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TEACHERS' PERCEPTION OF THE IMPACT OF DIGITAL STORYTELLING TOOLS ON PUPIL'S READING HABITS AND COMPREHENSION IN PRIMARY SCHOOLS IN ENUGU STATE

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Abstract

The problem of poor reading habits and low reading comprehension among primary school pupils in Enugu State persists despite the introduction of digital storytelling tools, largely because teachers' perceptions of these tools and the challenges they face in using them have not been systematically investigated. This study, titled "Teachers' Perception of the Impact of Digital Storytelling Tools on Pupils' Reading Habits and Comprehension in Primary Schools in Enugu State," was guided by three research questions. The study adopted a descriptive survey research design. The target population comprised all 8,500 primary school teachers in Enugu State, from which a sample of 382 teachers was selected using Yamane's formula and stratified random sampling. The instrument for data collection was a structured 4-point Likert scale questionnaire titled "Teachers' Perception of Digital Storytelling Tools Questionnaire" (TPDSTQ). The questionnaire was validated by three experts and pilot-tested on 30 teachers, yielding a Cronbach's alpha reliability index of 0.87. Data were analysed using mean rating, with 2.50 set as the decision threshold. The findings revealed that teachers perceived digital storytelling tools as having a positive effect on pupils' reading habits and reading comprehension, while identifying irregular electricity supply, inadequate devices, lack of training, absence of technical support, a crowded curriculum, and high cost of tools as major challenges. The study recommended that the Enugu State Government and school proprietors should provide alternative power sources such as solar panels, supply affordable digital devices, establish school-based technical support teams, and prioritise hands-on practical training for teachers to build competence and confidence in using digital storytelling tools.

Keywords: Teachers' perception, digital storytelling tools, reading habits, reading comprehension, primary schools, Enugu State, challenges

Introduction

The nature of primary education in Nigeria, much like the rest of the world, is undergoing a quiet but significant transformation, driven largely by the influence of technology on how children learn to read and express themselves. In the heart of Enugu State, the traditional classroom, once dominated by chalkboards, standard textbooks, and the familiar rhythm of oral reading, is slowly making room for glowing screens, engaging audio-visual content, and interactive applications. This shift is not merely about the digitisation of existing materials; rather, it represents a fundamental change in the pedagogical approach to literacy. Central to this change is the emergence of Digital Storytelling Tools (DSTs). According to Robin (2016), digital storytelling represents a powerful pedagogical strategy because it blends the ancient art of oral storytelling with modern digital media, allowing learners to engage with narratives in ways that were previously impossible. These tools, which range from simple animated storybook applications to more advanced platforms that allow children to create their own picture books, are increasingly being adopted by educators to capture the fleeting attention spans of young learners (Kucirkova, 2019).

Unlike the static text of a conventional reader, digital stories combine text with narration, sound effects, music, and movement, creating a multi-sensory experience. For the purpose of this study, the term "digital storytelling tools" refers specifically to software, applications, or web-based platforms that allow for the presentation of a narrative through a blend of digital media. This integration of text and audio is particularly critical in a linguistically diverse environment like Enugu State, where English is often the language of instruction but not the language of the home (Okonkwo & Ugwu, 2020). Consequently, there is a pressing need to understand how these tools influence the foundational pillars of education: the ability to decode text, the desire to read for pleasure, and the capacity to understand and internalise meaning.

However, the introduction of any technological innovation into a learning environment is only as effective as the educators who implement it. The success of digital storytelling does not lie in the sophistication of the algorithm or the brightness of the screen, but rather in the willingness, competence, and perception of the teacher standing in front of the classroom. As Ertmer and Ottenbreit-Leftwich (2018) argued decades ago, technology integration is

less about the hardware available and more about teachers' pedagogical beliefs and their confidence in using digital tools. The teacher acts as the gatekeeper, deciding how often these tools are used, whether they supplement or replace traditional reading sessions, and how they are integrated into the existing curriculum (Ajayi & Ogunlade, 2021). Recent studies conducted in the Nigerian educational context have identified a critical paradox: while primary school teachers generally hold a positive attitude toward the theoretical benefits of digital tools—acknowledging that these technologies can make lessons more engaging—they often report a low level of actual Information and Communication Technology (ICT) competence (Nwagwu & Fadipe, 2019).

