

A Study of the Reading Habits and Library Use of Students in Landmark University, Kwara State, Nigeria

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Abstract

Purpose: *The study seeks to find out the influence of reading habits on library use of undergraduate students of Landmark University.*

Design/Methodology/Approach: *The study adopted descriptive survey design. Data was collected from respondents through the administration of a closed ended questionnaire. Two hundred copies of questionnaire were distributed to all the purposively selected undergraduates. All the distributed questionnaires were returned and only 184 copies were found valid for analysis. Descriptive and inferential statistical tools were used to analyze the data generated from the research questions.*

Findings: *The study found that that the undergraduate students read very little and that reading habits positively influenced library use among the respondents of the study ($r = .531$, $N = 184$, $P < .05$).*

Implications: *The university library management will need to embark on reading advocacy programmes to scale up the reading habits of the undergraduates. Additionally, CD-ROM should be included in the library's collection and the current awareness and selective dissemination of information services should be improved.*

Originality: *The paper provides valuable information on the reading habits and library use of undergraduates in a private university in Nigeria*

Keywords: *Academic libraries, Reading habits, Library use, University libraries, Undergraduates, User studies, Nigeria*

Paper type: *Empirical research*

Introduction

Student rarely read in-depth, rather reading is taken as part of the textbook-related activity, and thus reading is only accorded serious attention when students are preparing for quiz, continuous assessment and examination. This has culminated in a poor reading habit among students at different education levels. Subsequent governments of Nigeria have tried to improve the reading culture of Nigerians. For example, "the bring back the book", could only have a middling to low impact on the poor reading habit identified among Nigerians, resulting from an absence of a clear-cut framework for implementation.

Reading is a very important activity that allows an individual to gain access to all knowledge in the world. Through reading, one has access to a wide range of knowledge found in various reading materials like books, magazines, newspapers, journals, and other electronic

sources that are utilized to acquire knowledge. The abysmal performance of students that sat for the recent Unified Tertiary Matriculation Examination as released by the Joint Admissions and Matriculation Board was blamed on the poor reading habits of the students. The federal government, parents and guardians attributed the poor performance of students in the recent Unified Tertiary Matriculation Examination (UTME) result released by the Joint Admissions and Matriculation Board (JAMB) to their poor reading habits. This culminated in JAMB dropping the cut-off mark to 180 for university admission, out of a total obtainable score of 400.

Reading habits are well-planned and deliberate pattern of study that has attained a form of consistency on the part of students toward understanding academic subjects and passing at examinations (Owusu-acheaw & Larson, 2014). Students therefore need to cultivate a good reading habit in order to succeed in their academic pursuit. Reading habits cultivated

early in life helps a child to grow in to an independent adult. A modern saying says,

One should read books and other materials to acquire knowledge. According to Rubin (2002), reading is an integrative process that starts with the reader and includes the affective, perceptual, and cognitive domains. Interestingly Carson (1992) agreed with the famous quote of W.E. Channing:

It is chiefly through books that we enjoy intercourse with superior minds. In the best books great men talk to us, give us their most precious thoughts, and pour their souls into ours, God be thanked for books....books are true leveller's. They give to all, who will faithfully use them, the society, the spiritual presence, of the best and the greatest of our race.
William Ellery Channing

It is pertinent to note that students' who engage in in-depth reading have developed self-confidence and they know that their ability to read open doors for them. According to Thanuskodi (2011), students have to read books other than textbooks to improve thinking and other cognitive activities. An individual's interests are determined to a considerable extent by the amount of textual materials consumed and the intensity with which he will pursue his reading activity. By reading books, one gets confirmation or rejection of one's own ideas, which in turn increases the knowledge level of the reader. In addition, reading provides people with a sense of values, which enable them to discriminate between what is acceptable in the society and what is not.

According to Sullivan-Windle (1993), the university library holds an enormous store of information that students need to access for success in their studies. Research has shown that students sometimes have difficulty using their university library and those libraries are seen as daunting, intimidating places. It is important for academic librarians; no less than other librarians to become aware of what it is that makes libraries daunting and unfriendly, just as it is important to understand which elements can lead to students' successful use of the library. In a study conducted by Bakare, *et.al.*, (2013) on factors affecting library use by academic staff and students of Federal University of Agriculture, Abeokuta, Nigeria. It was reported both academic staff and students of FUNAAB use the library but in varying degrees.

