



Influence of availability of Information materials on the reading habits of senior secondary school students in Ijebu –Ode, Ogun State, Nigeria

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Abstract

The ability to read and write is seen as one of the most important factors in a child's education and development. The study investigates the contributing effect of information materials availability on the reading habits of senior secondary school students in Ijebu-Ode Local Government, Ogun State, Nigeria. Survey research design was adopted for the study. The population comprised 989 senior secondary school students in Ijebu-Ode, Ogun State, Nigeria. Simple random sampling was used to select 426 participants who formed the sample size for the study. A structured and validated questionnaire was used to collect data. Data analysis was done using descriptive and inferential (multiple regression) statistics. Findings of the study indicates that the reading habit of the respondents was good by the grand mean of ($\bar{x}=3.99$), also the result reveals that all the information resources studied are available to the students; the finding also shows that the challenges studied can be seen to be on the average that affect the reading habit of students going by the grand mean of 2.76, also the result indicates that information materials availability has significant influence on the reading habits of senior secondary school students in Ijebu-Ode, Ogun State ($R^2 = .272$; $F(2,423) = 80.297$, $P < 0.005$). Based on the findings of the study, the following recommendations are made: schools should ensure regular update and expansion of their information materials to sustain students' interest in reading,

teachers and librarians should organize reading competitions, book clubs, and other activities that promote reading habits among students.

Keywords: Information materials availability, reading habits, secondary school students, school library

Introduction

The ability to read and write is seen as one of the most important factors to child's education and development globally. One cannot but engage in reading and also make it a habitual life style. Reading engages the mind of the reader. Despite its importance, it seems the interest in reading is diminishing among the youth and the influence of technology may be one of the major causes. Reading involves an action which is possible only if someone forms the habit of reading and practices it right from childhood. Reading, according to Thuku (2017), boosts the quality of life, reinforces and merges people together in a unifying force. Reading is often referred to as communication between the mind and printed materials, which involves getting meaning, message and ideas. It enriches the reader's imagination and stimulates intellectual growth. Reading can be explained as a learned practice of seeking knowledge, information or entertainment through the written word.

Reading becomes a habit when one has developed in him/her the zeal for making reading a continuous process and life-long activity. Habits enter our lives at a slow pace and become established after a certain period. When reading, which is the basic manner of acquiring information, is transformed into a habit, another notion called "reading habit" comes into being. The habit of reading is the act of reading being carried out throughout life in a constant, regular and critical manner as a result of it being perceived by the individual as a need and source of pleasure (Yılmaz cited in Erdem, 2014). The habit of reading is the basic of lifelong learning. For the purpose of the individual being someone that learns throughout his/her life, it is necessary for the act of reading to be conducted regularly throughout life (Odabaş, Odabaş & Polat, cited in Erdem, 2014).

The problem most students have that contributes to their poor performance in tests and examinations may be linked to lack of good reading habits. For an excellent performance, there is need for student to form good reading habits. In this case, the cankerworm of examination

malpractices may be traceable to the prevalent poor reading interests and habit among the wide spectrum of students. According to Ho and Lau (2018) in a comparative study of 25 countries emphasize factors that relate to family background affect reading habits in children. This review thus looks at the educational levels of parents, their social and economic status, their beliefs and values about home literacy, and their support towards inculcating reading in their children. Hence, it is apparent that parents have great responsibility in fostering reading habits and interest in their children. Students spend more time per day using the internet and enjoying it, rather than recreational, reading for academic purposes or watching television (Mokhtari, Richard & Gardner 2009).

Statement of the Problem

Reading habit is widely acknowledged as a behavior that sharpens the intellect and widens one's mental horizon. Today, literatures have shown that many students do not read, they prefer to engage themselves on the social Medias. This seems to be affecting their academic performance in external examinations like WAEC, NECO, and JAMB. Hence, educationists tend to shift the blame on the teaching methodology adopted by the teachers and lack of fund from the government to provide standard school library with up-to-date materials. Research has also shown that most secondary school students have poor reading habit as a result of none availability of information materials which might lead to lower interest in reading or studying. Earlier researchers have looked at these variables from different perspective, hence this study focused on whether availability of information materials has an effect on the reading habit of students positively or negatively. This study therefore investigated the effect of information materials availability on the reading habit of students in public secondary schools in Ijebu-Ode, Ogun State, Nigeria.

