

The Influence of the Internet Surfing on the Reading Culture of Secondary School Teachers: A Case Study of Newspaper Readership in Kigumo Sub County, Kenya

Margaret Njoki Ngugi

Masters of Science Student in Mass Communication at Jomo Kenyatta University of Agriculture and Technology-Jkuat- Juja , Kenya
Email: mnjokius@yahoo.com

Dr. Hellen k. Mberia

Jomo Kenyatta University of Agriculture and Technology
P.O Box 62000-00200 Nairobi –Kenya
Email:hellenmberia@gmail.com

DOI Link: <http://dx.doi.org/10.6007/IJARBSS/v4-i11/1275>

Published Date: 10 November 2014

Abstract

Reading in the 21st century networked society is no longer confined to the print reading. The scope of the reading has extended to the Internet sources that changed the traditional reading culture of the readers. The present study was conducted to identify the impact of the Internet surfing on the reading culture of secondary school teachers in Kigumo Sub County. The objectives of the study were to find out the influence of the internet on the reading culture of secondary school teachers in Kigumo Sub County, to determine the level of accessibility of the internet among secondary school teachers in Kigumo Sub County, to establish the level of utilization of the internet among secondary school teachers in Kigumo Sub County and to assess the preference of digital reading to print reading among secondary school teachers in Kigumo Sub County. Questionnaires that were designed purposefully to provide answers to the research questions were administered to teachers randomly selected in Kigumo Sub County. The study population comprised all the 328 teachers in the 36 secondary schools in Kigumo Sub County. A pilot test was conducted to detect weaknesses in design and instrumentation. Data analysis was done by use of descriptive statistics namely; mean mode, percentages, tables and bar graphs. Results reveal that the reading behavior of the online readers is in transition as the Internet surfing has increased non-sequential reading, interactive reading, superficial reading, and extensive reading and at the same rates is responsible for decreasing concentrated and in-depth reading. Marshall McLuhan theory among others was used as the theoretical framework to explain the variables used in the

research. From the findings recommendations were made that Readings should be promoted through partnership collaboration between the public and private sectors such as publishers, booksellers, librarians to encourage readership campaign, proper training of internet use should be provided to the teaching staffs to accelerate access to different electronic sources of information and support their teaching activities and that online readers need to be cautious and focused while Internet surfing so that the Internet can be used as an enhancement reading tool.

Keywords Reading Culture, Internet Surfing, Digital Reading, Print Reading, Utilization

Background of the Study

Reading is the springboard of any literacy program. It is one of the oldest habits of human civilization. Reading has been the passion of the greatest personalities of all times. An illiterate society is no doubt a limited society. Makenzi (2004) observes that illiteracy, the converse of literacy is difficult to measure and although statistics on the world's illiterate populations are relatively easy to obtain, little is known about the millions of literate adults who rarely pick up a book or open a magazine or about school children for whom reading has come to mean textbooks and little else.

African society has been labeled with phrases such as; an oral society or one that lacks a reading culture (Mulindwa, 2001). Sangkeo (1999), while presenting a paper on reading habits promotion in the Association of South- East Asian Nations (ASEAN) libraries, noted that; Africans are not a reading society but a chatting society. He explained that people preferred conversing rather than reading. He emphasized that traditional educators were great narrators of stories which they said out loud and accompanied with dramatization and demonstrations. This concern about the lack of a reading culture is felt by many other scholars in many African countries, Eastern, southern and western Africa (Rosenberg, 2003; Magara & Batambuze, 2005; Commeyras & Mazile, 2011). It has been pointed that most people in sub-Saharan Africa have little access to books and other learning resources and without proper access, it is hard to establish a reading culture. To Makotsi (2005) "the challenge is fundamental" children and adults according to him need access to a wide range of reading materials to help them acquire and maintain fluent reading skills, broader horizon and be able to think independently and critically. Hence, the importance of literacy not only in Africa but globally cannot be over emphasized.

Reading is a very important issue which is not only about enjoyment but a necessity; the basic tool of education (Makotsi, 2005). Reading makes way for a better understanding of one's own experiences and it can be an exciting voyage to self-discovery (Panigrahi and panda; 1996, Eyre, 2005). Reading according to (Holte 1998) adds quality to life and provides access to culture and cultural heritage.

