STUDY HABITS AND INTERNET EFFICACY AS CORRELATES OF UNDERGRADUATES' ATTITUDESTOWARDS READING

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ABSTRACT

The dawn of 21st century technological explosion ushered a decline in students' attitude towards reading. This technological incident appears to have created high level of illiteracy, social-media addict, drop-out rate, academic failure and campus loafing among undergraduates in the Nigerian society. This motivated an investigation on the predictive influence of study habit and Internet efficacy on undergraduates' attitude towards reading in Nigerian Universities. This study adopted descriptive survey research design of ex-post-facto type. A total of 198 (female = 101 and male = 97) respondents were randomly sampled. Two research questions and two hypotheses were tested at 0.05 level of significance.

The result showed that Internet-efficacy negatively correlated with attitude towards reading, while study habit positively correlated with attitude towards reading. The two variables accounted for 68.6% (Adj.R^2= .686) variance in the prediction of attitude towards reading. The most potent variable that predicted attitude towards reading was study habit (β = .689, t= 9.214, P<0.01), followed by Internet efficacy (β = -.161, t = -2.153, P<0.05). This implies that high study habit predetermines high attitude towards reading among undergraduates. University students need to be engaged in advanced and critical-thinking projects that will make them study continuously so that they might develop a good reading attitude.
Keywords: Study habit, Internet efficacy and Attitude towards reading

INTRODUCTION

Reading could play a very significant role in the lives of people. It is a part of everyday living that one can hardly imagine a life without it. On the other hand reading habits are well-planned and deliberate pattern of study which has attained a form of consistency on the part of students toward understanding academic subjects and passing at examinations. Frequency of reading, and the average time spent on reading materials might determine good performance in examinations. Individual's interest is determined to a considerable extent by the amount of reading materials he will read and the intensity with which he will pursue his reading activity (Abeyrathna, 2014). In this age of the Internet and information technologies, reading retains its importance as an essential skill for learners of any language (Alderson, 1984; 2003). Okwilagwe (1998) noted that reading should be more of reasoning, involving the meaningful interpretation of words, phrases and sentences, requiring all types of thinking, such as critical, analytical, creative, imaginative, evaluative, judgmental and problem-solving. Nduka (2003) avers that reading involves the recognition of printed or written symbols which serve as stimulus for the recall of meaning built up through the readers' past experience. In other words, reading is amongst the most crucial determinants in developing an individual's vision that shapes his or her personality and that makes him or her closer to other individuals. Reading makes individuals truly free and protects them from ignorance and false beliefs (Eyisi, 2005). Also, skills in reading enable individuals to benefit from educational activities, and to participate fully in the social and economic activities in which they take part (N'Nambi, 2005).

Observations have` shown that Nigerian students have developed negative attitude towards reading (Nduka, 2003). Many students move and carry information-related materials or information providers but they are no longer investing their time in reading content of the materials. This has created high level of illiteracy and ignorance in the Nigerian society, poor performance among students and civil workers, delay in the development of science and technology, and increase in the population of mediocre people (Puzziferro, 2008). This situation is cancerous and very deadly to the intellectual arsenals Nigerian future bearers.

Similarly the habit of reading does not appear to be a prominent feature in the lives of

most students. In the university, it is assumed that students know how to read. Formal reading ceased for most students in the elementary and secondary schools (Okwilagwe, 1998). This has raised questions among educators, parents, academicians and researchers on the factors influencing students' attitude towards reading.

Having discussed about the attitude of undergraduates towards reading. One of the factors that could determine this is the study habit of the student e.t.c. Study habits are strategies which a learner applies for acquiring knowledge, skills and ideas. Good study habits enhance academic performance and educational success. Study habits involve a series of activities and dispositions which a learner must acquire to enable him/her to engage in academic studies. Students sometimes perform far below the expected average (Jemide 2001). This may not be as a result of low ability level but often times as a result of poor study habits. The emphasis on study habits is based on theories that have been propounded on how to enhance academic performance among students through good study habits (Jemide 2001).