"Today's readers are tomorrow's leader".

Furthermore, both students and academic staff are of the opinion that there are challenges faced in retrieving information from the library, and they are all aware of various library resources. We can safely say that improving access to relevant information and promoting reading culture are prerequisites for strengthening literacy skills and library use. However, when coupled with an effective library service, it may widen opportunities and aid people in addressing the causes of poverty in the developing world.

In recent times however, the reading habits of young people have become the concern of educators, researchers and policy makers. (Kaur & Thivagarajah, as cited by Onuoha and Unegbu, 2011). Moreover, students of nowadays seeks to read for pleasure and see no value for reading. Most have lost interest in reading; they read only what interest them (Ifedili 2009, Kaur & Thivagarajah, 1999, Khairuddin 2013.). Additionally, Abidin, Pour-Mohammadi & Lean (2011) averred that students read less as they get themselves involved in watching television and playing of electronic games while some surf the internet for movies and videos, abandon hardcopies of information materials and so on. As earlier noted that students rarely read for pleasure; they think that reading is part of the textbook-related activity, which has culminated in a poor reading habit. Subsequent governments of Nigeria have tried to improve the reading culture of Nigerians for example, "the bring back the book" campaign of the erstwhile President, Goodluck Jonathan could only have a middling to low impact on the poor reading habits identified among Nigerian, as a result of an absence of a clear-cut framework for implementation.

Moreover, Carson (1992) opines that reading furnishes three serendipities including:

1. Reading activates the mind.
2. Reading forces the mind to discriminate. From the beginning, readers have to recognise letters printed on the page; make them into words, the words into sentences, and the sentences into concepts.
3. Reading pushes us to use our imagination and makes us more creatively inclined. It may interest you to know that students who excel academically read extensively, reading actually does activate the mind and

make us more creative. The more active our minds are, the more agile they become, which in turn results in a higher level of creativity. For students to excel academically, they must be encouraged to develop an in-depth reading culture, in addition to the ability to understand text, reading culture should be developed from early childhood and throughout the whole life of an individual. Moreover, Carson (1992) suspects the existence of a one-to-one correlation between avid reading and intellectual accomplishment.

In a literature review by Stranger-Johannessen (2014) it was found that quantity of reading, or establishing that the amount of reading increases is all that comprises reading culture. Equally important is what kind of reading takes place, as well as socio-cultural aspects of reading and the library, such as how the library as an institution plays a role in the users' identities and relation to literacy. Similarly, Yang (2007) investigated the effectiveness of a new whole-school approach reading scheme in a Chinese school in Hong Kong. Yang research found that students find it fruitful reading during school time, because it allows them to cultivate an effective reading habit, and they can find time to do leisure reading when they grow older. Country-level results indicate that developing countries have lower reading scores than developed countries. However, they also indicate that students in many developing countries are more motivated to read and spend more time reading than students in developed countries (Adkins and Brendler, 2015).

It is palpable that with the collections of books and other materials, and their avid support for literacy and learning, libraries and librarians clearly support reading as an activity and a passion (Adkins and Brendler, 2015). The International Federation of Library Associations and Institutions (IFLA), which issued a professional statement calling upon libraries to provide resources and services based on the unique needs of young adults, emphasize this. Thanuskodi (2011) examined reading habits of Library and Information Science Students of Annamalai University, India. The study reported that majority of the respondents (79.53%) are interested in reading LIS course material frequently. The overall response of the students was that work most often interfered with their reading and studying. Similarly, Abidin, Pour-

Mohammadi & Lean study in (2011) revealed that 66% of the respondents claim that they read in order to pass exams; 40% claimed to read because they think they should, additional 40% read because they were interested in a topic or subject, while only 10% read because they thought reading is fun. The study further found more than 80% spent 1 to 2 hours playing games online, 60% of respondents read online articles and journals and 50% of them read online news. About 29% of respondents were online to look for and read information that interests them such as gaming information.

Further, Onuoha and Unegbu (2011) studied reading habits and library use among students of Information Resources Management, Babcock University, Nigeria. It was reported that majority of the students spend more than an hour each day for reading and the purpose of reading was found to be mainly for entertainment. The study further revealed that students engage in reading activities both for entertainment and education purposes although most reading activities took place outside the university library.

