

THE IMPACT OF ICT TOOLS UTILIZATION ON THE READING INTEREST OF SECONDARY SCHOOL STUDENTS IN SELECTED SECONDARY SCHOOLS IN IBADAN-NORTH, NIGERIA

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ABSTRACT

Reading interest impacts an individual's motivation to read, leading to more frequent reading, exposure to diverse content, and improved vocabulary, which are all crucial for academic success and lifelong learning. Many secondary school students show a lack of reading interest despite the various reading resources available and the efforts that have been made to improve their reading interest. This study therefore examined the impact of ICT tools utilization on reading interest in secondary school students in select secondary schools in Ibadan-North.

This study adopted a descriptive survey research design. Simple random sampling technique was used in selecting 267 students from Abadina Grammar School, Abadina College, UI, International School, Ibadan and Baptist College UI. Data were collected using a structured questionnaire that

measured demographic variables and other variables of the study: Projectors, recorded comprehension passages, educational websites, online libraries and reading interest. The data collected were analyzed using simple linear regression.

Findings revealed that the use of ICT tools has a significant impact on the reading interest of secondary school students in select secondary schools in Ibadan-North. There was a significant impact on the reading interests of the students with regard to projectors ($\beta = .782$, $t = 20.445$, $p < .0005$), significant impact of recorded comprehension passage use on reading interest ($\beta = .634$, $t = 13.336$, $p < .0005$), significant impact of educational website use on reading interest ($\beta = .787$, $t = 13.336$, $p < .0005$) and significant impact of online library use on reading interest ($\beta = .826$, $t = 23.827$, $p < .0005$).

It was recommended that schools should consider integrating ICT tools into their curriculum to enhance students' reading interest, teachers should receive training on how to effectively use ICT tools in the class to support reading activities, education policymakers should consider incorporating the use of ICT tools in reading instruction policies to promote digital literacy and enhance reading interest and parents should encourage their children's reading habits and interests by providing tools at home and monitoring their use.

Key words: Information Communication Technology (ICT), *Reading Interest, Projectors, Recorded Comprehension Passages, Educational Websites,.*

Word Count: 346.

INTRODUCTION

The veritable tool a country requires for optimum development is education. It has remained the bedrock that facilitates the growth of nations. Education, according to John Dewey in Agarwal (2020) is the development of all those capacities in the individual which will enable him to control his environment and fulfil his responsibilities. It involves teaching one to think deeply and critically resulting in moulding characters to be intelligent and goal oriented. It involves causing people to think deeply and critically so as to become better versions of themselves. With education, people pass through processes through which they develop attitudes, abilities and various forms of behaviour that are of practical values in the family, societies and the world at large (Borgonovi, Pokropek, 2021).

From the view point of Adesemowo and Sotonade (2022), education comprises of the holistic process of human learning, which involves the imparting of knowledge, the cultivation of faculties, and the development of various skills needed for making the society a better place. Education is expected to positively impact the social conduct of the individual going through the

educational process. It enables all citizens to contribute meaningfully to the economy, bringing about innovation, productivity and competitiveness. Education lays huge foundation for the progress of every country, with the ability to polishing individuals into more responsible members of society.

Education is a valuable means of transmitting knowledge, skill, ideas, and thoughts to people for them to have permanent relative change in behaviour which will enable them to impact the society positively. Through education, individuals acquire the values and skills necessary to participate effectively in the nation's growth and development. One of these skills that is acquired and also helps in achieving academic success and in turn nation development is the reading skill.

Reading is a cognitive skill that requires the ability to recognize and understand written words. Various scholars have defined reading in different ways. According to Grell, Sandhu and Blakeley (2023), reading is a decoding process where readers translate symbols into cohesive meanings, an active process of questioning and analyzing text. They also state that reading is an interaction between the reader and the text, where meaning is formulated through various strategies and comprehension skills. Reading can be said to be the decoding process which involves the recognition and understanding of the arbitrary graphic representation of systematically and conventionally used human vocal noise. Reading skills encompass a combination of abilities crucial for interacting with written language effectively. These skills include phonemic awareness, vocabulary development, comprehension, decoding, fluency and critical thinking (Chettri, Bout, 2013).

