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Registration Status, Reading Interest Level, and Library Use Habits of Teaching Staff in Akwa Ibom State University, Nigeria: An Investigation

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Abstract
The study investigated registration status, reading interest level, and library use habits of teaching staff in Akwa Ibom State University, Nigeria. The study adopted survey research design, with a total population of 467 teaching staff from eight (8) academic faculties. Out of the total study population, a sample of 212 was selected using an online sample calculator known as Survey Monkey Sample Size Calculator at 95% confidence level and confidence interval of 5%. The instrument used for data collection was a researcher-developed questionnaire, which was subjected to face and content validity and reliability coefficient of 0.80 using Cronbach's Alpha technique. The data collected were analyzed quantitatively and qualitatively. The quantitative analysis made use of the descriptive statistics in form of frequency and percentage counts, mean scores and standard deviation, while the qualitative analysis relied on relevant subjective headings to validate the results of the quantitative analysis. The study revealed that majority of the teaching staff in AKSU are not registered in AKSU library as at the time of this research. It showed the major reasons for their non-registration in library to include: lack of interest in using the library, lack of awareness of the registration, distance to the library, adequate personal reading materials, lack of attractive library physical environment, etc. The study revealed that the overall reading interest level of the teaching staff was high, as majority of them are interested in both print and non-print resources. It also showed that the overall rate of library use habit of the teaching staff was low. It finally concluded that though the reading interest level of the teaching staff of the university is high, but the overall rate of registration and library use habit among the lecturers is very low, indicating a serious danger to the quality of teaching and to a larger extent, the academic performance of the students. Thus, it was recommended among other measures that management of the university should build a state-of-the-art university library with modern facilities such as air conditioning, constant internet services, and proper lighting systems to provide conducive reading space and atmosphere for the teaching staff.

Keywords: Registration Status, Reading Interest Level, Library, Library Use Habits, Teaching Staff

Introduction

Reading is an exercise that puts one's brain into action, maintains concentration, and allows one's mind to understand different concepts. In the view of Udoh and Akwang (2023), reading is at the core of sustainable quality education and living, and serves as a critical element in intellectual, psychological, social, and cultural development. Reading enhances knowledge, which in turn, leads to physical, economic, political and emotional freedom. Apuke and Omar (2020) define reading as the heart of learning, especially in formal education settings like university system. Christopher and Oseghale (2011) describes a university system as nothing more than an association of scholars, of which each seeks to impart knowledge according to their different disciplines through teaching, learning and research activities. Usoro, Umoren and Akwang (2018) also considered a university system as the centre of continuous learning for improvement of knowledge and capacity of students and staff. Thus, the faculty members, also referred to as teaching or academic staff play crucial roles in effective learning and knowledge impartation. They are expected to engage in productive reading to be able to acquire relevant knowledge in subject areas of interest in order to share among colleagues and teach students effectively.

The education system understands the importance of reading and makes reasonable efforts to provide facilities that encourage reading within academic institutions. One of such is the establishment of libraries. Libraries, all over the world, are meant to provide seamless access to information in whatever format as well as conducive environment for reading. To discharge this onerous responsibility, libraries ensure that adequate information resources are acquired, organized, preserved, and disseminated either physically or remotely to students, teaching staff, non-teaching staff, and researchers. The underlying principle is that the information resources available should be accessed and read intelligently in order to gain knowledge.

The university library has a stirring role of providing access to information in both print and non-print formats which contain knowledge in form of ideas, experiences, research outcome, etc. The awareness of this knowledge and understanding of certain concepts can only be achievable if the information resources provided in libraries are read effectively. The situation in Nigeria today seems not encouraging as reading is regarded by many as a very complex activity as such not much importance is attached to it (Trelease, 2006). The author reiterates that "we are not a reading society in Africa but chatting society." Other literatures categorically state that Africans prefer listening and chatting than reading.

Be that as it may, reading is the essential foundation upon which academic success is built especially in universities. That means libraries must be concerned with building library collection that will be of interest to all members of the host community to encourage reading. It is believed that if libraries as information hubs provide seamless access to print and online resources relevant to users' interests, then their library use habits might improve. Therefore, it becomes imperative to examine the registration status, reading interest levels and library use habits of teaching staff in Akwa Ibom State University.

