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# THE INFLUENCE OF ELECTRONIC RESOURCES USE ON STUDENTS' READING CULTURE IN NIGERIAN UNIVERSITIES: A CASE STUDY OF ADELEKE UNIVERSITY EDE, OSUN STATE

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# **THE INFLUENCE OF ELECTRONIC RESOURCES USE ON STUDENTS' READING CULTURE IN NIGERIAN UNIVERSITIES: A CASE STUDY OF ADELEKE UNIVERSITY EDE, OSUN STATE**

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## **ABSTRACT**

The declining interest in reading among students in higher institution is a challenge to all, as it affects the educational standard and the quality of graduate sent into the society. Survey method was used to carry out this research and the target population was students of Adeleke University Ede which totalled 705. A random sampling method was adopted for the research work. A total number of 220 were sampled from the total population. A well structured questionnaire was the instrument used to gather data for the study. A total of 220 questionnaires was administered on the respondents, 212 copies were returned and found valid for analysis. The data collected were analyzed using frequency counts and percentages. The research reveals that e-book, e-journal, and e-news are the most commonly use electronic resources among the students. It further reveals that electronic information resources are often utilized among the student of the institution. When trying to find out the reading pattern of the students, the research reveals that most of the students read less than two hours daily. The research shows that most students have inadequate skill on how to use e-resources. The respondents reveal that a poor internet facility is a key factor hindering the use of electronic resources in the library. The following recommendations were also made among others; there should be more awareness on the use of databases and e-reference. Students that rarely or never utilized electronic information resources should be encouraged doing so; academicians should improve upon the low level of reading skills among students of the institution. Students that read for less than two hours should be made to see the reason to read for more hours as a student.

**KeyWords:** Reading Culture, Electronic Resources, Undergraduates, E-Resources Use

## **Introduction**

Reading is an essential tool for lifelong learning. It is important for everyone to develop a good reading culture as to perform excellently in academic endeavours. Reading skills for students are critical for academic performance and personal growth. Reading is an important component of student's ultimate literacy development. Moreover, Ezeji (2012) citing Holte, (1998), agreed that reading adds quality to life and provide access to culture and culture heritage. He pointed out that reading empowers and emancipates citizens, and bring people together. According to Rubin (2002), reading is an integrative process that starts with the reader and includes the affective, perceptual, and cognitive domains.

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 can open doors for them. Improving access to relevant information and promoting reading culture are prerequisites for strengthening literacy skills, widening education and learning opportunities, and helping people to address the causes of poverty (Makotsi, 2005). Consequently, the emotion the reader have when reading any information resources either online or offline information will help the reader to consciously understand and know exactly what he or she is reading. Reading can be said to be the bedrock of most forms of learning activities culminating in literacy.

Anecdotal evidences suggest that students are rarely interested in reading for pleasure, instead, they read only to pass examinations. The declining interest in reading among students in higher institution is a challenge to all, as it affects the educational standard and the quality of graduate sent into the society. The ministry of education in Nigerian may need to launch a readership promotion campaign from the primary to the tertiary level of education, which may help to incubate the culture of reading in students to enhance a better reading culture among all and sundry.

Further, one of the most important factors in education is ability to read, understand and critical apprehend the text, Hetting and Knapp (2001) cited in Onovughe (2012). Moreover, Carson (1992) opines that reading furnishes three serendipities including:

- Reading activates the mind.

- 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.
- 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. To be capable of doing this students must develop an in-depth reading culture, they must have the ability to understand text and reading culture should be developed from early childhood and throughout his/her whole life. Moreover, Carson (1992) suspects the existence of a one-to-one correlation between avid reading and intellectual accomplishment.

Unfortunately, reading is not taught separately as most other subjects or courses in the curriculum rather it is subsumed in English. This may be responsible for the purported low quality of graduate produced by Nigerian tertiary institutions. However, Olukemi (2010) advised Nigerian youths to imbibe the reading culture in all their endeavours. She lamented that lack of reading culture among youths nowadays has greatly affected the quality of graduates being produced by the nation's higher institutions. Electronic resources can thus be helpful to students of higher institutions through the provision of online information resources because of its flexibility in searching than their paper based counterpart, and they can be accessed remotely at any time for reading and research purposes.

Electronic resources also known as e-resources are accessed electronically and are on different subjects. Electronic resources can be a bibliographic of full text database that allows you to search for relevant articles in your subject area. E-resources includes electronic journals, online databases (Agora, Jstor, Ebscohost, Ajol, Hinari), electronic books, locally loaded database, website, CD-ROM , electronic text, e-abstracting and indexing databases such as MEDLINE, E-news, E-images, E-music etc. These electronic resources are used mainly for reading and research purposes. Some of the electronic resources are in closed-access the institution concern pay for access fee to enable their student's gain-access to the online resources.