The emergence of the Internet has created an extraordinary change in the reading culture. It has made its existence, fully or partially, in the reading behavior of the people. Presently, reading is no longer confined to the print reading. The scope of reading sources has changed drastically in the Internet revolution to include web sites, web pages, e-books, e-journals, e-papers, e-mail, discussion boards, chat rooms, instant messaging, blogs, wikis, and other multimedia documents. Now the potential reader can access and browse the online information from the whole web while using his/her terminal at home.

The internet is the communications platform on which digital media content can be delivered to a wide variety of devices, including desktop computers, wireless laptops, smart phones, and other mobile devices. Over the past few decades, the growth of digital media, the rise of

the Internet, and the proliferation of mobile devices have combined to burst open the very meaning of mass media (Bolter and Grusin 2000; Lister et al. 2009). The hypertext and hypermedia technologies allow the e-readers to go from one page to another by selecting links in various directions popularly known as surfing. The term Surfing of Internet was first used by Jean Armour Polly in 1992 and defined it as "browsing the Internet while going from one page to another ..." (Polly, 1992). The Internet surfing enables to navigate a world full of interconnected information, discover new sites, read up-to-date information, and download things of interest. Surfing the Internet has become a daily routine of the new generation.

Due to technological development, reading habits are changing. In our society today, while technology is slowly taking a steady control over individual lives, the reading habit is fast vanishing into thin air (The Hindu, 2004). Students now lack the skill of reading. Instead they spend more hours on electronic media. Browsing the net, playing with funky handsets and passing non-stop SMSs seem to be the order of the day, thereby making reading a book or any other piece of written material in a quiet or peaceful corner of a library or home become an archaic idea for most school children and adults (The Hindu, 2004). Obama (2008) in his speech pinpointed that children cannot achieve unless they raise their expectations and turn off television sets.

With the growing amount of digital information available, people particularly young adults are found spending more time reading electronic materials (Liu, 2005; Ramirez, 2003). They add that growing amount of reading time is spent more on skimming and browsing for information on the internet. On the other hand, the nature and purpose of reading seems to deviate as well from the traditional reading methods, which are brief, linear and less structured. They further observes that people are less engaged in the extensive reading and lack the ability to read deeply in the hypertext environment. Some researchers argued that the growth of electronic media may give negative implication to the fact that people are less engaged in extensive reading and lack the ability to read deeply and to sustain a prolonged engagement in reading (Liu, 2005). Liu also provides the evidence that the age factor contributes to reading behavior on the internet. In addition, younger people can tolerate more time reading the screen-based materials.

In June of 2004, the National Endowment for the Arts released Reading at Risk: A Survey of Literary Reading in America. The breadth of this study was enormous, the results shocking to many. Data collected from 17,000 adults over a 20 year span showed that the reading of literature in America is in sharp decline. The study revealed that only 46.7% of the American Population reads works of literature, down from 54% in 1992 and 56.9% in 1982 and America is not just reading less than it used to but is experiencing an accelerated drop in literary reading among all ethnic, economic, and age categories.

Literary reading is a primary way in which ideas and new perspectives are communicated and tested, and it engages the reader in imaginative, speculative thought. Solomon Andrew, 2004 for instance, offers this strategy: We need to make reading, which is in its essence a solitary endeavor, a social one as well, to encourage the great thrill of finding kinship in shared experiences of books. We must weave reading back into the very fabric of the culture, and make it a main stay of community.

It is easy to see why many readers dislike technology, since they usually believe it to be responsible for the decline in literary reading. Michael Dirda (2004), even regards the web as largely an "invention of the devil" This is the attitude shared, at least to some extent, by many writers, especially those who are accustomed to old ways and are not familiar with technology. A shift towards technology, however, is inevitable.

There has been and are still criticisms (in media, education forums, and political speeches) leveled against Kenyans in general and teachers in particular, that they lack a culture of reading.

“If you want to hide anything from a Kenyan, hide it in a book,” Uwezo Kenya Country Coordinator Dr. John Mugo describes the Kenyan reading culture. Dr. Mugo, who has taken a lead in assessing literacy levels among children, says Kenyans read seriously only when preparing for exams. “If you see people reading, 75 percent of them are expecting exams.

A teacher’s aesthetic reading stance may be all the more important because as Gambrell (1996) wrote, reading motivation is fostered in the classrooms where the teacher is the reading model. Teachers become the reading models when they share their own reading experiences with students and emphasize how reading enhances and enriches their lives. Lundberg & Linnakyla (1993) even reported linkages between student’s achievement and the amount of reading as well as their reading habits may have a significant effect upon motivation levels of their students. According to Bloom (1972) what teachers are influences what they do; what they do in turn influences how much students learn. Okundu (2005) points 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 of time and an early promotion will be able to mould them into lifelong readers. The challenge is therefore to ingrain the habit of reading in children so that it is as important as sports and any other hobbies. Perhaps then, the impact of negative media will be directly reduced.