Brief Information on the Area of Study

The study was conducted in Akwa Ibom State University (AKSU) which was initially established as Akwa Ibom State University of Technology (AKUTECH) through a Bill signed into Law on 16th April 2003. In June 2009, another bill was signed into law establishing AKSU and full academic activities began in the institution on 1st November 2010. AKSU has two campuses

– Ikot Akpaden and Obio Akpa. Presently, the university has 39 undergraduate programmes and 41 post-graduate programmes domiciled in 8 Faculties – Agriculture, Arts, Biological Sciences, Education, Engineering, Management Sciences, Physical Sciences, and Social Sciences. The university has two functional libraries, six faculty resource centres, and two e-libraries spread across the two campuses to satisfy the information needs of 467 faculty members (Administrative Records, 2022).

Statement of the Problem

For a long time, there has been a general notion that the reading culture is declining in the society and even within the academic environment where reading is very crucial for educational development. Many people, including teaching staff seem not to engage in active reading and that has perhaps translated into poor standard of education. There is a far cry that most teaching staff who are supposed to impart knowledge and influence on students and teaching environment are not competent enough to do so. The implication is that such teaching staff may lack in-depth knowledge in their various disciplines to teach effectively and to prepare lecture or reading materials in the courses assigned to them. This is evidenced in the poor quality of graduates produced under such circumstance. A lot of factors could be attributed to the situation including the teaching staff lukewarm attitude towards reading and the underutilization of library resources and services. It behooves on university libraries to identify the reading interest of the teaching staff and other user groups. It is believed that when libraries provide resources based on users' reading interests, the users might develop the habit of using the library which could as well stimulate effective reading culture among them and by extension the desired teaching/learning efficiency. On this note, this study is aimed at determining the registration status and reading interests of teaching staff in relation to their library use habits in Akwa Ibom State University, Nigeria.

Objectives of the Study

The purpose of this study is to examine the reading interests and library use habits among teaching staff in Akwa Ibom State University (AKSU). Specifically, the paper seeks to achieve the following:

i. To determine the teaching staff registration status with AKSU library.
ii. To assess the reading interest level of teaching staff based on the library materials in AKSU library.
iii. To evaluate the library use habits of teaching staff in AKSU.
iv. To identify the constraints to effective library use among teaching staff in AKSU.

Research Questions

The study seeks to answer the following research questions:

i. What is the teaching staff registration status with AKSU library?
ii. What is the reading interest level of teaching staff based on the library materials in AKSU?
iii. What are the library use habits of teaching staff in AKSU?
iv. What are the constraints to effective library use among teaching staff in AKSU?

Review of Related Literature
Conceptual Considerations on Reading and Reading Interest

For proper understanding of reading interests, it is important to first of all look at the meaning of interest which according to Springer et al. (2017), has a powerful impact on both cognitive and affective aspects of reading. Donal (2015) defines interest as a characteristic disposition organized through experience which impels an individual to seek out for particular objects, activities, understandings, skills, or goals for attention or acquisition. Interest is essentially a desire that propels a person to look for or try activities such as reading, writing, dancing, sports, etc. It affects both how one thinks or feels about what he/she does.

Reading is a synthesis of the words "read" and "auding" which respectively mean to decipher written language and comprehend what is deciphered (Carver, 2000). Bojovic, as cited in Udoh and Akwang (2023) posited that reading is a complex, purposeful, interactive, comprehending, and flexible mental activity that takes considerable time and resources to develop. Reading emphasizes learning the rules of decoding the text in a written document (print or online) and the rules of making meaning from the decoded text. It is an important activity that allows individuals to gain access to a wide range of information knowledge depending on the readers' level of interest. People have different levels of interest for reading as influenced by the type of text, the readers' knowledge, situational demands or purpose, among others. Reading interest determines what a person reads or the importance of a person's attitude towards reading. According to Squires (2014); Noortyani (2018), reading interest is the extent to which an individual feel excited to engage in reading written materials and delighted to fine new information.