Morgan and Fuchs (2007) note that the thoroughness, re-learning and reading materials which can be used in answering the questions that arise from reading would contribute good study habits which enhance academic achievement. While reviewing the materials, the reader tries to examine what he/she has read and can bring them to memory. The reader also finds the relationship between major points and supporting elements. These habits can be summed up as strategies that learners can adopt in the process of acquiring knowledge, ideas, skills and experience. Asagwara (2001) argues that bad reading habits make the process of knowledge acquisition rigorous and painstaking, whereas good reading habits make the learner to acquire knowledge with ease, conserving the learners' effort, energy, time and the like. Denga (2001), opines that habits are formed by motives and needs and that society frowns at unfavourable behaviour. Education becomes the machine through which individual character traits are fine-tuned. Hence, desirable behaviour that can enhance harmony is appreciated. Empirical studies revealed that a relationship exists between study habit and attitude towards reading (Asagwara, 2001; Denga, 2001).

A student who forms the habit of reading performs better than one who does not read but rather prefers to spend time on non-profitable things that cannot promote educational attainment (Anwar, 2013). Learners achieve more when they become more proficient in reading and reasoning (Osa-Edoh and Alutu, 2012). The use of proper scheduling, time allocation and sleep timing can also enhance effective reading. Furthermore, Asagwara (2000), avers that study attitude can be summed up to mean strategies that a learner adopts in the process of acquiring knowledge, ideas, skills and experience. Most studies in this area showed that the success in reading skills is closely correlated to students' attitude towards reading (Guthrie & Wigfield, 2000; Wigfield & Asher, 2002; Morgan & Fuchs, 2007).

Another factor that serves as correlates of attitude towards reading is Internet self-efficacy. Internet self-efficacy could be described as individual's capability to organize and execute Internet actions required to produce given results (Eastin & LaRose, 2000). For instance, a person is asked to use the Internet to collect data or resources. Internet self-efficacy is a predictor variable regarding how confident the students are in working with Internet hardware and software, solving Internet problems, and learning advanced knowledge regarding the Internet. The Internet is a place where information is obtained; so, students who use the Internet regularly are expected to possess positive attitudes towards reading. Kush, Marley and Brookhart (2005) opine that, for students to have the desire to read, they must have a favourable attitude toward reading. Even for the fluent reader, poor attitude may occasion a choice not to read when other options exist, a condition now generally known as literacy. It is believed that Internet efficacy has been evidenced as a predictor of learning performance in traditional classroom learning. Internet efficacy has a positive influence on performance in most online learning studies. Little or no research has examined the influence of Internet efficacy on attitude towards reading, but it is implied that attitude towards reading should be improved through Internet efficacy.

Lim (2001) asserts that Internet efficacy is a significant predictor of reading achievement in a web-based distance course. Higher computer efficacy may enhance adult learners' confidence in their academic competence and may also result in a higher level of reading achievement. However, the rate of use of the Internet by students in Nigeria has raised so many questions. Many people feel the emergence of the Internet has reduced students' interest in reading. Technology has been held responsible for the decline in academic behaviour, like visiting the library, engagement in reading competition, quiz and debate. This raised the interest of the researcher in investigating study habit and Internet efficacy as predictors of students' attitude towards reading.

Purpose of the Study
The general purpose of this study was to examine study habit and Internet efficacy as predictors of students' attitude towards reading in Obafemi Awolowo University, Ile-Ife, Nigeria.
 Specifically, it did the following:
  * investigated the relationship between study habit, Internet efficacy and students' attitude towards reading;
  * determined the joint contribution of study habit and Internet efficacy to the prediction of students' attitude towards reading: and
  * found out the relative contribution of study habit and Internet efficacy to the prediction of students' attitude towards reading

Research Questions
  * What is the joint effect of study habit and Internet efficacy on the prediction of students' attitude towards reading?
  * What is the relative effect of study habit and Internet efficacy on the prediction of students' attitude towards reading?

Hypotheses
  1. There is no significant relationship between study habit and students' attitude towards reading.
  2. There is no significant relationship between Internet efficacy and students' attitude towards reading.

METHODOLOGY
Research Design
 The study adopted the descriptive survey design of the ex-post facto type. This design was suitable since it was considered the most appropriate to systematically describe the phenomenon under study with manipulation.

Study Population
The population for this study consisted of undergraduate students of Obafemi Awolowo University Ile-Ife. The university has 13 faculties, 2 colleges, 82 departments and over 20,000 regular students.

Participants
51% of the participants were male while 48.9% of them were female, their' age mean was 20.9 (sd= 2.1) years.