Considering that teachers play a pivotal role in helping children to develop and maintain a positive attitude towards literacy learning and reading, they should demonstrate a passion for reading and act as model readers for their students. A study by McKool and Gespass (2009) reveals that only about half of the teachers surveyed read for more than ten minutes a day in their free time. In this paper reading habits will operationally be stated in terms of the frequency of reading. A case study of newspaper readership in Kigumo will be conducted because Newspaper according to Cheyney (1992) are among the most accessible texts available to the vast majority of people – literate, illiterate, young and old, students, workers, elites and peasants in any community. The fact that a nation cannot rise above its literacy level, makes it imperative to determine the influence the internet is having over the reading culture of teachers in secondary schools.

Statement of the Problem

The presence of new media and the Internet in particular, has posed a challenge to conventional media; especially the printed newspaper (Domingo & Heinonen, 2008). The introduction of information technology in Kenya is a welcome development. The use of internet for educational purposes is also of immense benefit especially in the area of being globally relevant and current. However, when it comes as a substitute for good reading competences, it should be a cause of concern. Internet seems to have reduced the interest in reading of printed materials, vocabulary development and general knowledge, broadmindedness which individuals get from having good reading habits. According to Mayer (2009) and Murdoch (2005) the Internet is the major cause of dwindling newspaper readership. Prof, Jacob Kaimenyi, Cabinet Secretary and Minister of Education Science and Technology when releasing the 2013 KCSE results noted that English recorded the highest decline in performance in the year 2013 KCSE examination when compared to the year 2012. This decline has been attributed to the increased use of “sheng” in our schools, the consistent use of electronic communication devices such as mobile phones and computers that have

done away with the need to know how to construct sentences and spell words correctly due to “spell checking” and “predictive text” capabilities (Daily Nation, 3rd March, 2014).

In addition, much has been said about developing a reading culture in Kenya but very little has been done in this direction. Odini (2002) observes that the Kenyan Culture encourages people to spend leisure time in sporting activities, recreational places (bars, hotels) and churches and mosques rather than spending it on reading. According to him, the absence of a reading culture has hindered Kenyans from appreciating the value of books. According to the 2008 Kenya National Adult Literacy Survey by the Kenya National Bureau of Statistics, the Department of Adult Education, and UNESCO, 50 percent of adults in Kenya do not have the ability to read. Literacy levels are high in Nairobi at 86 percent. This contrasts sharply with literacy levels in North Eastern Kenya at 8 percent. Based on the 2008 report, literacy levels in Kenya deteriorate as one moves from the urban to the rural set ups. The report also indicates that more women than men are illiterate, in urban and rural areas.

Although, there are many people who do not like to read and have never developed the habit of reading for pleasure, it is unbelievable that teachers would be a part of this group. Teachers are the very people with whom society has entrusted the task of equipping the next generation to go beyond the present. In Kenya much of responsibility designed to cultivate and promote a reading habit is entrusted to teachers and particularly language teachers. As asked by Ann Powell Brown (2004), “Can you be a teacher of literacy if you don’t love to read?” Research reveals that while teachers say they value reading as a leisure activity, many do not make personal pleasure reading a priority. Many are a part of a growing group of people classified as aliterates. Scott (1996) defined aliteracy as a “lack of reading habit especially in capable readers who choose not to read.” A study by McKool and Gespass (2009) reveals that only about half of the teachers surveyed read for more than ten minutes a day in their free time. While these teachers advise parents of their students to read daily to their children, to allow their children to see them enjoy reading, and to talk about books with their children, it becomes apparent that many teachers do not take their own advice. There seems to be a disconnect between their “preaching” and their practice. While one might argue the demands of teaching and personal life have caused teachers to abandon personal reading, one need only consider research conducted with preservice teachers to realize that there is little evidence of strong enthusiasm for reading among those preparing for a teaching career and that teachers as a group do not have firmly engrained reading habits (Nathanson, Pruslow & Levitt, 2008). In fact, in the study by Lesley, Watson, and Elliott (2007) researchers expressed concern not just over the reading habits of preservice teachers but their behaviors that were more characteristic of “struggling” readers. Older reluctant and struggling readers generally have a negative attitude towards reading, read less frequently and consequently fall further behind their peers says Lesley, Watson, and Elliott (2007). Ramirez (2003) is of the opinion that the young generation who have more experience with computers and grow up with this technology will reveal different attitude towards reading in digital environment. This union of the Internet and students compels researchers to take a new look on their reading habits. Therefore, the study sought to investigate the influence of the Internet surfing on the reading culture of secondary school teachers in Kigumo Sub County

For sure anyone who dares to teach must never cease to learn. Considering the importance attached to reading and the pivotal role played by the teachers in promoting reading habits among the students brings the cause of concern and the need for this study.