To Ross (2010), reading interests refers variously to the following: an individual's interest in reading itself as measured by the amount of reading actually done; what a reader wants to read "about" as expressed by a list of topics or subject areas that the reader reads by preference; or the elements within a text, sometimes referred to as "appeal factors" that engage a particular reader with a text. The author pointed out that in librarianship, reading interest is more apt to be seen as the positive engagement that occurs during a reading transaction when there is appropriate match between readers (library users) and reading materials. From the above viewpoint, it could be inferred that libraries play a significant role in improving reading habits of community members where they are situated by providing resources and services based on their reading interests.

Many researchers have primarily focused on two forms of interests in reading: individual interest and situational interest (Fox & Alexander, 2004). The authors explain that the individual interest is usually triggered by internal or individual needs whereas the situational interest is triggered by environmental conditions or situational needs. Going by this, the reading habit of teaching staff could be guided and motivated by both individual and situational interests. Cambria and Guthrie (2010) argue that reading could be more meaningful and beneficially if the reading interest which precedes the reading is individually motivated and not in the force of other parties or external demands. In this context, it is believed that teaching staff need to be more self-motivated in reading than being coerced to read by situations. Basically, individuals can engage in reading just for having fun, developing from the spiritual side, realizing oneself, strengthening attitudes, acquiring new information, organizing old information, using psychological defense mechanisms, etc.

Specifically, teaching staff read for self-development, research, and teaching proficiency (Barfi et al., 2018). The most important traits a teaching staff acquires from effective reading include mental development, ability to understand different concepts, ability to criticize and synthesize, and ability to develop effective teaching skills (Certel et al., 2018). Teaching staff are expected to explore knowledge recorded in various media such as books, scholarly journals, newspapers, magazines, manuals, reference materials, electronic sources, among others, acquire such knowledge and transmit same to the students. The library, as information hub and reading centre makes available and accessible the various media resources in different subject areas with the aim to satisfy the reading interests of all teaching staff and other user groups.

Empirical Considerations of Library Use Habit of Teaching Staff

Library use habit has increasingly been the object of empirical investigations in many parts of the world including Nigeria. Ifijeh (2011) conducted a study on use of library collection and services by faculty members in higher institutions in Covenant University, Nigeria. The findings of the study revealed that teaching staff visit the library once or twice a month to borrow textbooks and make use of library resources and services for personal research and classroom teachings. The results also revealed that majority of them were not fully aware of the available resources the library holds, meaning that they rarely visit the library. Yusuf and Iwu (2011) also conducted a research to examine the use of academic library by faculty members in Covenant University, Nigeria. The findings revealed that faculty members visit the library twice or thrice a month to access and use library resources with the aim of engaging in active research and to extend the frontiers of knowledge. The study also established that textbooks and electronic resources are valued by the faculty members more than other library resources.

Simisaye (2012) examined the faculty use of university library resources in Tai Solarin University of Education, Ijagun, Ogun State, Nigeria. The study revealed that majority (59%) of the respondents visit the library once a week while only (11%) visit daily. It was established that textbooks, e-journals, and newspapers are the major library resources consulted by the faculty members. The respondents' use of library resources is mainly to aid teaching, learning, and research activities. Okiki (2012) also carried out a survey on electronic information resources awareness, attitude, and use by academic staff members of University of Lagos. The study reported that 55% of the respondents indicated that their level of awareness of the subscribed e- resources is low. The respondents, who use e-resources, do so for research activity, paper writing, and teaching.

Similarly, Ukih (2012) examined the utilization of library resources by lecturers in University of Agriculture, Makurdi, Nigeria. The major finding of the study was that majority of lecturers visit the library for consultation of textbooks and reference materials and few of them borrow textbooks for home use. The study recommended among others that more up-to-date and relevant information resources should be acquired for the library. Aina (2014) conducted a study to determine the level of awareness and utilization of electronic resources among academic staff of Babcock University Business School. The findings ascertain low level of awareness and use of available subscribed e-resources in the library.