Reading is very crucial for academic attainment as it opens door for acquisition of knowledge and skills needed to achieve academically. Constant engagement in reading leads to reading literacy which assists one to achieve academically and equally contributes in the education of others (TIMSS & PIRLS, 2021). One of the most important tools learners, teachers and even everyone should acquire is the skill in reading. It assists learners in vocabulary acquisition. Reading offers one the opportunity to acquire a vast reservoir of vocabulary, knowledge on almost any discipline. It gives one enablement to navigate through history, science, explore in philosophy and virtually every field of human endeavour and harvest knowledge needed in developing man optimally.

Reading as a language skills benefits learners tremendously. Reading is a means of self-educating oneself and assists one to overcome mundane and repetitive lifestyle. Some of the benefits of reading to learners is that it boosts their cognitive abilities. Learners or students that have good reading culture benefit a lot as it keeps their mental capacity and capability alert. It helps learners to achieve much because the secret of academic success and attainment according to Olga, & Claudia (2020) is embedded in reading.

Ibadan-North is one of the Local Governments Areas in Oyo State, Nigeria. It is located at the southwestern part of Nigeria, Oyo State is one of the country's 36 states, and Ibadan, is its capital.

It is the third most populous city in Nigeria. Ibadan-North is notable for being home to several prominent institutions. The most renowned is the University of Ibadan, the oldest and one of the most prestigious universities in Nigeria. It also hosts several other institutions of higher learning, secondary schools and primary schools. Despite its educational strengths, Ibadan-North has been said to face challenges such as underfunding, inadequate infrastructure and a shortage of qualified teachers. Fostering reading interest among students in these schools still remains a significant challenge.

As a developing country, Nigeria needs citizens who can read, write, gather valuable knowledge and information and have the potential to create a substantial change for the betterment of themselves and the nation based on the educational process they have passed through and the enlightenment they have gathered through reading. A well-read society is a knowledgeable society. According to Ross (2016), reading interest refers to how much someone enjoys reading, shown by how often they read. She also states that it is also about what topics or genres they prefer, and the things in a text that grab their attention, making them engaged and interested in what they are reading (Trelease, 2013).

Kasáčová and Babiaková (2021) see reading literacy as “the ability to read” and “the sense of comprehending written text and being able to express ideas in writing” and readability as “a developed competence to actively read and comprehend coherent longer texts, both fictional and informative”. There are a lot more people who can only read than there are readers who excel at the challenging reading tasks needed in a society that relies on knowledge and information (Ross, 2016). The lack of readability causes ignorance, deficient academic performance and limited intellectual and personal development, as the wells of information and discoveries are not tapped into.

People have different relationships with reading as reading interests are individualistic and multi-layered. It stems from things such as a person’s preferences, the availability of reading materials, and influence from peers, parents, teachers and cultural backgrounds. Kasáčová and Babiaková (2021) and Otache (2020) submitted that inculcating the habit of reading from an early age is fundamental to ensuring that students retain and develop reading interests and habits. Various factors affect reading such as the characters of readers, the social context of readability and younger learners’ reading preferences (Kasáčová and Babiaková, 2021). The goals, for the good of society and the personal development of students, are to build and encourage the reading interests of students to allow them access to valuable knowledge that would build them up and increase the progress of the country.

Reading can become tasking and even boring due to repetitiveness, diverse individual attention spans, personal preferences, the lack of a conducive reading culture or environment or reading disabilities. Reading interest can be cultivated, nurtured and sustained through several means. These include using a variety of reading materials, using engaging content, discussion, reading in a suitable environment, provision of incentives and community involvement. One notable means

of boosting reading interest in the 21st century is through the use of Information and Communication Technology (ICT) tools.

