



STUDENTS' PERCEPTION OF THE USE OF ICTS/INTERNET FOR LEARNING READING COMPREHENSION IN PUBLIC SECONDARY SCHOOLS IN OBIO/AKPOR LOCAL GOVERNMENT AREA OF RIVERS STATE

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ABSTRACT

The study investigated students' perception of the use of ICTs/internet in learning reading comprehension in public secondary schools in Obio/Akpor Local Government Area of Rivers State, using a descriptive research design. The instrument adapted for the study is the Students' Perception on ICT/internet Questionnaire (SPIIQ) developed by Pardede (2023), consisting of 23 items. Response on the questionnaire is based on likert scale of SA, A, D, and SD, of weights 4, 3, 2, & 1 respectively SPIIQ had reliability coefficient of 0.82, deemed adequate for this study based on its construct validity, face validity and coefficient of reliability obtained using test Re-test method and PPMC coefficient of reliability. Finding based on the descriptive statistical analysis of mean used on students response on questionnaire items indicate that students perceive the use of ICT/internet as important for reading comprehension; there is a positive impact on students reading ability when exposed to ICT resources, students perceive that ICT/internet instruction add value to their education. More so, students perceive self-efficacy in reading using ICT/internet. Based on these findings, it is recommended that teachers should make use of ICT resources in teaching reading comprehension in schools, students engagement time in ICT should be channeled towards acquisition of knowledge and ICT skills for educational purposes rather than leisure. Government should be proactive in providing ICT resources for instruction in schools.

KEY WORDS: *ICT/internet; comprehension, reading, perception.*

INTRODUCTION

Most studies on students' perception and adoption of ICT impact on academic performance are carried out in tertiary institutions despite the relevance and innovation of information and communication technology (ICT) globally. Jimoyiannis & Komis (2007) argued that students in tertiary institutions have wide application of ICT in various research need and accomplishment of tasks at an advanced level. Most universities have fully adopted ICT and recorded advancement in the application of ICTs for improvement of learning methods, research, teaching and development (Basri, Almadanu & Alandejani, 2017). Problems of ICT adoption in secondary schools, are due to difficulties of access and human capacity need in terms of teachers' professional development in ICT and ability to integrate technological resources as a means of instruction. However, the investigation on the adoption of ICT in higher education have focused only or aspects related to performances in education without emphasis on availability of resource materials for learning based on ICT or computer based mediated concepts across the students areas, variables such as infrastructure and faculty training of instructors.

The problems of access to ICT resources have been overcome by enormous wealth of online information and digital

collaboration opportunities. The need for the effective implementation of ICT based instruction have been made a policy in model secondary schools (Obaro and Joseph, 2015) Government has procured ICT facilities to boost viable and functional ICT driven education (Osakwe 2012) while in some states, the huge financial involvement in procurement and establishment of ICT resource center in secondary schools remain a mirage.

According to the FRN (2004), the prominent role of ICT in to advance knowledge and skills necessary for effective fund coming in the modern world. It is of great concern given the advantages of ICT adoption in school, that students in secondary schools would embrace the effectiveness of ICT in learning. This paper will investigate students' perception of the use of ICT/internet for learning reading comprehension in public secondary schools.

BENEFITS OF ICTS TO STUDENTS' ACADEMIC PERFORMANCE

Osakwe (2012) highlighted the benefits of ICT/internet to students: ICT helps to promote fundamental changes in teaching and learning where students are provided with practical and functional knowledge of the computer, internet and can



intelligently acquire new knowledge. More so, Osakwe added that ICT facilitates students acquisition of skills and potential for active participation in teaching/learning process.

Engaging in ICT among students is capable of introducing the visual classroom experience where students actively participate in their knowledge acquisition meta-cognitively. However, despite the huge benefits of ICT, Emperor (2010) stated that factors such as lack of adequate ICT facilities are not resolved, there is a poor ICT policy implementation strategy, lack of ICT skills among teachers as prevalent in schools for example the Niger Delta areas of Bayelsa and River State.

