

UTILIZATION OF AUDIOVISUAL RESOURCES IN NNAMDI AZIKIWE LIBRARY FOR ENHANCED ACADEMIC PERFORMANCE BY LIBRARY AND INFORMATION SCIENCE STUDENTS IN UNIVERSITY OF NIGERIA, NSUKKA

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Abstract

The evolution of audio-visual resources and their application for enhanced academic performance has changed the traditional landscape of teaching and learning outcome of students. The concern of this study therefore was to examine utilization of audiovisual resources for enhanced academic performance of library and information science students in university of Nigeria, Nsukka. The study adopted a descriptive survey research design. The population of the study was made up of 193 undergraduate students of library and information science. The study used the entire population for the study since the number was manageable. A structured questionnaire and observation checklist were the instruments used for data collection. The questionnaire was distributed and collected back after completion personally by the researchers. The data generated was analysed using simple percentage, mean and standard deviation through Statistical Package of the Social Science (SPSS) version 22. The findings of the study show that audio-visual resources commonly utilized in Nnamdi Azikiwe Library by library and information science students include brail, audio tapes, television, video, film strips, radio etc. It was also observed that several challenges such as finance, lack of internet network, poor electricity supply etc. affect the utilization of audio-visual resources for enhanced academic performance. This study thus, recommended among other things that relevant stakeholders should provide learners access to audio visual resources in the library. Finally, the government and university authority should provide adequate fund for procurement of relevant audio-visual resources for utilization in the library by students to enhance their academic performance etc.

Keywords: Audio-visual resources, academic performance, utilization, challenges, strategies etc.

Introduction

In today's fast-paced world, learning is no longer just about reading books and taking notes. The use of audiovisual (AV) resources in teaching and learning has been widely recognized as an effective way to enhance academic performance and student engagement. One of the innovative approaches of achieving this is the utilization of audiovisual resources in LIS education. Audio-visual resources are non-print instructional materials that command the attention of dual sense organs to promote effectiveness in teaching and learning process. They are the product of advanced technology, some of which usually require special equipment to operate in department of library and information science (Adebawale & Adekanye, 2013).

Library and information science (LIS) is a discipline that deals with the creation, organization, dissemination, and use of information in various contexts and formats. LIS students need to acquire both theoretical and practical skills to become competent information professionals in the digital age. Therefore, the use of audiovisual resources can be beneficial

for LIS education, as it can help students to learn about the concepts, principles, and practices of LIS, as well as to develop their information literacy, critical thinking, and problem-solving abilities. Moreso, Library and Information Science (LIS) programs play a crucial role in equipping students with the knowledge and skills necessary to navigate the complex world of information management. As the field continues to evolve, it becomes increasingly important for educators to explore innovative teaching methods that can effectively enhance students' academic performance.

Concept of audio-visual resources

Audio-visuals are educational resources that combine both sound and visual elements to enhance learning and understanding Hornby (2015). These resources can take many forms, including videos, animations, slideshows, and interactive presentations. The use of audio-visuals in education has become increasingly popular in recent years due to their ability to engage learners and improve retention of information. Hornby (2015) highlights the importance of audio-visuals in education, as they provide a multi-sensory experience that can help learners to better understand complex concepts. For example, a video that demonstrates a scientific experiment can help learners to visualize the process and understand the steps involved. Similarly, an interactive presentation that incorporates audio and visual elements can help learners to engage with the material and retain the information more effectively. Overall, the use of audio-visuals in education has many benefits, including increased engagement, improved retention of information, and enhanced understanding of complex concepts. As technology continues to advance, we can expect to see even more innovative and effective audio-visual resources being developed for use in education. Anzaku (2011) defines audio-visuals as instructional materials that can convey meaning without relying solely on verbal symbols or language. These materials are designed to engage both the senses of hearing and sight and are commonly used in classroom instruction. Audio-visual materials include both materials and equipment, and that they are distinct from traditional reference materials like textbooks. For example, audio-visual materials might involve dramatizing an event or creating a diorama. While some instructional materials can be grouped with audio-visuals, such as illustrations in a book, others cannot. Audio-visual components can be used in individualized instruction, serve as a source of information, and help make learning more permanent. It is therefore worthy to note that learning does not occur in isolation, but rather through a balanced pattern of stimulation from various instructional mechanisms. By engaging multiple senses, including sight, sound, and touch, audio-visual materials can help learners gain a deeper understanding of the subject matter.