According to the UNESCO Institute for Statistics (2009), Information and Communication Technologies (ICT) encompass a range of technological tools and resources utilized for transmitting, storing, creating, sharing, or exchanging information. These tools have been developed to assist in language use. Reading as a language skill which involves receiving information from written or printed materials can benefit greatly from these tools. Interest in reading can be boosted by incorporating ICT tools in the process of reading. The use of smartphones, laptops, and desktop computers is part of daily personal and societal functions. These tools could include visual, audio and audio-visual devices that could help in arresting the reading interests of students. They provide a variety of resources for reading, an interactive means of reading and alternative forms of reading. The inculcation of these tools can be done in school and even personally by the students during their everyday reading as it is not restricted to one form of use.

The findings of this study aim to provide valuable insights into how ICT tools such as digital projectors, educational websites, online libraries and recorded comprehension passages can be leveraged to enhance reading interest, ultimately contributing to the academic success and personal development of secondary school students using the study of select secondary schools in Ibadan-North.

Statement of the Problem

Reading is crucial for academic and professional success. For education, which is of paramount importance to shaping individuals and societies, to effectively contribute to lives and societies, the significance of reading must be understood and established and its continuous process inculcated into the daily habits of students. There is a massive decline in reading interest of secondary school students. It has also been observed that the reading culture of secondary school students is poor hence the need to utilize ICT tools in teaching reading so as to boost their reading interest.

Objectives of the Study

The main objective of this study is to investigate the impact of ICT utilisation in boosting the reading interest among students using a case study of secondary school students in Ibadan-North Local Government. The specific objectives of the study include:

Research Hypothesis

H₀₁. There is no significant impact in the use of projectors on the reading interest of secondary school students in select secondary schools in Ibadan-North.

H₀₂. There is no significant impact in the use of recorded comprehension on the reading interest of secondary school students in select secondary schools in Ibadan-North.

H₀₃. There is no significant impact in the use of educational websites on the reading interest of secondary school students in select secondary schools in Ibadan-North.

H₀₄. There is no significant impact in the use of online libraries on the reading interest of secondary school students in select secondary schools in Ibadan-North.

Theoretical Framework

Schema Theory of Reading

The groundwork for the Schema Theory was established by Frederic Bartlett in 1932. The theory was further developed by Richard Anderson in the late 1970s. Schema Theory, within the realm of cognitive science, focuses on how knowledge is structured within the brain. The Schema Theory of Reading is a cognitive theory that explains how readers use previous knowledge to comprehend and interpret new information. The word “schema” is derived from the Greek word “σχῆμα” (skhēma) which means a depiction of a plan or theory in the format of a structure or model. This theory suggests that readers have a set of mental frameworks or schemata. These schemata are based on the reader’s experience, knowledge and expectations.

Reading Techniques

Reading techniques have been formulated by many scholars that suggest the best ways to read depending on the type of reading needed to be done and the purpose for which the reading process is carried out. The reading formula (SQ3Rn) which represents: Survey, question, read, recite and recall when applied in reading text helps readers to achieve optimally. SQ3R strategy provides a structured approach for students to use in diverse subject areas and educational levels. Together, the five levels highlight the importance of engaging students in the pre-reading, during-reading and post-reading steps to enhance full understanding and retention of information. The steps include:

Survey (‘S’): The initial step involves surveying, skimming or scanning. It suggests that the reader should refrain from reading an entire text or book. Instead, an individual should begin by taking note of the headings, sub-headings, and notable elements like figures and tables. This helps to provide a structure or blueprint for the whole content.

Question (‘Q’): This next step helps one create a purpose for reading and gives one something specific to focus on. It involves preparing questions for oneself as they go through a text. This could be done by asking general questions like, “What is this text about?” or turning a heading or sub-heading into a question.

Read (R¹): This stage involves the active reading of a reader based on the work done with the first two steps “S- Survey” and “Q- Question”. Active reading involves reading with the purpose of understanding and evaluating the material for its relevance to your needs. This step helps to find answers to the questions created in the second stage (Q).

Recite (R²): In this step, the reader aims to recall and recite from memory what has been read and learned using words different from what was used in the text. The reciting may be done orally or in written form as it helps to retain what was read for a longer term.