STUDENTS PERCEPTION OF ICT/INTERNET FOR INSTRUCTION IN SCHOOLS

According to Youssef and Dahmani (2008), the relationship between the use of ICT and students performance in higher instruction is not clear based on facts of contradictory results in literature. The impact of ICT indirectly influence such students,, characteristics and consequently the outcome of education. Several studies in economics, statistics, and performance in language studies carried out shows no evidence of relationship between increased educational use of ICT and students performance (Austine & Skidmore, 2005; Leuven et al., (2004) among others)

However, on the contrary ICT use has a positive impact on students performance, students learned more in less time and showed greater positive attitude when ICT-based instruction was included (Youssef and Dahmani (2008); Fuchs and Woessman, 2004). The potency, benefits, implications and challenges in introducing ICT into schools can be very different and depend on capabilities of school leadership, teacher characteristics, students receptive attitudes and educational environment. (UNESCO, 2003; Hanusek ,2003). Students perception at the secondary school level will depend largely on the effective implementation of policy and roles of schools leadership, students change of attitude, basic ICT literacy, teacher ease of access and affordability of ICT resource, materials environment and encouragement of parents.

The 2004 curriculum makes ICT courses compulsory for students of every grade, the knowledge of ICT application of technology in learning has failed due to teachers' beliefs, attitudes of ignoring ICT integration and skills in learning (Jimoyiannis & Komis, 2007). Students Perception are a crucial success factor in ICT integration into learning, many studies which investigated students perception are a crucial success factor in ICT integration into the learning. Many studies which investigated student perception reveal positive attitude towards ICT learning in English in various contexts. According to Pardede (2023) many students perceive that ICT warrants learning centeredness and learning autonomy as ICT enables tools like smart phones, tablet apps, computer software social

networking websites and online videos. Most of these studies were carried out in higher institutions, there is the need to investigate secondary school students perception and intensity use of the ICT for academic purposes.

PROBLEM OF THE STUDY

ICT has become an important source of innovation and improvement of efficiency and a critical part of the learning process especially in higher institutions (Basi et al., 2018). Secondary school students take advantage of the global increase in ICT applications, awareness and accessibility in using smart phones, ipad, computer systems to increase their leisure time, online gaming and increased communication channels (Lauven et al, 2004). The introduction of ICT for concept delivery in learning in secondary schools is a candid policy for implementation (UNESCO, 2003). Some of the problems envisaged as militating against a holistic ICT integration approach are inadequate manpower, school leadership, teacher characteristics and students' attitude.

However, it is worrisome assessing access and implementation of ICT use in instruction in secondary schools given the advantages of promotion of fundamental changes in teaching and learning methods. students acquisition of knowledge, foster of enquiry and exploration of multimedia facets and provision of practical and functional knowledge of the computer, internet and associated gadgets. The study would assess students' perception on use of ICT/internet in learning reading comprehension.

PURPOSE OF THE STUDY

The purpose of the study is to investigate students' perception of the use of ICTs/internet for learning reading comprehension.

OBJECTIVES OF THE STUDY ARE

1. To determine students' perception on use of ICTs in improvement of their reading comprehension ability in schools.
2. To evaluate impact of ICT use in learning reading comprehension.
3. To investigate the perception of students ICT on the value of on their educational value.
4. To determine students self-efficacy in learning reading comprehension using ICT

RESEARCH QUESTIONS

The following research questions were stated for the study.

1. what is students' perception of the use of information and communication technology/internet for learning on reading comprehension?
2. How does ICT impact on students reading comprehension ability?
3. How do students perceive the value of ICT on their education



4. Do student perceive self-efficacy in learning reading comprehension using ICT/internet?

METHODOLOGY

The study adopted a descriptive survey design in order to elicit students' perception on use of ICTs/internet in reading comprehension. The instrument for the study is the Students Perception on ICT/Internet Questionnaire (SPIIQ) developed by Pardede (2013), adapted to probe on reading comprehension and ICT applications. The instruments construct and content validity was adjudged adequate (Paramode, 2013). the instrument statistical test of reliability of 0.82 was obtained using the test re-test method and Pearson Product moment correlation formula,

upon administering instrument on 20 students in the sampled schools.