Amori (2003) opined that e-resources such as e-journal, e-book, CD ROM databases, on-line databases and web-based resources when effectively utilized constitute an important input in the information services in libraries. They help in providing relevant information required by students, which if properly utilised can help in improving reading culture and improve academic excellence. However, Ireyejoju (2002) stated that the provision of e-resources in the right quantity has been regarded as a major input required for high information services provision.

Generally, one usually finds out that students are more socially inclined with friends through using social media, reading dailies and rarely getting information on their academic work except when necessary. This seems to have reduced interest in reading of information resources, vocabulary development, general knowledge and broadmindedness, which an individual get from having a good reading culture. This has probably reduced student's interest in using electronic resource to enhance their reading culture. This then, is the cause of concern and the need to explore the literature on the influence of electronic resources use on students' reading culture in Nigerian **\*\*universities\*\***.

### **Objective of the Study**

Specifically, the study aimed at identifying the followings:

1. To identify various electronic resources used by students of Adeleke University, Ede.
2. To identify the level of usage of electronic resources among the students of the University.
3. To assess the influence of electronic resources use on reading culture of students of Adeleke University, Ede.
4. To identify the reading pattern of the students of Adeleke University.
5. To examine the factors hindering the effective use of electronic resources for improved reading culture of students in the University.

### **Students Reading Culture in Higher Institutions**

Chettri and Rout (2013) argued that a good reading habit is necessary for a healthy intellectual growth and plays a very crucial role in enabling a person to achieve practical efficiency. Furthermore, an individual's interests are determined to a considerable extent by the amount he will read 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.

Reading is very powerful and an indispensable equipment for learning and acquisition of the varied skills and experiences needed by man to develop a satisfactory personal life style. It is important that students should develop positive habits towards reading of books. However, as education involves a lifelong learning experience, reading is important and beneficial to man. Consequently, the Nigerian Government is stimulating the reading of books, newspapers and magazines, and electronic resources through the president Goodluck Jonathan “bring back the book” campaign.

Ezeji (2012) and Kaufman (2011) observed that children spend a considerable amount of their time watching TV and playing video games, while they are not spending a great deal of time reading and writing. Statistics collected according to Kaufman, the U.S department of education “National centre for educational statistics” shows that students achievement has been declining in recent times. Ezeji (2012) citing Ikpaahindi (2008) averred that information and communication technology especially internet technology is having adverse effect on the reading culture of Nigerians. This is because it discourages lazy students from engaging in serious reading. Many students prefer to spend most of their time with their internet enabled mobile phone chatting, or in the cyber cafes browsing, playing games, chatting with friends, instead of using the internet for academic purposes.

The acquisition of reading skills has a beneficial effect on all on students academic performance. Poor reading skill can make a student develop a poor attitude toward school and can thereby create a ‘disconnect’ in school activities and create self-esteem problems later in life. Aina, *et al.*, (2011 citing Tosudo, 2010) gave reasons why people read, including self-improvement, pleasure and relaxation, and a feeling of pride and prestige. We however suspect a positive correlation between good reading culture and academic achievement. Students striving for excellence in their academic pursuit may need to embrace an in-depth reading and writing culture to achieve and sustain academic excellence.

### **Available electronic resources among students of higher institutions**

Thanuskodi (2012) opined that e-resources are the electronic representation of information. There are available in various forms like e-books, digital libraries, online journal magazine, e-learning tutors and on line test. Because of the effective presentation with multimedia tools, these e-resources have become the source of information. He further agreed that Electronic resources delivers the collection of information as full text databases, e-journals, image collections, multimedia in the form of CD, tape, internet, web technology etc. E-resources may include e-journals, e-discussions, e-news, e-data archives, etc can be called as an e-resources. In addition, electronic information source are a wide range of products going from electronic periodicals to CD-ROMs, from mailing list to databases, all of them having a common feature of being used and some time modified by a computer.

Isiakpona, and Ifijeh (2012) in the study on ‘Availability of Electronic Resources for Service Provision in University Libraries in Ogun State Nigeria.’ Three universities were covered in the research work namely Babcock University, Covenant University and Federal University of Agriculture Abeokuta, in the study the result shows that EBSCOHOST, HINARI, JSTOR, OARE, MIT, AGORA, Science direct, IEE are the library e resources available in the three libraries mentioned . Similarly, Omotayo (2010) mentioned some examples of electronic database being used today in academic libraries include Journal Storage (JSTOR), AGORA, HINARI, EBSCO, Science Direct, OARE and MIT Open Courseware.