Review (R³): This is the final stage of the technique. At this level, the reader is to review the text by consolidating their understanding through articulating the main idea of the text in their own words. This active recall technique helps to reinforce comprehension.

Reading Interest

According to Ross (2016) reading interest is said to be a way of analyzing reading from the readers' perspective rather than from the standpoint of the "communication circuit" comprising of the text, author, publishers and even social and technological factors such as educational institutions and technologies of printing and distribution. Ross (2016) also states that it is seen as an essential element of engagement as a reader makes sense of what they read. Reading interest refers to an individual's inclination, desire and enthusiasm for reading. It reflects the extent to which someone enjoys reading and engages in reading activities.

Reading interest can vary widely among individuals and can be influenced by a variety of factors. Kasáčová and Babiaková (2021) identified four types of readers according to their levels of interest. They are avid readers, interested readers, non-struggling non-readers and struggling non-readers. Avid readers actively search for literature and deliberately read even during their free time. Interested readers are those who enjoy reading but may need to be motivated to read. Non-struggling non-readers are literate when it comes to reading and only read if it is a must. Struggling non-readers are those who have trouble reading and are not interested in reading as they find it a burden or torture.

The reason for concerns about reading interest is its relationship between literacy acquisition and the need for the exquisite literacy of a knowledge-based society and society (Ross, 2016). Reading interest plays a crucial role in developing strong reading habits and skills. It serves as a key factor in promoting reading engagement, improving reading skills and fostering a love for reading that can last a lifetime.

Information Communication Technology (ICT) Tools

This study focuses on four main ICT tools, namely; projectors, recorded comprehension passages, educational websites and online libraries. This ICT tools cut across visual reading, listening to read passages, audio-visual materials and the ability to read as a group and personally whether in class or during one's personal time.

Projector: A projector is a tool used to display images, videos, or text on a surface like a screen or wall for a group to see. It has a light source, lenses, and a display panel that work together to project the content. In education, projectors can be incorporated in various ways to aid in boosting reading interest in students. These ways could include:

Visual Aid: Projectors can be used to display visually appealing images and graphics related to the reading material. This visual aid can help students better understand and remember content, making the reading experience more engaging.

Interactive Learning: Interactive projectors allow students to interact with the projected content using or pen input. The interactive learning experience can make read more dynamic an immersive, leading to increased interest an participation.

Group Reading Activities: Projectors can facilitate group reading activities by displaying texts for all students to see. This promotes collaborative learning and discussion, fostering a deeper understanding and appreciation for the reading material.

Flexible Learning Spaces: Portable projectors can be used to create flexible learning spaces, allowing teachers to conduct reading activities in various settings such as outdoor classrooms or informal learning environments.

Recorded Comprehension Passages: Recorded comprehension passages are audio recordings of written texts, often followed by questions to assess a listener's understanding. These passages help improve listening skills and reading comprehension, commonly used in language learning and literacy education. In these recordings, a narrator reads the text aloud, at a moderate pace and with clear pronunciation. This can be done by a human narrator or using text-to-speech technology. After listening, the listener could answer questions about the content, such as the main ideas, details, inferences, and vocabulary. These questions evaluate the listener's comprehension and critical thinking skills. Recorded comprehension passages can help boost reading interest in various ways, including:

Auditory Learning: Some individuals learn better through auditory means, and listening to recorded passages can help them better understand and retain information compared to reading the text silently. This can be particularly helpful for students who struggle with traditional reading methods.

Enhanced Engagement: Listening to a recorded comprehension passage can make the reading experience more engaging and enjoyable, especially for students who may find it tedious or boring. The audio format can bring a text to life and capture the listener's attention.

Promotes Fluency: Listening to a fluent reading can help students develop their own reading fluency. Hearing how words are pronounced and sentences are structured can improve students' ability to read aloud smoothly and accurately.