Moreover, some researchers opined that there is little awareness of what a modern library should offer and therefore little demand for its services. Libraries are underused in both public and academic settings (Fry, 2016; İcimsoy & Erünsal, 2008).The report on the state of a university library in Turkey revealed that, approximately 90% of the students and staff at Yıldız Technical University, one of the largest and most prominent universities in Istanbul, reported never or rarely using the library, and students “experienced difficulties in getting access to the resources they need” (Balanlı, Ozturk, Vural & Kucukcan, 2007). The report of the research of Onuoha, Uneghu and Umahi 2013 on the reading habits and library use among information resources management student of Babcock University, reported that majority of the students do browse the shelves in search of reading materials; consult library staff; make use of online databases and the library's photocopier and that visit to the library on daily basis was a popular activity. Similarly, Bakare *et.al.*, (2013) in the study on factors affecting library use by academic staff and students of Federal University of Agriculture, Abeokuta, Nigeria. It was reported that both academic staff and students of FUNAAB use the library but in varying degrees. It is pertinent to note that many factors play into reading achievement and

success at reading. Among these are access to and the use of reading materials, physical ability to manipulate the book or reading material used, understanding of the material being read, time spent in reading, purpose of reading. Moreover, economic and social differences will affect the amount of reading a student can do by influencing the availability and quality of media in a student's environment (Adkins & Brendler, 2015).

It is germane to note that the concept of reading is of interest to university libraries because their activities support teaching and research in their parent institution. University libraries are the provider of information materials to students and staff within the university environment. Libraries are established in the universities to cater for the information needs of students and staff. In every bit, the structure of the academic library stimulates effective reading habit, in addition to the low noise and distraction of any kind to the students. It is a place where information resources are acquired, processed and disseminated to its users and it is expected that undergraduates' and other users exploit the resources in acquiring knowledge. It is on this note that this study investigates the reading habits and library use of undergraduate students of Landmark University.

Objectives

The specific objective of the study is to:

1. Ascertain the types of information resources available in the library Landmark University library.
2. Ascertain the purpose of reading library information resources among students of Landmark University.
3. Determine the respondents use habit of library resources
4. Find out the overall level of respondents' reading habits.

5. Find out the factors hindering the use of library information resources by students of Landmark University.

6. Establish the influence of reading habits on library use among students of Landmark University.

Research questions

1. What are the types of information resources available in the library?

2. What is the purpose of reading library information resources by students of Landmark University?

3. What is the respondents' use habit of the library resources?

4. What is the overall level of respondents' reading habits?

5. What are the factors hindering students' use of library information resources?

6. Will the reading habit of respondents significantly influence their library use?

7. Will the purpose of reading significantly influence library use among students of Landmark University?

Methodology

The study adopted the descriptive survey design and data was collected from respondents through the administration of a closed ended questionnaire. 200 students who visited the library during the first semester examination of 2014/2015 academic section were purposively selected for the study. A self designed questionnaire titled 'Reading Habits and Library Use Questionnaire (RHLUQ) was distributed to all the purposively selected undergraduates. All the questionnaires were returned and only 184 copies were found valid for analysis, thereby giving a response rate of 92%. Descriptive and Inferential statistical tools such as frequency counts, percentages, mean and standard deviation were used to analyze the research questions.

Results and discussion of findings

Distribution of Respondents by Demographic Factors

Table 1: Distribution of Respondents by gender, year of study and Faculties/ Colleges

Gender	Frequency	Percentage (%)
Male	117	63.3%
Female	67	36.4%
Year of Study	No of respondents	Percentages
100	33	17.9%
200	63	34.2%
300	52	28.3%
400	16	8.7%
500	20	10.9%
Respondents by Faculties/ Colleges	No of respondents	Percentages
College of Business and Social Sciences	45	24.5%
College of Agricultural Science	18	9.8%
College of Science and Engineering	121	65.8%

N = 184

Demographic Characteristics of Respondents

Table 1 showed that out of 200 respondents, 117(63.6%) of the respondents were male while their female counterparts were 67(36.4%). This is similar to the findings of Shorunke, Eluwole and Gbenu (2014), who found that slightly more than half of the respondents (51.0%) were males, while their female counterparts were (49.0%). Moreso, 33(17.9%) respondents were in 100 level, 63(34.2%) were in 200 level, 52(28.3%) were in 300 level, 16(8.7%) were in 400 level

while 20(10.9%) were in 500 level. Further, the table indicated that 45(24.5%) of the respondents were from College of Business and Social Sciences (CBS) 18(9.8%) were from College of Agricultural Science (CAS) while 121(65.8%) were from College of Science and Engineering (CSE).