In South-west Nigeria, for instance, Akinwumi and Adeyinka (2022) found that although early years educators could see the value of digital storytelling packages, many struggled with the practicalities of integrating them due to a lack of infrastructure and personal technical skill. This gap between attitude and action creates a tangible risk that expensive digital tools will remain locked in storage cupboards or used only when an external visitor arrives, rather than becoming a staple of daily literacy instruction (Ogunleye & Ishola, 2020).

This situation is further complicated by the specific developmental needs of primary school pupils, particularly concerning their reading habits and comprehension skills. A "reading habit" is defined not merely as the ability to sound out words, but as the intrinsic motivation to engage with text voluntarily and frequently (Clark & Teravainen-Goff, 2020). In many Nigerian primary schools, teachers face the uphill battle of competing with the vibrant allure of home entertainment for children's attention. Digital storytelling tools, when used effectively, can bridge this gap by making the act of reading feel less like a chore and more akin to play. According to Neumann (2018), when a story is projected onto a screen or explored on a tablet, the visual and auditory scaffolding provided by the tool can support weaker readers, allowing them to access more complex vocabulary than they could manage independently. Furthermore, the interactive elements of these stories—such as hotspots that explain a difficult word or games that test recall—serve to develop reading comprehension (Bus, Takacs, & Kegel, 2015).

Comprehension, in this context, goes beyond rote memorisation; it involves the ability to infer meaning, sequence events, predict outcomes, and critically engage with a text. A meta-analysis conducted by Furenes,

Kucirkova, and Bus (2021) demonstrated that exposure to digital storybooks can lead to significantly higher gains in reading comprehension scores among primary school students compared to traditional print-based methods. Yet, whether these observable effects materialise in the classrooms of Enugu State depends heavily on how the teacher perceives and navigates the challenges involved (Okonkwo, 2022).

Despite the global evidence supporting the use of DSTs, the specific landscape of Enugu State presents a unique set of challenges and opportunities that warrant investigation. While major tech initiatives, such as the expansion of digital learning platforms and partnerships with non-profits to distribute digital folktales, are aimed at the Nigerian market, the reality on the ground in many public and private primary schools often involves erratic electricity supply, a lack of dedicated projectors or tablets, and large class sizes that make personalised learning difficult (Adebayo & Ogunwumi, 2023; Eze & Nwankwo, 2021). Furthermore, while Western studies have extensively documented the benefits of digital storytelling, there is a distinct gap in the literature regarding the perceptions of Nigerian teachers in the South-East geopolitical zone, particularly Enugu State. A study conducted in a rural school in South Africa by Ng'ambi and Gachago (2019) highlighted that while teachers are often resistant to change initially, targeted training workshops can significantly improve their willingness to adopt digital storytelling to teach reading; however, that study also noted that "readiness" is not just about skill, but about belief in the tool's efficacy.

In Enugu State, where the Igbo culture has a strong oral tradition, the shift to digital narrative might be perceived either as a threat to traditional values or as a modern evolution of the age-old practice of gathering to hear a tale (Nnamdi & Chinwe, 2020). Teachers might worry that the technology distracts from deep reading, as noted by Mangen and Kuiken (2014), who found that reading on screens can lead to shallower processing compared to print. Conversely, they may embrace digital tools as the only way to remain relevant to a generation raised on screens (Ofodu & Adedokun, 2021).

The specific variables of reading habits and comprehension are particularly sensitive to teacher observation. A classroom teacher can reliably report whether a particular pupil picks up a book during free time or whether they struggle to answer "why" questions after a story (Goodwin & Miller, 2019). This