Objective of the Study

The main objective of this study is to investigate the contributing effects of information materials availability on the reading habit of public senior secondary school students in Ijebu-Ode, Ogun State, Nigeria. The specific objectives are to:

1. examine the reading habits of students in senior secondary schools in Ijebu-Ode, Ogun State;
2. identify the information materials available to the secondary school students in Ijebu-Ode, Ogun State;
3. find out the specific information materials read by senior secondary school students in Ijebu-Ode, Ogun State
4. discover the challenges that inhibit the reading habits of senior secondary school students in Ijebu- ode, Ogun State.

Research Questions

The study addressed the following research questions.

1. What are the reading habits of the senior secondary school students in Ijebu-ode, Ogun State?
2. What information materials are available to senior secondary school students in Ijebu-Ode, Ogun State?
3. What specific information materials do senior secondary school students read?
4. What are the challenges that inhibit the reading habits in senior secondary schools in Ijebu-ode?

Hypothesis

One null hypothesis was formulated to guide the study at 0.05 level of significance.

H₀₁: Information materials availability does not significantly influence reading habit of senior secondary school students.

Literature Review

Availability and accessibility of information materials are factors that seem to affect students reading habit. Availability of information resources is important to human improvement when it comes to academic achievement and other areas of human life especially when dealing with enhancing the reading habit of students in Nigeria secondary schools. Students might not have an idea or knowledge of what information resources that is available or that they may need unless one gets adequate details of what information is all about (Mutsotso & Abenga, 2010). Information materials could be defined as print and non-print materials or electronic information materials. They comprise books, journals, dictionaries, encyclopedias, maps, pictures, videos and so on. It is the effective application of information that brings about power and not its mere acquisition or knowledge of its existence. Thus, school library services which entail the provision of information resources can only be achievable when the information materials are available in the right proposition and utilized by secondary school students. The information materials for this study will be categorized into three, namely: electronic/technology which include e-journals, radio, television, audio-visual, slide and projector; Print materials for example textbook, school magazine/Newsletter, Newspaper, Encyclopedia, Map, and lesson note; and interpersonal resources like family, classmates, class teacher, friends, peer-group, counselor and the like.

These materials were carefully explained with their sub-components in the body of the work. In view of Keith as cited by Katsayal & Jabo (2023) on the relationship between school libraries and reading habit of secondary school students; the result of the study found out that schools with well-equipped library had more students with good reading habit than schools where their libraries are not well-equipped. The issue is that libraries provide instructional materials to enrich the curriculum and give unlimited opportunities for students reading and learning ability. Family influence could be defined as the family factors that affect a child or students positively or negatively. Some past research has extensively documented the relevance of family influence in enhancing the early children's reading habit from pre-school to secondary school respectively. Availability of information materials in the school or at home implies the physical presence of these information materials mentioned above and students to lay hand or access them at any given time. If this is achievable then information can play an important role in bringing to

success the teaching ability of the teachers and enhances learning performance of students. Library in this present era has been seen as an important element for the success of any educational development. Reasons for poor reading habits in the subcontinent and other Middle Eastern countries may not occur because of low socioeconomic status (SES) because children from low and high social-economic family backgrounds show little interest in reading (Gehlot, Al-Khalaf & Gehlot, 2020).

In view Keith as cited by Katsayal & Jabo (2023) on the relationship between school libraries and reading habit of secondary school students; the result of the study found out that schools with well-equipped library had more students with good reading habit than schools where their libraries are not well-equipped. The issue is that libraries provide instructional materials to enrich the curriculum and give unlimited opportunities for students reading and learning ability. The quality of school library services makes difference in academic achievement (Suleiman, Hanafi, & Tanslikhan (2018). It promotes the growth of knowledge. As observed above, it is evident that any secondary school student who uses the library and its resources very well may perform better when he or she cultivates and develops good reading habits. Though, it seems that most secondary schools do not have any library, those that have lack adequate information materials where this is the case, students will not be able to cultivate the habit of reading even within the school environment.

Methodology

Survey research design was used for the study. The population comprised 989 senior secondary school students in Ijebu-Ode, Ogun State, Nigeria. Simple random sampling was used to select 426 participants that formed the sample size for the study. A structured and validated questionnaire was used to collect data. Data analysis was done using descriptive and inferential (regression) statistics.

Results and Discussion of Findings

Questionnaire administration and response rate

A total of four hundred and twenty six (426) copies of the questionnaire were distributed and all copies with useful responses were retrieved back, giving 100% response rate.

Table 1:

Schools	No	%
AdeolaOdutola College	227	53.2
Anglican Girls Grammar School	51	12
Ijebu Ode Grammar School	85	20
Ijebu Muslim College	63	14.8
Total	426	100

Research Question 1: What are the reading habits of senior secondary school students in IjebuOde, Ogun State?