Responses to Research Questions One: What are the types of information resources available in the library?

Table 2: Information resources available in the library

Information resources	SD	D	A	SA	Mean	S.D
Textbooks	3	2	73	106	3.53	0.61
	1.6%	1.1%	39.7%	57.6%		
Newspapers and magazines	10	5	55	114	3.48	0.80
	5.4%	2.7%	29.9%	62.0%		
Reference materials (Dictionaries, Encyclopedia, Handbooks)	10	19	88	67	3.15	0.82
	5.4%	10.3%	47.8%	36.4%		
Journals	19	11	98	56	3.04	0.88
	10.3%	6.0%	53.3%	30.4%		
Online databases (Jstor, Agora, Elsevier, etc)	28	41	75	40	2.69	0.98
	15.2%	22.3%	40.8%	21.7%		
E-books	42	49	65	28	2.43	1.01
	22.8%	26.6%	35.3%	15.2%		
Thesis/Dissertation	63	46	53	22	2.18	1.04
	34.2%	25.0%	28.8%	12.0%		
Audio-visual materials	59	71	38	16	2.06	0.94
	32.1%	38.6%	20.7%	8.7%		
CD-ROM	58	83	35	8	1.96	0.83
	31.5%	45.1%	19.0%	4.3%		

The result of table 2 reveals the types of information resources available in the library as perceived by students of Landmark University revealed that majority (97.3%) of the respondents indicated that ‘textbooks’ are available in the library. This was followed closely by 91.9% of the respondents that indicated the availability of ‘newspapers and magazines’. Further, a large proportion 84.2% of the respondent indicated that ‘reference materials (Dictionaries, Encyclopedia, Handbooks)’ are available. In addition, majority 83.7%, 62.5% & 50.5% indicated the availability of Journals, Online databases (Jstor, Agora, Elsevier, etc) and E-books respectively.

However, it is worrisome that majority 76.6%, 70.7% and 59.2% indicated the unavailability of CD-ROM, audio-visual materials and thesis/dissertation respectively. The unavailability of thesis/dissertation may be attributed to the university’s new existence as it about to produce the first set of engineering students and second set of graduates as at the time this study was conducted.

Response to research question two: What is the purpose of reading library information resources by students of Landmark University

Table 3: Respondents’ purpose of reading library resources

Purpose of reading	SD	D	A	SA	Mean	S.D
For academic purposes	6		43	135	3.67	0.65
	3.2%	%	23.4%	73.4%		
To pass exams	8	9	79	88	3.34	0.77
	4.3%	4.9%	42.9%	47.8%		
For personal knowledge	16	11	54	103	3.33	0.93
	8.7%	6.0%	29.3%	56.0%		
To complete assignments	7	5	97	75	3.30	0.71
	3.8%	2.7%	52.7%	40.8%		
To keep informed or current	12	14	74	84	3.25	0.86
	6.5%	7.6%	40.2%	45.7%		
To be able to communicate with friends and colleagues	18	48	60	58	2.86	0.98
	9.8%	26.1%	32.6%	31.5%		
To source for materials in writing long essay	29	60	62	33	2.54	0.96
	15.8%	32.6%	33.7%	17.9%		

On the purpose of reading library information resources among students of Landmark University, results of statistics indicate that (73.4%) of the students strongly agreed that they read for academic purposes with mean = (3.67). this is followed by to pass exams = (3.34) and for personal knowledge (3.33). In addition respondents agreed that they read to complete assignments = (3.30), to keep informed or current (3.25), to be able to communicate with friends and colleagues = (2.86) and lastly they read to source for materials in writing long essay = (2.54).The findings revealed that a large fraction of the students read for academic related reasons.

With a minimum mean score of 2.54 out of 4 rating scale from the analysis on the purpose of reading library information resources, we can safely say that respondents have a positive reason for reading library information resources. However further research on library use and academic achievement may be needed to provide further information on respondents’ reading habits. This is at variance with the findings of Onuoha, Unegbu & Umahi (2013) on the purpose of reading which indicated that respondents’ main purpose of reading is for entertainment.