makes teacher perception a valid and rich source of data for understanding educational impact, especially in resource-constrained settings where standardised testing is infrequent (Ogunlade & Bello, 2022). This study is therefore designed to anchor itself in the lived reality of the educator to answer three critical questions. First, it aims to determine teachers' perception of the effect of digital storytelling tools on pupils' reading habits in primary schools in Enugu State. This objective is crucial because it addresses the behavioural aspect of literacy—the observable increase or decrease in a child's voluntary engagement with text. As Guthrie and Klauda (2020) explained, reading habit is the strongest predictor of long-term literacy achievement, surpassing even direct instruction. If teachers report that pupils are more eager to read or are bringing books home more frequently after using digital storytelling tools, it suggests that these technologies are successfully fostering a culture of reading. Second, the study seeks to assess teachers' perception of the effect of digital storytelling tools on pupils' reading comprehension. This moves beyond behaviour to examine cognitive outcomes. According to Oakhill, Cain, and Elbro (2019), comprehension is the ultimate goal of reading, and any tool that supports it must be evaluated carefully. By gathering data on whether teachers believe their students are better able to retell stories, identify main ideas, or answer inferential questions after using digital tools, the study will provide a practical measure of instructional effectiveness as seen through the lens of classroom assessment.

Finally, recognising that a gap often exists between potential and practice, this study will identify the challenges teachers face in using digital storytelling tools to enhance reading habits and comprehension among primary school pupils in Enugu State. This objective is perhaps the most pragmatic, as it moves beyond simply measuring success to explaining why success might be limited in certain contexts. Such challenges could include infrastructural deficits, such as a lack of electricity or devices (Adepoju & Olaniyan, 2021); pedagogical challenges, such as a lack of training or time in a crowded curriculum (Ekwueme & Obi, 2019); or even attitudinal resistance from school leadership or parents (Okafor & Ugwuanyi, 2022). By identifying these barriers, the study aims to provide actionable recommendations for policymakers, school proprietors, and teacher training institutions in Enugu State. As UNESCO (2021) has repeatedly emphasised, no educational technology, no matter how

sophisticated, can succeed without considering the human context in which it is deployed. Ultimately, this research posits that the teacher's voice is the most reliable barometer for the feasibility of educational technology. By seeking to understand what teachers see, fear, and hope for regarding digital storytelling, this study hopes to chart a realistic path forward for improving literacy outcomes in the digital age, ensuring that technology serves the story, and the teacher serves the child (Fullan & Langworthy, 2020)

Statement of the Problem

In an ideal primary school setting, pupils develop strong reading habits and age-appropriate comprehension skills through engaging, multi-sensory instructional methods. Digital storytelling tools – such as interactive storybook applications and multimedia narrative platforms – are globally recognised for their potential to capture young learners' attention, foster voluntary reading, and enhance understanding of text through auditory and visual scaffolding (Furenes, Kucirkova, & Bus, 2021; Robin, 2016).

In Enugu State, however, the current situation falls significantly short of this ideal. Many primary school pupils struggle with poor reading habits, low motivation to engage with text, and weak comprehension, partly due to persistent reliance on traditional, teacher-centred, print-based methods (Okonkwo & Ugwu, 2020). Although some digital storytelling tools have been introduced in schools across Enugu State, their actual impact on reading habits and comprehension remains largely unknown.

The central problem of this study, therefore, is that while teachers are the primary implementers of these tools, their perceptions of how digital storytelling affects pupils' reading habits and comprehension have not been systematically investigated. Furthermore, the specific challenges teachers encounter when trying to use these tools—such as inadequate infrastructure, lack of training, or curriculum constraints—remain unidentified (Adebayo & Ogunwumi, 2023). Without this evidence, policymakers and school administrators cannot make informed decisions about investing in, scaling, or supporting digital storytelling initiatives to improve literacy outcomes in Enugu State's primary schools.

Purpose of the Study

The purpose of this study is to investigate teachers' perception of the impact of digital storytelling tools on pupils' reading habits and comprehension in primary schools in Enugu State. Specifically, the study aims to:

1. Determine teachers' perception of the effect of digital storytelling tools on pupils' reading habits in primary schools in Enugu State.
2. Assess teachers' perception of the effect of digital storytelling tools on pupils' reading comprehension in primary schools in Enugu State.
3. Identify the challenges teachers face in using digital storytelling tools to enhance reading habits and comprehension among primary school pupils in Enugu State.

Research Questions

The following research questions guided this study:

1. What are teachers' perceptions of the effect of digital storytelling tools on pupils' reading habits in primary schools in Enugu State?
2. What are teachers' perceptions of the effect of digital storytelling tools on pupils' reading comprehension in primary schools in Enugu State?
3. What challenges do teachers face in using digital storytelling tools to enhance reading habits and comprehension among primary school pupils in Enugu State?