According to Singh as cited in George et al (2022) AV resources are those devices, which by sight and sound increase the individual's experience. The scholar further posited that AV resources are those instructional devices, which are used in classroom to encourage learning, in order to make it easier and more interesting. Moreso, the terms non-print, non-book and audiovisual materials /resources are used interchangeably in librarianship. In line with this statement Nathan (2010) stated that audiovisual materials are usually described as "non-print documents", in the sense also been called "non-book" or "special formats" and sometimes require equipment to use. It is for this reason that audiovisual materials are sometimes classified into two groups "projected materials" and non-projected materials". Audiovisual materials include sound recordings, film and video, graphic materials, three-dimensional objects, maps, and microforms etc. AV resources include various media formats such as slides, films, videos, audios, animations, graphics, etc. that can convey information and stimulate interest, comprehension, and retention of knowledge. AV resources can also facilitate the development of critical thinking, creativity, and communication skills among students. Moreso, audiovisual resources are found in various forms and formats for instance Fetterman (2016) viewed audio-

visual as those resources used for instruction that include one or more media such as video, slides, graphics, animation, image and sound in addition to textual information. These resources can facilitate the development of critical thinking, creativity and communication skills, retention of knowledge comprehension and stimulate the interest among library and information science students. Audio-visual materials are an effective way to deliver information to learners in a variety of settings, including classrooms, libraries, and online learning environments.

These materials consist of various components that work together to create an engaging and informative learning experience. They include auditory materials which refer to resources that engage the sense of hearing, encompassing sound films, telephone discussions, radio broadcasts, and audio recordings. Visual materials, on the other hand, are items perceived through sight, including film strips, charts, maps, globes, posters, models, drawings, photographs, paintings, cartoons, and designs. Audio-visual materials combine auditory and visual elements, such as television programs, movies, tapes, demonstration films, and printed materials with recorded sound. These materials efficiently convey information to users in a manner distinct from traditional print formats by utilizing both sound and visuals. Examples of audio-visual components include dramatizations of events or procedures and the creation of dioramas (Ashaver & Igyuve, 2013). It is important to note that while certain audio-visual resources like motion pictures require specific equipment for optimal presentation, others like exhibits or study prints do not necessitate any additional tools. This distinction highlights the diverse range of materials and processes involved in educational practices, including activities like field trips.

Important of audio-visual resources

The significance of audiovisual resources in boosting the academic performance of library and information science students cannot be overstated. These resources play a vital role in conveying information, utilizing auditory elements like audio resources. They extend the learning experience, encouraging active participation through interactive features like quizzes and discussions in videos or multimedia presentations. This active engagement fosters deeper understanding and application of knowledge. For example, interactive videos or multimedia presentations may include quizzes, discussions, or activities that require students to actively engage with the content. This active involvement promotes deeper learning and knowledge application. Reisman (2010) stated that the human beings learn more easily and faster by audio-visual processes than by verbal explanations alone.

Similarly, audio-visual resources can enhance accessibility and inclusivity in education. For students with visual impairments, audio descriptions or transcripts can provide access to visual content for instance, the visually impaired may prefer braille while the hearing impaired may prefer podcast and recorded lectures in learning. By providing multiple modalities of information delivery, audiovisual resources ensure that diverse learners can access and engage with the content. Reisman (2010) unanimously agreed that audiovisual materials are very important and useful in education because, the normal learner in so far as the functions of his preceptor mechanisms are concerned, gains understanding in terms of multiple impression recorded through the eye, ear, touch and other series. These instructional materials may be used to convey meaning without complete dependence upon verbal symbols. Audiovisual resources if utilized effectively can impact positively on the academic performance of library and information science students.

Concept of academic performance

Academic performance could be described as the learning outcomes that manifest in the students which encompass an improvement in knowledge, skills as well as accumulation

of ideas through courses of study both within and outside the classroom setting or learning environments. It is a means of ascertaining the extent to which stakeholders of education more importantly students, teachers and academic institutions have attained the highlighted educational objectives and goals which may vary across the students as well as academic institutions over a period of time. According to Ossai (2009), academic performance is the students' examination grades (grades point average at the end of a particular semester or programme). It refers to the score attained by the student in an administered standardized test, as well as the level of performance in a particular field of study. Higher scores indicate better academic performance (Yator, 2013). It is a term of gaining knowledge; acquiring skills and competencies; securing high grades and similar academic achievements; securing a progressive career; and intention and persistence towards education.