Further, Adeniran, (2013) conducted a survey where some e-resource Collection in Redeemer’s University Library where mention, such resources includes. Internet source, Online Databases, CD-ROM, OPAC (Online Public Access Catalogue) and E-Journals.

Bassi (2011) examined ‘Gender Differences in Use of Electronic Resources in University Libraries of Adamawa State, Nigeria’ and the result showed that the Internet stand out to be the most highly used e-resource which serves as a gateway to other e-resources in the three libraries representing 392(41.5%), while e-books and e-journals follows with 165(17.23%) and 125(13.09%) respectively. The least responses is e-theses and dissertations which has a frequency of 18(1.88%), this might be attributed to small number of postgraduate students in this study. Furthermore, Sukula (2010) submitted that various types of e-resources used in higher institution libraries are: database; e-journal; e-books, e-news; e-image; e-music and sound collection; data/GIS; academic commons; e-reference; subject guides.

It needs noting that emergence of electronic information resources has tremendously transformed information handling and management in Nigerian academic environments, and University libraries in particular (Ani and Ahiauzu, (2008). These dramatic changes include the way in which information is provided to the University Communities. Egberongbe (2011) explained that a number of electronic resources initiatives have been put in place in Nigeria. This is aims at assisting in the development, training and use of electronic resources in a number of academic institutions. For example the Morlenson Center for International Library Programs acting on behalf of MacArthur Foundation to support some selected grantee university libraries, The Electronic Information for libraries Network (eiFL.Net), MTN Foundation among others.

### **Students Attitude Towards Electronic Resource Utilization**

Gakibayo, Odongo and Obura (2013) citing Ray and Day (1998) averred that large number of students leave universities without necessary skills to cope within the information-based society. Electronic information resources offers the 21<sup>st</sup> century student new opportunities that were not available to previous generations. However, Swain and Panda (2009) opined that library users' attitude to information is gradually shifting from the printed document to e-resources. Gakibayo, Odongo and Obura (2013), quoting Singh (2009) that ICTs have brought a tremendous change in nature, boundaries and structure of information. Consequently, perceived usefulness of the internet is considered to be an important influence on the use of electronic information resources.

### **Reading culture, ICT skills and e-resources on users in Nigerian universities**

Reading culture and ICT skill to search for e resources are very important for Nigerian university students. The Internet has channels of communication that can improve reading culture. It can:

- facilitate information access
- enhance study/reading habits
- accelerate academic success by making information easily available
- improve managerial and professional skill



The emerging role of ICTs and in particular use of e-resources is significantly imparting and dramatically changing the fabric of the reading habits of people. In the study, being literate means having the skills of reading and writing in any language whatsoever. Moreover, information technology literacy can be defined as having the fundamental information about the components forming the information technologies, to have the skills of practicing these components to solve problems in societies that seize the information age. The world is going the digital way that is influencing the way people use and/or read library resources. For instance, the concept of electronic book (more widely known as e-book) is changing the reading habits among the readers. Internet in particular plays a crucial role in the access of information resources. Sources of information and other opportunities available via the Internet are increasing exponentially (Asemi, 2005) cited in Chettri and Rout (2013). The development of searching tools has impacted on the reading culture of library users in Nigeria in an effort to search for knowledge. With the availability of e-resources in CD-ROM format and those available online, all these may increase the intent of the ICT literate average library users to read more content and invariably increasing their knowledge level and improving their reading habits.

### **Factors Hindering Effective Use of Electronic Resources in Nigeria Higher Institution**

Although the introduction of these electronic resources and services is a welcome development to the information profession their use by the library patrons poses some challenges and concerns (Gwazah ,2011). Chisenga (2004) cited in Egberogbe (2011) listed some factors hindering the use of e- resources in Nigeria higher institutions, some of the factors listed are, Lack of strategic planning: adequate or reliable funding, Lacking of use of internet to provide information services to users and a lack of consistent training for users in new ICT services.

Moreover, Oduwole and Akpati (2003) mentioned some of the constraints in accessing e resources, including insufficient number of terminals available for use despite high demand and in adequate electricity supply. A major problem however identified by Egberongbe (2011), are lack of information retrieval skills for exploiting electronic resources, thus making the level of usage of resources by students is very low. Asheroft and Watts (2005) noted that high cost of hardware, software and particularly internet service providers were significant barriers to the provision of electronic resources. Isah (2010) found that Slow internet access (30.0%), lack of constant power supply (30.0%) were the major factors inhibiting the use of e-resources.