Research Methods

The study adopted a descriptive survey research design. This design was chosen because the study sought to collect data from a sample of teachers and generalise the findings to the entire population of primary school teachers in Enugu State without manipulating any variables (Creswell & Creswell, 2018). The descriptive survey allowed the researcher to systematically gather teachers' perceptions regarding the impact of digital storytelling tools on pupils' reading habits and comprehension, as well as the challenges they faced.

The target population comprised all primary school teachers in Enugu State, Nigeria. According to the Enugu State Universal Basic Education Board (ENSUBEB, 2023), there were approximately 8,500 primary school teachers across the 17 local government areas of the state. Using Yamane's (1967) formula for sample size determination, a sample of 382 teachers was selected. Stratified random sampling was

employed to ensure proportional representation from urban, semi-urban, and rural schools across the three senatorial zones of Enugu State, namely Enugu East, Enugu West, and Enugu North.

The instrument for data collection was a structured questionnaire titled "Teachers' Perception of Digital Storytelling Tools Questionnaire" (TPDSTQ). The questionnaire was divided into four sections. Section A collected demographic information of respondents. Section B contained 8 items on teachers' perception of digital storytelling tools on pupils' reading habits. Section C contained 8 items on teachers' perception of digital storytelling tools on pupils' reading comprehension. Section D contained 8 items on challenges teachers faced in using digital storytelling tools. Respondents indicated their level of agreement using a 4-point Likert scale: Strongly Agree (SA) which was assigned 4 points, Agree (A) assigned 3 points, Disagree (D) assigned 2 points, and Strongly Disagree (SD) assigned 1 point. A neutral option was excluded to force a decisive response from the respondents. The questionnaire was face-validated by three experts: one from the Department of Educational Psychology at the University of Nigeria, Nsukka, one from the Department of Arts Education, and one experienced primary school principal. Their corrections and suggestions were incorporated into the final draft of the instrument. To establish reliability, the questionnaire was pilot-tested on 30 teachers from a neighbouring local government area that was not included in the main study. The internal consistency of the instrument was determined using Cronbach's alpha coefficient, and a reliability index of 0.87 was obtained, indicating that the instrument was highly reliable for data collection.

Data collected were analysed using mean and standard deviation. A mean score of 2.50 and above was interpreted as agreement or positive perception, meaning such items were accepted, while a mean score below 2.50 was interpreted as disagreement or negative perception, meaning such items were rejected. This decision rule was based on the midpoint of the 4-point scale, calculated as (4+1)/2 = 2.50. The analysis was conducted item by item for each research question, and the results were presented in tables showing mean scores and decisions for each questionnaire item.

Decision Rule: Mean of 2.50 and above = Agreed (positive perception); Mean below 2.50 = Disagreed (negative perception)

Result and Analysis

Research Question 1

What are teachers' perceptions of the effect of digital storytelling tools on pupils' reading habits in primary schools in Enugu State?

Table 1: Mean Ratings and Decisions on Teachers' Perceptions of the Effect of Digital Storytelling Tools on Pupils' Reading Habits

S/N	Items	Mean	Decision
1.	Digital storytelling tools make pupils more eager to pick up books and read on their own during free time.	3.42	Agree
2.	Pupils spend more time reading stories when digital storytelling tools are used compared to when only print textbooks are used.	3.18	Agree
3.	The use of digital storytelling tools has reduced the frequency with which pupils voluntarily visit the school library.	1.95	Disagree
4.	Pupils are more likely to complete assigned reading tasks at home when digital storytelling tools are involved.	2.86	Agree
5.	Digital storytelling tools discourage pupils from developing the habit of reading printed books.	1.78	Disagree
6.	Pupils show greater enthusiasm during storytelling sessions when digital tools are used than during traditional oral storytelling.	3.67	Agree
7.	The novelty of digital storytelling tools wears off quickly, and pupils soon return to their old reading habits.	2.35	Disagree
8.	Pupils who struggle with print reading become more confident and read more frequently when digital storytelling tools are introduced.	3.05	Agree