Eyiolorunshe and Eluwole (2017) examined the level of awareness, accessibility, and use of library resources by faculty members of Landmark University in Nigeria. The findings showed that majority of the respondents were fully aware of the resources the library holds and that print

resources were more accessed than e-resources. The results revealed underutilization of library resources by the faculty members despite their high level of awareness and easy accessibility to the resources. It was also made known that the majority of the faculty members use the resources principally for updating knowledge, research, and development of teaching competence while few of them use the resources for entertainment. On the frequency of library use, majority of them use library resources once in several months and very few of them use on a daily basis.

Lustyantie and Aprilia (2020) examined reading interest and achievement motivation toward comprehension. The study, which investigated 60 learners of the English Literature programme, revealed a positive direct effect of reading interest in English texts comprehension achievement motivation towards reading comprehension. The study recommended that the 21st century literacy learning process, both informal or non-formal educational institutions, should be more relevant and supportive through the provision of learning resources for the growth and increase of reading interest and achievement motivation. Arofah and Ningsi (2021) investigated the influence of reading interest and study habits against mathematics learning outcomes. The results revealed that reading interest and study habits simultaneously have influence on mathematics learning outcomes by increasing the possibility of gaining knowledge, attitudes and skills of the learners.

The conceptual considerations reviewed revealed that higher reading interest results to higher achievement which means that teaching staff who engage in reading tend to gain more knowledge about issues more than those who do not read. The significance of knowing the reading interests and library use habits was also established. The empirical evidences revealed that the reading interest of teaching staff is limited to print resources as majority of them lacks awareness of the available e-resources in libraries attached to their institutions. It was established that the library use habit of majority of teaching staff is low. A number of them are not aware of even the print materials the library holds as they rarely visit. In this context, it is obvious that libraries need to consider reading habits of different user groups (e.g. teaching staff) in making available and accessible information resources and services in addition to providing reader-friendly environment and flexible policies, among others. Such efforts could build the desired loyalty, increase patronage, and by extension improve reading habits and teaching proficiency among teaching staff.

Methodology

The researcher adopted survey research design for the study. The design was considered appropriate because the study involves investigating into existing phenomena. The total population for the study is 467 teaching staff in all the eight (8) academic faculties in the university. A sample size of 212 was used for the study as determined by Survey Monkey Sample Size Calculator at 95% confidence level and confidence interval of 5. The instrument used for data collection was a researcher-developed questionnaire titled "Reading Interests and Library Use Habits of Teaching Staff Questionnaire (RILUHTSQ). The instrument was subjected to face and content validity and reliability coefficient of 0.80 was established using Cronbach's Alpha technique. The data collected were analyzed quantitatively and qualitatively. The quantitative analysis made use of the descriptive statistics in form of frequency, percentage counts, mean scores and standard deviation, while the qualitative analysis relied on relevant subjective headings for the purpose of validating the results of the quantitative analysis.

Presentation and Analysis of Data

Two hundred and twelve (212) copies of questionnaire were distributed to teaching staff in the eight (8) academic faculties in AKSU. Out of the number, 181 were returned and all were considered valid for the study, thus, indicating 86% response rate as shown below.

Table 1: Distribution and Rate of Returns of Questionnaire

S/N	Faculties	No of Copies Administered	No of Copies Returned	Response Rate (%)
1.	Faculty of Agriculture	38	31	15
2.	Faculty of Arts	34	28	13
3.	Faculty of Biological Sciences	23	20	09
4.	Faculty of Education	20	19	09
5.	Faculty of Engineering	24	21	10
6.	Faculty of Management Sciences	35	31	15
7.	Faculty of Physical Sciences	20	16	08
8.	Faculty of Social Sciences	18	15	07
	Total	**212**	**181**	**86**

Data in Table 1 shows that of the 212 copies of questionnaire distributed, 181 representing 86% response rate were completed and returned with valid information. It further revealed the response rate per faculty. The table specifically shows that faculties of Agriculture and Management Sciences had the highest rate of return with 31 copies representing 15% each, while faculties Physical Sciences and Social Sciences had the least rate of return with 16 and 15 copies representing 8% and 7%, respectively.

