SCIENCE STUDENTS' PERCEPTIONS ON THE CONTRIBUTIONS OF INFORMATION TECHNOLOGY (IT) TOWARDS READING CULTURE AMONG SECONDARY SCHOOL STUDENTS IN OYO STATE

By

Akuche, U. E. (Ph.D)

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Sam-Kayode, C. O. (Ph.D)
Department of Science Education
Lead City University, Ibadan, Oyo State.
akucheukamakae@gmail.com
samkayodeolajumoke@gmail.com

Abstract
This study investigated Science Students' Perceptions on the Contributions of Information Technology (IT) Towards Reading Culture among Secondary School Students in Oyo State. The study was descriptive using a survey design. Simple random sampling technique was used to select two hundred (200) senior secondary school students from six (6) senior secondary schools from six local governments in Ibadan. The instrument used in collecting the data for this research was a self made questionnaire which adopted Likert scale. Validation of the instrument was done by experts in science education after it was scrutinized and corrected and tested for reliability. Cronbach's Alpha method was used to determine the reliability coefficient (r) of the instrument which was 0.85. The data collected were analyzed using frequency counts and percentages in answering the research questions raised for the study, while Pearson Product Moment Correlation Coefficient was used to test the hypothesis generated for the study at 0.05 level of significance. The study discovered that science students prefer reading via the electronic devices to reading from the printed materials. It was recommended that schools, parents and the government should provide enabling e-environment for students to read for both educational and general purposes for improved academic achievement and public enlightenment about their societies.

Key Words: Computer Literacy, Science Students, Perceptions, Reading Culture, Secondary School

Introduction

The invention of computers is relatively connected to the revolution of peoples' literacy world in the 21st century. People nowadays tent to rely more on computer-based resources (such as writing emails, sending free e-cards, watching online videos, transmitting instant messages and photos by Yahoo or MSN Messengers exchanging information in online chat room or discussion area) than paper based resources (such as writing letters, sending cards and postcards, reading newspapers, magazines, novels and sending pictures by emails. As new technologies for information and communication advances, new environments for exploring those technologies are continuously crafted by users. Today computer technology is integrated into almost every aspect of learning such as e-textbooks save on CDs, delivery of homework through the internet and some downloaded via the world-wide-web (www) and collaboration of

assignment and work tasks which are designed and achieved through electronic mail.

Reading serves as a tool for the enhancement of intellectual properties of people from generation to generation in order to ensure continuous human and societal transformations and developments. Reading is an act or process of decoding written, textual or graphic information in order to make meaningful interpretations from an information material. According to Issa, Aliyu, Akangbe and Adedeji (2012), reading is one of the fundamental building blocks of learning and becoming a skilled and adaptable reader enhances the chances of success in academics and beyond. Reading is not only meant for success in examinations, it has the potential to enhance individual political participation in a democratic and structured society. Similarly, Owusu-Acheaw (2014) remarked that a country's level of development is a function of its level of mental and cultural evolution as well as the state of its educational advancement of which reading is essential for its attainment. However, for this study, reading is seen as the process of critically studying and mentally digesting the content of information material for immediate or future use. The importance of reading is a prerequisite for the appreciation of reading culture as vital tool for the enhancement of human intellectual abilities. More so, the act of reading serves as agent of human transformations by changing and enhancing the destiny of people for better or worse through their access to the intellectual properties of others that were written down. The flow of ideas cannot be stopped hence, one need to read and research to build on scientific ideas and expose the destructive ones.

Reading habits are well-planned and deliberate pattern of study which has attained a form of consistency on the part of students toward understanding academic subjects and passing at examinations. Reading habits determine the academic achievements of students to a great extent. Both reading and academic achievements are interrelated and dependent on each other. The reading culture of science students may have been overhauled as a result of usage, misuse, and abuse of information and communication technologies for accessing information and knowledge. Reading is a key to success in all academic disciplines. Reading is important not only for the individuals, it also possesses great social significance essential for international understanding of the world around us and helps to understand and appreciate the common achievements of the global society in terms of scientific and technological development (Hastings & Henry, 2017).