Sample and Sampling Techniques

Multistage sampling was adopted for this study. The first stage involved a random selection of five (5) faculties from the institution. The second stage involved the selection of four (4) departments from each faculty. The third stage included the selection of ten (10) students from each department by simple random sampling. In all, two hundred (200) undergraduates were selected. This sample was used as a representative of the population.

Research Instruments

A questionnaire was used in the data collection for the study. The adaptation was made after extensive review of the literature. The instrument was pilot-tested a week before the real administration to certify that they were fit and did not have ambiguous items. The questionnaire was divided into three sections: A, B and C.

- Attitude towards Reading Scale.
- Study Habit Scale
- Internet Use Efficacy Scale

Attitude towards Reading Scale (ARS)

The Attitude towards Reading Scale is a self-report scale adopted from Akabuike & Asika, (2012). It was designed to measure students' attitude towards reading of both academic and non-academic materials. It was rated on a 3-reponse format, ranging from 1= really to 3=always. The scale has a Cronbach alpha of 0.73. A pilot study was conducted to re-ascertain the reliability status and it recorded Cronbach alpha of 0.71.

Study Habits Inventory (SHI)

The Study Habits Inventory is a self-report inventory which enables the individual student to describe the situations, habits and conditions which affect his/her use of study time and his subsequent performance on tests and examinations (Bakare, 1977). The inventory, which consists of 32 items in the form of direct questions to which the student is required to provide answers, includes sections on (i) homework and assignments, (ii) time allocation, (iii) reading and note-taking, (iv) study period procedures, (v) concentration, (vi) written work, (vii) examination, and (viii) teacher consultation.

Test-retest reliability of the SHI was established by administering it twice to a group of students (N = 58; 30 boys 28 girls); mean age = 14.5 years S.D. = 1.73 years, with a time interval of 3 weeks. The test-retest reliability was 0.83, $P < 05$.

Internet-Use Efficacy Scale (IUES)

The Internet-use Efficacy Scale, with eight items developed by Eastin and LaRose (2000) to measure one's belief in performing Internet-based technology, was used in this study. This measurement was a 7-point scale that ranged from 1 (very unlikely) to 7 (very likely). This scale was found to be reliable and internally consistent with a Cronbach's coefficient alpha value at 0.93, based on a population of 171 undergraduate students at a university. The construct validity of this scale was examined and established during prior instrument design efforts.

Procedure for Data Collection

Copies of the questionnaire were administered to the participants in their various departments. Permission was obtained from the heads of their departments through the letter of introduction collected from the Department of Counselling and Human Development studies. The participants were students of Obafemi Awolowo University Ile-Ife and also assured them of confidentiality in their responses. Within two weeks, 200 copies of the questionnaire were administered while only 198 copies were retrieved and scored; the data obtained were subjected to analysis.

Method of Data Analysis

The data were collected and analyzed using Pearson product moment correlation and multiple linear regression analysis to test the two research questions and hypotheses at 0.05 level of significance. The results obtained were interpreted with the aid of Statistical Packages for Social Sciences

RESULTS

This section presents the various findings drawn from the study. Results are based on the research questions and hypotheses raised.

Research Question 1: What is the joint effect of the independent variables (Internet efficacy and study habit) on the dependent variable (attitude towards reading)?

Table 1: Summary of regression for the joint contributions of the independent variables to the prediction of attitude towards reading

R =.83
R Square =.69
Adjusted R square =.69
Std. Error =3.80

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6259.46	2	3129.73	216.27	.000a
	Residual	2821.92	195	14.47		
	Total	9081.37	197			

Table 1 reveals the significant joint contribution of the independent variables **(I**nternet efficacy and study habit**)** to the prediction of attitude towards reading. The result yielded a coefficient of multiple regressions R = 0.83 and multiple R-square = 0.69. This suggests that the two factors combined accounted for 69% (Adj.R^2= .69) variance in the prediction of attitude towards reading. Other factors that accounted for the remaining variance in the prediction of attitude towards reading were beyond the scope of this study. The ANOVA result from the regression analysis showed that there was a significant effect of the independent variables on the attitude towards reading, $F_{(2, 195)}$ = 216.27, P<0.01.

Research Question 2:

What is the relative effect of the independent variables (Internet efficacy and study habit) on the dependent variables (attitude towards reading)?