Table 2: Responses on Registration Status of Teaching Staff with AKSU Library

S/N	Faculties	R	%	NR	%
1.	Faculty of Agriculture	10	06	21	12
2.	Faculty of Arts	08	04	20	11
3.	Faculty of Biological Sciences	05	03	15	08

		R	NR	R	NR
4.	Faculty of Education	05	03	14	08
5.	Faculty of Engineering	08	04	13	07
6.	Faculty of Management Sciences	12	07	19	10
7.	Faculty of Physical Sciences	06	03	10	06
8.	Faculty of Social Sciences	04	02	11	06
	Total	**58**	**32**	**123**	**68**

KEY: *R-Registered, NR-Not Registered*

Data in Table 2 reveals that a total number of 181 respondents responded to this item. Out of the number, only 58(32%) respondents have registered with the library whereas 123(68%) of them have not register. This is an indication that majority of teaching staff in AKSU are not registered in AKSU library as at the time of this research.

Table 3: Responses on Reasons for not registering with the AKSU library

S/N	Reasons	SA	A	D	SD	Mean	Ranking	Remarks
1.	Lack of interest in using the AKSU library	78	69	29	5	3.22	1st	Agreed
2.	The library physical environment is not attractive	53	72	36	20	2.87	6th	Agreed
3.	Lack of awareness of the registration	67	78	26	10	3.12	2nd	Agree
4.	Unfriendly attitude of the librarian(s) in charge of registration	35	23	96	27	2.36	9th	Disagreed
5.	The registration process is cumbersome	42	80	39	20	2.80	7th	Agreed
6.	Lack of time to register with the library	61	69	28	23	2.93	5th	Agreed
7.	My personal reading materials are enough	55	79	33	14	2.97	4th	Agreed
8.	The distance to the library is far	58	93	13	17	3.06	3rd	Agreed

9.	Reliance on traditional registration method	33	87	42	19	2.74	8th	Agreed
	Cumulative Mean					*2.90*		*Agreed*

KEY: *SA-Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree*
Criterion Mean = 2.50

Data in Table 3 presents the mean responses on reasons given by the teaching staff for not registering in the AKSU library. The table shows a grand mean of 2.90 against the 2.50 criterion mean. The table specifically reveals that the major reasons given by the teaching staff for not registering in the AKSU library include: lack of interest in using the AKSU library with a mean of 3.22, lack of awareness of the registration with a mean of 3.12, the distance to the library is far with a mean of 3.06, and my personal reading materials are enough with a mean of 2.97. The teaching staff of the institution also indicated that lack of time to register with the library with a mean of 2.93, the lack of attractive library physical environment with a mean of 2.86, and the cumbersome registration process with a mean of 2.80 are the reasons given by the teaching staff for not registering in the AKSU library. On the contrary, the respondents indicated that unfriendly attitude of the librarian(s) in charge of registration with a mean of 2.36 was not a reason given by the teaching staff for not registering in the AKSU library.

Table 4: Reading Interest Level of Teaching Staff in AKSU

S/N	Reading Materials	VHI	HI	LI	NI	Mean	Ranking	Remarks
	Print Resources							
1.	Encyclopedia	109	58	13	1	3.52	9th	Agreed
2.	Dictionaries	126	49	6	-	3.66	5th	Agreed
3.	Biography/Autobiography	33	32	85	31	2.37	19th	Disagreed
4.	Textbooks	151	30	-	-	3.83	1st	Agreed
5.	Scholarly Journals	145	36	-	-	3.80	2nd	Agreed

		VHI	HI	LI	NI	Mean	Rank	Remark
6..	Newspaper	87	85	6	3	3.41	13th	Agreed
7.	Magazines	75	91	12	3	3.31	16th	Agreed
8.	Conference proceedings	125	52	4	-	3.67	4th	Agreed
9.	Literary work/fiction	33	47	61	40	2.40	18th	Disagreed
10.	Government Publications	75	82	14	10	3.23	17th	Agreed
	Non-Print (electronic) Resources							
11.	e-journals	110	61	10	-	3.55	7th	Agreed
12.	e-books	111	70	-	-	3.61	6th	Agreed
13.	e-reports	96	68	10	7	3.40	14th	Agreed
14.	e-conference proceedings	101	68	12	-	3.49	12th	Agreed
15.	e-pictures and e-photographs	28	39	84	30	2.36	20th	Disagreed
16.	e-reference books	98	43	40	-	3.32	15th	Agreed
17.	e-newspapers/magazines	107	58	16	-	3.50	10th	Agreed
18.	Offline database (e.g. Calibre)	112	45	24	-	3.49	11th	Agreed
19.	Real-time databases e.g. R4L, IG Pub, EBSCOHOST, Digital Commons, Bpress	130	51	-	-	3.72	3rd	Agreed
20.	Subject Gateways	111	55	15	-	3.53	8th	Agreed
	Cumulative Mean					***3.54***		***Agreed***

