

Availability of School Library Information Resources As Predictors Of Students' Study Habits In Selected Secondary Schools Within Calabar Municipality

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Abstract

The survey study was undertaken to investigate the availability of school library information resources as predictors of students' study habits in selected secondary schools within Calabar Municipality. Three research hypotheses were raised to guide the study. The population of the study was four thousand, and eighty-two (4,082) Senior Secondary School Three (SSS 3) students, out of which a sample size of four hundred and ninety-one (491) SS3 students was randomly selected and used for the study. A structured questionnaire titled Information Resources and Students' Study Habits Questionnaire (IRASSHQ) was adopted for data collection. The reliability estimate of the instruments was established using split-half method of reliability and its associate Spearman Brown Prophecy formula. Regression analysis was the statistical technique employed to test the hypotheses under study at .05 level of significance. The result of the analysis revealed that availability of fictions, availability of audio-visual materials and the availability of electronic resources can significantly predict students' study habits. Based on these findings, it was recommended that more fictions should be made available in the school libraries for the students; more funding and donations for audio-visual resources should be made available to the school libraries; and the school authority should provide relevant ICT infrastructures that will further enhance the utilization of electronic information resources in schools.

Keywords: School library, information resources, fictions, electronic information resources, audio-visuals and study habits

Introduction

Education is considered to be the first step for every human activity, as it plays a vital role in ensuring the acquisition of knowledge and skills that enable individuals increase their productivity and improve their quality of life. A creative and pragmatic education involves the ability to apply suitable strategies and methods for study while utilizing time and resources efficiently. This requires making good decisions on how and when to study and knowing what study strategies to adopt, all of which points to the need for a good study habit.

Study habits are the adopted ways and manner a student plans his private readings, after classroom learning so as to attain mastery of the subject. It can also be described as the routine or habitual way of learning. It includes the way a student asks questions in class, take notes in class while studying, join a study group and also study in silence and alone at regular times. An efficient and pleasant study habit has to be deliberate and well-planned pattern of study aimed at achieving excellent academic performances. It involves group discussion method of study, time allocation and assignment method among others.

Jato, Ogunniyi and Olubiyo (2014) observed that study habit encompasses a wide range of abilities, which facilitates academic achievement in diverse subject areas. He identified common study habit strategies including motivational techniques, time management, note taking, private study, and organizational skills as routines that would enrich learning, all of which should be supported by the school library.

School libraries are libraries found in pre-primary, primary, secondary schools and teacher training colleges that are geared towards ensuring the availability of information resources, services and instructions to support teaching and learning among teachers and students. The major objective of setting up a school library is to inculcate good study habit early in the life of children by promoting the love for reading, as they help in providing information resources and services required by the students and teachers. (Bassey & Enidiok, 2019; Echu, Enidiok, Orim & Tanne, 2023).

Information resources are those materials or means through which information can be found to meet a particular need, they include fictions, newspapers, textbooks, audio-visuals, and so on. Libraries that have access to internet facilities also make electronic information resources

such as e-book, e-journal, and e-newspapers, available to their users. The major information resources considered in this study include fictions, audio-visuals and electronic information resources. A study conducted by Enidiok, Richard, Ama-Abasi and Omoniyi, (2024) revealed that the school library environment has a significant influence on the utilization of library resources.

Fictions are information resources that consist of short stories, novels and dramas based on made-up and fabricated stories and characters. Fictions help to develop and sustain in students the habit and enjoyment of reading for pleasure as it enriches students' intellectual, aesthetic, cultural and emotional growth. It also enables the students to obtain spiritual, inspirational, and recreational activity through reading, and therefore enhancing their opportunity of interacting with the society's wealth and accumulated knowledge. Examples include *Pride and Prejudice* by Jane Austen; *Things Fall Apart* by Chinua Achebe, and *The gods are not to blame* by Ola Rotimi.

Audio-visual information resources are those materials which are directed at both the senses of hearing and the sense of sight in the conveyance of information. They are information resources that tend to stimulate the sense of hearing and sight simultaneously, as they can be seen and heard at the same time examples include television, video tapes, projected aids, filmstrips, motion pictures, transparencies and audiotape records. They are those resources that use the operations of the scientific and technological equipment, combining both visual projections and sound production to provide tangible experiences to learners.

