnical consideration**

It is the responsibility of the researcher to carefully access the possibility of harm to research participant and the extent that it is possible. The possibility of harm should be minimized. The research did not interfere with the privacy of the student, no names were mentioned and the student response to the questionnaires were entered and analyzed without any manipulation.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF RESULT 4.1

#### Introduction

This chapter represents the result of the survey, focusing on demographic characteristics, awareness of the effect of ICT to secondary school in Nigeria. 80 questionnaires were issued and respondents were appropriately enlightened on how to fill the questionnaire.

## 4.2 DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

### 4.2.1 Gender

The respondents were asked to indicate their gender and their responses are summarized in the table 4.1

Table 4.1

#### GENDER OF SECONDARY STUDENTS

	Frequency	Percentage
<b>Male</b>	<b>47</b>	<b>58.8</b>
<b>Female</b>	<b>33</b>	<b>41.2</b>
<b>Total</b>	<b>70</b>	<b>100.0</b>

Male respondent 47(58.8) represent the greatest number compared to their female 33 (41.2) counterpart.

### 4.2.2 COMPUTER

**Table 4.2**

	Frequency	Percentage
YES	66	83.5
NO	14	16.5
TOTAL	80	100.0

**4.2.3 Familiarity with android phones****Table 4.3**

	Frequency	Percentage
Yes	74	94.9
No	6	5.1
<b>Total</b>	<b>80</b>	<b>100.0</b>

The response above indicated that respondents are familiar with the use of phone.

**4.2.4 SCHOOLS****Table 4.4**

	Frequency	Percentage
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<b>Public</b>	<b>50</b>	<b>63.3</b>
<b>Private</b>	<b>30</b>	<b>36.7</b>
<b>Total</b>	<b>80</b>	<b>100.0</b>

#### 4.2.5 STATE

Table 4.5

	<b>Frequency</b>	<b>Percentage</b>
<b>LAGOS</b>	<b>20</b>	<b>25.0</b>
<b>ABUJA</b>	<b>20</b>	<b>25.0</b>
<b>BENIN</b>	<b>20</b>	<b>25.0</b>
<b>IMO</b>	<b>20</b>	<b>25.0</b>
<b>TOTAL</b>	<b>80</b>	<b>100.0</b>

From the table the samples were shared equally among the four states.

### 4.3 RELATIONSHIP ON THE EFFECT OF ICT IN SECONDARY SCHOOLS

Respondent were asked if there is a relationship on the effect of ICT in secondary schools in Nigeria, cross tabulation was used to establish the relationship between the effect summarized below;

#### 4.3.1 Improved access vs More knowledge

**Table 4.6**

**Crosstab**

			Improved access		Total
			positive	negative	
More knowledge	Positive	Count	74	2	76
		% within more knowledge	97.4%	2.6%	100.0%
		Count	2	0	2
	Negative	% within more knowledge	100.0%	0.0%	100.0%
		Count	76	2	78
		% within more knowledge	97.4%	2.6%	100.0%
Total					

Table 4.6 shows that the relationship between more knowledge versus Improved access as an effect of ICT in secondary schools. 74 (97.4) of respondent believe more knowledge and improved access to be a positive effect of ICT to secondary school student.

### 4.3.2 Chi-square test of Improved access vs More knowledge

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2sided)	Exact Sig. (2sided)	Exact Sig. (1sided)
Pearson Chi-Square	.064 <sup>a</sup>	1	.816		
Continuity Correction <sup>b</sup>	.000	1	1.000		
Likelihood Ratio	.105	1	.746		

Fisher's Exact Test				1.000	.949
Linear-by-Linear Association	.063	1	.817		
N of Valid Cases	78				

Chi-square was used to test for an evidence of significant relationship between the effect stated above, the test indicated there is no evidence of significant relationship ( $\chi^2(1) = 0.064, p > 0.05$ ) between More knowledge and improved access.

#### 4.4.1 Improved access vs Perform experiment Table

#### 4.7

**Crosstab**

		improvedaccess		Total
		positive	negative	
positive	Count	73	2	
	% within perform experiment	97.3%	2.7%	75
negative	Count	2	0	2
	% within perform experiment	100.0%	0.0%	100.0%
Perform experiment		Count	75	2
		% within perform experiment	97.4%	2.6%
Total			77	100.0%

Tables 4.7 represent a cross tabulation showing relationship between improved access and perform experiment. 73(97.3%) of respondents that believed that perform experiment and improved access is a positive effect of ICT to secondary school student.