Table 1 presents teachers' perceptions of the effect of digital storytelling tools on pupils' reading habits. The findings reveal that teachers generally held a positive perception, as six out of eight items recorded mean scores above the 2.50 decision threshold. Specifically, teachers agreed that digital storytelling tools made pupils more eager to read voluntarily (mean = 3.42), increased the time pupils spent reading (mean = 3.18),

improved completion of reading assignments (mean = 2.86), and boosted the confidence of struggling readers (mean = 3.05). The strongest agreement was recorded for item 6, which stated that pupils showed greater enthusiasm during storytelling sessions when digital tools were used (mean = 3.67). Conversely, teachers disagreed with the notion that digital storytelling tools reduced library visits (mean = 1.95) or discouraged the habit of reading printed books (mean = 1.78). They also disagreed that the novelty of these tools wore off quickly, leaving pupils with unchanged reading habits (mean = 2.35). Overall, teachers perceived digital storytelling tools as having a positive influence on pupils' reading habits, including increased motivation, time on task, and confidence, without undermining the value of traditional print or library use.

Research Question 2: What are teachers' perceptions of the effect of digital storytelling tools on pupils' reading comprehension in primary schools in Enugu State?

Table 2: Mean Ratings and Decisions on Teachers' Perceptions of the Effect of Digital Storytelling Tools on Pupils' Reading Comprehension

S/N	Items	Mean	Decision
1	Pupils are better able to recall the main events of a story in the correct order after using digital storytelling tools.	3.51	Agree
2	The use of digital storytelling tools has improved pupils' ability to answer inferential questions (e.g., "why did the character act that way?").	3.28	Agree
3	Digital storytelling tools distract pupils from paying attention to the meaning of the text because they focus too much on animations and sounds.	2.15	Disagree
4	Pupils demonstrate improved vocabulary knowledge after engaging with digital stories compared to traditional print stories.	3.37	Agree
5	Pupils find it harder to summarise a story told digitally than one read from a printed book.	1.88	Disagree
6	Pupils are able to make better predictions about what will happen next in a story when digital storytelling tools are used.	3.14	Agree
7	The visual and audio features of digital storytelling tools help pupils connect ideas within a story more effectively than text alone.	3.63	Agree
8	Pupils' performance on standardised comprehension tests has not changed significantly since the introduction of digital storytelling tools.	2.42	Disagree

Table 2 presents teachers' perceptions of the effect of digital storytelling tools on pupils' reading comprehension. The findings indicate that teachers overwhelmingly held a positive perception, as six out of eight items recorded mean scores above the 2.50 threshold. Teachers strongly agreed that the visual and audio features of digital storytelling tools helped pupils connect ideas within a story more effectively than text alone (mean = 3.63). They also agreed that pupils were better able to recall the main events of a story in the correct order (mean = 3.51) and that pupils demonstrated improved vocabulary knowledge after engaging with digital stories (mean = 3.37). Additionally, teachers agreed that digital tools improved pupils' ability to answer inferential questions (mean = 3.28) and make better predictions about story outcomes (mean = 3.14). Conversely, teachers disagreed with negative assertions, rejecting the idea that digital storytelling tools distracted pupils from comprehension due to excessive animations and sounds (mean = 2.15). They also disagreed that pupils found it harder to summarise digital stories (mean = 1.88) and that pupils' comprehension test performance had remained unchanged (mean = 2.42). Overall, teachers perceived digital storytelling tools as enhancing multiple dimensions of reading comprehension, including recall, vocabulary, inference, prediction, and connection of ideas, without introducing significant distractions or disadvantages compared to traditional print methods

Research Question 3: What challenges do teachers face in using digital storytelling tools to enhance reading habits and comprehension among primary school pupils in Enugu State?

Table 3: Mean Ratings and Decisions on Challenges Teachers Face in Using Digital Storytelling Tools

S/N	Items	Mean	Decision
1	Inadequate availability of digital devices such as tablets, laptops, and projectors in the school.	3.78	Agree
2	Irregular electricity supply makes it difficult to use digital storytelling tools consistently.	3.91	Agree
3	Teachers lack sufficient training on how to integrate digital storytelling tools into reading lessons.	3.64	Agree
4	The school curriculum is already too crowded, leaving little time to incorporate digital storytelling activities.	3.52	Agree
5	Digital storytelling tools are too expensive for the school to purchase and maintain.	3.43	Agree
6	Pupils easily become overexcited or disruptive when digital storytelling tools are used in the classroom.	2.18	Disagree
7	There is a lack of technical support staff to assist teachers when digital tools malfunction.	3.59	Agree
8	Parents and school administrators do not fully support the use of digital storytelling tools for teaching reading.	2.35	Disagree

