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Jelili Adeyinka Liasu
jero301990@gmail.com

Sirajudeen Femi Bakrin
University Library, Fountain University, Nigeria

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**THE IMPACT OF ELECTRONIC INFORMATION RESOURCES ON THE READING
HABITS OF LIBRARY USERS AT OSUN STATE UNIVERSITY, NIGERIA**

Liasu, Jelili Adeyinka
University Library
Fountain University, Osogbo, Nigeria
jero301990@gmail.com

and

Bakrin, Sirajudeen Femi
University Library
Fountain University, Osogbo, Nigeria
sf.bakrin@gmail.com

THE IMPACT OF ELECTRONIC INFORMATION RESOURCES ON THE READING HABITS OF LIBRARY USERS AT OSUN STATE UNIVERSITY, NIGERIA

Abstract

Electronic Information Resources otherwise known as Electronic Resources (ERs) is a global platform for information delivery, especially in the teaching and learning environment. This work investigates the impact ERs could have in revamping the dwindling reading culture among the students of Osun State University. The quantitative method was adopted through the use of a survey. A random sampling technique was used to select 388 respondents as the sample size from the total population of users. A predetermined structured questionnaire was deployed as the instrument of gathering data for the research study, administered to the selected respondents, returned and the data obtained therefrom were subsequently analyzed with simple frequency counts and percentages. Findings indicate that majority of the students utilize ERs to secure success in examinations and as well upgrade their level of information and knowledge. Similarly, e-journals and magazines, e-books, and e-newspapers constitute the information materials sought by the clients while poor internet connectivity, power outage, and insufficient workstations are hindrances to full utilization of ERs. Also, the paper identifies the potency of the ERs to enhance the reading habits of the students, especially when synergized with the role of parents and friends.

Keywords: Electronic Resources, Reading Habits, Osun State University, Library Users

Introduction

Reading habit as a settled or regular tendency or practice influences the promotion of people's reading interest for personal, academic, social, economic, cultural, etc., development. Consistent and methodical reading habit guarantees a highly sharpened intellect, refined emotions, elevated tastes, and consequently effectual involvement in social, religious, cultural, and political life. Reading habit ignites the fire of enthusiasm and imagination of an individual. Satija (2002) affirmed that the mind attains more wisdom while the eyes gain additional through reading which reenergizes the mind. He further noted that those who are accustomed to regular reading are further opportune to secure multiplying successes through wider mental horizons. Reading habit is a vital factor affecting intellectual and emotional growth and one of the places where people can develop a good reading habit is the library.

The library plays a pivotal role as an information center where information can be readily obtained as well as a study place for users to engage in beneficial reading. In the words of Ajidahun (2011) the library is unarguably and indubitably one of the intellectual wonders of life and one of the greatest and remarkable innovations and inventions that have proved, indisputably, man's creative audacity. He considered the library to be a significant educational masterwork, with strong ability and comprehensive power, and the capability to bring the desired and incredible evolution and practical changes to human society with immeasurable outcomes.

The outlined impact of libraries has been reinforced by the advent of ICT, which also facilitated electronic resources.

Fundamentally, the word electronic refers to gadgets designed or operated by the techniques or concepts of microchips and electrons implemented on or through electric-bite (automated) technologies such as a computer. Meanwhile, the other word, resources denote sources or supplies from which benefits are derived. Thus, Electronic Resources (ERs) could mean an automated source from which a benefit is derived. Despite that various attempts were made to define electronic resources in more scholarly expressions, few shall be highlighted here as a way of giving some insights into the subject matter. Igwe and Uzuegbu (2013) describe electronic materials as information resources that one needs the computer to access, via a personal computer, mainframe, or handled mobile devices, and are accessed by the use of the internet or local area networks.

The 21st Century has experienced a remarkable proliferation of electronic resources (e-resources) which have tremendously changed the reading habits of users. Recently, Lefuna (2017) identified electronic information resources as the most significant source of scientific information communication within the university community, especially among researchers. Nevertheless, the use of electronic resources has only facilitated access to large collections of library materials rather than displacing printed resources (Okazie, 2016). The changes that have occurred in the world of ICT have shifted the content of libraries' resources from printed information to online information resources (Israel and Edesire, 2016). Aside from that, the revolution in ICT has availed libraries to not necessarily require physical structures before they could provide information materials for their clientele to read, which how users read those electronic resources provided by libraries are based on their reading habits.