However, other less limiting factors were non-availability of e-resources relevant to my information needs (20.0%) and dislike for reading from screen (13.3%).

In addition, Damilola (2013) found that poor electricity supply greatly hindered the use of electronic information resources. This was represented by 117(46.8%) of the respondents and poor internet connectivity was another hindrance which greatly affected the use of electronic information resources, this was confirmed 100(40%) of the respondents. Other factors were insufficient skills, financial problem, poor training programme and excessive academic workload.

## Methodology

The survey method was used to carry out this research and the target population were students of Adeleke University Ede which totalled 705. A random sampling method was adopted for the research work. A total number of 220 were sampled from the total population. A well structured questionnaire was the instrument used to gather data for the study. A total of 220 questionnaires was administered on the respondents, 212 copies were returned and found valid for analysis. The data collected were analyzed using frequency counts and percentages.

## Findings and Discussion

Findings for this study are presented in tables 1-5

**Table 1: Various electronic resources used by students of Adeleke University, Ede.**

E-Resources	Use	Not use	U	R	%
E-book	135 (63.68%)	77 (36.32%)	0	212	100
E-journal	196 (92.45%)	16 (7.55%)	0	212	100
Database	40 (18.87%)	172 (81.13%)	0	212	100
E-reference	2 (0.94%)	210 (99.06%)	0	212	100
CD-ROM	93 (43.87%)	119 (56.13%)	0	212	100
E-news	201(94.81%)	11 (5.19%)	0	212	100

**U; Use. NU; Not Use. U; undecided. R; respondents. %; percentage**

From Table 1, out of 212 respondents, 135 respondents (63.68%) agreed to be using eBook resources, while 77 respondents (36.32%) do not use e-book resources. 196 (92.45%) agreed to

be using e-journal while 16 (7.55%) are not using e- journal. When asked about the use of database only 40 (18.87%) agreed to be using database while 172(81.13%) disagreed to the use of database. The table above shows that most of the students are not conversant with the use of e-referencing, this can be seen through the table reflecting 2(0.94%) of student agreed to the use of e- reference while 210 (99.06%) said they don't use e-reference. The use of CD- ROM seems not to be popular among the students of Adeleke University, the table above shows that only 93 (43.87%) use CD-ROM while 119 (56.13%) do not make use of CD-ROM. The table above also shows that 201(94.81%) make use of e-newspaper while 11 (5.19%).

**Table 2: Frequency of Utilization of electronic resources among the students of the University**

Frequency	SA	A	D	SD	U	R	%
Often	124 (58.49%)	64 (30.19%)	3 (1.42%)	12 (5.66%)	9 (4.25%)	212	100
Rarely	12 (5.66%)	5 (2.36%)	185 (87.26%)	10 (4.72%)	-	212	100
Never	5 (2.36%)	7 (3.30%)	76 (35.85%)	124 (58.49%)	-	212	100

**SA: Strongly Agreed; A: Agreed; SD: Strongly Disagreed; D: Disagreed: Undecided R: Respondent; %: Percentage.**

Table 2 shows that 188 (88.68%) respondents utilize electronic resources very often, while 15 (7.08%) disagreed that they utilized electronic resources often. 9 (4.25%) are undecided on the utilization of electronic resources. The table above also revealed that 17 (8.02%) agreed they rarely utilized electronic information resources, while 195 (91.98%) disagreed that they rarely utilized electronic information resources. Similarly, 12 (5.66%) revealed that they have never used electronic resources.

**Table 3: Influence of electronic resources use on reading culture of students of Adeleke University, Ede.**

Influence of electronic resources use on reading culture	SA	A	D	SD	U	R	%
It improves my reading	112	80	7	5	8	212	100

habit	(52.83%)	(37.74%)	(3.30%)	(2.36%)	(3.77%)		
It reduces my reading interest	12 (5.66%)	7 (3.30%)	153 (72.17%)	40 (18.87%)	-	212	100
It has expanded my reading possibility	172 (81.13%)	10 (4.72%)	12 (5.66%)	8 (3.77%)	10 (4.72%)	212	100
It makes reading more enjoyable	154 (72.64%)	33 (15.57%)	20 (9.43%)	5 (2.36%)	-	212	100
Using electronic resources waste my time	16 (7.55%)	10 (4.72%)	142 (66.98%)	38 (17.92%)	6 (2.83%)	212	100
It has improved my independent and life-long reading skills	111 (52.36%)	49 (23.11%)	30 (14.15%)	13 (6.13%)	9 (4.25%)	212	100