Electronic information resources are those information sources that come in an electronic format and are accessible through the use of internet facilities. They are also information resources that requires computers or other specialized equipment to view. Electronic resources are usually stored on a server accessible through the internet or local server. Some examples are e-books, e-journals, e-magazine, web sites, and databases.

It is believed that one of the many issues confronting our contemporary students is perhaps, not their inability to study, but their poor study habit. The school library must therefore be in the position to ensure the availability of adequate information resources, and also make the utilization of these resources possible through the provision of basic library services. This study is therefore designed to assess the extent to which the availability of information resources (fictions, audio-visuals and electronic information resources) can predict students' study habits in selected secondary schools within Calabar municipality.

Statement of the problem

A student in school is expected to have good study habit, because it is what will make him successful in school. Unfortunately, observation from recent interactions with secondary school students shows that their attitude towards their studies is very poor. Most students have a lukewarm attitude towards their studies as they would only read in preparation for tests or examinations and will there after become nonchalant towards their studies until the next timetable for examination is released. Most students do not copy notes in class, others would hardly do their homework, while several others do not have a personal study timetable. As a result, such students find it difficult to respond to questions aimed at testing their previous knowledge of the topic by their teachers, and consequently end up with low grades in their examinations.

Could it be that the schools have not done enough in providing the needed learning resources to the students to help them cultivate good study habits through the provision of a viable library that is enriched with information resources in various formats? Consequently, this study seeks to assess how the availability of school library information resources (fictions, audio-visuals and electronic resources) can predict students' study habits in selected secondary schools within Calabar municipality?

Purpose of the study

The main purpose of this study was to investigate the availability of school library information resources as predictors of students' study habits in selected secondary schools within Calabar Municipality. Specifically, the study sought to:

1. Ascertain if the availability of fictions in school libraries can predict students' study habits
2. Assess whether the availability of audio-visual information resources in school libraries can predict students' study habits.
3. Investigate if the availability of electronic information resources in school libraries can predict students' study habits.

Statement of hypotheses

The following null hypotheses were tested during this study:

1. Availability of fictions in school libraries does not significantly predict students' study habits.
2. Availability of audio-visual information resources in school libraries does not significantly predict students' study habits.

3. Availability of electronic information resources in school libraries does not significantly predict students' study habits.

Literature review

The school library is an important aspect in the education of a child, as any child that is exposed to a school library with adequate information resources of various formats will grow up to become a confident adult who can exploit the information content of any library, as a library that is professionally staffed, well-funded and stocked with relevant information resources usually necessitates a good study habit among the students. Hence, a large variety and plentiful supply of library materials should be acquired in the school library to encourage independent study and build up the zeal in young people to appreciate books and reading from an early age (Akanwa, 2007). This view was buttressed by Ameyaw and Anto (2018) as they opined that the reading of fictions and other library resources helps in the advancement of one's communication skills and insightfulness, as fictions are more effective in inducing an enduring good study habit among young people.

Sullivan (2015) asserted that the frequency with which young people read fiction books compared to non-fiction books can be associated with their reading skills and their library collections. This view was corroborated by Unimuke, Ikwen, Ogunjimi, Egbe, Akin-Fakorede, Enidiok, Odey, Ogar-Ikwen, Ewa, James, Olofu, Edom, Ani, Ezeh, Agodichi, Orim, and Finba (2024), who reported that the love for reading has a strong connected with reading fiction books, as it can arouse and sustain the interest of the reader in developing the love for reading. This is because through reading, the individual can fabricate or settle things, appreciate stories, find what others accept and create thoughtful convictions of their own. Subsequently, the reading of fictions exposes one to all types of experience vital to our everyday survival.

Corroborating these views, Wahyuningsih and Ludfiyani (2024) reiterated the fact that reading fictions is a medium that is often used to add vocabulary, and it also aid in remembering the vocabularies obtained in the learning of English language. They also opined that the reading of an English fiction book should be the first book that should be read in a semester by students. This was earlier ascertained by Wahyuningsih and Afandi (2022), as they posited that foreign language students who have the habits of reading fictions usually enrich their vocabularies with ease, as reading fictions help them discover dozens of new vocabularies.