Response to research question three: What is the respondent’s use habit of library resources?

Table 4: Respondents' Library Use Habit

Library use	SD	D	A	SA	Mean	S.D
I browse through the shelves in search of reading materials	24	20	86	54	2.92	0.96
I read both the print and electronic resources	13.0%	10.9%	46.7%	29.3%	2.92	1.02
The library is the best place for me to read and assimilate fast	26	26	69	63	2.83	0.99
I visit the library daily	14.1%	14.1%	37.5%	34.2%	2.67	0.97
I consult reference materials (dictionaries, encyclopedia etc)	21	64	54	45	2.65	0.95
I visit the library twice or thrice a week	11.4%	34.8%	29.3%	24.5%	2.62	1.03
I read only print materials (textbooks, journals, novels, etc)	29	40	82	33	2.26	0.92
I read only my lecture note in the library	15.8%	21.7%	44.6%	17.9%	2.14	0.88
I borrow books in the reserved section of the library	31	51	58	44	2.09	0.95
I go to the library to read newspapers and magazines	16.8%	27.7%	31.5%	23.9%	2.08	0.90
I consult project/dissertation kept in the library	54	82	26	22	2.05	0.95
I make use of online public access catalogue (OPAC) when searching for reading materials	29.3%	44.6%	14.1%	12.0%	1.94	0.89
I consult a Librarian or Library Assistant while searching for materials	55	72	44	13	1.94	0.88
I make frequent use of online databases in the library (Jstor, Hinari, Agora, etc)	35.3%	41.3%	17.4%	6.0%	1.85	0.83
I read only e-resources (e-books, e-journals, CD-ROM, etc) in the library	67	88	18	11	1.79	0.73
	36.4%	47.8%	9.8%	6.0%		
	64	102	10	8		
	34.8%	55.4%	5.4%	4.3%		

Result of statistics from Table 3 on the library use habit of respondents' revealed that majority of respondents agreed that they browse through the shelves in search of reading materials (76%). This was followed in succession of those that read both print and electronic resources (71.7%). It is interesting to discover that majority (65.2%) agreed that the library is the best place to read and assimilate fast. However, more than half (53.8%) of the respondents agreed to visiting the library daily and around the same the same range (55.4%) agreed to visiting the library twice or thrice a week. Findings further revealed that a large fraction (62.1%) of the respondents reported that they consult reference materials (dictionaries, encyclopedia etc). It is also noteworthy that more than two-third (66.9%) of the respondents disagreed that they read only print materials (textbooks, journals, novels, etc). Most of the respondent disagreed that they borrowed books from the reserved section of the library, read only lecture notes in the library and that they go to the library to read newspaper and magazines (73.9%, 73.4% and 69% respectively). Furthermore, two-third of the respondents disagreed that they consulted a librarian while

searching for materials. (76.6%), make frequent use of online databases in the library (JSTOR, HINARI, AGORA, etc) (at 84.2%) and 90.2% disagreed that they read only e-resources (e-books, e-journals, CD-ROM, etc) in the library.

From the findings on the overall, we can inference a middling to low library use among respondents. This finding is supported by the research of Onuoha, Uneghu and Umahi 2013 on the reading habits and library use among information resources management student of Babcock University which found out majority of the students do browse the shelves in search of reading materials; consult library staff; make use of online databases and the library's photocopier and that visit to the library on daily basis was a popular activity. Similarly corroborating the findings, Bakare. *et.al.* (2013) in the study on factors affecting library use by academic staff and students of Federal University of Agriculture, Abeokuta, Nigeria. It was reported that both academic staff and students of FUNAAB use the library but in varying degrees.

Response to research question four: What is the overall level of respondents' reading habits?