Statement of Problem

Over the last decade, academic libraries have spent large shares of their budgets to acquire or subscribe to electronic resources provided by publishers, aggregators, and vendors. This is primarily due to the relevance of electronic resources to the academic libraries in meeting the needs of the user community, improving their services in a variety of ways, and reducing the unit cost and total expenses of books and journals especially when no recourse is made to multiple copies as is the practice in the physical book collection. Ferdinand, Eghworo, and Paul (2015), Adeniran (2013) reported that there is under-utilization of ERs by undergraduate students. This development is a reflection of the students' poor reading habits, poor computer efficacy, and inadequate internet facility. It is on this basis that this study is set to examine the reading habits of library users as a determinant of the utilization of electronic information resources at Osun State University.

Objectives of the Study

This study will be conducted based on general and specific objectives. The general objective is to examine the reading habits of library users as a determinant of the utilization of electronic information resources at Osun State University.

The specific objectives are to:

1. Find out the purpose for which Electronic Resources are utilized by students
2. Identify the types of electronic information resources library users read.
3. Assess the frequency of usage of Electronic Resources by the patrons
4. Examine the problems faced by the clientele when accessing electronic information resources.
5. Determine the reading habits of the student users and the impact of the ERs on the habits

Significance of the Study

The result of the study would be useful to all professional librarians, university libraries, students, university management, and researchers to understand and appreciate the role of electronic information resources in promoting reading culture among the new generation of library users. By leveraging on the acceptance of the ICTs by these digital natives, the dying reading habits can be revived via improved academic curricula flavored by ERs provisions.

The present study would further raise the consciousness of academic staff, university administrations, university librarians, and other stakeholders in Nigerian universities about the fast-changing information environment due to the ICT revolution and the emergence of electronic information resources. The need to access and utilize ICTs and electronic information resources as modern tools for global research and integration is enhanced. The findings of the study would provide the platform for the integration of academic staff in Nigerian universities into the international research community and the emerging knowledge economy.

Thus, the study would provide the basis for proffering a solution to the problem of non-utilization of electronic resources in the libraries in Nigeria even where they are available and accessible. It is hoped that this research will go beyond finding the problems being envisaged to provide recorded knowledge of an ideal academic library situation. By elaborately discussing the topic, good reference material will be achieved at the end. In addition, the result of the study would be of empirical benefit to intending researchers as it will serve as reference material for those who may wish to undertake research in a similar area.

Research Questions

This study aims at answering the following research questions:

1. What is the purpose of utilization of Electronic Resources by the students?
2. What are the types of electronic information resources read by library users?
3. What is the frequency of usage of Electronic Resources by the patrons?
4. What are the problems faced by the clientele when accessing electronic information resources?

5. What is the impact of the ERs on the reading habits of the student users?

Using Electronic Resources in University Libraries

Electronic information resources can be described as any resources in which the accessibility and storage of information are done on electronic systems and networks (Adeleke and Nwalo, 2017). The advent of electronic information resources has been playing a vital role in complementing and supplementing the paper-based information resources in academic libraries.

The essence of proper organization and treatment of every information resource in the library is to serve the information needs of the users through proper utilization. Library patrons in large part rely on ERs to search, retrieve and communicate research findings thus turning ERs into an indispensable ally while seeking dependable, timely, and apposite information. The use of electronic information resources equally advances their research output (Burhansab, Batcha, and Ahmad, 2020). Eiriemiokhale (2020) declared that his research findings show that university lecturers in South-west, Nigeria are cognizant of the advantages of most electronic databases for research and teaching. The South West Nigerian university libraries apply diverse marketing strategies to elicit awareness of the importance of these databases. The extent of use of electronic resources in universities of Tanzania corresponds to the level and status of the users, the skills they have been able to acquire via training, and their awareness of the availability of such resources in the university libraries. Thus, there is a correlation between the degree of use and the academic position of the respondent (Manda, 2005). Even though there is low use of e-resources by research scholars and post-graduate students at the University of Kashmir, the resources were more accessed by users from the faculty of science than those of social sciences (Nazir 2015). Earlier in their study, Manda & Nawe (2008) had observed an increase in the use of the electronic database by users of five public universities in Tanzania.