African society has been labeled with phrases such as; an oral society or one that lacks a reading culture (Ngugi & Mberia, 2014). Stressing further, Ngugi and Mberia (2014) noted that Africans are not a reading society but a chatting society who prefer conversing rather than reading which makes it hard to establish a reading culture which is an important practice for a scientific literacy in the attainment of global development. The emergence of the Internet has created an extraordinary change in the reading culture of some societies. 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 with 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. A potential science student can now access and browse the online information from

the whole web while using device(s) at home (Oyemike, 2012).

Students' perceptions about their world gives an insight into what their views are in relation to whatever has to do with them and their progress. While it is interesting to know about teachers' views about mathematics, for the purposes of mathematics pedagogy it is also necessary to investigate the perceptions of students about the activities of interests to students themselves. Many students are of the opinion that a method or approach could be useful if the right conditions are in place (Bashir & Mattoo, 2012).

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 the opportunity to burst open the very meaning of mass media. 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. This creates opportunity for science students to get more updated information that can boost their knowledge in the field of sciences as well as solutions to varieties of questions which might be difficult to tackle due to limitations of methods of solving them in the available text books (Kumar, Ansari & Shukla, 2010; Ogbonna, 2014). Other advantages and benefits of the information technology devices in helping the reading culture of science students includes the exchange of ideas with other science students on social media which can broaden their knowledge and scope in scientific finding that are more current and recent. These and other benefits are available to the science students which they have not maximize in order to assist their reading culture in the light of the modern technologies.

Many science related disciplines have their foundations at the secondary school level. The secondary school is the second level of education where students are being exposed to many fundamental basics of the sciences. Subjects like Biology, Chemistry, Physics, Geography and Further Mathematics to mention but a few are being introduced at the senior secondary schools. Students need more information on these subject areas in order to be able to get the basic knowledge in necessary for them to ascend the ladder to higher citadels of learning. Acquisition of more knowledge can be easier for them when the right mechanisms are within their reach. One of the ways to get these students to acquire the needed knowledge is through reading which could be gotten by reading both from printed and electronic materials (Korzenny & Korzenny, 2017; Ogugua, Emerole, Egwim, Anyanwu & Haco-Obasi, 2015). In the current age of technology, many students especially at the secondary school who are mostly adolescents are more inquisitive about so many things and they are eager to explore the internet through the social platforms. This calls for a need to use the internet to get them the needed knowledge which could help them in their studies and attainment of successful scientific careers. In order to maximize the usage of the Information Technologies that these secondary school students are attracted to get them to read, this study was conducted.

Statement of the Problem

The new generation secondary school science students, like their non science counterparts spend much time in some forms of ITs or the other such as Internet, Laptops, Desktop, Cable Television, palmtops, IPods, GSM Phones, Smart Phones, Smart Television and others hence

impacting negatively on their reading culture. Consequently, ITs seems to have progressively taking a steady control over the reading culture of secondary school students in Nigeria on a general note. Africans' reading culture seem to be further impoverished; the effects of poor reading culture is experienced where the quality of graduate fall bellow standard, the rate of examination malpractice is very high, intelligent quotient is low as the case may be. However, if reading culture is to be imbibed by science students in secondary schools, the quality and standard of our education may improve and the country can plunge into the state of scientific development.

Studies have been carried out on the effects of information and communication technologies on reading culture by Edem and Ofre (2010) and Ureigho (2006). Also, related studies by Ogwu (2010) on internet usage activities of students in tertiary institutions was carried out in the past but the researchers are yet to find a related study on science students' perceptions of the contributions of information technology (IT) towards reading culture among secondary school students. Therefore, this study is set out to investigate science students' perceptions on the contributions of ITs towards reading culture among secondary school students in Oyo State.

Purpose of the Study

The general purpose of this study is to investigate science students' perceptions of the contributions of ITs towards reading culture among secondary school students in Oyo State.