Educational Websites: Educational websites are designed to offer educative and informative content and resources to users. These websites are typically created by schools, teachers, or educational groups to support learning and teaching. Educational websites offer a diverse range of content, covering academic subjects. They can be accessed on computers, tablets, and smartphones, making them accessible to users wherever they are. Examples of educational websites include: NOUN e-Courseware, WAEC e-Learning, JAMB e-Facility Portal, Nigerian Scholars, Learn Africa, MySchoolGist. Educational websites can be used to boost reading interest through various ways such as:

Interactive Content: Educational websites often feature interactive content such as videos, and animations that make learning engaging and enjoyable. This interactive content can help to capture the interest of students and encourage them to read more.

Variety of Topics: Educational websites cover a wide range of topics and subjects, allowing students to explore areas of interest and discover new topics they may enjoy reading about.

Accessibility: Educational website can be accessed anytime, anywhere, making them a convenient way for students to access reading material and continue learning outside the classroom.

Feedback and Progress Tracking: Many educational websites offer features that provide feedback to students on their progress, which can motivate them to continue reading and learning.

Online Libraries: Online libraries, also known as digital libraries or electronic libraries, are digital collections accessible through the internet. They offer users a wide range of digital content, such as books, journals, articles, and multimedia. Unlike physical libraries that store physical copies, online libraries maintain digital versions of these resources, allowing users to access and read them online. Some of the advantages they offer include:

Convenience: Users can access online libraries at any time, day or night, making it convenient for them to find and access the resources they need. This convenience is particularly useful for students and researchers who may need to access materials outside of regular library hours.

Cost-Effectiveness: Online libraries can be more cost-effective than traditional libraries as they eliminate the need for physical space to store books and other materials. This cost savings can be passed on to users in the form of lower subscription fees or free access to materials.

Searchability: Online libraries often include search tools that allow users to quickly and easily find the resources they need. These search tools can help users locate specific books, articles, or other materials more efficiently than they could in a traditional library.

Accessability: Online libraries can be accessed from anywhere with internet connection, making them accessible to users around the world. This accessability is especially beneficial for users who may not have access to physical libraries or who are unable to visit a library in person.

METHODOLOGY

Research Design

The study adopted a descriptive survey research design to collect data regarding the impact of ICT tools utilization on the reading interest of secondary school students in selected schools in Ibadan-North, Oyo State. The survey research method was selected because the study observes variables in their natural state, rather than change them. The independent or predictor variable being examined was already established, and the researcher's aim is to observe it to determine its effect on the dependent or criterion variable. In this design, the ICT use is the independent variable and the students' reading interest is the dependent variable.

Population of the Study

The population of this study consists of secondary school students in four selected secondary schools in Ibadan-North, namely, Abadina Grammar School, Abadina College, The International School of Ibadan, and Baptist College UI.

Table 3.1: Population of the Study

S/N	Names of Schools	Population Size
	Government-Owned	
1	Abadina Grammar School	3526
2	Abadina College UI. Ibadan	4390
	Private-Owned	
3	International School Ibadan	2051
4	Baptist College UI.	674
	Total	10641

Sample and Sampling Techniques

A sample size of 275 secondary school students was selected from four schools through the simple random sampling technique.

The distribution of the sample is illustrated in Table 3.2.

Table 3.2: Sample Size for the Study

S/N	Names of Schools	Population Size	Sample Size
	Government-Owned		
1	Abadina Grammar School	3526	95
2	Abadina College UI. Ibadan	4390	105
	Private-Owned		
3	International School Ibadan	2051	50
4	Baptist College UI.	674	25
	Total	10641	275

Instrumentation

The instrument for collecting data for the research is a mix of self-structured questionnaire and the Students' Reading Interest Scale (SRIS) which was administered to secondary school students. The opinion section of the questionnaire contains 34 items in total and was structured as a 4-point Likert-type instrument with responses Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The SRIS was developed by Bello (2014) as a self-report measure of interest of students' reading. It consists of 15 items on a Likert-type scale with responses Strongly Disagree (SD), Disagree (D), Agree (A) and Strongly Agree (SA).

