



## EMERGING TECHNOLOGIES IN PROMOTING READING CULTURE AMONG STUDENTS IN FEDERAL COLLEGE OF EDUCATION, IWO, OSUN STATE, NIGERIA

BY

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### Abstract

*This study investigated the relationship between the use of emerging technologies and the reading culture among students at the Federal College of Education, Iwo, Osun State, Nigeria. The study was guided by two research questions and one hypothesis, focusing on the current state of students' reading culture, and the types of emerging technologies available and used. A descriptive survey design was adopted, and a structured questionnaire was administered to 300 randomly selected students from different departments. Data was analyzed using descriptive statistics (mean, standard deviation, frequency, and percentage) and Pearson Product Moment Correlation (PPMC) to test the hypothesis at a 0.05 level of significance. Findings revealed that students possessed a moderately positive reading culture, with digital tools like eBooks, digital libraries, ChatGPT, and Wattpad being the most used. The study concludes that while emerging technologies enhance students' reading engagement, infrastructural and institutional support is critical to optimize their impact. It recommends increased investment in digital infrastructure, awareness campaigns, and targeted capacity-building initiatives to foster a stronger reading culture through technology.*

**Keywords:** Emerging technologies, reading culture, digital learning tools, students, tertiary education, Nigeria.

### Introduction

The role of reading in academic success and lifelong learning cannot be overstated. A strong reading culture fosters critical thinking, creativity, and cognitive



development among students, equipping them with the necessary skills to excel in their academic pursuits and professional careers. Reading among students in tertiary institutions has undergone significant transformations due to technological advancements. Traditional reading habits, primarily based on print books and physical libraries, are gradually shifting toward digital platforms that provide instant access to a vast array of resources. Emerging technologies, including e-books, audiobooks, mobile reading applications, and artificial intelligence-driven adaptive learning tools, have redefined how students engage with reading materials (Kato et al., 2021; Adiguzel et al., 2023).

The frequency of reading is a critical factor influencing students' engagement with academic and leisure reading materials. Studies indicate that while some students maintain a daily reading culture for academic purposes, many engage with reading materials on a weekly or occasional basis (Yusof, 2021), often in response to academic demands such as examinations and assignments. However, the increased availability of digital reading materials has made reading more flexible, motivating students to engage with texts at their convenience, whether on mobile devices, tablets, or laptops. Access to online reading platforms and e-libraries further shapes students' reading behaviors. According to Lenahan (2023), digital libraries, such as JSTOR, ScienceDirect, and open-access repositories, have significantly expanded students' access to scholarly materials. The e-library also offers electronic books that align with the contemporary student preference. While some students still prefer printed books due to their perceived benefits in comprehension and concentration, others gravitate toward digital resources for their portability, convenience, and interactive features (Pianzola et al., 2020). Mobile applications such as Kindle, Libby, and Wattpad have fostered digital reading habits by integrating features like bookmarking, text-to-speech, and community interactions. These innovations have improved engagement, particularly among students who find traditional reading methods less appealing (Bhutoria, 2022). Similarly, advancements in artificial intelligence (AI) and adaptive learning technologies provide personalized reading experiences that cater to individual preferences, learning styles, and languages. Students can become engrossed in reading by using personalized information provided by AI-powered applications such as ChatGPT, Google Bard, and adaptive learning tools.

### **Statement of the Problem**

While global trends highlight the potential of technologies like e-books, adaptive learning platforms, and audiobooks to promote reading, their impact in Nigerian tertiary institutions remains underexplored. At Federal College of Education, Iwo, preliminary observations suggest low reading engagement among students, with many relying solely on compulsory academic materials. Challenges such as poor



internet connectivity, high costs of digital tools, and resistance to technology-aided learning further exacerbate the problem. Without a deliberate integration of these technologies, the institution risks perpetuating a passive reading culture, limiting students' academic and intellectual growth.

### **Research Questions**

The study focused essentially on the following research questions among students at Federal College of Education, Iwo, Osun State:

- i. What is the current reading culture among students?
- ii. What are the emerging technologies that can promote reading culture among students?

### **Hypothesis**

The hypothesis developed and tested is stated below:

**H<sub>01</sub>:** There is no significant relationship between the use of emerging technologies and reading culture among students.