Purpose of ERs utilization

Findings show that students of federal universities in South-South, Nigeria consult electronic information resources to satisfy their academic information needs (Ubogu, 2020). This was further corroborated by Ternenge and Kashimana (2019) who found that patrons used e-resources to conduct research activities. This agrees with the findings of Edem and Egbe (2016) that electronic resources were used by students for academic and research purposes at the University of Calabar library. Similarly, Owolabi, Idowu, Okocha & Ogundare (2016) discovered in a study that the majority of the patrons used electronic information resources for academic course works, sourcing for information materials for project/long essay writing, online application/registration, communication with acquaintances and classmates, complete classwork and for other personal assignments. This is not far from the earlier position of Akinola, et al (2018) who averred that their respondents use digital databases, particularly for diverse functions; research studies, literature searching, generating novel information, and bringing knowledge up to date. However, in a different angle to academic exploits of ERs, undergraduate

students of Nnamdi Azikiwe University Awka and Anambra State University read purposely to excel in their examination and not for knowledge acquisition or pleasure reading (Akabuike & Asika 2012).

In a slightly different study, Habiba and Chowdhury (2012) found that more than half of users of e-resources at Dhaka University Library used e-resources for learning purposes while 35% deployed them to seek current information. Hossaini 2017 in research conducted on two academic libraries agrees with the above position that the main purpose of use by the patrons was research and learning. He equally noted that current information was an additional reason for the usage and that the quick retrieval process was an advantage despite the challenge of recall of irrelevant information. Beyond academic reasons and seeking current information, Maitato (2020) asserted that the motivation for using e-resources was largely for classwork, assignment, and entertainment purposes even when he accepted that research scholars dominated the use of ERs.

Categories of ERs utilized by users

The categories of ERs accessed by library users differ from one university to another. Felix, Dangani, and Fari (2019) asserted that undergraduate students in academic libraries in the universities situated in Gombe State utilized institutional repositories the most. This is contrary to the situation in several others within and outside Nigeria. Most of the users in both faculties of Science and Social Sciences, Kashmir University make recurrent use of e-books, e-journals, emails, and e-maps (Nazir 2015). This has a semblance to the discovery of Ternenge and Kashimana (2019) in research conducted on patrons of the Francis Sulemanu Idachaba Library University of Agriculture, Makurdi to determine the use of electronic resources by students found that they utilized the available electronic information resources such as Online Public Access Catalogue (OPAC), e-books, e-journal, e-newspapers, CD-ROM database, e-magazines, online databases, and e-research reports. Similarly, Habiba and Chowdhury (2012) in their findings said that majority of the respondents (62%, 21%, and 11%) utilized electronic information resources such as e-journals, e-books, and online library catalogs respectively. Recently, this position was confirmed by Burhansab, Batcha, and Ahmad (2020) who affirmed the commonly used ERs were e-journals, e-research reports, and e-databases, and Hossaini (2017) said the clientele of all the university libraries sampled in the research would rather use e-journal than any other electronic information resources. However, it has been observed that users sometimes give preference to the use of e-textbooks. Manda (2005) had noted that the obvious low percentage of undergraduates accessing these resources and their preference for e-textbooks rather than e-journals may not be unconnected with the minimal research activities of undergraduate students While more than 60% of the faculty use PERI resources at different levels, similar percentage of graduate/research students and more than thirty percent undergraduates do respectively.

In addition to other findings, it was also affirmed by Owolabi et al (2016) that most of the undergraduate students of the University of Ibadan Library (Keneth Dike) rarely make use of the available electronic resources such as CD-ROM databases, Online Public access Catalogue, electronic books, and electronic journals. Dadzie (2005) found out earlier that the use of scholarly databases was extremely low despite the very high usage of some internet resources. The low-level patronage was ascribed to insufficient information about the existence of these library e-resources. In research on students' e-resources awareness at Sardar Vallabhbhai Patel University of Agriculture and Technology, the internet capped the usage at 98.4% closely accompanied by e-Books at 85.6%. (Maitato, 2020). The patronage of ERs is a clear indication of a correlation between students' reading habits and the use of ERs by library users in Nigeria. The study by Yusuf and Awoyemi (2018) which discovered a significant relationship between the utilization of information resources and reading habits of library users in some public libraries in South West Nigeria is a testimony. In a more negative tone, most respondents, in research on awareness and use of ERs by graduate students at the University of Ibadan, hardly use the electronic database (Akinola, Shorunke, Ajayi, Odefadehan, and Ibikunle, 2018).