The questionnaire was divided into six sections. Section A was utilized to collect general information regarding the demographic characteristics of the students such as gender, age, class and school. Section B - the Students' Reading Interest Scale (SRIS) was used to get information on the state and level of reading interests the students currently had. Section C was used to gather

information about the impact of projector use on the students' reading interest. Section D was utilized to obtain information about the effect of the use of recorded comprehension passages on the students' reading interest, Section E was used to gather information on the effect of educational website usage on the students' reading interest and Section F was utilized to get information on the impact of the use online libraries on the students' reading interest.

Method of Data Analysis

The demography data of participants were analyzed by means of descriptive statistical techniques of frequency distribution and percentages. The four hypotheses were tested by means of Pearson's chi square. All test were carried out at the .0005 level of significance.

PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

Presentation of Results

The questionnaire was sectioned into six parts. The first section elicited personal details of respondents.

Table 4.1: Personal Details of Respondents

Variable	Category	Frequency	Percentage (%)
Gender	Male	125	46.8
	Female	142	53.2
Age	Below 13 years	75	28.1
	13-15 years	116	43.4
	16 years & above	76	28.5
Class	JS 1	32	12.0
	JS 2	49	18.4
	JS 3	56	21.0
	SS 1	50	18.7
	SS 2	48	18.0
	SS 3	32	12.0
School	Abadina Grammar School	94	35.2
	International School, Ibadan	46	17.2
	Baptist College, Ibadan	23	8.6
	Abadina College	104	39.0

Source: Field Survey (2024)

Table 4.1 represents the personal details of the respondents. Gender distribution showed 53% of the respondents were female, while their male counterparts accounted for 47% of the actual sample size. Based on academic level, the greatest proportion of the participants (21%) were in JS 3, followed by those who were in SS 1 (19%), JS 2 (18%), SS 2 (18%), JS 1 (12%) and SS 3 (12%). Age distribution showed that greatest proportion of the participants (43%) were 13-15 years old,

followed by those who were 16 years old & above (29%) and below 13 years old (28%). 39% of the participants were students of Abadina College, 35% were students of Abadina Grammar School, 17% were students of International School, Ibadan and 9% were students of Baptist College, UI.

Test of Research Hypotheses

Hypothesis One

Ho1: There is no significant impact in the use of projectors on the reading interest of secondary school students in select secondary schools in Ibadan-North.

Table 4.2: Simple Linear Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	17.602	.473		37.241	.000
use of projectors	.616	.030	.782	20.445	.000

a. Dependent Variable: reading interest

Table 4.2 revealed significant results (Beta = .782, t = 20.445, p < .0005). The null hypothesis which stated that there is no significant impact in the use of projectors on the reading interest of secondary school students in select secondary schools in Ibadan-North is rejected and the alternative hypothesis is upheld. It is subsequently concluded that the use of projectors has significant impact on the reading interest of secondary school students in select secondary schools in Ibadan-North. Table 4.2 further revealed that reading interest could be predicted from the use of projectors by means of regression equation stated below:

$$\text{Reading Interest} = (.616 \times \text{Use of Projectors}) + 17.602.$$

Hypothesis Two

Ho2: There is no significant impact in the use of recorded comprehension on the reading interest of secondary school students in select secondary schools in Ibadan-North.

Table 4.3: Simple Linear Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	17.038	.759		22.451	.000
use of recorded comprehension	.648	.049	.634	13.336	.000

a. Dependent Variable: reading interest

Table 4.3 revealed significant results (Beta = .634, $t = 13.336$, $p < .0005$). The null hypothesis which stated that there is no significant impact in the use of recorded comprehension on the reading interest of secondary school students in select secondary schools in Ibadan-North is therefore rejected and the alternative hypothesis is upheld. It is subsequently concluded that use of recorded comprehension passages has significant impact on the reading interest of secondary school students in select secondary schools in Ibadan-North. Table 4.8 further revealed that reading interest could be predicted from the use of recorded comprehension passages by means of the regression equation stated below:

$$\text{Reading Interest} = (.648 \times \text{Use of Recorded Comprehension Passages}) + 17.038.$$

Hypothesis Three

Ho3: There is no significant impact in the use of educational websites on the reading interest of secondary school students in select secondary schools in Ibadan-North.