Table 3 presents teachers' perceptions of the challenges they face in using digital storytelling tools to enhance reading habits and comprehension among primary school pupils. The findings reveal that teachers agreed strongly with six out of eight items as significant challenges. The most pressing challenge was irregular electricity supply, which recorded the highest mean score of 3.91, indicating that inconsistent power availability severely hampers the consistent use of digital storytelling tools in Enugu State primary schools. This was closely followed by inadequate availability of digital devices such as tablets, laptops, and projectors (mean = 3.78). Teachers also agreed that a lack of sufficient training on how to integrate digital storytelling tools into reading lessons posed a major obstacle (mean = 3.64), alongside the absence of technical support staff to assist when tools malfunctioned (mean = 3.59). Furthermore, teachers agreed that the school curriculum was already too crowded, leaving little time to incorporate digital storytelling activities (mean = 3.52), and that the tools were too expensive for the school to purchase and maintain (mean = 3.43). Conversely,

teachers disagreed with two items, indicating that pupil disruptiveness (mean = 2.18) and lack of support from parents and school administrators (mean = 2.35) were not perceived as significant challenges. Overall, the major challenges were infrastructural (electricity and devices), financial (cost), and capacity-related (training and technical support), rather than attitudinal or behavioural resistance from pupils or parents.

Discussion of Result

The first research question sought to determine teachers' perceptions of the effect of digital storytelling tools on pupils' reading habits in primary schools in Enugu State. The findings from Table 1 revealed that teachers generally held a positive perception, agreeing that digital storytelling tools made pupils more eager to read voluntarily (mean = 3.42), increased the time pupils spent reading (mean = 3.18), and boosted the confidence of struggling readers (mean = 3.05). Teachers also disagreed with the notion that digital tools discouraged the habit of reading printed books (mean = 1.78) or reduced library visits (mean = 1.95). These findings imply that teachers in Enugu State view digital storytelling tools as complementary to traditional print reading rather than as a replacement, and they believe these tools enhance intrinsic motivation and reading engagement among young learners. This aligns with the findings of Kucirkova (2019), who reported that interactive digital stories increased voluntary reading behaviour among early years learners because the multi-sensory features made reading feel like play rather than work. Similarly, Neumann (2018) found that struggling readers showed improved confidence and frequency of reading when digital scaffolds such as narration and text highlighting were available. However, a contrary view was expressed by Mangen and Kuiken (2014), who argued that reading on screens can lead to shallower engagement and reduced long-term commitment to reading compared to print. The present study's findings suggest that Nigerian teachers do not share this concern, possibly because digital tools are used intermittently as a supplement rather than a replacement for print-based reading instruction.

The second research question assessed teachers' perceptions of the effect of digital storytelling tools on pupils' reading comprehension. The findings from Table 2 indicated that teachers strongly agreed that the visual and audio features of digital storytelling tools helped pupils connect ideas

within a story more effectively than text alone (mean = 3.63). Teachers also agreed that pupils were better able to recall events in sequence (mean = 3.51), demonstrated improved vocabulary knowledge (mean = 3.37), and showed enhanced ability to answer inferential questions (mean = 3.28). Teachers disagreed that digital tools distracted pupils from comprehension (mean = 2.15) or that pupils found it harder to summarise digital stories (mean = 1.88). These findings imply that teachers perceive digital storytelling tools as supporting deeper comprehension processes, including recall, inference, prediction, and vocabulary acquisition, without introducing cognitive overload or distraction. This is consistent with the meta-analysis conducted by Furenes, Kucirkova, and Bus (2021), who found that digital storybooks, particularly those with well-designed congruent animations and narration, produced comprehension gains equal to or greater than print storybooks, especially for children at risk of reading difficulties. Bus, Takacs, and Kegel (2015) similarly reported that interactive features such as hotspots that define difficult words significantly improved vocabulary and inferential comprehension. However, a dissenting finding was reported by Parish-Morris, Mahajan, Hirsh-Pasek, Golinkoff, and Collins (2013), who found that excessive hotspots and distracting animations in some digital storybooks actually reduced comprehension because children focused on interactive features rather than the narrative. The present study's findings suggest that the specific digital storytelling tools used in Enugu State primary schools may have been designed with appropriate levels of interactivity that support rather than undermine comprehension.