Table 2Reading Habits

Statements	SA(%)	A(%)	D(%)	SD(%)	U(%)	X	SD
Interest						4.28	1.022
I like reading books on my subject area	264(62)	131(30.8)	11(2.6)	14(3.3)	6(1.4)	4.49	.818
I prefer finishing my studying and my assignments first before watching television program	275(64.6)	99(23.2)	16(3.8)	24(5.6)	12(2.8)	4.41	.998
I see to it that extracurricular activities do not disturb my studies	267(62.7)	94(22.1)	32(7.5)	24(5.6)	9(2.1)	4.38	.989
I read because I like reading	253(59.4)	117(27.4)	11(2.6)	33(7.7)	12(2.8)	4.33	1.038
I love reading novels	234(54.9)	84(19.7)	47(11)	37(8.7)	24(5.6)	4.10	1.228
I like reading generally	157(36.9)	174(40.8)	28(6.6)	61(14.3)	6(1.4)	3.97	1.066
Purpose						4.17	1.011
I study harder to improve my performance when I get low grades	266(62.4)	125(29.3)	11(2.6)	13(3.1)	11(2.6)	4.46	.892
I study very well for quizzes and test	246(57.7)	134(31.5)	20(4.7)	14(3.3)	12(2.8)	4.38	.931
I read in other to improve my vocabulary	207(48.6)	145(34)	45(10.6)	18(4.2)	11(2.6)	4.22	.973
I spend less time with my friends during school days to concentrate more on my studies	219(51.4)	114(26.8)	56(13.1)	28(6.6)	9(2.1)	4.19	1.032
I read when I have examination or test	130(30.5)	121(28.4)	65(15.3)	95(22.3)	15(3.5)	3.60	1.229
Types of materials you read						4.04	1.109
I always read my class notes	254(59.6)	105(24.6)	18(4.2)	41(9.6)	8(1.9)	4.31	1.050

I love reading novels	212(49.8)	138(32.4)	34(8)	30(7)	12(2.8)	4.19	1.038
I read my textbook regularly	150(35.2)	179(42)	20(4.7)	62(14.6)	15(3.5)	3.91	1.137
I do make use of my dictionary	157(36.9)	126(29.6)	37(8.7)	100(23.5)	6(1.4)	3.77	1.213
Frequency of reading						3.41	1.192
I read weekly	222(52.1)	130(30.5)	27(6.3)	38(8.9)	9(2.1)	4.22	1.043
I read as time permits	197(46.2)	104(24.4)	38(8.9)	74(17.4)	13(3.1)	3.93	1.233
I read daily	124(29.1)	101(23.7)	18(4.2)	171(40.1)	12(2.8)	3.36	1.338
I dislike reading	87(20.4)	34(8)	38(8.9)	267(61.3)	6(1.4)	2.85	1.243
I don't read at all	54(12.7)	50(11.7)	57(13.4)	259(60.8)	6(1.4)	2.73	1.105
Grand Mean						3.99	1.079

Source: Field Study, 2019 Decision rule: if \bar{x} is 4-5= very good, 3-3.99=good, 2-2.99= fair, 1-1.99=poor

The group mean on Table 2 indicates that the reading habit of the respondents was good (\bar{x} =3.99). The result also shows that the students' read was based on interest (\bar{x} =4.28), which can be rated excellent as well as the purpose for which they need to study (\bar{x} =4.17). The table further explains that the respondents like reading books on their subject area, which is excellent (\bar{x} =4.49), and that they preferred to finish studying before watching any television program (\bar{x} =4.41) and also see to it that extracurricular activities do not disturb their studies (\bar{x} =4.38), another striking point under interest is that the students indicated that they read because they love reading (\bar{x} =4.33). On the purpose for which they read, the students indicated on an average of 4.46 that they study harder is to improve performance when they get low grades; as well as to generally improve their vocabulary (\bar{x} =4.22). They also study very well for quizzes and tests. Class notes (\bar{x} =4.31) topped the list of types of materials read, after which are novels (\bar{x} =4.19). Also, the students indicated that they read weekly (\bar{x} =4.22) and as time permits (\bar{x} =3.93), which are under frequency of reading.

The work of Haliru, Abdulkarim, Mohammed and Dangani, (2015) collaborates with the present study which found that most students always read textbooks, they spend 1 – 2 hours reading. They further claimed that watching television, chatting through social networks had negative influence on their academic performance; but the work of Marenga (2016) disagrees with the present study, the author found that the quantitative reading level is low and revealed poor reading habits of these students.