Frequency Level of ERs Utilization

The issue of frequency of use of ERs has historically been controversial. Manda (2005) discovered that there was no clear pattern in the frequency of use of e-resources among the various categories of users observed in his study. Some other authors such as Eiriemiokhale (2020) concluded that the frequency of use by the lecturer patrons was very low. This is similar to Akinola, et al (2018) who noted that the outcome of their investigation also confirmed that the frequency of use by graduate students was low. In a more specific view, most students spend 1-2 hours, 2-3 hours, and above 3 hours while visiting the libraries to explore ERs (Burhansab, Batcha, and Ahmad, 2020). The analysis of use ERs at Anna University libraries in Tamil Nadu by Thanuskodi (2012) had shown that the patrons would spend between 3-4 hours of access to the internet; a common phenomenon among student and academic users of the libraries. Other literature by Hossaini (2017) and Maitato (2020) confirmed that users utilize electronic information resources every day. However, the majority of the patrons at Kabale University, Uganda use ERs weekly (Achugbue & Ahimbisibwe, 2020)

Challenges Faced by Academic Libraries in the Use of Electronic Information Resources

A couple of recurring issues have culminated into obstacles militating against the effective utilization of ERs by library patrons in academic institutions. These challenges are multifaceted and multifarious. There is hardly any study on awareness and use of ERs that has not addressed these in a way. Beyond the availability and provision of ERs even in the cash-strapped economy of the countries in the South, attainment of users' satisfaction is lacking, and this has to do with the accessibility to the few available ERs platforms provided by academic libraries in Africa previously and lately. Nigeria as a third-world country is not immune to these hindrances. These are the general problems that have marred the management of systematically coordinated service

delivery of electronic information resources to library clientele in Nigerian universities. Studies have shown that research students and scholars in Nigerian universities are unaware of subscription-based ERs packages despite the huge foreign currency invested in them. This is beside the other usability challenges and unfriendly interface (Uzuegbu, Chukwu, and Ibegwam, 2012; Ani, Ottong, and Edem, 2011). Manjack, Dangani, and Fari (2019) confirmed that power outage was the greatest challenge users encountered in the process of accessing and using electronic information resources. Previous studies; by Dafiagbor (2012), Abdullah and Gibb (2006), Ojo and Akande (2005), and Colvin and Keene (2004), all alluded to this.

In the same vein, Bhatt and Rana (2011) identified that the major obstacle bedeviling ERs usage include; are low-speed connectivity, technical problems, lack of awareness about statutory provision for accessing e-resources, unavailability of sufficient e-resources, and doubts in permanency. Achugbue & Ahimbisibwe (2020) noted that users in a Ugandan university protested the slow internet connectivity. These findings further confirmed another study by Kwafoa, Osman, and Afful-Arthur (2014) that the highest challenge faced in the use of electronic resources in the library is the slow nature of the internet.

Alhassan and Macaulay (2015) found in their work that restricted accessibility to workstations, dearth of necessary IT skills, absence of guidance by library personnel as well as the failure of the internet networks were some of the hindrances to the effective use of ERs in the library. This aligns with the finding of Iroeroavwo and Ahimbisibwe (2020) that the primary challenge confronting graduate students with the use of ERs is inadequate training, closely followed by a dearth of experts who could assist. Akinola, et al (2018) however revealed a contrary position where it found that the extent of expertise of graduate students in the usage of digital databases had been largely moderate, a high degree of expertise was visible and only a few respondents had no ability in the usage of digital databases. Besides, skills acquired in the process of information retrieval via electronic databases are inadequate.

Reading habits

Reading is an attempt to read through the contents of information materials to digest and comprehend the message such information resources are passing. It is principally through reading that people obtain knowledge (Ganiyu and Abomoge, 2013). Nssien (2008) posits that reading habit is identified as an essential determination of a student's success in education and his recent complex environs. Possessing a reading culture requires a process of building up a positive reading attitude among students and children over a while.

Reading activity is considered a habitual trend when it is repeatedly carried out by the concerned individual. Wagner (2002) posits that reading habits can be scaled by the following: the number of materials being read, the frequency of reading habits as well as the period spent on reading. The primary source of knowledge is reading and it can easily be developed at a very early age. Putatively, a reading habit is a practice that aids the innovation and personal thinking of an

individual (Clark and Rumbold, 2006). All reading patterns in terms of emotional response support the emotional satisfaction of individuals.

Arslandoğlu and Mor (2018) disclosed in a study that female students have a greater degree of book reading habits among university students learning Physical Education and Sports in Turkey. Those with primary or secondary school graduates as their fathers are more inclined to read books. They consider reading habits an essential part of their life. Closely related to the information in the available literature, it also draws notice to an incontrovertible fact that today students in tertiary institutions especially universities do not possess a satisfactory level of book-reading habits. It is frightening that book reading habit is too low even in the ivory towers where the expectation should be naturally high. Thus, the bar could be raised if activities such as making necessary arrangements in the circles of family, friends, and the immediate community, organizing social and educational campaigns to motivate book reading at various structures and strata of education hierarchy are activated.