Table 2: **Relative effect of the independent variables to the prediction of attitude towards reading**

Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
		B	Std. Error	Beta	T	Sig.	Lower Bound	Upper Bound
1	(Constant)	5.37	4.07		1.32	.189	-2.660	13.402
	study habit	.61	.07	.69	9.21	.000	.480	.741
	internet efficacy	-.14	.06	-.16	-2.15	.033	-.260	-.011

Table 2 shows that the two predictor factors **(I**nternet efficacy and study habit**)** were potent predictors of attitude towards reading. The most potent factor was study habit (Beta = .69, t= 9.21, P<0.01), followed by Internet efficacy (Beta = -.16, t = -2.15, P<0.05). This implies that high study habit predetermines high attitude towards reading among undergraduates. The higher the undergraduates' Internet efficacy is, the lower the likelihood of a good attitude towards reading.

Hypothesis 1: There is no significant relationship between study habit and attitude towards reading.

Table 3: **PPMC summary showing the relationship between study habit and attitude towards reading**

Variables	N	Mean	St.Dv	Df	r	Sig	p
Attitude towards reading	198	27.25	6.79	196	.83**	.000	<0.01
Study habit	198	41.09	7.67				

Table 3 indicates that there was a significant positive relationship between study habit and attitude towards reading: $r(196)= 0.83$, $p<0.01$, $r^2= 0.68$. Hence the null hypothesis was rejected. Therefore, increase in study habit will lead to an increase in undergraduates' attitude towards reading. The coefficient of determination ($r^2= 0.68$) revealed that study habit accounted for 68% variance in undergraduates' attitude towards reading.

Hypothesis 2: There is no significant relationship between Internet efficacy and attitude towards reading.

Table 4: **PPMC summary showing the relationship between Internet efficacy and attitude towards reading**

Variables	N	Mean	St.Dv	Df	r	Sig	p
Attitude towards reading	198	27.25	6.79	196	-.74**	.000	<0.01
Internet efficacy	198	23.66	8.06				

Table 4 reveals that there was a significant negative relationship between Internet efficacy and attitude towards reading; $r(196)= -0.74$, $p<0.01$, $r^2= 0.553$. Hence the null hypothesis was rejected. Therefore, increase in Internet efficacy will lead to reduction in undergraduates' attitude towards reading. The coefficient of determination ($r^2= 0.553$) showed that Internet efficacy accounted for 55.3% variance in undergraduates' attitude towards reading.

DISCUSSION

Research Question One examined the joint effect of the independent variables (Internet efficacy and study habit) on the dependent variable (attitude towards reading). The result showed that there was a significant joint contribution of the independent variables (Internet efficacy and study habit) to the prediction of attitude towards reading. The result further indicated that when Internet efficacy and study habit were combined, they accounted for 68.6% variation in the undergraduates' attitude towards reading. This indicates that undergraduates are likely to develop positive attitude towards reading if they have a good study habit, and perhaps have confidence in their ability to browse the net. This result corroborates with the study of Demir et al. (2012), who examined the effect of development of efficient studying skills curriculum on reading achievements and studying skills of learners. They found that students could acquire efficient studying skills by means of curriculum for developing efficient studying skills. The students were able to organize the study environment and use specific methods, such as efficient reading, listening to lectures, note-taking, efficient writing and doing homework, effectively

The implication of this result based on the account of study habit and attitude towards reading is that, any student who has made reading a habit has a tendency of developing positive attitude towards it. However, this might not be applicable to students who only read

for examination, but not for learning. Study habit might walk with Internet efficacy to develop undergraduate students' attitude towards reading, because the internet is an information network. So it takes a deliberate act to visit it and to be efficacious about it. This assertion is in line with the work of Lim (2001), who found that computer self-efficacy is a significant predictor of course reading in a web-based distance course. Higher computer self-efficacy may enhance adult learners' confidence in their academic competence and may also result in a higher level of course reading. Thus, students with high Internet efficacy might develop a good attitude towards reading.