#### 4.4.2 Chi-square test of Improved access vs Perform experiment

Chi-Square Tests					
	Value	df	Asymp. Sig. (2sided)	Exact Sig. (2sided)	Exact Sig. (1sided)
Pearson Chi-Square	.066 <sup>a</sup>	1	.815	1.000	.948
Continuity Correction <sup>b</sup>	.000	1	1.000		
Likelihood Ratio	.107	1	.744		
Fisher's Exact Test					
Linear-by-Linear Association	.065	1	.816		
N of Valid Cases	77				

The chi square table above shows no evidence of significant relationship ( $\chi^2(1) = 0.066$ ,  $p > 0.05$ )

between compared effect.

#### 4.5. SUMMARY OF FINDINGS

From our findings, where able to answer some research questions i.e deographic characteristics, ICT has positive effect to the student life in performing experiment, to improve their knowledge and skills and the relationship between the effect of ICT to secondary school student in Nigeria both public and private schools.

Demographic inference

- Demographic studies showed a sampled population of more male respondent to female respondent.
- Majority of the respondent were familiar with the use of android phones.
- Each state had an equal number of sample population; Lagos (20), imo(20), Abuja (20), Benin city (20).

- Inference from respondent showed an overall positive awareness to the effect of ICT to secondary school student.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### SUMMARY

A critical look at the internet could make one believe that it is a blessing to our generation. However, many students are becoming addicted to the Internet as they spend more time playing games or just surfing the net without any particular reasons. Consequently, the time they spend on studying is automatically reduced, which in turn causes lower academic achievement, which could all be attributed to poor reading culture.

#### Conclusion

Findings of the study have shown that the students make use of the Internet for different reasons. These reasons include for studying purposes, to prepare for examinations, to do their assignments, to chat with friends, to watch movies, to get information, to meet new friends, and to be like others. However, the influence of the use of the Internet is various, which include making them active in class, helping them to have a better understanding of what they are reading, chatting with friends keeping them awake to read in the night, Internet articles motivating them to read, the Internet distracting their reading, as well as exposing them to unimportant articles and write-ups.

Based on the findings, the study concludes that the use of the Internet amidst some positive influences, negatively influences, the reading culture of secondary school student in Benin City.

#### Recommendation

Based on the findings of the study, the following recommendations were made to ensure that the use of the Internet positively impact student's reading culture:

1. Management of secondary schools should organize seminars aimed at teaching the students the right use of the Internet to improve their reading culture.
2. Teachers in secondary schools should give assignments to students that will stimulate effective use of the Internet for academic purposes and improvement of reading culture.
3. School authorities and parents should closely monitor the Internet sites their students and wards visit to ensure that the utilization of the educational sites is encouraged.
4. There should be a law stipulating the age limit of the utilization of some Internet sites that are detrimental to the reading culture of the secondary school populace.
5. Secondary school students should be provided with adequate guidance on how to promote their reading culture through the appropriate use of the Internet.

6. Establishing, equipping and proper maintenance of school libraries as a means of improving the reading culture of the secondary school students should be highly considered and made a priority for all secondary schools.

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## **QUESTIONNAIRE**

This survey tends to help me in my project that has to do with the **IMPACT OF INTERNET ON THE READING CULTURE OF SECONDARY SCHOOLS IN EDO STATE.**

1. Gender

Male

Female

2. What year were you born?

Before 2010

2011

2012

2013

2014

2015 and above

3. Do you use or own a computer?

Yes

No

4. Are you familiar with the use of Android Phone?

Yes

No

5. Are you aware of what Internet is about?

Yes

No

6. Do you make use of internet?

Yes

No

7. What class are you?

JS1

JS2

JS3

SS1

SS2

SS3

8. Which type of school do you attend?

Public school

Private school

9. Which of the following benefit of Internet to reading culture in schools do you know? (Tick as many as possible)

		YES	NO
a	It enhance reading ability		
b	It increase reading attention span		
c	It makes me active in class		
d	It helps for a better understanding of what I am reading		
e	It motivates me to read and explore more about a subject		

10. Which of the following is the reason for you using the internet? (Tick as many as possible)

To prepare for exam

To chat with friends

To improve my grade

To watch movie

To meet new friends

To do assignment

11. Do you use computer in your school

Yes

No

12. How often do you use the internet for learning purpose in the school?

daily  weekly  monthly  yearly

13. which of the following do you think is the positive or negative effect of ICT on secondary school student?