In a similar study, Alsaedi, Ngadiran, Abdul Kadir, Altowayti, and Al-Rahmi (2021) noted that hinged on the accessible literature, the generality of students does not derive enjoyment from reading. They read mainly to pass the examination. The majority of them prefer to read magazines and fiction materials. Nonetheless, their most treasured source of the reading is electronic materials. Moreover, literature has shown that social networking sites affect the reading habits of students negatively. Cultivating reading habits is possible cultivated if students are motivated to read from their cradles. Promoting reading habits and inculcating helpful attitudes toward reading among students can be midwived by parents, schools, and peer groups. Moreover, it is a self-evident truth that reading improves students' professional performance and academic development. Thus, students should place a premium on the significance of reading and assign the best time for reading books and other relevant materials that can create a passion for reading.

According to the statistics gotten from the study at Ankara University and Erciyes University, it has been proven that students read newspapers, magazines, and novels, in their leisure time; they derive enjoyment in reading romantic, entertaining humorous, historic, and psychological genres and literary works most times. They hardly read books due to the busy social life, intensity of lessons, spending time on the computer/internet, and preparation for examinations (Erdem, 2015)

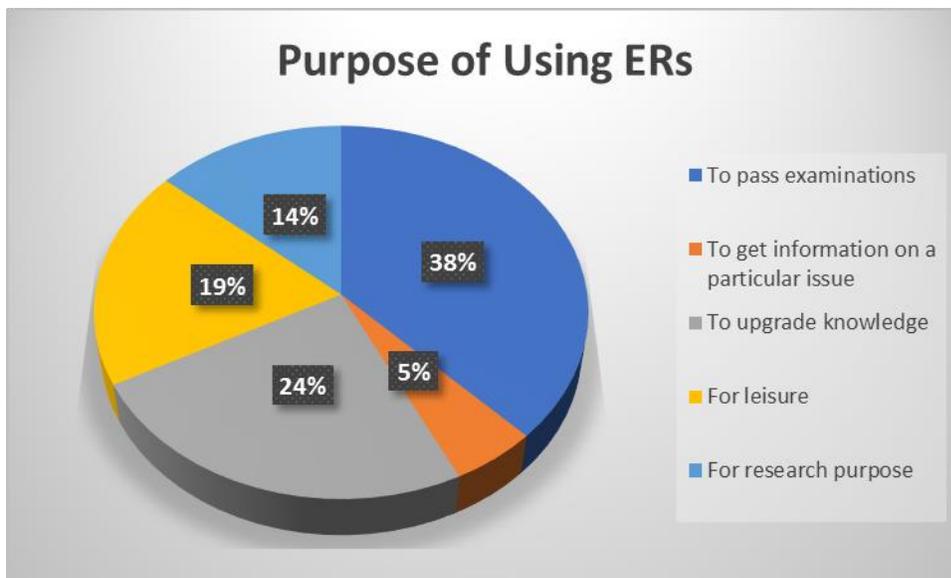
In an interview which was conducted for participants from four Ugandan universities, major results show that majority of the students consider the use of ICT an essential tool that guarantees accessibility to reading sources. They argued that school lifestyle, home upbringing, and available income do impact the reading habit of students and subsequently ICT appreciation. We also discovered that majority of the interviewees were forcefully initiated into reading at home. This work gives a special contribution via empirical proof that ICT interventions could impact reading habits. (Mlay, Sabi, Tsuma & Langmia, 2015)

Research Methodology

This study applied the use of survey method study method to investigate the reading habits as a determinant for use of electronic resources among the registered users of the Osun State University library. It used a random sampling technique to select 388 respondents as the sample size from the total population of users. A predetermined structured questionnaire was deployed as the instrument for gathering data for the research study. Thus, 388 questionnaires were administered to the selected respondents and returned. Subsequently, the data obtained were further analyzed with simple frequency counts and percentages.

Data presentation, Analysis, and Discussion

FIGURE 1: Purpose of ERs Usage



In Figure 1 above, 146 (38%) representing more than a third portion of the respondents use ERs purposely to ensure that they come out with flying colors in their various academic examinations. This is distantly followed by 95 (24%) respondents who use the resources to upgrade their knowledge. Consequently, 74 (19%), 53 (14%) and 20 (5%) respondents employ the use of ERs for creative, and research purposes and to seek information on a particular issue of concern. It is clear from the analysis that the majority of the library users at Osun State University come to access the electronic information resources basically to pass the examination and to an extent upgrade their knowledge. The result perfectly aligns with the finding of Akabuike & Asika (2012) who found that users use ERs only to come out successfully in examinations as well as Akinola et al (2018) who among other reasons noted that users seek to upgrade their knowledge and information with the use of ERs. Unlike what was noted by Maitato (2020), leisure was less attractive for the use of electronic information resources.