Research Question Two investigated the relative effect of the independent variables (Internet efficacy and study habit) on the dependent variables (attitude towards reading). The result showed that the two predictor factors **(**Internet efficacy and study habit**)** were predictors of attitude towards reading. The most significant factor was study habit, followed by Internet efficacy. This implies that high study habit predetermines high attitude towards reading among undergraduates. The higher undergraduates' Internet efficacy is, the lower the likelihood of a good attitude towards reading. The finding of this study is in support of Anwar (2013) who conducted a study on the performance of college students. He found that some study habits had a positive direct relationship on students' performance but others had a negative direct relationship. In the same vein, Hassanbeigi et al. (2011), in their study of the relationship between various study skills and reading performance of university students, found that the study skills scores of students with GPA of 15 and above (out of 20) were statistically higher than those of the students with GPA of less than 15 in all of the seven skills (time management, concentration and memory, study aids and note-taking, test strategies and test anxiety, organizing and processing information, motivation and attitude and reading and selecting the main idea). Study habit can increase attitude towards reading, although in the Nigerian context, not all students who have a positive attitude towards reading can really study. Because studying might be a littlebit more time demanding than reading, subjects that demand serious critical thinking and computation require studying rather than reading.

With regard to Internet efficacy and attitude towards reading, the result also showed that as Internet efficacy increases, attitude towards reading could reduce. This result is in tandem with Rodriguez (2006) and Puzziferro (2008), who argue that Internet self-efficacy is not predictive of students' reading in web-based learning environments. There is more research regarding the correlation between Internet self-efficacy and performance, which is, in turn, related to student reading. However, reading in an online environment might not be the same as the hard copy of a material.

Hypothesis One states that there is no significant relationship between study habit and attitude towards reading. The result showed that there was a significant positive relationship between study habit and attitude towards reading. Hence the null hypothesis was rejected. Therefore, increase in study habit will lead to an increase in undergraduates' attitude towards reading. This result is in congruence with Osa-Edoh and Alutu (2012), who examined the usefulness of inculcating in the students study habit as a means of enhancing their reading performance. They found a high correlation between study habits and students' reading performance in secondary schools. This suggests that it is only when students imbibe or cultivate proper study habits that their reading performance can improve. Similarly, Nuthana and Yenagi (2009) found significant correlation between study habits and reading achievement. They equally found that reading and note-taking habits, habits of concentration, and preparation for examination had significant correlation with reading performance. According to them, secondary school students who are better at reading and note-taking, who have high level of concentration in the classroom and are well prepared for examinations, may have better reading performance than their peers who fail to imbibe good study habit. This shows that study habit can improve attitude towards reading.

Hypothesis Two states that there is no significant relationship between Internet efficacy and attitude towards reading. The result showed that there was a significant negative relationship between Internet efficacy and attitude towards reading. Hence, the null hypothesis

was rejected. Therefore, increase in Internet efficacy will lead to reduction in undergraduates' positive attitude towards reading. The result is in support of DeTure (2004), who reported that Internet self-efficacy was a poor predictor for students' success in an online course. Likewise, Lim (2001) found that computer self-efficacy was a significant predictor of course reading in a web-based distance course. Higher computer self-efficacy may enhance adult learners' confidence in their academic competence and may also result in a higher level of course reading. Joo et al. (2000) also discovered that computer self-efficacy was a vital predictor of student success in online learning.

The supporting studies cited in for this study considered academic success and not attitude towards reading; it is implied in terms of reading, but it is not attitude towards reading. That a student has succeeded academically does not imply that such as good attitude towards reading, because such a student might just start reading few days to the examination, which might not create an opportunity for in-depth learning. By implication, students who read for examination only read to pass, but do not read to learn.

Conclusion

This study investigated study habit and Internet efficacy as correlates of attitude towards reading among undergraduates of Obafemi Awolowo University, Ile-Ife, Nigeria. It was discovered that study habit and Internet efficacy jointly predicted the rate of change in students' attitude towards reading. It was also reported from Pearson's correlation that study habit positively correlated with attitude towards reading while Internet efficacy negatively correlated with attitude towards reading. This presupposes that increase in study habit also increases attitude towards reading, while increase in Internet efficacy reduces attitude towards reading.

Recommendations

Based on the findings in this study are recommended:

i. Students need to develop a true attitude for reading because it is the gateway to learning.

ii. The university Internet management system units should disconnect their Internet access from other sites different from education- related sites.

iii. The academic staff of universities should engage students in advanced and critical thinking projects that will make them study continuously so that they could develop a good reading attitude thereby.

iv. University counselling units should encourage Internet use towards effective academic purpose alone. They should test students with academic challenges with attitude towards reading scale, so as to be able to detect the time-wasting factors they engage in.

v. Parents have to monitor their children and wards intending to have university education to develop a good reading attitude through study habit and correct use of the Internet.

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