The population of the study was 1826 SSS II students, A sample of 250 was obtained using purposive sampling technique in 4 schools where ICT instruction was carried out. The SPIIQ was administered to subjects and retrieved for analysis based on their responses. Students participation in this research was exciting, having received 100% response on return of instrument in the selected schools. Likert scale construct of Strongly Agreed (SA)-4, Agree -3, Disagree -2, strongly disagree -1 are weighted rating for the questionnaires.

RESULTS AND DISCUSSION

Research Question 1: What is students' perception about use of information and communication technology/internet for learning on reading comprehension?

Table 1.1 Perception of students on use of ICTs/internet for leaning reading comprehension

S/N	Questionnaire Items	SA	A	D	SD	\bar{X}	Decision
1.	Reading comprehension require sufficient attention within intensive concepts	150 (600)	50 (150)	15 (30)	35 (35)	3.36	strongly Agreed
2.	Learning reading with ICT is more interesting	100 (100)	70 (210)	30 (60)	50 (50)	2.88	Strongly Agreed
3.	I prefer learning with ICT	120 (480)	80 (240)	20 (60)	30 (30)	3.24	Strongly Agreed
4.	Reading digital texts improved my comprehension than printed texts	132 (528)	28 (84)	70 (140)	20 (40)	3.16	Strongly Agreed
5.	I love learning ICT skills when applied to reading	102 (408)	43 (125)	60 (120)	50 (50)	2.81	Strongly Agreed
6.	I'm more enthusiastic to learn ICT	120 (180)	80 (240)	20 (60)	30 (30)	3.240	Strongly Agreed
7.	ICT gadgets experiences making reading meaningful irrespective of time spent	50 (200)	116 (348)	34 (68)	140 (100)	2.864	Strongly Agreed

$\bar{x}_g = 2.50$

The criterion mean ($\bar{x}_c = 2.50$). since the grand mean of 2.69 is greater than the criterion mean, students perceive the use of ICT/internet as adequate for learning reading comprehension.

Students showed enthusiasm in reading digital texts and preference for learning with ICT ($\bar{x}: 3.24 > 2.50; 2.81 > 2.50$).

Research question II: How does ICT impact on students reading comprehension ability?

Table II: Impact of ICT on student, reading comprehension ability

S/N	Questionnaire Items	SA	A	D	SD	\bar{X}	Decision
1.	ICT resources support effective learning of reading comprehension	120 (480)	40 (120)	40 (80)	50 (50)	2.92	Strongly Agreed
2.	Quick search for meaning of vocabulary requiring new knowledge are aided using ICT	100 (400)	60 (180)	40 (80)	50 (50)	2.84	Strongly Agreed
3.	ICT helps in learning new skills and make learning easier	130 (520)	60 (180)	40 (80)	20 (20)	3.20	Strongly Agreed
4.	ICT has positive impact on reading comprehension	105 (420)	75 (205)	40 (80)	30 (30)	3.02	Strongly Agreed
5.	ICT use makes me composed involved and active in acquiring reading comprehension	200 (800)	20 (60)	15 (60)	15 (15)	3.62	Strongly Agreed

Grand mean = 2.724

Criterion mean = 2.50



The grand mean is greater than the criterion mean ($2.724 > 2.50$) hence there is a positive impact of ICT on students reading comprehension ability. Students on ICT resources for effective learning of reading comprehension in terms of acquiring new

skills active learning and acquisition of new knowledge, ICT had positive impact on students.