The specific objectives of this study are outlined below:

1. To ascertain the categories of IT that promotes reading culture among senior secondary school science students in Ibadan metropolis;
2. To find out the ways IT enhance reading culture among senior secondary school science students in Ibadan metropolis;
3. To ascertain the influence of IT utilization on the reading culture of senior secondary school science students in Ibadan metropolis; and
4. To identify the factors associated with the use of IT in promoting reading culture among senior secondary school science students in Ibadan metropolis.
5. Find out the preferred IT Devices through which reading culture can be enhanced among senior secondary school science students in Ibadan Metropolis

Questions

The following research questions guided the study in order to proffer solutions to the problems of study:

1. What categories of IT facilities are used in promoting reading culture among senior secondary school science students in Ibadan metropolis?
2. What is the impact of IT utilization in enhancement reading culture among senior secondary school science students in Ibadan metropolis?
3. What ways does IT utilization influence reading culture among senior secondary school science students in Ibadan metropolis?
4. What are the factors associated with the use of IT in promoting reading culture among senior secondary school science students in Ibadan metropolis?
5. What are the preferred IT devices through which reading culture can be enhanced among senior secondary school science students in Ibadan metropolis?

Research Hypothesis

The following hypothesss are formulated from the above research question:

$H0_1$: there is no significant influence of IT on reading culture among senior secondary school science students in Ibadan metropolis

Methodology

The study was descriptive using a survey design. Simple random sampling technique was used to select two hundred (200) senior secondary school science students from six (6) schools in six local governments areas situated within Ibadan urban settlement. In each of the selected secondary schools, forty participants (40) were randomly selected for the study. The instrument used in collecting the data for this research was a researcher made questionnaire which adopted a Likert scale in the form of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The scale was rated as: Strongly Agree - 4 points; Agree - 3 points; Disagree - 2 points; Strongly Disagree - 1 point. For the interpretation of the analyses, a mean score of above 2.5 was considered accepted and below 2.5 was rejected or not accepted.

Validation of the instrument was done by experts in the field of science education after it was scrutinized and corrected and was tested for reliability using Cronbach's Alpha statistic to determine the reliability coefficient (r) of the instrument with reliability index of 0.85. The data collected were analyzed using frequency counts and percentages in answering the research questions raised for the study, while Pearson Moment Correlation Statistic and student t-test were employ to test the hypotheses generated for the study at 0.05 level of significance.

Results

The summary of the results are hereby displayed:

Table 1: ***Distribution of Respondents based on Gender***

Gender	Frequency	Percentage (%)
Male	135	67.50
Female	65	32.50
Total	**200**	**100.00**

Table 1 displays the distribution of the respondents based on gender. The frequency of male respondents are 135 (67.50%), while 65 (32.50%) of the total respondents were females. It implies that majority of respondents were males.

Table 2: Distribution of Respondents by Class

Class	Frequency	Percentage (%)
SSS1	74	37.00
SSS2	75	37.50
SSS3	51	25.50
Total	**200**	**100**

Table 2 shows the distribution of the respondents based on their classes. It is revealed from the table that 75 (37.00) of the respondents were in SSS 1, 72 (37.50%) were in SSS2 while 51 (25.50%) respondents were in SSS 3. This indicated that majority of the respondents were in SSS 1 and SSS 2 classes from whom the major information and responses were elicited.

Research Question 1: What categories of IT facilities are used in promoting reading culture among senior secondary school science students in Ibadan metropolis?

Table 3: ***Categories of IT Facilities used to Promote Reading Culture***

S/N	ITEM	SA	A	D	SD	Mean ($\overline{X}$)	Std Dev
1	My school promote the use of internet for reading	41	73	48	38	2.59	1.022
2	My school promote the use of computer for reading	37	79	47	37	2.58	0.937
3	My school allow students to watch educational cable network to promote reading culture	31	62	76	31	2.47	0.974
4	My school has e-library which promotes reading culture	64	71	48	17	2.91	0.947
5	My school allows the use of smart phones to enhance reading	15	59	73	53	2.18	0.912
	Total Average Mean and Standard Deviation					**2.55**	**0.958**

Table 3 displays the categories of IT facilities used in promoting reading culture among science students in Ibadan metropolis. The result shows that the mean values of item 1, 2, 3, 4 and 5 are 2.59, 2.58, 2.47, 2.91 and 2.18 respectively and their corresponding standard deviations are 1.022, 0.937, 0.974, 0.947 and 0.912 respectively. This result showed that the mean values of items 1, 2 and 4 are greater than 2.55 while the mean value of item 3 and 5 are less than 2.5. This implies that majority of science students' perceptions towards the categories of IT facilities that promote reading culture are available in many secondary schools in Ibadan metropolis.

Research Question 2: What is the impact of IT utilization in enhancement reading culture among senior secondary school science students in Ibadan metropolis?