Table 5: Reading habits of respondents'

Reading habits	SD	D	A	SA	Mean	S.D
In my spare time, I usually surf the internet to connect/chat with friends on social media (Facebook, twitter, yahoo, etc)	23 12.5%	13 7.1%	74 40.2%	74 40.2%	3.08	0.99
I am interested in reading technology related materials	13 7.1%	34 18.5%	69 37.5%	68 37.0%	3.04	0.92
I prefer to reading both print and electronic materials	34 18.5%	18 9.8%	66 35.9%	66 35.9%	2.89	1.09
I read to keep up with current affairs	25 13.6%	33 17.9%	71 38.6%	55 29.9%	2.85	1.00
I prefer reading print materials such as books and magazines	25 13.6%	34 18.5%	79 42.9%	46 25.0%	2.79	0.97
I usually read because I need to pass my exams	25 13.6%	40 21.7%	68 37.0%	51 27.7%	2.79	1.00
When reading online materials, I prefer to read directly from the monitor screen	29 15.8%	41 22.3%	61 33.2%	53 28.8%	2.75	1.04
I read on weekly basis	27 14.7%	47 25.5%	59 32.1%	51 27.7%	2.73	1.03
I read daily spending less than an hour at a stretch	31 16.8%	54 29.3%	54 29.3%	45 24.5%	2.61	1.03
I prefer reading soft copy materials such as e-books, journals etc	30 16.3%	53 28.8%	59 32.1%	42 22.8%	2.61	1.01
I am interested only in reading my lecture notes and recommended textbooks	29 15.8%	66 35.9%	47 25.5%	42 22.8%	2.55	1.01
I always find time to read newspaper and magazines	45 24.5%	49 26.6%	59 32.1%	31 16.8%	2.41	1.04
I spend less than an hour surfing the internet everyday	34 18.5%	74 40.2%	49 26.6%	27 14.7%	2.37	0.95
I read when the need arise (mid-semester test/exam)	45 24.5%	65 35.3%	40 21.7%	34 18.5%	2.34	1.04
I read to entertain myself	42 22.8%	63 34.2%	63 34.2%	16 8.7%	2.29	0.92
I spend less than an hour playing online games everyday	88 47.8%	41 22.3%	22 12.0%	33 17.9%	2.00	1.15

Results from Table 5 showed the reading habits of the respondents. The ranking of the overall reading habits level of the respondents is as follows: The most common response regarding among respondents was that they surf the internet in their spare time (mean=3.08), it was ranked highest by their mean score rating. It was followed by those that were interested in reading technology related materials (mean=3.04), those that prefer to read both print and electronic materials (mean=2.89) and those that read to keep up with current affairs (mean=2.85). Results further revealed that respondents prefer reading print materials such as books and magazines(mean=2.79), usually read because they needed to pass exams(mean=2.79) and those that read on weekly basis(mean=2.73).The data analysis showed that some read daily,

spending less than an hour at a stretch(mean=2.61), some prefer reading soft copy materials such as e-books, journals etc(mean=2.61) and more than half were not interested only in reading lecture notes and recommended textbooks(mean=2.55). Descriptive statistics indicated about half of the respondents did not make out time to read newspaper and magazines (mean=2.41). The result of statistics taken further revealed the mean score rating of those that read when the need arises (mid-semester test/exam)(mean=2.34 disagreed) and those that read to entertain myself(mean=2.29 disagreed). Interestingly, the result on reading habits of respondents is supported by the research of Abidin (2011) on the reading habit of Malaysian Chinese students which revealed that majority of the student (91%) surf w internet in their spare time, 38%

play computer games, 50% watch TV while only 2% read sometimes to pass exam. In addition the studies of Kaur and Thivagarajah (1999) and Ifedili (2009) came to the conclusion that students read very little.

Response to research question six: What are the factors hindering students' use of library information resources?

Table6: Factors hindering respondents' use of library resources

S/N	Hindrances to use of Library resources	SD	D	A	SA	Mean	S.D
4	Low internet bandwidth	36	49	46	53	2.63	1.10
		19.6%	26.6%	25.0%	28.8%		
9	Lack of awareness on the available information resources	37	54	53	40	2.52	1.05
		20.1%	29.3%	28.8%	21.7%		
2	Inability to manipulate the OPAC in search of materials	40	54	54	36	2.47	1.04
		21.7%	29.3%	29.3%	19.6%		
10	Overcrowding in the library	38	69	45	32	2.39	1.00
		20.7%	37.5%	24.5%	17.4%		
5	Lack of user education	46	79	41	18	2.17	0.92
		25.0%	42.9%	22.3%	9.8%		
1	Poor attitude of library staff to users	53	71	39	21	2.15	0.97
		28.8%	38.6%	21.2%	11.4%		
3	Erratic power supply	62	65	31	26	2.11	1.03
		33.7%	35.3%	16.8%	14.1%		
8	Inadequate information resources	55	76	35	18	2.09	0.94
		29.9%	41.3%	19.0%	9.8%		
7	Lack of adequate reading tables	69	86	21	8	1.83	0.80
		37.5%	46.7%	11.4%	4.3%		
6	Library not well illuminated	77	91	11	5	1.70	0.71
		41.8%	49.5%	6.0%	2.7%		

Major constraints to using library resources identified by respondents included low internet bandwidth, lack of awareness on the available information resources, overcrowding in the library and poor attitude of library staff.