Fountas and Pinnel (2017) posit that it is through the reading of fictions that students are motivated to think, talk, react to, interpret and search for information with deeper understanding, and also write effectively. They further revealed that the reading of imaginary stories helps to activate the regions of the brain responsible for better understanding of others

and seeing the world from a new perspective. This was further buttressed by Deavers (2000), in his research reported that children's study habit should be captured very early in life through the introduction of fictions, animated stories and pictures that can appeal to the mind of the child. This is because once a child's interest has been captured, and he develops the love for books, he can explore for himself the wealth of human experiences and knowledge through studying. The relevance of fictions places a demand on publishers to publish and market more literatures to the readers (Enidiok, Egbe, Ama-Abasi & Omoniyi, 2025).

Audio-visual information resources on the other hand present easy and fast means of classroom communication. According to Mkpa (2019) audio visual media are information resource materials used in facilitating the teaching-learning process, as they save the instructor's time and effort, captures learner's interest, promotes effective retention of subject matter learned, keeps students busy and active and stimulates their imagination. Ike (2016) asserts that when audio visual materials are properly used in classrooms, can help to make the message of the teachers more vivid and interesting. This is because when audio visual media are used intelligently, they can provide the most effective kind of teaching-learning at all levels of education since certain important aspect of teaching which seems unreal, vague, uninspiring, shadowing and relatively meaningless could be made real and meaningful with audio visual aids. In the same vein, Ngozi, Samuel and Isaac (2012) stressed that audio-visuals, when effectively utilized, can lessen major weakness of verbalism, humanize and vitalize subject matter, provide interesting approach to new topics and give initial correct impressions, economize time in learning, supply concrete materials needed, and stimulate the initiative of the students or pupils.

Akintayo (2019) carried out a study to determine the effects of audio-visual aids on the academic performance of students in History in Nigeria. The finding of that study revealed that students who were taught using audio-visual aids performed better than those who were taught using the conventional instructional strategy. This was corroborated in a study by Jamiu (2023), which also revealed that there was a significant difference in the academic achievement of Senior Secondary School students exposed to audio-visual aids and those exposed to conventional teaching methods.

Awuwoleye (2020) reiterated the fact that audio-visual media are those material objects that when judiciously utilized, would enhance meaningful learning, and advocated that teachers should supplement oral explanation and descriptions with audio-visual media so as to make the lesson a reality, as the power of audio-visual lies in the fact that it is multisensory,

stimulating the many senses of the audience. It is also interactive, enabling the end users of the application to control the content and flow of information. The teaching-learning process through the use of audio-visual information resources can provide real experiences in almost all field of learning (Egbe & Enidiok, 2020; Aloysius & Torosco 2022).

The emergences of electronic information resources have also greatly transformed the teaching-learning process, as they are invaluable tools that complement the print resources in a traditional library setting. A student who gets the information he wants with little effort especially when they have assignment to do will develop positive study habit (Tella, Ayeni & Omoba, 2007). This is because according to Patel and Patel (2017), electronic information sources contain current information which can be easily accessed via the internet, as they are being updated regularly.

Eno (2016) conducted a survey research study to investigate the influence of utilizing electronic information resources on undergraduate students' academic performance in universities in Cross River State. The research involved 503 respondents drawn from a population of 10,047 third year students. The questionnaire was the instrument for data collection, and the results obtained was analyzed using one way Analysis of Variance (ANOVA) at 0.05 level of significance. The result of the analysis revealed that undergraduates' results is outstanding when they use electronic resources like e-books, e-journals, and databases. This trend is not different among secondary school students, as access to electronic information resources like e-books and e-journal help the students in doing their assignments, and develop a positive approach towards research and hence develop a positive study habit

Ukwentang, Enidiok, Igaja, & Njar (2025) advocated for the use of technology-enhanced teaching and learning as they stated that it was a new method of educating learners with the aim of developing the learners' skills, attitudes and values, and that it has the capacity to enable learners' study independently, think critically and use information effectively. Ugah (2008) advocated for the ease of access of electronic resources to users in order to promote utilization. This is because, as more information sources are made available and accessible to users with little or no stress, the more likely they would utilize such information sources thereby improving their study habit. Thus, the librarian should ensure that all barriers that challenges the users' access to electronic information resources are removed.