Specific Objective

1. To determine the level of accessibility of the internet among secondary school teachers in Kigumo sub county.

Literature Review

The Internet is becoming the dominant force in the information world, transforming the ways in which information is aggregated, stored, searched, and retrieved. In addition, Campbell, Martin, and Fabos (2009,) noted that the Internet is facilitating the convergence of media forms, the process whereby old and new media are available via the integration of personal computers and high-speed satellite-based phone or cable links. The new media such as the Internet can be used for both points to mass communications as well as to point message distribution. They are also extremely de-centralized, require very low investment, provide greater interactivity and public participation and are much more difficult to control (Banerjee, 2008).

With this scenario, it is therefore not surprising for the new media to gain popularity and acceptance in civil society. People are now free, and have the opportunity to create their own news as well as to get the other side of the story by getting news from the Internet which is seen as free from control (Rosenstiel, 2005). In almost every aspect, the internet has become the most efficient source for information, as well as the most efficient and valid method to share information with the masses in a rapid, easy, cheap, and reliable manner (Rosenstiel, 2005). All the while, the internet sharpens a person's ability to search and disseminate information.

Meyer (2009, 63) argued that a newspaper can beat the Internet in portability. You can read it in the bathroom, at the breakfast table, in the back yard, or on the bus. But computers are getting smaller and more portable and are no longer in need of being hard-wired to the Internet. They can even hide in your mobile phone, turning it into a multiple-use device for e-mail, Internet browsing and GPS navigation.

Sounding this warning in 2005 the media mogul, Rupert Murdoch, chairman and chief executive officer of News Corporation, In a speech delivered to an audience of newspaper editors, noted that the "dynamic revolution taking place in the news industry today revolves around the fact that 'technology-savvy young people' are becoming increasingly likely to turn to the web as their news medium of choice."

According to Anaeto and Anaeto (2010) the unprecedented success of the Internet in most aspects of human endeavor, particularly e-commerce, has precipitated the incorporation of the same into the communication process. Also explaining the usefulness of the Internet in communication, Anaeto and Anaeto (2010) states that the fact that the Internet has the power to cut across social and geographic distance and help find new ways of facilitating the flow of information and knowledge makes it an especially attractive medium for communication.

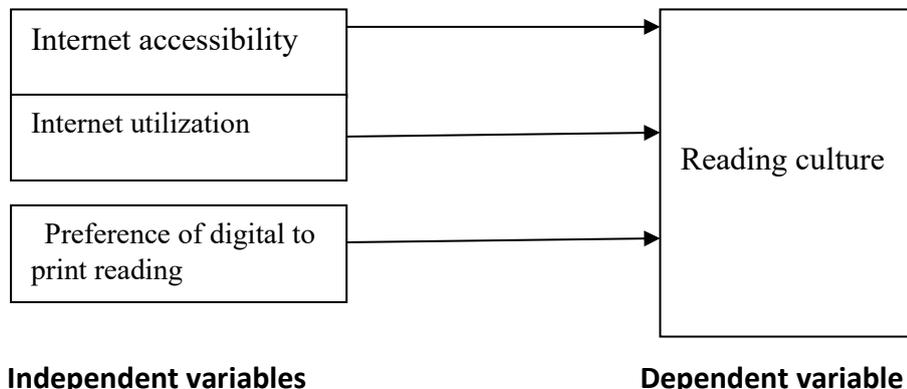
The emergence of the new digital environment has captured the interest of many researchers. With the growing amount of digital information available, people particularly young adults are found spending more time reading electronic materials (Liu, 2005; Ramirez, 2003). A growing amount of reading time is spent more on skimming and browsing for information on the internet. On the other hand, the nature and purpose of reading seems to deviate as well from the traditional reading methods, which are brief, linear and less structured. Some researchers argued that the growth of electronic media may give negative implication to the fact that people are less engaged in extensive reading and lack the ability

to read deeply and to sustain a prolonged engagement in reading (Liu, 2005). Others would argue that people still prefer printed documents when it comes to reading. Both Liu (2005) and Ramirez (2003) provide evidence that people would print from the internet in order to engage further reading. Liu also provides the evidence that the age factor contributes to reading behavior on the internet. In addition, younger people can tolerate more time reading the screen-based materials.