### **Literature Review**

#### **Reading Culture Among Tertiary Institution Students**

The declining reading culture among tertiary institution students has been a subject of extensive study. Nigerian university students' declining reading culture is ascribed by Olufunke (2022) to the pervasive use of information and communication technology (ICT). When utilized appropriately, these tools have the potential to fully engage students in reading. In the digital age, where distraction from media is on the rise, students' reading culture can become more frequent when information is presented via their preferred mediums and access to online reading platforms or e-libraries. Frequent engagement with reading is foundational to building a healthy reading culture. Reading encompasses reading for equitable research, knowledge acquisition, and leisure activities, and should not be concentrated exclusively on academic objectives, such as reading to succeed in examinations.

Research indicates that the reading culture of tertiary students varies significantly, with many struggling to maintain consistent reading routines due to academic workload, digital distractions, and shifting leisure preferences. A study by Yusof (2021) found that only about 38% of university students read daily, while others read a few times during the week. Students can be inspired to read frequently by accessing digital materials on online platforms and e-libraries that offer engaging features, which may be more appealing to the current generation of learners. Online reading platforms remove the barriers of physical distance and time constraints. Students can access books, journals, and multimedia resources from any location using various devices such as smartphones, tablets, and laptops (Jato et al., 2014).



This flexibility encourages spontaneous and frequent reading, especially among students with busy schedules or those in resource-limited institutions.

Electronic libraries, on the other hand, offer a broader selection of reading materials, including textbooks, scholarly articles, novels, and reference materials. According to Alex-Nmecha and Horsfall (2019), access to a broad range of resources online fosters curiosity and motivates them to read, as students can explore topics beyond their academic curriculum. This diversity can stimulate interest and enhance overall reading experience. The medium through which students choose to read, whether print, digital, or a combination, can shape their frequency of reading, level of engagement, and long-term reading habits. Print reading is often associated with a tactile and focused experience, which may enhance information retention and reduce distractions. Students who prefer print materials often describe reading as more immersive and enjoyable, which can positively influence their reading culture (Baron, 2019).

Furthermore, print books reduce eye strain and are preferred by many students for longer or academic texts, fostering sustained attention. Where digital infrastructure may be unevenly distributed, print media still hold a strong position in academic settings. A significant proportion of students continue to utilize printed textbooks owing to their familiarity, convenience, and printed handouts given by course facilitators, especially in environments with inconsistent electricity and limited internet access. Conversely, digital reading platforms offer consummate convenience, portability, and access to a wide range of materials. Digital media also supports emerging technologies such as annotation tools, text-to-speech, and adjustable font sizes, which enhance user experience and make reading more inclusive (Singer & Alexander, 2017). The Availability of information on mobile phones, a convenient gadget often utilized by students, facilitates easier access to information.

This device provides convenient access to e-books, audiobooks, and online databases, enabling students to read anytime and anywhere, potentially enhancing reading culture. These digital tools positively influenced students' reading habits, encouraging more consistent engagement with reading materials (Adeyokun et al., 2020). However, research also highlights concerns with digital reading. Students frequently engage in multitasking with digital gadgets, finding it simpler to go to social media platforms or are unable to focus on substantial reading devoid of images and videos. This can reduce comprehension and reading depth. Notifications, ads, and hyperlinks can disrupt focus and diminish the effectiveness of reading sessions. Despite these drawbacks, the flexibility and interactive features



of digital media are helping reshape students' reading practices, particularly among younger and tech-savvy learners.

### **Emerging Technologies in Promoting Reading Culture among Students**

Modern technologies can profoundly rejuvenate students' engagement with reading materials to promote a strong reading culture. Digital platforms offer electronic books, which are essential for encouraging students to read. As averted by Kato et al. (2021), digital platforms have democratized access to reading materials, allowing students to explore various genres and academic content without physical constraints. Multimedia electronic books with enthralling features such as adjustable font styles and size, zoom capabilities, highlighting, images and videos, and translation options will encourage students to read more frequently. Downloaded e-books and e-book apps on phones and personal computers present students who are technologically inclined with the opportunity to access information in a preferred format. According to Adiguzel et al. (2023), e-books accommodate a variety of learners, including those with impairments, by providing features such as text-to-speech and scalable font sizes.