Research Question III. How does students perceive the value of ICT on their education

Table 3.5 Students perception on the value of ICT on Education

S/N	Questionnaire Items	SA	A	D	SD	\bar{X}	Decision
1.	ICT helps me realize the importance of technology	200 (800)	25 (75)	25 (40)	5 (5)	3.68	Strongly Agreed
2.	ICT makes me learn more actually	150 (100)	50 (150)	20 (40)	30 (30)	3.28	Strongly Agreed
3.	ICT inspires me to express myself	140 (560)	50 (150)	40 (80)	10 (10)	3.20	Strongly Agreed
4.	Reading and oral Communication improved due to ICT skills inculcation	80 (320)	120 (360)	20 (40)	30 (20)	3.00	Strongly Agreed
5.	Learning, reading meta-cognitively is guaranteed due to ICT.	110 (440)	40 (120)	50 (100)	50 (50)	2.44	Agreed

Students response indicated that ICT has improved their active participation in learning, improved reading comprehension and an option for meta-cognitive learning (\bar{x} : $3.12 > 2.50$).

Research Question IV: Do students perceive self-efficacy in reading comprehension using ICT/Internet?

Table 4.0 Students perception on self-efficacy in reading comprehension using ICT/Internet

S/N	Questionnaire Items	SA	A	D	SD	\bar{X}	Decision
1.	I can use ICT early	120 (480)	30 (90)	50 (100)	50 (50)	2.88	Strongly Agreed
2.	I have the ability and knowledge house ICT in learning activities	150 (600)	30 (90)	50 (100)	20 (20)	3.08	Strongly Agreed
3.	I get encouraged using ICT for reading	750 (600)	20 (60)	30 (60)	50 (50)	2.08	Strongly Agreed
4.	I need much guidance to use ICT in learning	40 (160)	80 (240)	125 (250)	25 (25)	1.90	Disagreed

Criterion mean = 2.50

Criterion mean = 3.16

The grand mean is greater than the criterion mean (\bar{x} $3.16 > 2.50$) hence students perceive self efficacy in reading comprehension when using ICT/internet. Students strongly agreed that they use ICT early, have ability and knowledge when ICT is used in learning activities and are encouraged using ICT for reading (\bar{x} $3.08 > 2.88 > 2.50$). they opined that not much guidance is needed to use ICT for academic purposes (\bar{x} : $2.50 > 1.90$)

relationship between the use of ICT and students performances higher instruction. The impact on students reading comprehension ability is positive (\bar{x} : $2.714 > 2.50$); these is a perception that ICT has high value on education hence students perceive self-efficacy in reading comprehension using ICT/internet (\bar{x} : $3.12 > 2.50$). The relevance of ICT to learning has been discussed (Jimoyiannis & Komis, 2007).students should adopt the ICT use in reading in order to improve on comprehension.

DISCUSSION OF FINDINGS

Findings of the study are that:

Students perceive ICT/internet as potent for learning on reading comprehension. This finding agrees with the policy on ICT and the views of Sulaiman (2010) on the usefulness of ICT to encourage learning and improve achievement (Osakwe, 2012) despite lack in infrastructures as stated by Emperor (2010). This scenario differs from what was observed in tertiary institutions in the views of Yousset and Dahmani (2008) stating no

CONCLUSION

Application of ICT on students learning have been rewarding and efficacious in the areas of achievement and performance, positive change of attitude, and collegial integration. Students perceive that ICT integration in learning, would motivate, make them actively involved in learning and become self-reliant hence teachers should make use of ICT/internet in teaching reading comprehension



RECOMMENDATIONS

The following recommendations are suggested based on the findings of this study.

1. Students in secondary school should integrate their ICT- interest for learning of reading in order to improve their performance.
2. Government ICT integration policy in schools should be matched with action. Procurement, installation supervision and maintenance of ICT facilities will encourage students participation and use of ICT resources for learning .
3. Teachers capacities should be developed through training on ICT integration.
4. Teachers of English language should be proactive in using ICT for service delivery and remedy difficulties faced by students in reading comprehension.

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