Literature reviewed showed that digital media (TV, the internet and computer games) seem to be the most important factors that affect reading today, especially among younger populations (Solomon, 1979). A recent study by the National Endowment for the Arts, (2004) suggested a decline in literacy reading in the United states and brought much attention to revitalizing the role of reading in America (Institute of Museum and Library Services, 2006). The (NEA) queried if people read any book in the past year in any format, including e-formats and discovered a drop from 60.9% in 1992 to 56.6% in 2002 (Bauerlein, 2004). Cull (2011) opined that while the internet is a text saturated world, reading online screens tends to be significantly different from reading printed text. In his study he reviewed literature from a variety of disciplines on the technological, social, behavioral and neuro scientific impacts that the internet is having on the practice of reading.

The concept of internet utilization is preferred as it considers the actual use of the internet as compared to the availability of resources. Utilization of the internet may depend on the capacity to use the available resources. The impact of the internet can be understood as measuring the extent of the internet usage.

Conceptual framework



As shown in this figure the internet aspects that influence the reading culture are: accessibility to the internet, internet utilization and the preference of the digital to print reading. These aspects are the independent variables and are expected to reduce leisure reading among secondary school teachers. In this study it is expected that the more teachers surf the net the less they read. This is because a large amount of reading time is spent more on skimming and browsing for information on the internet rather than reading.

Research Design

This study adopted descriptive survey research. This entails the collection of data where the researcher scrutinizes the problem at hand, define it, clarify it and try to obtain crucial information. This was chosen because it is used to obtain information concerning the current status of the phenomena or the subjects of the study (Mugenda and Mugenda, 1999). The

purpose of a survey is to produce statistics that is quantitative or numerical descriptions about some aspects of the study population (Fowler, 2009). This method allowed the researcher to have a vivid description of the influence of the internet on the reading culture among secondary school teachers in Kigumo District. The study was conducted in Kigumo District. A case study research design was used during the study. According to Bell (1997), the case study approach is applicable where the researcher gets an opportunity to study the problem in depth within a limited timescale.

Sampling Frame

A sampling frame is the set of people that has a chance to be selected (Fowler, 2009). In this study, a sample of 178 respondents was drawn from a population of 328 teaching staff members (Teachers Service Commission, Nairobi). 328 is therefore the sampling frame.

Data Processing and Analysis

After all the data was collected, data cleansing was done in order to determine inaccurate, incomplete, or unreasonable data and then improve the quality through correction of detected errors and omissions. After data cleansing, the data was coded and entered for computer analysis using the statistical package for social sciences (SPSS). Data was analyzed quantitatively and qualitatively. Quantitative data was analyzed using descriptive and inferential statistics. Descriptive statistics used included frequency counts, percentages, means and standard deviations. Inferential statistic used included Chi-square test. This was used to determine the relationship between various categorical variables measuring preference of digital reading to print reading among teachers. Frequency tables are the most commonly used method in presenting data in descriptive research (Kathuri and pals, 1993:117). Martin and Acuna (2002) states that SPSS is able to handle large amount of data, and given its wide spectrum of statistical procedures purposefully designed for social sciences, and it is also quite effective. Qualitative data was analyzed using content analysis based on analysis of meanings and implications emanating from respondent information and comparing responses to documented data on the influence of internet surfing on the reading culture and presented thematically in line with the objectives of the study.

Discussions of Findings and Results

This chapter covers analysis of the data, presentations and discussions of the study findings. The researcher described the analysis of the collected data from the sampled schools. Descriptive and empirical methods were used in the analysis of the collected data. The data obtained was nominal. Frequencies and percentages were used in the analysis of the quantitative data obtained from the questionnaires responses from the teachers. Tables and figures were used in presentation of the results. The purpose of the study was to determine the influence of the internet surfing on the reading culture of secondary school teachers in Kigumo Sub County. One of the specific objective was to determine the level of accessibility of the internet among secondary school teachers in Kigumo sub county.

Level of Accessibility of the Internet Among Secondary School Teachers

The first objective of the study was to determine the level of accessibility of the internet among secondary school teachers. To address this objective, the study first sought to find out number of teachers who had access to the internet. Table 4.3 shows results of this analysis.