KEY: *VHI-Very High Interest, HI-High Interest, LI-Low Interest, NI-No Interest*
Criterion Mean = 2.50

Data in Table 4 shows the mean responses on the reading interest level of teaching staff in AKSU. The table revealed a grand mean of 3.54 against the criterion mean of 2.50, which indicated that the overall reading interest level of the teaching staff is very high. The results of the findings revealed that the teaching staff of AKSU are interested in both print and non-print resources. It specifically showed that the teaching staff have high level of interest for textbooks with a mean of 3.83, scholarly journals with a mean of 3.80, and real-time databases such as Research4Life, IG Pub, EBSCOHOST, etc., with a mean of 3.72. The results also showed that the respondents have high interest for conference proceedings with a mean of 3.67, dictionaries with a mean of 3.66, e-

books with a mean of 3.61, and e-journals with a mean of 3.55. On the other hand, the results showed that the teaching staff have low interest level for literary work/fiction with a mean of 2.40, biography/autobiography with a mean of 2.37, and e-pictures/e-photographs with a mean of 2.36.

Table 5: Responses on Library Use Habits of Teaching Staff in AKSU

S/N	Options	F	%
1.	Daily	22	12.2
2.	Twice a week	31	17.1
3.	Once a week	42	23.2
4.	Twice a month	16	8.8
5.	Once a month	20	11.0
6.	Twice in two months	12	6.6
7.	Once in two months	10	5.5
8.	Twice a year	03	1.7
9.	Once a year	12	6.6
10.	Never	13	7.2
	Total	**181**	**100**

Data in Table 5 reveals the responses on library use habits of teaching staff in AKSU. The finding shows that 42 (23.2%) used the library once a week, 31 (17.1%) used the library twice a week, 22 (12.2%) used the library daily, while 20 (11.0%) used the library once a month. It also indicates that 16 (8.8%) used the library twice a month, 13 (7.2%) never used the library, while 12 (6.6%) used the library twice in two months and once a year, respectively. The result also indicates that 10 (5.5%) used the library once in two months while 3 (1.7%) used the library twice a year.

Qualitative Interpretation to Interview Schedule

Based on the quantitative analysis of the results, the researcher identified the 28(16%) respondents who ticked options 8, 9, and 10 in Table 5 and invited them for a brief interactive session using their email addresses provided by them in the questionnaire. The aim of this interview session was to elicit insights to their low frequency of library use. Out of the 28 respondents invited, 18 of them turned up for the interview and responded to the 3 interview questions as transcribed below:

Question 1: Do you use other libraries (e.g. public libraries, special libraries, private libraries) more often?

The respondents interviewed expressed divergent views on their usage of other libraries. Based on their responses, it was deduced that most of the respondents use their private libraries more often and a few of them use special libraries occasionally or as they have opportunity to do so. None of the respondents made reference to using public libraries in recent times.

Question 2: Can you mention what makes you rarely or not use the AKSU library at least once in two months?

Diverse reactions were expressed with majority of the respondents saying that the AKSU library does not have reading materials of their interest. Some of them mentioned lack of conduciveness in the library for example the library does not have air conditioning systems and proper lighting system. Also, the congested reading space, poor Internet service, non-accessibility to real-time databases/subject gateways, poor supporting facilities, etc. were mentioned.

Question 3: Do you think the registration process could affect your interest in AKSU library?