FIGURE 2: Categories of ERs Utilized by Library Users

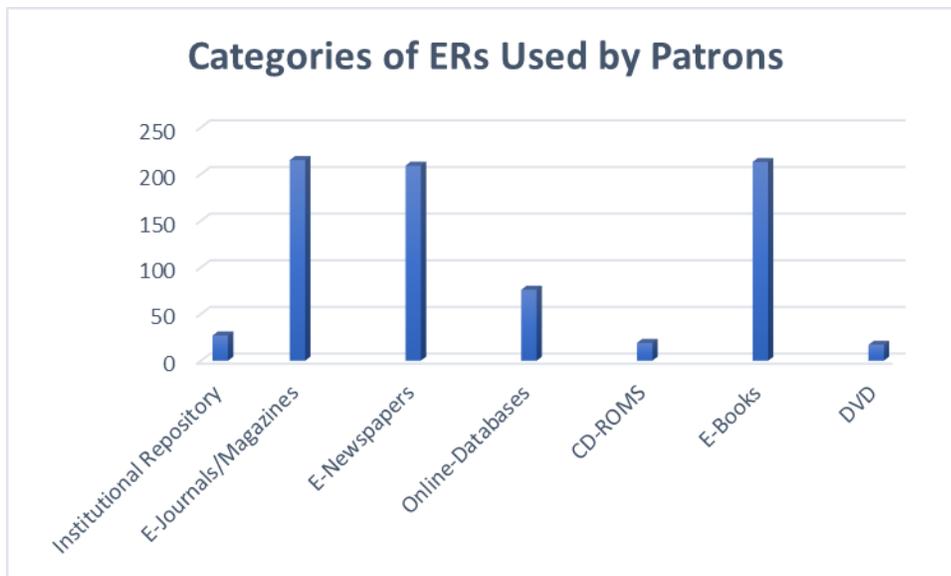


Figure 2 above presents the respondents' responses to the questions relating to the types of ERs they use when they visit the library. The respondents were allowed to tick from the list of seven categories of ERs available at Osun State University Library. Out of these resources, 215 (55%), 213 (54%), and 209 (53%) ticked e-journals/magazines, e-books, and e-newspapers respectively. This indicates that more than half of the respondents use these items. This may not be unconnected with the essence of the high institution of learning; teaching and research. These items come in handy in the teaching and learning process. On the use of online databases, 76 (19%) which thus does not sum up to a fifth portion acknowledges the use of this important resource. Other ERs indicated are 27, 19, and 17 respectively for Institutional Repository, CR-ROMS, and DVDs. With this, the study further confirms the outcome of earlier investigations by Habiba and Chowdhury (2012), Nazir (2015), Hossaini (2017), Ternenge, and Kashimana (2019), Burhansab, Batcha, and Ahmad (2020), and Maitato (2020). This is in contrast to the reports from Owolabi et al (2016) and Akinola et al (2018) which noted low use of ERs by both undergraduate and graduate students of the University of Ibadan. Probably, the e-journals accessed by the clients are through searching via Google and other search engines rather than through the subscription-based databases available in the university library.