The proportion of the total number of respondents by mean score rating were: low internet bandwidth (mean=2.63) was ranked highest by their mean score rating and was followed in succession by lack of awareness on the available information resources(mean=2.52), inability to manipulate the OPAC in search of materials(mean=2.47), overcrowding in the library(mean=2.39), lack of user education(mean=2.17), poor attitude of library

staff to users(mean=2.15), erratic power supply(mean=2.11), inadequate information resources(mean=2.09), lack of adequate reading tables(mean=1.83) and library not well illuminated (mean=1.70) respectively. This was delineated in Table 5. The research of Bakare et.al.,(2013) corroborate these findings, they reported that both students and academic staff indicated that there are challenges faced in retrieving information from the library, and they are all aware of various library resources.

Correlational analysis of hypothesis

1:Reading habits will significantly influence library use among students of Landmark University, Omu-Aran, Nigeria

Table 7: Correlation analysis showing the relationship between Reading habits and Library use of Landmark University students

Variable	Mean	Std. Dev.	N	R	P	Remark
Library use	34.7663	6.9593	184	.531**	.000	Sig.
Reading habits	42.1250	6.9487				

** Sig. at .05 level

It is evident from the above table that there was a significant relationship between reading habits and library use among students of Landmark University (r = .531, N= 184, P < .05). Consequently, reading habits positively

influenced library use among the respondents of the study. Hence, hypothesis 1 is accepted.

Purpose of reading will significantly influence library use among students of Landmark University, Omu-Aran, Nigeria

Table 8: Correlation analysis showing the relationship between purpose of reading and Library use of Landmark University students

Variable	Mean	Std. Dev.	N	R	P	Remark
Library use	34.7663	6.9593	184	.231**	.002	Sig.
Purpose of Reading	22.2880	3.6046				

** Sig. at .05 level

Table 8 revealed that there was a significant relationship between purpose of reading and library use among students of Landmark University ($r = .231, N = 184, P < .05$).

Consequently, purpose of reading positively influenced library use among the respondents of the study. Hence, hypothesis 2 is accepted.

Conclusion

The study ascertained that respondents read for academic purpose, to pass examination, write assignment and long essay. The study concludes that the reading habit of the undergraduates' had a positive influence on the way they use the library; and that library information resources such as textbooks, journals, e-books and online databases are readily available in the university library. Other available information resources as revealed in the study included newspapers, reference materials (dictionaries, encyclopedia, handbook, etc) and magazines. It was also deduced that majority of the respondents read both print and electronic sources of information, newspapers and magazines. There were numerous factors hindering reading habits and library use of the students, these include the unavailability of CD-ROM and audio-visual materials, lack of awareness on the available library resources, etc. Notable among the findings of this study is that reading habit had a positive influence on respondents library use and that there was a significant relationship between purpose of reading and library use of respondents. The result of our study has implications for librarians; Landmark University library management may need to acquire CD-ROM in the library's collection, the CD-ROM is a good source of offline access to resources. Additionally, scaling up the current awareness and selective dissemination of information services may be a good idea and this should in turn increase awareness.

On the overall, we conclude based on the findings we came to the conclusion that the undergraduate students read very little.

Based on the findings, the following recommendations were made:

- The library should embark on reading advocacy programmes to scale up the reading habits of the undergraduates.
- There current awareness and selective dissemination of information services of the library should be increased to improve awareness and use of the library resources.
- Adequate orientation should be given to the students on the basic retrieval search tools available as well as training and re-training on the use of library resources especially online databases.
- The collection development policy of the university should be reviewed to make room for electronic resources that can be accessed without the use of the internet.
- The university management should consider future expansion and make creative plans for a conducive reading environment for the library users.

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