However, despite librarians' effort in providing a viable electronic library, the clienteles still encounter various challenges in accessing the e-library resources. These challenges go a long way to stampede the good study habits of the students. Such challenges as identified by Enidiok and Egbe (2020) include: inappropriate search skills and techniques to minimize search time, difficulty in evaluating the credibility of information sources, non-subscription to relevant e-

journals, slow internet connectivity, poor maintenance of e-library facilities, sub-standard infrastructure, fluctuating power supply, and poor funding

Methodology

This study adopted a survey research design which was considered to be the most applicable design due to the nature of the study. The population of this study was made up of four thousand and eighty-two (4,082) Senior Secondary School Three (SSS 3) students, in selected secondary schools within Calabar Municipality. The sample for this study consisted of four hundred and ninety-one (491) SS3 students which was drawn from the population through a stratified proportionate sampling. The population was divided into strata and the sample size for each stratum was calculated based on the proportion of the population in each stratum using simple random sampling technique to select sample from each stratum and then combine the samples from each stratum to form the overall sample size. A structured questionnaire titled Information Resources and Students' Study Habits Questionnaire (IRASSHQ) was adopted for data collection. The questionnaires were administered by the researchers, with the help of three research assistants. Completed copies of the instrument were retrieved at the spot for analysis giving a hundred percent (100%) returned rate. The instrument was analysed using simple regression analysis at 0.5 degree of freedom. The reason for the use of simple regression analysis was to predict the value of the dependent variables (Study Habit) based on the value of the independent variables which is availability of fictions, audio-visual materials, and electronic resources.

Results

H₀₁

Availability of fictions in school libraries does not significantly predict students' study habits. The independent variable in this hypothesis is availability of fictions in school libraries; while the dependent variable is students' study habits. Simple regression analysis was employed to test this hypothesis. The result of the analysis is presented in Table 1.

Table 1: Simple regression result of the prediction of availability of fictions in school libraries on students' study habits (N=491)

R= .458(a)	R ² = .210	Adj R ² =.208	S.O= 3.13292		
	Sum of Squares	Df	Mean Square	F-ratio	p-level
Regression	1274.066	1	1274.066	129.806	.000(a)
Residual	4799.620	489	9.815		
Total	6073.686	490			
R=.458, R ² = .210, Adjusted R ² = .208					

The simple regression analysis of the prediction of availability of fictions on students' study habits produced an adjusted R² of .208. This indicated that the availability of fiction books accounted for 20.8% of the variance in study habits in the study area. This finding is a critical indication that availability of fictions is relatively high in the area of the study. The F-value of the Analysis of Variance (ANOVA) obtained from the regression table was F = 129.806 and the sig. value of .000 (or p<.05) at the degree of freedom (df) 1 and 489. The implication of this result is that availability of fictions in school libraries is a significant predictor of students' study habits.

H₀₂

Availability of audio-visual materials in school libraries does not significantly predict students' study habits.

The independent variable in this hypothesis is availability of audio-visual materials in school libraries, while the dependent variable is students' study habits. Simple regression analysis was employed to test this hypothesis. The result of the analysis is presented in Table 2.

Table 2: Simple regression result of the prediction of availability of audio-visual materials in school libraries on students' study habits (N=491)

R= .974(a)	R ² = .948	Adj R ² =.948	S.O= .80207		
	Sum of Squares	Df	Mean Square	F- ratio	p- level
Regression	5759.108	1	5759.108	8952.308	.000(a)
Residual	314.578	489	.643		
Total	6073.686	490			
R= .974, R ² =.948, Adjusted R ² = .948					

The simple regression analysis of the prediction of availability of audio-visual materials on the students' study habits produced an adjusted R^2 of .948. This indicated that the availability of audio-visual materials accounted for 94.8% of the variance in study habits in the study area. This finding is a critical indication that availability of audio-visual materials is relatively high in the area of the study. The F-value of the Analysis of Variance (ANOVA) obtained from the regression table was $F = 8952.308$ and the sig. value of .000 (or $p < .05$) at the degree of freedom (df) 1 and 489. The implication of this result is that availability of audio-visual materials in school libraries is a significant predictor of students' study habits.

H03

Availability of electronic resources in school libraries does not significantly predict students' study habits.

The independent variable in this hypothesis is availability of electronic resources in school libraries, while the dependent variable is students' study habits. Simple regression analysis was employed to test this hypothesis. The result of the analysis is presented in Table 3.