FIGURE 3: Frequency of ERs Use

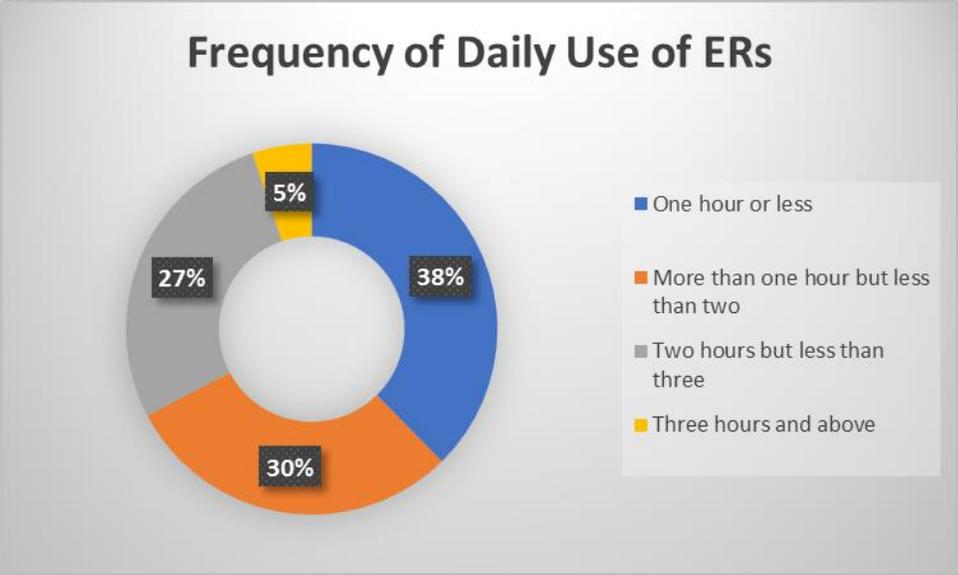


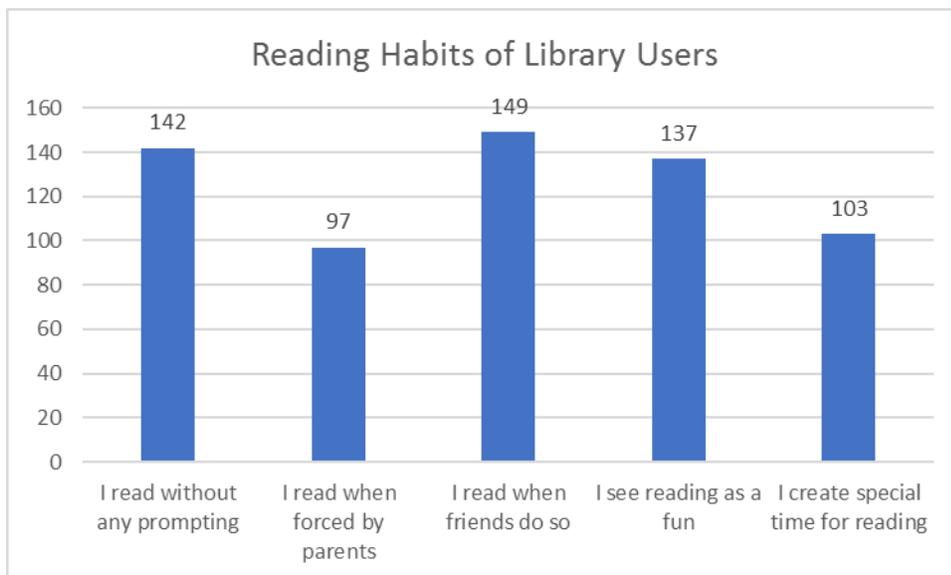
Figure 3 above depicts the respondents' answers to the frequency of daily use of ERs in the university library. One or less than an hour frequency elicits the response of 146 (38%) respondents. Those who use the resources for less than two hours but more than one has 115 (30%) counts, while 107 (27%) and 20 (5%) spend two but less than three hours and three hours and above respectively. This is an indication that most users spend between one and less than three hours surfing and navigating the library ERs on daily basis. Only an insignificant percentage of five spend up to three hours daily on the ERs. This corroborates the result of research by Burhansab, Batcha, and Ahmad (2020) that patrons would spend between one and three hours using electronic information resources. It also confirms the daily use of ERs by the clientele as found by Hossaini (2017) and Maitato (2020). However, there was no provision for the weekly option in the questionnaire, so the position of Achugbue and Ahimbisibwe (2020) as regards weekly use by patrons at Kabale University, Uganda could not be tested. But this result runs against the more than three hours daily gotten by Thanuskodi (2012) in his study.

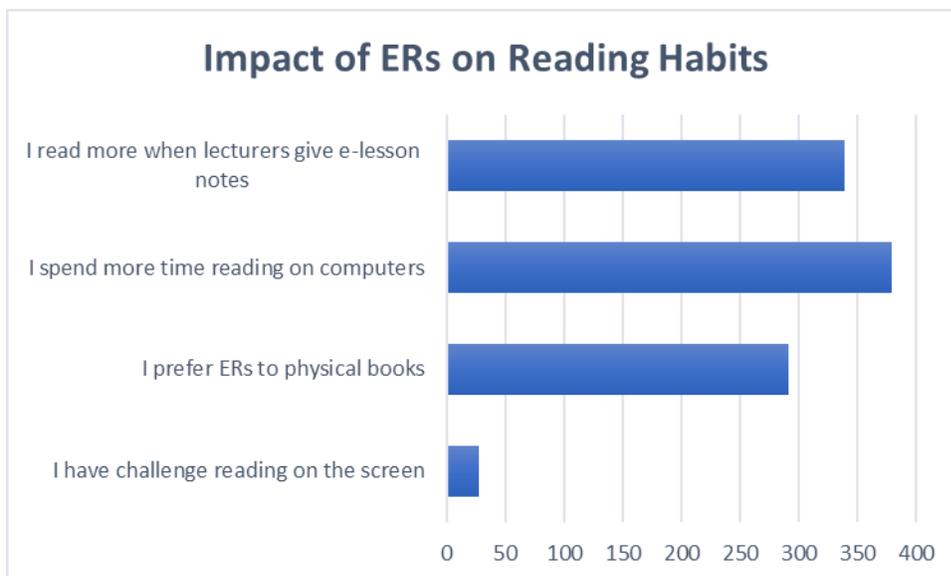
TABLE 1:

SN	Hindrances	Response	
		Frequency Counts	Percentage
1	Inadequate workstations in the library	238	61.34%
2	Absence of Staff assistance	30	7.73%
3	Insufficient search skills	167	43.04%
4	Poor internet connectivity	341	87.88%
5	Non-availability of the required information	67	17.26%
6	Power outages	329	84.79%

Table 1 presents the options ticked by the respondents as the basic hindrances militating against the use of ERs at the library of Osun State University. The majority of the respondents; 341 (87.88%), 329 (84.79%), and 238 (61.34%) consider poor internet connectivity, power outage, and inadequate workstations in the library as the major obstacles to the use of ERs. Even though insufficient search skills attracted 167 (43.04%) responses, the counts do not lead up to half of the respondents. The absence of staff assistance and non-availability of the required information has 30 (7.73%) and 67 (17.26%) respectively. Poor internet connectivity, power outage, and insufficient workstations within the library were the major challenges militating against efficient and adequate patronage of ERs in the university. Similarly, even at a lower rate, inadequate search skills, dearth of assistance from library personnel, and lack of information on the use of electronic resources made the list of such inhibitors hampering smooth accessibility to ERs by the university patrons. This is in tandem with the earlier findings by other authors such as Dafiagbor, 2012, Kwafola, Osman, and Afful-Arthur (2014), Alhassan and Macaulay (2015), Manjack, Dangani, and Fari (2019), and Achugbue and Ahimbisibwe (2020). These are major challenges facing education as a vital sector of the economy and society in most countries in the African continent. This is an indication that these challenges have remained stumbling blocks concerning meeting the information needs of library patrons in academic institutions and ensuring users' satisfaction. Furthermore, the fourth pillar of the five laws of library science as enunciated by Ranganathan that the time of the library users should not be wasted is therefore defeated.

FIGURES 4&5: Reading Habits and Impacts of ERs on Reading





Figures 4 and 5 present the reading habits of the library users as well as the impacts of the ERs patronage on this culture. In figure 4, five habits were identified by the respondents. They include: imitating friends (149, 38.40% respondents), no prompting by anyone (142, 36.59% respondents), considering reading as fun (137, 35.30% respondents), creation of special time for reading (103, 26.54% respondents) and reading when forced by parents to do so (97, 25% respondents). In figure 5, 380 (97.93%) respondents spend more time reading on computers, 339 (87.37%) read more when lecturers give electronic lesson notes, 292 (75.25%) prefer ERs to physical books while only 28 (7.21%) respondents have challenge reading on the screen. The reading habits of students of Osun State University as uncovered by this study agrees with the findings of Arslanoğlu and Mor (2018) on the role of friends and family in motivating students to develop positive reading habits. The impact of ERs on improving their reading habits also shows a similarity between the discovery of this work and that of Mlay, Sabi, Tsuma, and Langmia (2015).

Conclusion and Recommendations

Electronic Resources have since its evolution contributed immensely towards galvanizing the library in such a manner that library services are efficiently made available to users and the clientele are satisfactorily served their needed information. The study has shown that the majority of the students of Osun State University utilize ERs to secure success in examinations and as well upgrade their level of information and knowledge. E-journals and magazines, e-books, and e-newspapers encapsulate the information-seeking needs and behavior of the users. These patrons have displayed an appreciation of the usefulness of the ERs through daily navigation spanning between one and less than three hours. Notwithstanding this obvious deployment, poor internet connectivity, power outage, and insufficient workstations remain major challenges hindering this important users' service delivery process. This contemporary information resource has been discovered to possess the potency to impact positively on the

reading habits of the students especially when it robs on the contribution of friends and family in enhancing a positive reading culture. With a reorganization of the electricity and internet infrastructure and the provision of adequate computers, the task of improving students' reading habits through ERs for library users is attainable.

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