Table 4: ***IT Utilization and Reading Culture***

S/N	**Item**	**SA**	**A**	**D**	**SD**	**Mean**	**Std. Dev**
6	IT enables one to navigate a world full of interconnected information	84	87	18	11	3.22	0.828
7	IT enables one to discover new sites on the internet	88	90	15	7	3.30	0.756
8	IT enables one to access and read up to date information online	93	86	11	10	3.31	0.792
9	IT enables one to download information of educational interest	91	88	14	7	3.32	0.754
10	IT enables reading of e-books which might not be accessible in the school library	72	81	34	13	3.06	0.889
	Total Average Mean and Standard Deviation					**3.24**	**0.804**

Table 4 shows the extent at which IT utilization enhance reading culture among senior secondary school science students in Ibadan metropolis. The result shows that the mean values of item 6 and 10 are less than the grand mean of 3.24, while the mean values of item 7, 8 and 8 are greater than the grand mean of 3.24. The results of

this findings show that the perceptions of majority of the study respondents agreed that IT utilization enhance reading culture among senior secondary schools science students in Ibadan metropolis.

Research Question 3: What ways does IT utilization influence reading culture among senior secondary school science students in Ibadan metropolis?

Table 5: ***IT Utilization Influence on Reading Culture***

S/N	Item	SA	A	D	SD	Mean	Std Dev
11	Information from IT influences academics performance	84	81	24	11	3.19	0.853
12	IT platforms influences academic conference among students	89	75	26	10	3.21	0.856
13	IT platforms are useful aids in carrying out assignment	92	79	22	7	3.28	0.797
14	IT exposes students to new information and increase knowledge	93	70	28	9	3.24	0.856
15	Updates from IT deepen students' academic skills	81	83	25	11	3.17	0.851
	Total Average Mean and Standard Deviation					**3.29**	**0.843**

Table 5 shows the extent at which IT utilization influences reading culture among senior secondary school science students in Ibadan metropolis. The result shows that item 11, 12 14 and 15 had mean values less than 3.29 which was average mean while item 13 had a mean value greater than the average mean. This implies that majority of the respondents agreed that IT utilization influences reading culture among senior secondary school science students in Ibadan metropolis.

Research Question 4: What are the factors associated with the use of IT in promoting reading culture among senior secondary school science students in Ibadan metropolis?

Table 6: ***Factors associated with the Use of IT***

S/N	Item	SA	A	D	SD	Mean	Std Dev
16	Enlightenment of students on the use of IT promotes reading culture	93	78	23	6	3.29	0.787
17	Parents exposures to IT influences students' reading culture	60	95	37	8	3.04	0.804
18	Teachers' IT knowledge promotes the use of IT for reading culture	69	86	32	13	3.06	0.875
19	Schools' e-libraries enhance students' interests in IT for reading	77	74	37	12	3.08	0.899
20	Students' interests in the use of IT for reading promotes reading culture	77	93	18	12	3.18	0.829
Total Average Mean and Standard Deviation						**3.13**	**0.839**

Table 6 shows the factors associated with the use of IT in promoting reading culture among senior secondary school science students in Ibadan metropolis. The result shows that the mean values of items 16 and 20 were greater than the total average mean of 3.13, while the mean values of items 17, 18 and 19 were less than the total

average mean value. This implies that the majority of the study population agreed to the above stated factors associated with the use of IT in promoting reading culture among senior secondary school science students in Ibadan metropolis.

Research Question 5: What are the Preferred IT devices through which reading culture can be enhanced among senior secondary school science students in Ibadan metropolis?

Table 7: ***Preferred IT Devices Through Which Reading Culture Can Be Enhanced***

S/N	Item	SA	A	D	SD	Mean	Std Dev
21	I read better when I read on my computer (PC)	75	76	33	13	3.04	0.928
22	I can cover a lot of information grounds with my smart phone	71	75	34	20	2.99	0.964
23	I read easily when the information is displayed on a screen through the projector	82	73	25	20	3.09	0.966
24	I prefer reading online to reading textbooks	54	66	49	31	2.72	1.029
25	I easily memorize and recall information I read on the internet	63	73	38	26	2.87	1.006
Total Average Mean and Standard Deviation						**2.94**	**0.979**

Table 7 displays the distribution of responses on the preferred IT devices through which reading culture can be enhanced. The result shows that items 21, 22 and 23 have mean values greater than total average mean value of 2.94 each. Also, item 24 and 25 have mean scores less than the total average mean value of 2.94. This implies that the majority of the study population agreed to the above stated IT devices through which reading culture can be enhanced.