Also, when one seeks to acquire information regarding academic performance of students, the magnitude of significance accorded to the above-mentioned versions of Academic Performance, is highest for academic achievement followed by knowledge gained as well as skills and abilities acquired (York, Gibson & Rankin, 2015). It can also be defined in terms of students' persistence, which can be understood as progression of the students on academic grounds, to attain completion of degree, regardless of institution related contexts and issues.

Academic performance is defined as the quality of performance in terms of test and class exercise with academic content, which is a level of attainment of a given standard for excellence or a qualified academic achievement, that is measured based on the test scores of the students (Mizala, 2008). Also, academic performance denotes the ability of students to study, remember facts and be able to communicate their knowledge verbally or through writing. The Cambridge university report of 2003 as cited in Fridah (2012), noted that academic performance involves the performance of students in test and examinations. On the contrary, the ability of students to obtain good grade demands an availability of school resources, adequate student's study habits, adequate teachers' characteristics and qualifications, adequate package of parents' income and good school environment (Orodho, 2008). Academic performance is a crucial aspect of education as it is used to evaluate the level of success achieved by students, teachers, schools, and institutions in meeting their educational objectives. It is an essential component of a nation's economic, scientific, and technical growth, as parents send their wards to school with the ultimate goal of their success. It plays an important role in an individual placement, be it in the academic institutions or job placement. Due to this, many people are concerned with the ways they can enhance their academic achievement. In view of this, Kyoshaba, (2016) was of the opinion that the role of academic performance as one of the predictors of one's life success and also in the aspect of academic placement in schools to higher institutions as well as the level of employability in one's career is inevitable.

Academic performance of student is a key feature (Rono, Onderi & Owino, 2014), and among the important goal of education, which can be defined as the knowledge gained which is assessed by marks by teacher and/or educational goals set by students and teachers to be achieved over a specific period of time (Narad and Abdullah, 2016). In other terms, academic performance can be understood as the quantifiable and apparent behaviour of a student within a definite period and is an aggregate of scores fetched by a scholar in various evaluations through class tests, assignments, examinations etc (Yusuf, Onifade and Bello, 2016). For Díaz-Morales and Escribano (2015), academic performance is to be understood as the result of a combination of psychological, social, and economic factors, which further lead to the proper multifaceted growth of students. It is generally used to measure of success in educational institutional, is defined as the extent to which a student accomplishes his/her studies and related tasks (Sharm, 2012). Students performing better than the expectations and norms set by the society are mostly expected to contribute to the growth, development and sustainability of the

society (Akinleke, 2017). Singh, Malik & Singh (2016) presented a straight and significant connect between academic performance of students and the socio-economic development of a country, because acquisition of relevant knowledge as well as skill development become evident through students' academic performance (Farooq, Chaudhry, Shafiq & Berhanu, 2011).

Concept of utilization of audio-visual resources

The concept of utilization of audiovisual resources refers to the effective and efficient use of audiovisual materials or tools for various purposes. The proper use of Audiovisual resources will enhance the academic performance of LIS students, they will have more interest and get motivated as a result participate better in the class. Audiovisual resources include media such as videos, presentations, multimedia content, and other visual or auditory materials. Utilizing these resources involves incorporating them into educational settings to enhance learning, engagement, or conveying information. Moreso, Akinleke (2017) stressed that audiovisual materials when effectively used have these advantage of mitigating major weakness of verbalism, vitalize subject matter, provide interesting materials needed, stimulate the initiative of the library and information science students.

Overall, the utilization of audiovisual resources aims to enhance communication, facilitate learning, and engage students through the effective and efficient use of visual and auditory media. Notwithstanding, research has shown that audiovisual resources have the capacity to enhance the academic performance of students in various disciplines. They have been found to be vital in improving information retention, comprehension, and critical thinking skills. It is however, very important to note that the utilization of audio-visual resources has been hampered factors to the above. However, the specific impact of audiovisual resources on the academic performance of LIS students remains relatively unexplored. Again, it has been observed that the academic performance of students of library and information science has drastically declined, which has become an issue of great concern. The researcher is concerned about Library and information science students' apparent lack of knowledge of the use of audiovisual materials in Nnamdi Azikiwe Library in accessing information materials. Hence, this study aims to bridge this gap in research by investigating the utilization of audiovisual resources in LIS education and its effects on students' academic performance.