Table 4.3: Internet access

| Access to internet | Frequency | Percent |
|--------------------|------------|--------------|
| Yes | 161 | 97.0 |
| No | 5 | 3.0 |
| Total | 166 | 100.0 |

Data presented in Table 4.5 illustrates that 161 (97.0%) teachers had access to the internet while 5 (3.0%) did not have access to the internet. This shows that majority of the teachers had access to the internet. These results were in agreement with the findings by Becker (1998) who conducted a study on the Internet use by 2250 teachers from public and private schools in the U.S. The study revealed that 90% of the teachers had Internet access. In addition to this, Lau and Sim (2008) established that most of the teachers are positive about the use of the Internet and hence they viewed internet as having considerable implications for teaching, news, learning and research. Table 4.4 presents reasons hindering teachers not to access internet.

Table 4.4: Reasons for inability to access internet

| Reasons | Frequency | Percent |
|-----------------------------|------------|--------------|
| Lack of machine or gadget | 3 | 1.8 |
| Lack of network | 1 | 0.6 |
| Its expensive | 1 | 0.6 |
| Have access to the internet | 161 | 97.0 |
| Total | 166 | 100.0 |

Table 4.4 shows reasons that were given by the 5 teachers who reported that they did not have access to the internet. Three (1.8%) stated that they did not have machine or gadget, 1 (0.6%) stated lack of network while the remaining 1 (0.6%) stated that access to internet is expensive.

Internet has power to cut across social and geographic distance and help find new ways of facilitating the flow of information and knowledge thus making it an attractive medium for communication (Anaeto and Anaeto, 2010). Presented in Table 4.5 are various social sites used by the study respondents.

Table 4.5: Social sites usually accessed

| Social sites | Yes | | No | | No access to internet | |
|--------------|-----|------|-----|------|-----------------------|-----|
| | f | % | f | % | f | % |
| Face book | 127 | 76.5 | 34 | 20.5 | 5 | 3.0 |
| Whatsapp | 83 | 50.0 | 78 | 47.0 | 5 | 3.0 |
| My space | 40 | 24.1 | 121 | 72.9 | 5 | 3.0 |
| Twitter | 17 | 10.2 | 144 | 86.7 | 5 | 3.0 |

As depicted in Table 4.5, 76.5% of the respondents were accessing Face book, 50.0% were accessing Whatsapp, 24.1% were accessing MySpace whereas 10.2% were accessing Twitter. This shows that majority of the teachers had access to Face book site.

Figure 4.4 illustrates media used to access internet

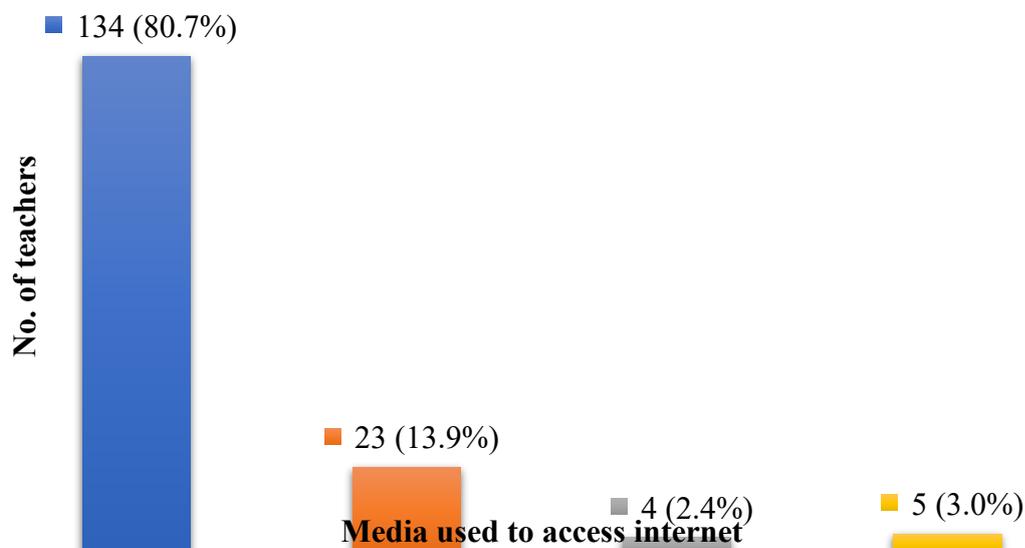


Figure 4.4: Media used to access internet

Information presented in Figure 4.4 shows that 134 (80.7%) teachers used cell phones to access internet, 23 (13.9%) used their own Laptops while 4 (2.4%) teachers accessed internet in the cyber cafe'. Majority of the teachers accessed the internet using their cell phones. This could be explained by the fact that as at the end of January 2010, the four licensed mobile phone operators (Safaricom, Zain, Orange and Yu) in Kenya had a combined subscriber base of 19.4 million (50% of the total population); with mobile data/Internet subscribers accounting for 1,981,048 out of the total estimated 3,995,664 252 number of Internet users, which is a 10% penetration rate (CCK 2010).