		Positive	Negative
A	It exposes me to unimportant article and write-up		
B	It is easy and quick to read online for information		
C	The internet distract my reading		
D	Chatting with friends keep me awake in the night		
E	The internet is very expensive to use		
F	Internet motivate me to read more		

14. I prefer reading e-book through the internet than reading a printed book

yes  No

15. The internet network discourage me from reading online

Yes  No

APPENDIX 2: SPSS OUTPUT

APPENDIX 2: SPSS OUTPUT

FREQUENCIES VARIABLES=Gender state year computer Phone ICT software class school lab years effect  
/ORDER=ANALYSIS.

**Frequencies**

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Filter	
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N of Rows in Working Data	82
File	

	Definition of Missing	User-defined missing values are treated as missing.
Missing Value Handling	Cases Used	Statistics are based on all cases with valid data.
		FREQUENCIES VARIABLES=Gender state year computer Phone ICT software class school lab years effect
Syntax		/ORDER=ANALYSIS.
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Resources	Elapsed Time	00:00:00.03

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#### Statistics

		Gender	state	year	computer	Phone	ICT	software
N	Valid	80	80	80	79	78	79	78
	Missing	2	2	2	3	4	3	4

#### Statistics

		Class	School	lab	years	effect
N	Valid	82	79	80	80	80
	Missing	0	3	2	2	2

### Frequency Table

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
	male	47	57.3	58.8	58.8
Valid	female	33	40.2	41.3	100.0
	Total	80	97.6	100.0	
Missing	System	2	2.4		
Total		82	100.0		

**State**

		Frequency	Percent	Valid Percent	Cumulative Percent
	lagos	20	24.4	25.0	25.0
	benin	20	24.4	25.0	50.0
Valid	abuja imo	20	24.4	25.0	75.0
		20	24.4	25.0	100.0
	Total	80	97.6	100.0	
Missing	System	2	2.4		
Total		82	100.0		

**Computer**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	66	80.5	83.5	83.5
	no	13	15.9	16.5	100.0
	Total	79	96.3	100.0	
Missing	System	3	3.7		
Total		82	100.0		

**Year**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2003	1	1.2	1.3	1.3
	2004	13	15.9	16.3	17.5
	2005	22	26.8	27.5	45.0
	2006	20	24.4	25.0	70.0
Missing	2007	5	6.1	6.3	76.3

	2008	9	11.0	11.3	87.5
	2009	8	9.8	10.0	97.5
	2010	1	1.2	1.3	98.8
	2011	1	1.2	1.3	100.0
	Total		97.6	100.0	
		80			
	System	2	2.4		
		82			
Total			100.0		

**Phone**

	Frequency	Percent	Valid Percent	Cumulative Percent
yes	74	90.2	94.9	94.9
no	4	4.9	5.1	100.0
Valid Total			100.0	
	78	95.1		
Missing System	4	4.9		
	82	100.0		
Total				

**ICT**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	65	79.3	82.3	82.3
Valid no	14	17.1	17.7	100.0
Valid Total	79	96.3	100.0	
Missing System	3	3.7		
Total	82	100.0		

**Software**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	64	78.0	82.1	82.1
Valid no	14	17.1	17.9	100.0
Valid Total	78	95.1	100.0	
Missing System	4	4.9		
Total	82	100.0		

**School**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid public	50	61.0	63.3	63.3
Missing private	29	35.4	36.7	100.0