Research question 2: What information materials are available to senior secondary school students?

Table 3: Information materials availability

How available are the following information resources?	Always (%)	Sometimes (%)	Rarely (%)	Never (%)	Undecided (%)	Mean	SD
Textbook	230(54)	115(27)	30(7)	35(8.2)	16(3.8)	4.19	1.115
Subject notebook	250(58.7)	50(11.7)	37(8.7)	78(18.3)	11(2.6)	4.06	1.280
Dictionaries	192(45.1)	118(27.7)	74(17.4)	25(5.9)	17(4)	4.04	1.104
Picture	141(33.1)	170(39.4)	74(17.4)	24(5.6)	17(4)	3.92	1.042
Novels	191(44.8)	102(23.9)	52(12.2)	60(14.1)	21(4.9)	3.90	1.253
Globes	111(26.1)	124(29.1)	87(20.4)	57(13.4)	47(11)	3.46	1.305
Charts	89(20.9)	148(34.7)	86(20.2)	76(17.8)	27(6.3)	3.46	1.186
Atlas/maps	105(24.6)	123(28.9)	73(17.1)	89(20.9)	36(8.5)	3.40	1.289

Decision rule: if mean ≤ 1.99 = Not Available, 2-2.99 = rarely available, 3-3.99 = sometimes available, 4-5.00 = always available

The result in Table 3 reveals the information materials that are available to students and the frequency of their availability. The result therefore shows that textbooks ($\bar{x}=4.19$), subject notebook ($\bar{x}=4.06$), and dictionaries ($\bar{x}=4.04$) are always available; while pictures ($\bar{x}=3.92$), novels ($\bar{x}=3.90$), globes ($\bar{x}=3.46$), charts ($\bar{x}=3.46$), and atlas/maps ($\bar{x}=3.40$) are sometimes available. However, to answer the research question, it can be said that all the information resources on the list are available to the students.

The result of the study is line with Abiolu (2014) who found that textbook (81.8%) and novel (31%) were mostly read and available. Most respondents were active (50%) and moderate (31%) readers consulting school library (35.4%) and public library (14.9%) for their information needs.

Research question 3: What specific information materials do senior secondary school students read?

Table 4: Specific information materials read by students

Specific information resources used by students	Highly Read (%)	Read (%)	Rarely read (%)	Not Read (%)	Not Sure (%)	Mean	SD
Subjects notebook	281 (66)	98 (23)	20 (4.7)	16 (3.8)	11 (2.6)	4.46	.938
Textbooks	228 (53.5)	116(27.2)	53 (12.4)	20 (4.7)	9 (2.1)	4.25	.988
Dictionaries	184(43.2)	126(29.6)	80(18.8)	22(5.2)	14(3.3)	4.04	1.060
Pictures	154 (36.2)	131(30.8)	94(22.1)	26(6.1)	21(4.9)	3.87	1.121
Globes	100(23.5)	129(30.3)	103(24.2)	77(18.1)	17(4)	3.51	1.150
Atlas/maps	92(21.6)	131(30.8)	80(18.8)	92(21.6)	31(7.3)	3.38	1.241
Charts	88(16)	147(34.5)	104(24.4)	82(19.2)	25(5.9)	3.35	1.135
Novels	119(27.9)	80(18.8)	96(22.5)	81(19)	50(11.7)	3.32	1.366

Decision rule: if mean ≤ 1.99 = Highly Read, 2-2.99 = Read, 3-3.99 = Rarely Read, 4-5.00 = Not Read

The result in Table 4 shows the specific information materials read by senior secondary school students. The result shows that subject notebook ($\bar{x}=4.46$), textbooks ($\bar{x}=4.25$), and dictionaries ($\bar{x}=4.04$) were highly read. The result shows however that pictures ($\bar{x}=3.87$), globes (3.51), atlas/maps (3.38) as well as charts ($\bar{x}=3.35$) and novels ($\bar{x}=3.32$) are also read.

The result of the present study agrees with work of Haliru, Abdulkarim, Mohammed and Dangani, (2015) who revealed that majority of the students 258 (54%) read textbooks, while 97 (20%) students claimed they read novel/fictions. This indicates that they read to prepare for exams.

Research question 4: What are the challenges that inhibit the reading of students in senior secondary schools in Ijebu Ode?