Table 3: Simple regression result of the prediction of availability of electronic resources in school libraries on students' study habits (N=491)

R= .629(a)	R ² = .396	Adj R ² = .395	S.O= 2.73844		
	Sum of Squares	Df	Mean Square	F- ratio	p- level
Regression	2406.643	1	2406.643	320.926	.000(a)
Residual	3667.043	489	7.499		
Total	6073.686	490			
R= .629, R ² = .396, Adjusted R ² = .395					

The simple regression analysis of the prediction of availability of electronic resources on the students' study habits produced an adjusted R^2 of .395. This indicated that the availability of electronic resources accounted for 39.5% of the variance in study habits in the study area. This finding is a critical indication that availability of electronic resources is relatively high in the area of the study. The F-value of the Analysis of Variance (ANOVA) obtained from the regression table was $F = 320.926$ and the sig. value of .000 (or $p < .05$) at the degree of freedom (df) 1 and 489. The implication of this result is that availability of electronic resources in school libraries is a significant predictor of students' study habits.

Discussion of findings

The findings from testing hypothesis one revealed that, availability of fictions in school libraries can significantly predict students' study habits. This implies that the quantity of fictions available to students in their school library can predict their study habit, as students whose library have high availability of fictions most likely developed good study habit, than those with low availability of fictions within the selected secondary schools within Calabar Municipality.

The findings of this study is in tandem with the position of Wahyuningsih & Ludfiyani (2024), who reiterated the fact that reading fictions is a medium that is often used to add vocabulary, and it also aid in remembering the vocabularies obtained in the learning of English language. The findings is also in line with the assertion of Fountas and Pinnel (2017), that it is through the reading of fictions that students are motivated to think, talk, react to, interpret and search for information with deeper understanding, and also write effectively. They further revealed that the reading of imaginary stories helps to activate the regions of the brain responsible for better understanding of others and seeing the world from a new perspective. The finding is also in line with the reports of Deavers (2000), that children's study habit should be captured very early in life through the introduction of fictions, animated stories and pictures that can appeal to the mind of the child. This is because once a child's interest has been captured, and he develops the love for books, he can explore for himself the wealth of human experiences and knowledge through studying

The findings from testing hypothesis two revealed that, availability of audio-visual materials in school libraries can significantly predict students' study habits. This meant that students in schools with high availability of audio-visual information resources are most likely going to develop good study habits than those with low availability of audio-visual resources within the selected secondary schools in Calabar Municipality.

The findings of this study is in tandem with that of Akintayo (2019) carried out a study to determine the effects of audio-visual aids on the academic performance of students in History in Nigeria. The finding of that study revealed that students who were taught using audio-visual aids performed better than those who were taught using the conventional instructional strategy. This was corroborated in a study by Jamiu (2023), which also revealed that there was a significant difference in the academic achievement of Senior Secondary School students exposed to audio-visual aids and those exposed to conventional teaching methods.

Also in line with this study is Awuwoleye (2020), who reiterated the fact that when audio-visual media are judiciously utilized, they would enhance meaningful learning, hence the need

for teachers to supplement oral explanation and descriptions with audio-visual media so as to make the lesson a reality, as the power of audio-visual lies in the fact that it is multisensory, stimulating the many senses of the audience.

The findings from testing hypothesis three revealed that, availability of electronic resources in school libraries can significantly predict students' study habits. This meant that the availability of electronic resources can help students develop good study habit; and where electronic resources are not available, the students would most likely develop poor study habit.

This study is in tandem with that of Eno (2016), who conducted a survey research study to investigate the influence of utilizing electronic information resources on undergraduate students' academic performance in universities in Cross River State. The research involved 503 respondents drawn from a population of 10,047 third year students. The questionnaire was the instrument for data collection, and the results obtained was analyzed using one way Analysis of Variance (ANOVA) at 0.05 level of significance. The result of the analysis revealed that undergraduates' results was outstanding when they use electronic resources like e-books, e-journals, and databases.

Conclusion/Recommendations:

The main thrust of this research was to investigate the availability of school library information resources as predictors of students' study habits in selected secondary schools within Calabar Municipality. The findings from analyzing data obtained from the respondents revealed that, the availability of fictions, availability of audio-visual materials and the availability of electronic resources significantly predict students' study habits. The findings imply that if the school libraries can make available adequate fictions, audio-visuals and electronic resources in the school library, the students would definitely develop good study habits and vice versa.

Based on these findings, the researchers recommended the following;

1. More fictions should be made available in the school libraries for the students.
2. More funding and donations for audio-visual resources should be made available to school libraries.
3. The school authority should provide relevant ICT infrastructures that will further enhance the utilization of electronic information resources in schools.
4. Government should make electronic information resources available in school libraries in order to enhance students' study habit and academic performance.

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