Total	79	96.3	100.0
System	3	3.7	
Total	82	100.0	

**Class**

	Frequency	Percent	Valid Percent	Cumulative Percent
	2	2.4	2.4	2.4
js 2	1	1.2	1.2	3.7
js1	3	3.7	3.7	7.3
js2 js3	3	3.7	3.7	11.0
	6	7.3	7.3	18.3
jss1	1	1.2	1.2	19.5
jss2	5	6.1	6.1	25.6
jss3	3	3.7	3.7	29.3
ss1	12	14.6	14.6	43.9
ss2	18	22.0	22.0	65.9
ss3	28	34.1	34.1	100.0
Total	82	100.0	100.0	

**Lab**

	Frequency	Percent	Valid Percent	Cumulative Percent
yes	62	75.6	77.5	77.5
no	18	22.0	22.5	100.0
Valid Total	80	97.6	100.0	
Missing System	2	2.4		
Total	82	100.0		

**Years**

	Frequency	Percent	Valid Percent	Cumulative Percent
never	17	20.7	21.3	21.3
1 years	27	32.9	33.8	55.0
2 years	26	31.7	32.5	87.5
3 years	10	12.2	12.5	100.0
Valid Total	80	97.6	100.0	
Missing System	2	2.4		
Total	82	100.0		

Effect					
		Frequency	Percent	Valid Percent	Cumulative Percent
	positive	69	84.1	86.3	86.3
	negative	11	13.4	13.8	100.0
	Total		97.6	100.0	
Valid	System	80			
		2	2.4		
Missing	Total	82	100.0		

FREQUENCIES VARIABLES=cheaper save time benefit burden convent access

/ORDER=ANALYSIS.

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**Statistics**

		cheaper	Save time	benefit	burden	convent	access
N	Valid	79	77	79	73	71	78
	Missing	1	3	1	7	9	2

## Frequency Table

**Cheaper**

		Frequency	Percent	Valid Percent	Cumulative Percent
	yes	50	62.5	63.3	63.3
Valid	no	29	36.3	36.7	100.0
	Total	79	98.8	100.0	
Missing	System	1	1.3		
Total		80	100.0		

**Save time**

		Frequency	Percent	Valid Percent	Cumulative Percent
	yes	70	87.5	90.9	90.9
	no	7	8.8	9.1	100.0
Valid	Total	77	96.3	100.0	
Missing	System	3	3.8		
Total		80	100.0		

**Benefit**

		Frequency	Percent	Valid Percent	Cumulative Percent
	Yes	71	88.8	89.9	89.9
Valid	No	8	10.0	10.1	100.0
	Total	79	98.8	100.0	

Missing	System	1	1.3	
Total		80	100.0	

**Burden**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	70	87.5	95.9	95.9
	No	3	3.8	4.1	100.0
	Total	73	91.3	100.0	
Missing	System	7	8.8		
Total		80	100.0		

**Access**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	78	97.5	100.0	100.0
Missing	System	2	2.5		
Total		80	100.0		

**Convent**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	62	77.5	87.3	87.3
	No	9	11.3	12.7	100.0
	Total	71	88.8	100.0	
Missing	System	9	11.3		

Total	80	100.0		
-------	----	-------	--	--

FREQUENCIES VARIABLES=poor power expensive lack knowledge poor network one to one interaction  
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**Statistics**

	Poor power	expensive	Lack knowledge	Poor network	One to one interaction
--	------------	-----------	----------------	--------------	------------------------

N	Valid	76	76	77	76	79
	Missing	4	4	3	4	1

## Frequency Table

### Poor power

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	56	70.0	73.7	73.7
	No	20	25.0	26.3	100.0
	Total	76	95.0	100.0	
Missing	System	4	5.0		
Total		80	100.0		

### Expensive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	72	90.0	94.7	94.7
	No	4	5.0	5.3	100.0
	Total	76	95.0	100.0	
Missing	System	4	5.0		
Total		80	100.0		

Total				
-------	--	--	--	--

**Lack knowledge**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	73	91.3	94.8	94.8
	No	4	5.0	5.2	100.0
	Total	77	96.3	100.0	
Missing	System	3	3.8		
Total		80	100.0		

**Poor network**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	73	91.3	96.1	96.1
	No	3	3.8	3.9	100.0
	Total	76	95.0	100.0	
Missing	System	4	5.0		
Total		80	100.0		

**One to one interaction**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	50	62.5	63.3
	No	29	36.3	100.0
	Total	79	98.8	
Missing	System	1	1.3	
Total		80	100.0	

## CROSSTABS

/TABLES=more knowledge large cost perform experiment BY job loss improved access distracted online

/FORMAT=AVALUE TABLES

/STATISTICS=CHISQ

/CELLS=COUNT

/COUNT ASIS.