Students can experience personalized reading using artificial intelligence and adaptive learning technologies. Artificial intelligence-driven systems such as ChatGPT, Google Bard, and MagicSchool AI facilitate interactive dialogues about literature, enabling students to pose inquiries and elucidate concepts instantaneously. According to Bhutoria (2022), artificial intelligence (AI) systems provide customized reading materials, promoting a personalized learning experience. Adaptive learning platforms such as CogBooks, Knewton, and SmartSparrow effectively identify readers' strengths and weaknesses, provide specific information to address knowledge deficiencies, and frequently use gamification features, such as badges and awards, to engage students and maintain their interest in reading. Students who used adaptive reading platforms spent 40% more time interacting with texts than those who used traditional approaches (Pooly et al., 2024). Mobile applications further enrich the reading culture among students by making reading materials accessible on the go. The dwindling reading culture among students, particularly in developing nations, can be attributed to ignorance of these applications, digital illiteracy, and a focus on courseware. Mobile apps with gamified features such as reading progress tracking, different font sizes and styles, and annotations help in developing reading interest among students. Reading materials that match interest, field of study, or acquisition of skills are made available on mobile apps. Pianzola et al. (2020) opined that mobile apps like Wattpad allow users to engage with writers and comment on chapters, providing a feeling of community that promotes regular reading. Apps such as Wattpad, Scribd,



and Audible accommodate a range of perceptions, including community-based storytelling, audiobooks, and conventional reading.

### **Barriers to the Adoption of Emerging Technologies to Promote Reading Culture in Higher Education**

Reading culture is a cornerstone of academic success, yet its development among higher-education students remains challenging. Emerging technologies hold the capacity to enhance accessibility and engagement. However, various technological, socio-economic, and cultural barriers often hamper their adoption. Inadequate technology facilities, such as access to computers, internet, and mobile devices, can be exacerbated by students' lack of technical literacy in areas where facilities are accessible. Insufficient digital literacy among students obstructs the proper utilization of emerging technologies for cultivating a reading culture. Diseiye et al. (2023) underscore the importance of training programs to bridge this gap. Other technological barriers are identified by Tufail et al. (2023), who highlight that students face interruptions due to network issues and power outages. The high expenses of purchasing digital tools and internet connectivity discourage students from using them widely. This can be compounded in institutions that lack unrestricted internet access and an adequate number of computers that allow all students to access digital information. Mulumba (2016) calls for institutional frameworks that promote a balance between digital and traditional reading culture. Student resistance to change is a substantial cultural impediment, as students remain fixated on course outlines instead of engaging in extensive reading beyond their curriculum. Vasev (2021) emphasizes the reluctance to shift from traditional teaching methods to technology-enhanced learning environments. The insufficient focus on extensive reading among higher education students impedes the utilization of emerging technology for accessing publications outside course materials.

### **Solutions to the Barriers of Adopting Emerging Technologies in Promoting Reading Culture Among Students**

The haphazard nature of reading culture among students in higher education remains alarming, and academic libraries in Nigeria have constantly tried to incorporate technologies to facilitate fast access to reading materials and subscribe to databases. This initiative of providing modern access to information is still experiencing glitches that narrow down its operations. The challenges of providing equitable technology must be tackled. The provision of necessary services, including reliable electricity, guaranteed high-speed internet access, and sufficient digital devices capable of accommodating the student population, should be permanently resolved in Nigerian higher education. Ai (2025) recommends that enhanced digital infrastructure is vital for equitable technological access. Targeted





interventions such as government-subsidized broadband and the provision of mobile reading devices can significantly alleviate this issue. Government intervention relieves the challenge of the cost of acquiring digital devices and internet access, especially for students from low-income backgrounds. The library can progress from the provision of technological infrastructure and services to ensuring actual patronage and use among students by improving users' digital literacy. This can be achieved in the library through personal assistance to students who are less technologically savvy. Ip (2024) opined that targeted digital literacy programs should include workshops, peer-led training, and the integration of digital skills into curricula. This approach not only boosts student engagement but also equips them with the competencies necessary for lifelong learning. This can further be carried out through the provision of a step-by-step video guide on the use of databases, digital platforms, and electronic books.