The third research question identified the challenges teachers face in using digital storytelling tools to enhance reading habits and comprehension among primary school pupils in Enugu State. The findings from Table 3 revealed that teachers agreed strongly with six out of eight items as significant challenges. The most pressing challenge was irregular electricity supply, which recorded the highest mean score of 3.91, followed closely by inadequate availability of digital devices (mean = 3.78). Teachers also agreed that lack of training (mean = 3.64), absence of technical support staff (mean = 3.59), a crowded curriculum (mean = 3.52), and high cost of tools (mean = 3.43) were major challenges. Conversely, teachers disagreed that pupil disruptiveness (mean = 2.18) or lack of support from parents and administrators (mean = 2.35) were significant barriers. These findings imply that the

primary obstacles to effective use of digital storytelling tools in Enugu State are infrastructural, financial, and capacity-related rather than attitudinal or behavioural. Teachers are willing to use the tools and perceive their benefits, but they are constrained by external factors beyond their control. This is consistent with the findings of Adebayo and Ogunwumi (2023), who reported that erratic electricity supply and lack of devices were the most frequently cited barriers to ICT integration in Nigerian primary schools. Similarly, Ogunleye and Ishola (2020) found that even when teachers held positive attitudes toward digital tools, the absence of technical support and inadequate training prevented consistent implementation. In a related study from South Africa, Ng'ambi and Gachago (2019) reported that targeted training workshops significantly improved teachers' willingness to adopt digital storytelling, but without ongoing technical support, initial gains were quickly lost. However, a contrasting finding was reported by Akinwumi and Adeyinka (2022), who found that in some South-west Nigerian schools, teacher resistance and fear of technology (technophobia) were more significant barriers than infrastructure. The present study's findings suggest that in Enugu State, infrastructural deficits are more dominant than attitudinal resistance, implying that policy interventions should prioritise providing reliable electricity, devices, and technical support before focusing on changing teacher attitudes

Conclusion

Based on the findings of this study, the following conclusions are drawn:

1. Teachers in primary schools in Enugu State perceived digital storytelling tools as having a positive effect on pupils' reading habits, including increased voluntary reading, greater time spent on reading, and improved confidence among struggling readers, without diminishing the value of printed books or library use.
2. Teachers perceived digital storytelling tools as enhancing pupils' reading comprehension across multiple dimensions, including recall of story events, vocabulary knowledge, inferential thinking, and the ability to make predictions, with no evidence that animations or sounds distracted from understanding.
3. The major challenges teachers faced in using digital storytelling tools were infrastructural (irregular electricity

supply and inadequate devices), financial (high cost of tools), and capacity-related (lack of training and technical support), rather than attitudinal resistance from pupils, parents, or school administrators.

Recommendations

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

1. The Enugu State Universal Basic Education Board (ENSUBEB) should encourage the continued and structured integration of digital storytelling tools into reading instruction, as teachers perceive these tools to improve pupils' reading habits. Schools should adopt a blended approach that uses digital storytelling alongside traditional print materials to maintain pupils' enthusiasm for reading without discouraging the use of printed books or library visits.
2. Curriculum planners and teacher training institutions should incorporate digital storytelling strategies into literacy programmes to further enhance reading comprehension. Since teachers perceive that digital tools improve recall, vocabulary, inference, and prediction skills, workshops and in-service training should be organised to equip teachers with effective methods for using digital stories to explicitly teach comprehension skills, rather than using them merely as entertainment.
3. The Enugu State Government and school proprietors should urgently address the infrastructural and capacity-related challenges identified by teachers. Specifically, they should provide reliable alternative power sources (such as solar panels) and affordable digital devices, establish school-based technical support teams, and allocate budget lines for the procurement and maintenance of digital storytelling tools. Additionally, teacher training programmes should prioritise hands-on practical sessions that build competence and confidence in using these tools, since lack of training was a major barrier while teacher willingness was not

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