Summary of the Study

The main goal of the study was to determine the influence of the internet surfing on the reading culture of secondary school teachers of Kigumo Sub County. Data for the study was collected from 178 teachers from public secondary schools in Kigumo District. Out of 178 respondents, 166 teachers completely filled and returned questionnaires giving a return rate of 93.3%. The following is the main study findings.

Level of accessibility of the internet among secondary school teachers

The study established that majority of the teachers (97.0%) had access to the internet. The major social site they were accessing included Face book (76.5%), followed by Whatsapp (50.0%) and then MySpace (24.1%). Twitter was accessed by the least number (10.2%) of teachers. Majority of the teachers (80.7%) used their cell phones as medium for accessing internet, 13.9% used their own Laptops with only 2.4% of the teachers accessing internet in the cyber cafe'.

Conclusions

Based on the findings of the study as summarized above, the study concludes that new technological development had a great influence towards the reading culture of teachers in Public secondary schools in Kigumo Sub-County. The study findings revealed that majority of the teachers spent less than an hour in the internet and the major activities they engaged in were chatting with friends, accessing information, learning new things and socializing with friends. The most accessed sites by the teachers were Facebook and Whatsapp. This clearly indicates that teachers spent little time on in depth reading; meaning thorough reading for better understanding and memorization was missing. To support these findings, The Hindu, (2004) emphasized that due to technological development, reading habits are changing. In our society today, while technology is slowly taking a steady control over individual lives, the reading habit is fast vanishing into thin air. The study therefore suggest that teachers and all people in the society should consider reading as being an essential tool for lifelong learning and hence develop the basics of reading and the culture of in depth reading. This is because in depth reading fosters understanding, increase knowledge and expand horizon for all people in a developing country.

Recommendations of the Study

Based on the findings and the subsequent conclusion, the following recommendations were made:-

- i. Readings should be promoted through partnership collaboration between the public and private sectors such as publishers, booksellers, librarians to encourage readership campaign.
- ii. Proper training of internet use should be provided to the teaching staffs to accelerate access to different electronic sources of information and support their teaching activities.
- iii. The online readers need to be cautious and focused while Internet surfing so that the Internet can be used as an enhancement reading tool.

Recommendations for Further Research

As a matter of fact, no research is an end in itself, the internet use being a young field can't be said to be mastered. Hence, what this research has achieved should be supplemented by further research work. From insights gained in the course of the investigation, the researcher offers the following suggestions which should act as a basis for further work on the subject.

- i. Further research should be conducted to find out the influence of internet use and reading habit among students in public secondary schools in Kigumo Sub County.
- ii. Further research should also be conducted on the effect of the internet surfing on deep reading

Acknowledgement

I would like to acknowledge with appreciation the help of those without whom the completion of this work would have been a mere dream. I appreciate God, the most gracious, the Most Merciful, for what He has done for me: giving me wisdom, strength to always be courageous in accomplishing this project. A special mention goes to my supervisor Dr. Hellen Mberia for her guidance and suggestions. I appreciate the good work done by all the lecturers who taught me. I am also grateful to my classmates for their encouragement and assistance.

Lastly, I am grateful to my husband David and children, Prince and Pearl, for their patience and support.