## Crosstabs

### Notes

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Missing Value Handling	User-defined missing values are

	Definition of Missing	treated as missing.
	Cases Used	Statistics for each table are based on all the cases with valid data in the specified range(s) for all variables in each table.
Syntax		<p>CROSSTABS</p> <p>/TABLES=moreknowledge largecoost performexperiment BY jobloss improvedaccess distractedonline</p> <p>/FORMAT=AVALUE TABLES</p> <p>/STATISTICS=CHISQ</p> <p>/CELLS=COUNT /COUNT ASIS.</p>
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	Elapsed Time	00:00:00.17
	Dimensions Requested	2
	Cells Available	174762

[DataSet1] C:\Users\hp\Documents\croisstab.sav

**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
More knowledge * job loss	78	97.5%	2	2.5%	80	100.0%
More knowledge * improved access	78	97.5%	2	2.5%	80	100.0%
More knowledge * distracted online	79	98.8%	1	1.2%	80	100.0%
Large cost * job loss	77	96.2%	3	3.8%	80	100.0%
Large cost * improved access	77	96.2%	3	3.8%	80	100.0%
Large cost * distracted online	77	96.2%	3	3.8%	80	100.0%
Perform experiment * job loss	77	96.2%	3	3.8%	80	100.0%
Perform experiment * improved access	77	96.2%	3	3.8%	80	100.0%
Perform experiment * distracted online	77	96.2%	3	3.8%	80	100.0%

**More knowledge \* job loss**

**Crosstab**

Count

	Job loss		Total
	positive	negative	
positive negative	2	74	76
More knowledge	0	2	2
Total	2	76	78

#### Chi-Square Tests

	Value	Df	Asymp. Sig. (2sided)	Exact Sig. (2sided)	Exact Sig. (1sided)
Pearson Chi-Square	.054 <sup>a</sup>	1	.816		
Continuity Correction	.000	1	1.000		
Likelihood Ratio	.105	1	.746		
Fisher's Exact Test				1.000	.949
Linear-by-Linear Association	.053	1	.817		
N of Valid Cases	78				

a. 3 cells (75.0%) have expected count less than 5. The minimum expected count is .05.

b. Computed only for a 2x2 table

## More knowledge \* improved access

Crosstab

Count

		Improved access		Total
		positive	negative	
More knowledge	positive	74	2	76
	negative	2	0	2
Total		76	2	78

Chi-Square Tests

	Value	Df	Asymp. Sig. (2sided)	Exact Sig. (2sided)	Exact Sig. (1sided)
Pearson Chi-Square	.064 <sup>a</sup>	1	.816	1.000	.949
Continuity Correction <sup>b</sup>	.000	1	1.000		
Likelihood Ratio	.105	1	.746		
Fisher's Exact Test					
Linear-by-Linear Association	.063	1	.817		
N of Valid Cases	78				

a. 3 cells (75.0%) have expected count less than 5. The minimum expected count is .05.

b. Computed only for a 2x2 table

## More knowledge \* distracted online

### Crosstab

Count

		Distracted online		Total
		positive	negative	
More knowledge	positive	1	76	77
	negative	0	2	2
Total		1	78	79

### Chi-Square Tests

	Value	df	Asymp. Sig. (2sided)	Exact Sig. (2sided)	Exact Sig. (1sided)
Pearson Chi-Square	.026 <sup>a</sup>	1	.871	1.000	.975
Continuity Correction <sup>b</sup>	.000	1	1.000		
Likelihood Ratio	.052	1	.820		
Fisher's Exact Test					
Linear-by-Linear Association	.026	1	.872		
N of Valid Cases	79				

a. 3 cells (75.0%) have expected count less than 5. The minimum expected count is .03.

b. Computed only for a 2x2 table

## Large cost \* job loss

### Crosstab

Count

	Job loss		Total
	positive	negative	
positive	0	2	2
Large cost negative	2	73	75
Total	2	75	77