Objective of the Study

The main objectives of this study are to examine the utilization of Audiovisual resources for enhance academic performance of library and information science students at university of Nigeria Nsukka, specifically the study aimed to:

- identify the types of audiovisual resources available in Nnamdi Azikiwe library
- determine the extent LIS students utilize the available Audiovisual resources in Nnamdi Azikiwe library, University of Nigeria Nsukka for their academic studies
- determine the extent audio-visual resources contribute in enhancing the academic performance of library and information science students.

Methodology

Research questions

1. What are the types of audiovisual resources are available in Nnamdi Azikiwe library, and their support to the academic needs of library and information science students?
2. To what extent do Library and information science students utilize the available Audiovisual resources in Nnamdi Azikiwe library, university of Nigeria Nsukka for their academic studies?

3. To what extent do audiovisual resources contribute in enhancing the academic performance of library and information science students?

Design of the study

The study used descriptive survey as the design for the study. Descriptive survey is used to gather the opinions of the respondents without altering the environment, in studies that provides information about the natural events and characteristics of a specific group of people of which it seeks to study (Nworgu 2015). This research design is considered appropriate because the study described the extent of utilization of audiovisual resources in Nnamdi Azikiwe library for enhanced academic performance of library and information science students' university of Nigeria Nsukka.

Population of the study

The population of the study was 193 students of library and information science, University of Nigeria, Nsukka. The population of the study consists of all the undergraduate students of library and information science. The population consist of 100level students (44), 200level students (34), 300level student (52), 400 level students (63) (Departmental class list 2019-2022). The researcher used this population for this study because audiovisual resources is very vital in accessing information sources in Nnamdi Azikiwe library and as such can enhance LIS students' academic performance.

Sample and Sampling Technique

There was no sampling since the population is not so large and is manageable. Nworgu (2015) recommended that when the population is between 100 – 400, the researcher can use the entire population and thus, the entire population was studied.

Instrument for data collection

The instruments used to collect data for the study were observation checklist and Questionnaire. The questionnaire comprised 15 items and was divided into two sections, section A which i.e. background information of the respondents while section B included the 15-item questions. The items in clusters A and B have response options ranging from Very High Extent (VHE=4); High Extent (HE=3), Low Extent (LE=2); Very low Extent (VLE=1). While in cluster C was rated on a four-point Likert scale with response options of Strongly Agree (SA=4), Agree (A=3), Disagree (D=2) and Strongly Disagree (SD=1). The questionnaire is designed in four (4) clusters by the researcher. Cluster A with (10 items) comprises the Extent library and information science students utilize the available audiovisual resources in Nnamdi Azikiwe library for their academic studies, Cluster B with (5 items) comprises the contributions of audiovisual resources in enhancing the performance of library and information science students.

Validation of instrument

The instruments were validated by two lecturers in the department of Library and Information Science of University of Nigeria, Nsukka and one lecturer from measurement and evaluation, who will compare items in the instruments with the research questions and determined their appropriateness. They looked at the content, made some editorial corrections, modified some questions to be suitable to the research objectives etc. there corrections and suggestions were integrated in producing the final draft of the instruments.

Method of data collection

The researchers administered the questionnaire and the observation checklist and collected the completed instruments from respondents.

Method of Data Analysis

The researcher used frequency distribution table to organize the data collected for the study. Descriptive statistics, mean, and standard deviation were used to analyse item questions in cluster B and C while cluster A was analysed using simple percentage. A criterion mean of 2.50 will be baseline for interpreting collected data. Thus, mean responses from 2.50 and above were considered positive and accepted while mean ratings below 2.50 signify negative response thereby rejected.

Presentation and discussion of data

Table 1: Mean and standard deviation ratings on the types of audiovisual resources available at Nnamdi Azikiwe library University of Nigeria Nsukka.