GOD BLESS YOU ALL

References

- Anaeto, S.G. and Anaeto, M.S. (2010). *Development Communication: Principles and Practice* (First Edition). Lagos: Stirling-Horden publishers.
- Banerjee, I. 2008. "The Impact of New Media on Traditional Mainstream Mass Media –A Critical Assessment." A Series of Lectures on Trends & Future of the Malaysian Mass Media. Presented at Dewan Tunku Canselor, University of Malaya Kuala Lumpur
- Bauerlein, M. (2004, December). Revisiting "Reading at risk." *American Libraries*, 35(11), 3.
- Bell, J. (1997). *How to complete your research successfully: A guide for first time Researchers*. New Delhi: UBS Publishers.
- Campbell, R, Martin, C.R., & Fabos, B. (2009). *Media and culture: An introduction to mass communication*, 6th ed. Boston: Bedford/St. Martin's.
- Cheyney, A. B. 1992. *Teaching Reading Skills through the Newspaper*. Newark: International Reading Association.
- Fowler, R. 1991. *Language in News: Discourse and Ideology in the Press*. London:
- Cull, Barry. (2011). *Reading revolution: Online digital texts and implications for reading in academics*. First Monday Peer reviewed Journal on the Internet volume 16 Number 6-6
- Domingo, D. & A. Heinone. 2008. "Weblogs and Journalism: A Typology to Explore the Blurring Boundaries." *Nordicom Review*, 29 (1): 3-15.
- Fowler, F. J. (2009). *Survey Research Methods*. (4th ed.) London: Sage Publications Inc.
- Kathuri, N. & Pals, D. (1993). *Introduction to Educational Research*, Nakuru, Egerton Educational Media Centre.
- Lau, B.T. and Sim, C.H. (2008). Exploring the extent of ICT adoption among Secondary School Teachers in Malaysia. *International Journal of Computing and ICT Research*, II (II), 19-36.
- Liu, Z. (2005), "Reading behavior in the digital environment: changes in reading behavior over the past 10 years", *Journal of Documentation*, Vol. 61 No. 6, pp. 700-12.
- Magara, E. & Batambuze, C. (2005). *Towards a reading culture for Uganda*. *African Journal of Library, Archive and Information Science*, 15 (1), 35-42.
- Makenzi M (2004), *Reaching out to the less advantaged: reading tents in Kenya*. World library and information congress: 70th IFLA General Council.
- Martin, K & Acuna, C. (2002). *SPSS for Institutional Researchers*. Lewisburg, Pennsylvania: Bucknell university press.
- McKool, S. S. & Gespass, S. (2009). Does Johnny's reading teacher love to read? How teachers' personal reading habits affect instructional practices. *Literacy Research and Instruction*, 48, 264-276.
- Meyer, P. (2009). *The vanishing newspaper: saving journalism in the information age*. Missouri: University of Missouri Press.
- Michael Dirda, "As I Live and Read: One Book Lovers Plea for a Literati Nation." *The Washington Post*. 25 July 2004: B1.
- Mugenda O.M. & Mugenda, A.G. (1999). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: ACTS Press.

- Mulindwa,G.(2001). "Can reading research in Africa be done in isolation? The influence of Literacy, education, publishing and the book industry on reading in Africa?" paper presented at 67
- Nathanson, S., Pruslow, J., and Levitt, R. (2008). The reading habits and literacy attitudes of inservice and prospective teachers. *Journal of Teacher Education*,59(4), 313-321.
- Obama, B. (2008). Barack Obama on libraries: Bound to the word: Keynote address at the opening general session at the ALA Annual Conference in Chicago,June 23-29.
- Odini C (2002). The book chain in Kenya. In D. Rosenberg, ed. In: *Thebook /chain in Anglophone Africa*. London: International New York for the /Availability of scientific publication.
- Panigrahi, C., & Panda, K.C. (1996). Reading interest and information sources of school going children: A case study of two English medium schools of Rourkela,India. *Malaysia Journal of Library and Information Science* 1 (1): 57-65.
- Powell-Brown, A. (2003/2004). Can you be a teacher of literacy if you don't love to read? *Journal of Adolescent & Adult Literacy*, 47, 284-288.
- Ramirez, E. (2003), "The impact of the internet on the reading practices of a university community: the case of UNAM", paper presented at the World Library and Information Congress: 69th IFLA General Conference and Council, Berlin, August 1-9.
- Rosenstiel, T. 2005. "Political Polling and the New Media Culture: A Case of more being Less." *Public Opinion Quarterly*, 6(9): 698-715.
- Salomon, G. (1979). *Interaction of media, cognition, and learning*. San Francisco: Jossey-Bass
- Sangkaeo, J.N. (1999). Reading habit promotion in Asian libraries. 65th IFLA council and General Conference, Bangkok, Thailand, Aug. 20-28.
- Scott, J. E. (1996). Self-efficacy: A key to literacy learning. *Reading Horizons*, 36, 195-213.39-4.
- The Daily Nation (2014) KCSE Results 2013, 3rd March.
- The Hindu (2004) Whither the reading habit? Online India National Newspaper, Monday July, 12.