The respondents interviewed expressed differing views on the effect of registration process on their interest in registering with the AKSU library. Majority of the respondents noted that they have no problem with the registration process in the library. Some of them however pointed out the traditional registration procedures is a major constraint to their registration with the library. On probing further on why the traditional registration procedures become their problem, they noted that coming to the library to submit their passport, and other details is a big challenge as that encroaches into their busy schedule of activities.

Question 4: What are the possible things to be done in AKSU library to gain your patronage?

The respondents provided useful insights into transforming the AKSU library for enhanced patronage. Most of them emphasized on the need to build state-of-the-art libraries in Ikot Akpaden and Obio Akpa campuses and renovate faculty resource centres in line with the 21st century development. They addressed all aspects of the library – physical design, information resources and services, staffing, Internet, among others.

Discussion of Findings

The findings on the registration status of teaching staff with AKSU library revealed that only 58(32%) respondents registered with the library whereas 123(68%) of them are not registered. The result implies that majority of teaching staff in AKSU are not registered in AKSU library as at the time of this research. Again, this poor registration status contributes to poor library use habits of teaching staff as observed in this research and that of Eyiolorunshe & Eluwole (2017) which revealed underutilization of library resources by the faculty members of Landmark University in Nigeria despite their high level of awareness and easy accessibility to the resources.

On the reasons for poor registration status of teaching staff with AKSU library, the findings revealed that majority of the teaching staff agreed that the major reasons for not registering with the library include: lack of interest in using the AKSU library, lack of awareness of the registration, distance to the library is far, personal reading materials are enough, poor supporting facilities, traditional registration procedures etc. This finding is a new addition to knowledge as there is no existing literature on the extent or degree of library registration among teaching staff of any university.

On the reading interest level of teaching staff in AKSU, the study revealed that the overall reading interest level of the teaching staff was very high. It indicated that the teaching staff are interested in both print and non-print resources, with high level of interest for textbooks, scholarly journals and real-time databases such as Research4Life, IG Pub, EBSCOHOST, etc. This finding agrees with Lustyantie and Aprilia (2020), as well as Arofah and Ningsi (2021), which revealed a positive direct effect of reading interest in learning outcomes by increasing the possibility of gaining knowledge, attitudes and skills of the learners.

On the library use habits of teaching staff in AKSU, the study revealed that the overall rate of usage was low as 23.2% of the staff used the library once a week, and only 12.2% used the library daily. This finding agrees with Aina (2014), which revealed a low level of awareness and use of library resources among academic staff of Babcock University Business School. It also corroborates that finding from Simisaye (2012), which examined the faculty use of university library resources in Tai Solarin University of Education, Ijagun, Ogun State, Nigeria, and discovered that majority of the academic staff visit the library once a week while only 11% visits the library daily to consult textbooks, e-journals, and newspapers.

Conclusion and Recommendations

University libraries provide great opportunities for teaching, learning and research by enhancing seamless access to print and online resources relevant to users' interests, and the attainment of these objectives is dependent on the extent to which the teaching staff engage in quality reading and library use. As a matter of fact, through reading, the teaching staff can be better informed, educated, and enlightened about emerging trends, including modern teaching and research techniques. Equally, reading is the essential foundation upon which academic success is built especially in universities. Meanwhile, it is clearly established in this study that though the reading interest level of the teaching staff of the university under investigation is high, but the overall rate of registration and library use habit among the lecturers is very low. This indicates serious danger to the quality of teaching and to a larger extent, the academic performance of the students. It is therefore, on this note that the following recommendations are made:

i. Management of the university should build a state-of-the-art university library with modern facilities such as air conditioning and proper lighting systems in order to provide conducive reading space and atmosphere for readers.
ii. The library should be equipped with constant internet services to enhance accessibility and utilization of online library information services.
iii. The library should provide more current information resources in relevant subject areas, including subscription to real-time databases/gateways in order to attract more patronage.
iv. The library staff should be more friendly, helpful and innovative through the provision of personalized information services such as current awareness services (CAS), selective dissemination of information services (SDIs) to the teaching staff.
v. The registration procedures in the university library should be redesigned and automated to meet current needs and expectations of the teaching staff for ease of registration.

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