Table 6:challenges inhibiting reading

Statement	SA(%)	A(%)	D(%)	SD(%)	U(%)	Mean	SD
I cannot do without watching television daily	72(16.9)	95(22.3)	100(23.5)	130(30.5)	29(6.8)	3.12	1.211
I spend much time browsing	47(11)	87(20.4)	115(27)	154(36.2)	23(5.4)	2.96	1.106
I assist in the shop after school	47(11)	110(25.8)	73(17.1)	169(39.7)	27(6.3)	2.96	1.162
I chat a lot with my friends	46(10.8)	81(19)	112(26.3)	163(38.3)	24(5.6)	2.91	1.107
I read when am told to do so	58(13.6)	55(12.9)	102(23.9)	180(42.3)	31(7.3)	2.83	1.167
I cannot do without playing ball daily	40(9.4)	37(8.7)	98(23)	231(54.2)	20(4.7)	2.64	1.032
I am into apprenticeship	38(8.9)	47(11)	94(22.1)	199(46.7)	48(11.3)	2.60	1.107
I spend time playing games on my handset	36(8.5)	41(9.6)	108(25.4)	190(44.6)	51(12)	2.58	1.089
I help my parents in the farm almost every day after close of school	29(6.8)	38(8.9)	73(17.1)	255(59.9)	31(7.3)	2.48	.992
I help to hawk goods each time I returns from school	37(8.7)	35(8.2)	62(14.6)	254(59.6)	38(8.9)	2.48	1.056

Grand mean

2.76

Decision rule: if mean is ≤ 1.99 =strongly disagree, 2-2.99= disagree, 3-3.99 agree and 4-5=strongly agree.

Watching television ($\bar{x}=3.12$) is one major challenge that hinder reading as indicated by the respondents. Next is that they spend a lot of time browsing on the internet ($\bar{x}=2.96$) and that they assist in the shop after school ($\bar{x}=2.96$). They also chat a lot with friends ($\bar{x}=2.91$) and these to some extent deter them from reading. Though, these challenges can be seen to be on the average, they affect the reading habit of students going by the grand mean of 2.76.

The findings of Haliru, Abdulkarim, Mohammed and Dangani, (2015) agrees with the present study, the authors reveal that majority of the students 189(39%) stated that distraction from household errand while 146 (31%) claimed that distraction from television are their major problems. Tor-Akwer and Ihongo (2023) findings agrees with the result of the present study which reveals that there are various factors hindering the development of good reading habits among secondary school students in Nigeria. These include: lack of functional school libraries in secondary schools, large percentage of obsolete information materials among the library stock, lack of professional librarians, lack of inviting and conducive environment for reading, lack of adequate funds from government to procure information materials that will cover both intensive and extensive reading, non-existence of public libraries, high poverty rate, illiteracy among others.

Hypotheses analysis and results

Information materials availability does not significantly influence reading habit of senior secondary school students

Table 7: regression analysis showing the influence of information materials availability on reading habit

	Sum of Squares	Df	Mean Square	F	Sig
Regression	9641.493	2	4820.747	80.297	.000
Residual	25395.492	423	60.037		
Total	35036.986	425			

Dependent Variable: Reading Habit

The result in Table 6 shows that there is a significant influence of information materials availability ($F(2,423) = 80.297, P = .000$) on reading habit of senior secondary school students in Ijebu Ode; and that can account for 27.5% ($R^2 = .275$) of variation in reading habit of the students. Considering this result, the null hypothesis is rejected as restated as follows: information resource availability significantly influence reading habit of senior secondary school students which indicates that there is significant relationship between information materials availability and reading habits of senior secondary school students in Ijebu-Ode, Ogun State.

The result of the present study disagrees with the study of Merga (2015) found access to a wider range of books at home has a significant impact on reading among boys and girls. However, the author lamented upon the declining number of books at Western Australian homes. Also, Hartas (2012) confirmed that maternal reading enjoyment and interests were significantly associated with the reading attainment of children. Moreover, mothers' reading habits had positive contributions to the reading, writing, listening, and speaking fluencies their children. The frequency of reading by mothers had also significantly affected the reading development of children.

Conclusion

The study concludes that information materials availability influence reading habit of senior secondary school students. Reading habits of senior secondary school students should be a concern to all and sundry, because reading is the pillar of all round educational development. Reading habits enhance individual self-confidence, moral and intellectual development. Reading habits are the essential skills that all secondary school students must possess in order to excel in their academic pursuit.

Recommendations

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

1. Schools should ensure regular update and expansion of their information materials to sustain students' interest in reading.
2. Teachers and librarians should organize reading competitions, book clubs, and other activities that promote reading habits among students.
3. Efforts should be made to minimize the challenges affecting students' reading habits, such as watching television, spending a lot of time browsing on the internet, assist in the shop after school and chat a lot with friends.

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