### Chi-Square Tests

	Value	df	Asymp. Sig. (2sided)	Exact Sig. (2sided)	Exact Sig. (1sided)
Pearson Chi-Square	.055 <sup>a</sup>	1	.815	1.000	.948
Continuity Correction <sup>b</sup>	.000	1	1.000		
Likelihood Ratio	.107	1	.744		
Fisher's Exact Test					
Linear-by-Linear Association	.054	1	.816		
N of Valid Cases	77				

a. 3 cells (75.0%) have expected count less than 5. The minimum expected count is .05.

b. Computed only for a 2x2 table

## Large cost \* improved access

Crosstab

Count

		Improved access		Total
		positive	negative	
Large cost	positive	2	0	2
	negative	73	2	75
Total		75	2	77

Chi-Square Tests

	Value	df	Asymp. Sig. (2sided)	Exact Sig. (2sided)	Exact Sig. (1sided)
Pearson Chi-Square	.055 <sup>a</sup>	1	.815		
Continuity Correction <sup>b</sup>	.000	1	1.000		
Likelihood Ratio	.107	1	.744		
Fisher's Exact Test				1.000	.948
Linear-by-Linear Association	.054	1	.816		
N of Valid Cases	77				

a. 3 cells (75.0%) have expected count less than 5. The minimum expected count is .05.

b. Computed only for a 2x2 table

## Large cost \* distracted online

### Crosstab

Count

		Distracted online		Total
		positive	negative	
Large cost	positive	0	2	2
	negative	1	74	75
Total		1	76	77

### Chi-Square Tests

	Value	df	Asymp. Sig. (2sided)	Exact Sig. (2sided)	Exact Sig. (1sided)
Pearson Chi-Square	.027 <sup>a</sup>	1	.869		
Continuity Correction <sup>b</sup>	.000	1	1.000		
Likelihood Ratio	.053	1	.818		
Fisher's Exact Test				1.000	.974
Linear-by-Linear Association	.027	1	.870		
N of Valid Cases	77				

a. 3 cells (75.0%) have expected count less than 5. The minimum expected count is .03.

b. Computed only for a 2x2 table



## ment \* job loss

Crosstab

		Job loss		Total
		Positive	negative	
Perform experiment	positive	2	73	75
	negative	0	2	2
Total		2	75	77

Chi-Square Tests

	Value	df	Asymp. Sig. (2sided)	Exact Sig. (2sided)	Exact Sig. (1sided)
Pearson Chi-Square	.055 <sup>a</sup>	1	.815	1.000	.948
Continuity Correction <sup>b</sup>	.000	1	1.000		
Likelihood Ratio	.107	1	.744		
Fisher's Exact Test					
Linear-by-Linear Association	.054	1	.816		
N of Valid Cases	77				

a. 3 cells (75.0%) have expected count less than 5. The minimum expected count is .05.

b. Computed only for a 2x2 table

## ment \* improved access

**Crosstab**

		Improved access		Total
		Positive	negative	
Perform experiment	positive	73	2	75
	negative	2	0	2
Total		75	2	77

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2sided)	Exact Sig. (2sided)	Exact Sig. (1sided)
Pearson Chi-Square	.066 <sup>a</sup>	1	.815	1.000	.948
Continuity Correction <sup>b</sup>	.000	1	1.000		
Likelihood Ratio	.107	1	.744		
Fisher's Exact Test					
Linear-by-Linear Association	.065	1	.816		
N of Valid Cases	77				

a. 3 cells (75.0%) have expected count less than 5. The minimum expected count is .05.

b. Computed only for a 2x2 table

## ment \* distracted online

**Crosstab**

		Distracted online		Total
		Positive	negative	
Perform experiment	positive	1	75	76
	negative	0	1	1
Total		1	76	77

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2sided)	Exact Sig. (2sided)	Exact Sig. (1sided)
Pearson Chi-Square	.013 <sup>a</sup>	1	.908	1.000	.987
Continuity Correction <sup>b</sup>	.000	1	1.000		
Likelihood Ratio	.026	1	.871		
Fisher's Exact Test					
Linear-by-Linear Association	.013	1	.909		
N of Valid Cases	77				

a. 3 cells (75.0%) have expected count less than 5. The minimum expected count is .01.

b. Computed only for a 2x2 table