### **Methodology**

The study adopted a descriptive research design to examine how emerging technologies promote reading culture among students at the Federal College of Education, Iwo, Osun State. A total of 300 undergraduate students were selected from the six academic schools within the institution: the School of Arts and Social Sciences, School of Languages, School of Sciences, School of Vocational and Technical Education, School of Early Childhood Care, Primary and Adult Education, and the School of General Education. The selection of participants from all six schools was deliberate to ensure balanced representation across diverse academic disciplines and programs. This approach provided a robust sample that captured the perspectives of students from both humanities and science-related areas. A multi-stage sampling technique was employed in selecting the respondents. The first stage involved stratifying the population based on the six academic schools in the college. In the second stage, 50 students were randomly selected from each school using a simple random sampling technique, bringing the total sample size to 300. This process ensured that each school contributed equally to the study, thus enhancing the representativeness of the sample. A researcher-constructed questionnaire titled "Emerging Technologies and Reading Culture Questionnaire (ETRCQ)" was used for data collection. The instrument consisted of four sections. Section A assessed the current state of students' reading culture with ten items. Section B presented a checklist of emerging technologies. Section C contained ten items that identified barriers to the adoption of emerging technologies in promoting reading culture. Section D featured ten items that proposed solutions to overcome those barriers. A 4-point Likert Scale response format was used for Sections A, C, and D as follows: Strongly Agree (SA = 4), Agree (A = 3), Disagree (D = 2), and Strongly Disagree (SD = 1). Section B was structured as a checklist (Used = 2, and Not Used = 1), requiring respondents to tick the technologies they



currently use. The questionnaire underwent face and content validation by two experts in Educational Technology and Measurement and Evaluation to ensure its clarity, relevance, and appropriateness to the research objectives. To establish the reliability of the instrument, a pilot test was conducted using 30 students from a similar institution who were not part of the main study. The reliability coefficient, determined using the Cronbach Alpha technique, yielded a value of 0.84, indicating that the instrument was internally consistent and suitable for the study.

## Results

**Research Question 1:** What is the current state of reading culture among students of Federal College of Education, Iwo?

Table 1

### *Current State of Students' Reading Culture*

Item	SA	A	D	SD	Mean	Std. D
I read regularly for both academic and personal purposes.	106	78	61	55	2.78	1.11
I find reading enjoyable and engaging.	132	62	53	53	2.91	1.14
I prefer reading digital materials over printed ones.	133	53	58	56	2.87	1.17
I spend more time reading now than I used to before exposure to digital platforms.	144	62	43	51	2.99	1.14
I frequently explore different genres or topics through reading.	140	71	51	38	3.04	1.07
I discuss or share what I read with others.	109	74	61	56	2.78	1.13
I visit the school library or use digital libraries for reading.	120	69	57	54	2.85	1.14
I find it easier to read on mobile or digital devices.	93	81	64	62	2.68	1.12
I schedule personal time specifically for reading.	118	72	60	50	2.86	1.12
I feel that reading has positively influenced my academic performance.	144	62	45	49	3.00	1.13
Weighted Average					2.88	

Key; SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree Decision Value: = 2.50

Table 1 shows the perception of students on the current state of reading culture among students of Federal College of Education, Iwo. The students agreed to the following items: I read regularly for both academic and personal purposes ( $\bar{x} = 2.78$ ), I find reading enjoyable and engaging ( $\bar{x} = 2.91$ ), I prefer reading digital





materials over printed ones ( $\bar{x} = 2.87$ ), I spend more time reading now than I used to before exposure to digital platforms ( $\bar{x} = 2.99$ ), I frequently explore different genres or topics through reading ( $\bar{x} = 3.04$ ), I discuss or share what I read with others ( $\bar{x} = 2.78$ ), I visit the school library or use digital libraries for reading ( $\bar{x} = 2.85$ ), I find it easier to read on mobile or digital devices ( $\bar{x} = 2.68$ ), I schedule personal time specifically for reading ( $\bar{x} = 2.86$ ), and I feel that reading has positively influenced my academic performance ( $\bar{x} = 3.00$ ). Meanwhile, based on the value of the weighted average (2.88 out of a maximum of 4.00), which falls above the decision benchmark of 2.50, it can be inferred that the students' reading culture is positive.

**Research Question 2:** What emerging technologies are available to promote reading culture among students at Federal College of Education, Iwo?

Table 2

*Emerging Technologies Used for Reading*

Emerging Technology	USED		NOT USED		Remark
	Freq.	(%)	Freq.	(%)	
Digital Libraries	201	67.0	99	33.0	Used
Electronic Books (eBooks)	199	66.3	101	33.7	Used
ChatGPT	195	65.0	105	35.0	Used
Google Bard	122	40.7	178	59.3	Not Used
Magic School AI	130	43.3	170	56.7	Not Used
CogBooks	137	45.7	163	54.3	Not Used
Knewton	111	37.0	189	63.0	Not Used
Smart Sparrow	109	36.3	191	63.7	Not Used
Wattpad	217	72.3	83	27.7	Used
Scribd	133	44.3	167	55.7	Not Used
Audible	188	39.3	182	60.7	Not Used
Others (Please specify)	-	-	-	-	-