Table 4.4: Simple Linear Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	15.084	.584		25.822	.000
usage of educational websites	.798	.038	.787	20.757	.000

a. Dependent Variable: reading interest

Table 4.4 revealed significant results (Beta = .787, $t = 20.757$, $p < .0005$). The null hypothesis which stated that there is no significant impact in the use of educational websites on the reading interest of secondary school students in select secondary schools in Ibadan-North is therefore rejected and the alternative hypothesis is upheld. It is subsequently concluded that the usage of educational websites has a significant impact on the reading interest of secondary school students in select secondary schools in Ibadan-North. Table 4.4 further revealed that reading interest could be predicted from the use of educational websites by means of the regression equation below:

$$\text{Reading Interest} = (.798 \times \text{Use of Educational Websites}) + 15.084.$$

Hypothesis Four

Ho4: There is no significant impact in the use of online libraries on the reading interest of secondary school students in select secondary schools in Ibadan-North.

Table 4.5: Simple Linear Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	12.172	.630		19.318	.000

use of online libraries	1.023	.043	.826	23.827	.000
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a. Dependent Variable: reading interest

Table 4.5 revealed significant results (Beta = .826, $t = 23.827$, $p < .0005$). The null hypothesis which stated that there is no significant impact in the use of online libraries on the reading interest of secondary school students in select secondary schools in Ibadan-North is rejected and the alternative hypothesis is upheld. It is subsequently concluded that the use of online libraries has a significant impact on the reading interest of secondary school students in select schools in Ibadan-North. Table 4.5 further revealed that reading interest could be predicted from the use of online libraries by means of the regression equation stated below: Reading Interest = (1.023 x Use of Online Libraries) + 12.172.

Findings

The findings revealed that the use of ICT recorded comprehension passages assisted learners in their reading. The findings also indicated that the interest in of learners were boosted by using educational websites in reading . Again, the findings indicated that the online libraries assisted learners in their reading interest.

Discussion of Results

Based on the findings of this research, it can be concluded that the use of ICT tools, specifically projectors, recorded comprehension passages, educational websites, and online libraries, have a significant impact on the reading interest of secondary school students in Ibadan-North. The rejection of the null hypothesis regarding the use of projectors suggests that projectors play a significant role in boosting reading interest among students. The alternative hypothesis is upheld, indicating that the use of projectors positively impacts students' reading interest.

Similarly, the rejection of the null hypothesis regarding the use of recorded comprehension passages, educational websites, and online libraries implies that these ICT tools also have a significant impact on students' reading interest. The alternative hypotheses for these tools are upheld, indicating that they contribute positively to enhancing students' reading interest.

Overall, the findings highlight the importance of integrating ICT tools into education, particularly in the context of improving students' reading interest. These tools provide innovative and engaging ways to present reading material, ultimately enhancing the learning experience and fostering a greater interest in reading among secondary school students in Ibadan-North.

Conclusion

The study concludes that the use of ICT tools- projectors, recorded comprehension passages, educational websites and online libraries have significant impact on the reading interest of secondary school students in selected secondary schools in Ibadan-North. These tools enhance students' engagement with reading materials, making the reading and learning process more interactive and stimulating. The findings suggest that integrating ICT tools into teaching and learning processes can be an effective strategy for promoting reading interest among secondary school students, ultimately contributing to their overall academic success.

Recommendation

Based on the findings, the following recommendations were suggested: Schools should consider integrating ICT tools such as projectors, recorded comprehension passages, educational websites and online libraries into their curriculum to enhance students' reading interest. Teachers should receive training on how to effectively use ICT tools in the classroom to support reading activities and engage students. Educational policymakers should consider incorporating the use of ICT tools in reading instruction policies to promote digital literacy and enhance reading interest.

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