S/N	Item Statement	Mean	SD	Decision
1	Video cassette	1.18	0.39	NA
2	CD-ROM	1.22	0.42	NA
3	Computer	2.61	0.49	A
4	Textbooks	2.77	0.45	A
5	Black and Whiteboard	1.61	0.49	NA
6	Video and sound recording	1.46	0.50	NA
7	Atlases, charts and maps	1.61	0.49	NA
8	Microfilm	1.62	0.49	NA
9	Radio	1.50	0.50	NA
10	Lingua phone	1.67	0.47	NA
11	Braille	2.79	0.41	A
12	Gramophone	1.78	0.41	NA
13	Filmstrip	1.77	0.42	NA
14	Television	2.69	0.46	A
15	Digital storytelling	1.48	0.50	NA
16	Power points	1.48	0.50	NA
17	Google slides	1.39	0.49	NA
18	Keynote presentation	1.54	0.50	NA
19	Animation	1.76	0.86	NA
20	Podcasts	2.57	0.91	A
	Total	1.6	0.47	

4. key: A = Available; NA = Not Available

The data presented in Table 1 shows that fifteen items out of twenty items have means ranging from 1.18 to 1.79 which indicate not available while five items have means ranging from 2.57 to 2.79 which indicate Available. The result indicates that fifteen audio-visual resources are not available while five audio-visual resources are available at Nnamdi Azikiwe library. The Standard Deviations of the twenty items ranging from 0.39 to 0.51 showed that the respondents were close to the mean which indicate that respondents were not far from each other in their responses.

Table 2: Mean and ratings on the extent library and information science students utilize the available audiovisual resources in their academic studies.

S/N	ITEM STATEMENT	Mean	SD	DECISION
1	Computer	2.69	0.89	HE
2	Video and tapes recording	2.94	0.73	HE
3	Projector	2.30	1.00	LE
4	Charts, atlases and maps	2.42	0.73	LE
5	Television	2.40	0.68	LE
6	CD-ROM	2.47	0.77	LE
7	Microforms	2.72	0.67	HE
8	Podcasts	3.22	0.90	HE
9	Filmstrips	2.51	1.26	HE
10	Radio	2.63	1.34	HE
		2.63	0.897	

Data presented in Table 2 shows that six items out of ten have mean ranging from 2.51 to 3.22 indicating High Extent while four items have means ranging from 2.30 to 2.47 indicating Low Extent. The result indicates that six audiovisual resources are highly utilize by library and information science students at Nnamdi Azikiwe library, university of Nigeria Nsukka for their academic studies. The overall mean which is 2.63 also indicates that library and information science students vocational highly utilize audiovisual resources for their academic studies. The Standard Deviations of the ten items ranging from 0.73 to 1.34 showed that the respondents were close to the mean which indicate that respondents were not far from each other in their responses.

Table 3: Mean and standard deviation ratings on the audiovisual resources contribution in enhancing the academic performance of library and information science students.

S/N	ITEM STATEMENT	Mean	SD	DECISION
1	It increases my academic performance	1.40	0.49	VLE
2	It facilitates better retention and comprehension	2.36	1.46	LE
3	It improves students' participation in the classroom	2.41	1.44	LE
4	It curtails the cost of acquiring learning materials	2.27	1.11	LE
5	Enables different learning styles	2.33	1.30	LE
		2.15	1.16	

Data presented in Table 3 shows that one item out of five has means 1.40 indicating very low extent while four items have means ranging from 2.27 to 2.41 indicating low extent. The result indicates that library and information science students utilize one audiovisual resource at very low extent and utilize four audiovisual resources at low extent. The overall mean which is 2.15 also indicates that library and information science students utilize audiovisual resources low extent. The Standard Deviations of the ten items ranging from 0.49 to 1.46 showed that the respondents were close to the mean which indicate that respondents were not far from each other in their responses.

Conclusion

The results of the findings revealed that the available audiovisual resources utilized by library and information science students in Nnamdi Azikiwe library for enhanced academic performance university of Nigeria Nsukka include computer, textbooks, Braille, podcast, television and there was a high extent of utilization of these audiovisual resources in Nnamdi Azikiwe library by library. Again, the extent audiovisual resources contribute in enhancing the

academic performance of library and information science students is very high through increase in their retention and comprehension etc.

Recommendations

Based on the findings of the study, the following recommendations were made;

1. Library management should provide equal and unhindered access to the audiovisual resources in Nnamdi Azikiwe library for utilization by students.
2. Nnamdi Azikiwe library should provide a guide for students on how to use AV materials.
3. Digital library services and constant power supply should be provided 24/7 in the higher Nnamdi Azikiwe library this enable library provide good services etc.

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