Key: 1 = Not Used, 2 = Used Decision Value: 0-49% = Not Used, 50-100% = Used

Table 2 shows the distribution of students' responses on emerging technologies used to promote reading culture among students of Federal College of Education, Iwo. The findings reveal that most of the students reported using the following technologies: Wattpad (72.3%), Digital Libraries (67.0%), Electronic Books (eBooks) (66.3%), and ChatGPT (65.0%). These technologies were classified as "Used" based on the decision benchmark (50% and above). On the other hand, several technologies were categorized as "Not Used" due to their usage frequency falling below the 50% mark. These include Google Bard (40.7%), Magic School AI (43.3%), CogBooks (45.7%), Knewton (37.0%), Smart Sparrow (36.3%), Scribd (44.3%), and Audible (39.3%). In summary, based on the usage frequencies,



it can be concluded that Wattpad, digital libraries, eBooks, and ChatGPT are the most used emerging technologies by students to promote reading culture at the College.

### Hypothesis Testing

**H<sub>01</sub>:** There is no significant relationship between the use of emerging technologies and reading culture among students.

Table 4:

*Summary of Pearson Product Moment Correlation Showing Relationship between the Use of Emerging Technologies and Reading Culture among Students*

Variable	Mean	Std. D	N	r	Sig(p)	Remark
Use of Emerging Technologies	16.57	1.56	300	.766	.017	Significant
Reading Culture	28.79	3.80				

Table 4 presents the Pearson Product Moment Correlation analysis showing the relationship between the use of emerging technologies and reading culture among students at Federal College of Education, Iwo. The result reveals a strong positive correlation,  $r = .766$ ,  $p = .017$ , which is statistically significant at the 0.05 level. Therefore, Hypothesis 1 is rejected. This indicates that increased use of emerging technologies is associated with an improved reading culture among the students.

### Discussion

Students at the Federal College of Education, Iwo demonstrated a moderately positive reading culture, with a noticeable influence from digital engagement. This finding is in line with recent studies which show that the reading habits of tertiary students are evolving due to increased access to digital tools and content. Researchers like Adesanya and Okonkwo (2022) have reported that while traditional reading patterns may be declining, digital platforms such as eBooks and AI tools are reshaping students' reading behaviors, making them more flexible and interactive. The availability of diverse digital materials and formats appears to support both academic and leisure reading interests.

The results also revealed that many students actively use emerging technologies like Wattpad, digital libraries, eBooks, and AI tools such as ChatGPT. This suggests a growing shift toward digital consumption of reading materials, which aligns with findings by Oluwatosin and Lawani (2023), who observed that students prefer convenient, accessible, and visually engaging digital platforms over printed texts. The use of such tools enables multitasking, faster information retrieval, and personalized learning, features that make digital reading more attractive to today's learners. A notable outcome of the study was the statistically significant



relationship between students' use of emerging technologies and their reading culture. This finding supports existing research which suggests that when students are equipped and encouraged to use digital technologies, their reading habits tend to improve. Scholars like Ede and Mohammed (2022) emphasized that technological exposure fosters more consistent reading behavior by enhancing content accessibility, increasing motivation, and supporting autonomous learning.

### Conclusion

This study highlights that students at the Federal College of Education, Iwo, exhibit a generally positive reading culture, particularly using emerging digital technologies such as eBooks, digital libraries, Wattpad, and AI-powered platforms like ChatGPT. These tools have become integral to their academic and personal reading habits, promoting convenience, engagement, and access to diverse content. The study further reveals a significant positive relationship between the use of emerging technologies and students' reading culture, indicating that increased access and use of such technologies enhance students' reading habits. Therefore, addressing infrastructural and economic barriers through targeted institutional policies and capacity-building efforts is essential for sustaining and improving reading culture through digital innovation.

### Recommendations

Based on the findings and implications of this study, the following recommendations were made:

1. The institution should prioritize investment in digital infrastructure such as stable internet access, campus-wide Wi-Fi, and the provision of internet-enabled computers in the library to support students' digital reading practices.
2. Regular workshops, tutorials, and orientation programs should be organized to train students on how to use emerging technologies effectively for reading and academic tasks.
3. Lecturers and academic departments should be encouraged to integrate digital reading tools and AI platforms like eBooks, ChatGPT, and digital libraries into their coursework and assignments to normalize their usage and reinforce digital reading habits.
4. The school management or stakeholders should explore partnerships that can provide subsidized or free access to subscription-based platforms (e.g., Audible, Scribd) for students who may not afford them independently.

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