Testing of Hypothesis

$H0_1$: There is no significant influence of IT on reading culture among senior secondary schools science students in Ibadan metropolis.

Table 8: ***Pearson Product Moment Correlation between IT and Reading Culture***

Variables	$\overline{X}$	SD	N	r	P	Remark
Preferred IT Device and Reading Culture	14.7000	4.74686			0.000	Significant
Categories of IT used to promote reading culture	12.6850	4.58924	200	.964**	0.000	Significant
IT utilization and reading culture enhancement	16.2000	3.89691	200	.946**	0.000	Significant
IT utilization influence reading culture	16.0900	4.14825	200	.944**	0.000	Significant
Factors associated with the use of IT in promoting reading culture	15.6350	4.04768	200	.978	0.000	Significant

Correlation Significant at *P<0.05 level

The above table 8 showed that there is significant relationship between categories of IT used to promote reading culture at r=.964, P<0.05. Also, IT utilization and reading culture at r=.946, P<0.05. Furthermore, there is significant

relationship between IT Utilization P<0.05. In addition, positive correlation exists between factors associated with the use of IT and reading culture at r=.978, P<0.05. That is, the null hypothesis which states that there is no significant influence of IT on reading culture among senior secondary schools students in Ibadan metropolis is rejected.

Discussion of Findings

The study investigated science students' perceptions on the contributions of information technology (IT) towards reading culture among secondary school students in Oyo State. Reading culture is vital to students' academic success and progress. The findings were corroborated by the study of Akpokodje and Ukwuoma (2006) who reported that the art of reading is one of the most important activities in life, through which one gains insight into the life and experiences of others. Aliu, Olaseni and Mathew (2012) revealed that students read online information more often than offline information. Meanwhile, the amount of time students spent in certain respect, especially in reading emails and online information surpasses the time spent in reading those paper-based for their academic purposes. The internet is visited through the e-books, journals and articles which will enhance students reading culture.

The preference of e-books to paper or printed books was associated to ease of mobility, space reduction, convenience, time saving, economic in terms of time, money and ease-of-use. E-books have been identified as current trend in education and they are much more appealing to this generation of students often referred to as digital natives (Anyachebelu, Anyamene & Adebola, 2011). This was necessitated by the use of tablet PCs, smart I-phones and other ICT devices. These ICT devices make it easy Influence and Reading Culture at r=.944, and convenient for a reader to carry a textbook along while traveling. Reading with such devices has been seen to be convenient and the rate of use of these devices has been on the increase (Bhan & Gupta, 2010).

In line with the view of the study, Picton (2014) in a survey discovered that more than half of the respondents prefer reading on an electronic device to print. In order to promote reading in many societies, public libraries have embraced the use of e-books and e-readers (Doiron, 2011). This is a strategic and encouraging way to promote reading culture among citizens and in so doing, enlightenment is being promoted among citizens with the view that a reading society is an enlightened society.

Conclusion

The findings of the present study revealed the thoughts of science students on the benefits derivable from the use of IT in promoting, enhancing and influencing reading culture. These ICT devices make it easy and convenient for a reader to carry a textbook along while traveling. Reading with such devices has been seen to be convenient and the rate of use of these devices has been on the increase. This study concludes that science students preferred reading on an electronic device to print or textbooks. Also, in order to promote reading among science students, school libraries should be equipped with e-resources as a strategic and encouraging way to promote reading among science students in secondary schools for improved performances in their studies.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. More awareness on the use of internet such as the use of e-books, e-journals and e-news should be made available to students to enhance their reading

culture and at the same time improve their academic achievement.

2. Students that rarely or never utilized electronic information resources should be encouraged to be doing so.
3. Enabling environment should be created by schools for the use of e-resources.
4. Students should be advice not to read for academic purposes only but for enlightenment and information about the society through the e-newspapers and other e-books at their leisure time online.
5. Schools should make better internet facilities available for students to enhance effective reading habit among science students for improved academic achievement.

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