**SA: Strongly Agreed; A: Agreed; SD: Strongly Disagreed; D: Disagreed; Undecided R: Respondent; %: Percentage.**

The table above reveal that 192 respondents (90.57%) agreed that electronic resources improves their reading habit, while 12 (5.66%) disagreed that electronic resources can improve their reading habit. 8 (3.77%) were undecided. The table also shows that 19 (8.96%) believed that It reduces their reading interest, while 193 (91.04%) disagreed that electronic resources can reduce their reading interest. The table also reveal that 182 (85.85%) agreed to the fact that electronic resources has expanded their reading possibility. Similarly, 20 (9.43%) disagreed that e-resources can expand their reading possibility. The remaining 10 (4.72%) respondents were undecided. When asked if electronic resources use influence reading culture 187 (88.21%) agreed that it makes reading more enjoyable. While 25 (11.79%) disagreed. The table above also reviewed that 26 (12.27%) agreed that Using electronic resources waste their time, while 180 (84.90%) disagreed that Using electronic resources waste their time. 6 (2.83%) were undecided. The table above also revealed that 160 (75.47%) It has improved their independent and life-long reading skills. While 43 (20.28%) disagreed. The remaining 9 (4.25%) were undecided.

**Table 4: To identify the reading pattern of students of Adeleke University, Ede.**

Students' reading pattern	SA	A	SD	D	U	R	%
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I read less than two hours daily	71 (33.49%)	102 (48.11%)	18 (8.49%)	21 (9.91%)	-	212	100
I make use of library for my reading	43 (20.28%)	77 (36.32%)	37 (17.45%)	52 (24.53%)	3 (1.41%)	212	100
I read for academic purpose mostly	60 (28.30%)	92 (43.40%)	37 (17.45%)	22 (10.38%)	1 (0.47%)	212	100
I prefer reading on my laptop or mobile device to reading in the library	154 (72.64%)	37 (17.45%)	21 (9.91%)	-	-	212	100
I prefer reading electronic resources to printed resources	123 (58.02%)	29 (13.68%)	50 (23.58%)	8 (3.77%)	2 (0.94%)	212	100
I engage in leisure reading	37 (17.45%)	13 (6.13%)	127 (59.91%)	30 (14.15%)	5 (2.36%)	212	100
I only read when I have tests or exams	100 (47.17%)	82 (38.68%)	12 (23.91%)	18 (8.49%)	-	212	100

**SA: Strongly Agreed; A: Agreed; SD: Strongly Disagreed; D: Disagreed; U: Undecided; R: Respondent; %: Percentage.**

The table above identifies the reading pattern of students. It revealed that 173 (81.6 %) agreed that they read less than two hours daily, while 39 (18.4 %) disagreed. Consequently, 120 (56.6 %) agreed that they make use of library for their reading, while 89 (41.98 %) disagreed to the fact that they make use of library for their reading. 3 (1.41%) were undecided. The table also revealed that 152 (71.7%) agreed that they read for academic purpose mostly. 52 (41.98 %) disagreed. Only 1 (0.47%) did not respond to the question. The table also revealed that 191 (90.09 %) agreed to the fact that they prefer reading on laptops or mobile devices to reading in the library. 21 (9.91%) disagreed. 152 (71.7 %) settled with the fact that they prefer reading electronic resources to printed resources. While 58 (27.35%) did not settled with the fact that they prefer reading electronic resources to printed resources. 2 (0.94%) were undecided. When trying to confirm if students engage in leisure reading, 50 (23.58 %) agreed, while 157 (74.06 %) disagreed that they engaged in leisure reading. The remaining 5 (2.36%) were undecided. Consequently, 182 (85.85%) agreed that they only read when they have tests or exams. When 30 (14.15%) disagreed that they read when they have test or exams only.

**Table 5: What are the factors hindering the effective use of electronic resources on students reading culture in Nigerian Universities?**

<b>Factors hindering the effective use of E-Resources</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>R</b>	<b>%</b>
Inadequate skill on how to use e-resources	26 (12.26%)	73 (34.43%)	56 (26.42%)	54 (25.47%)	3 (1.42%)	212	100
My library does not have e-resources	23 (10.85%)	32 (15.09%)	92 (43.40%)	60 (28.30%)	5 (2.36%)	212	100
Inadequate facilities for using e-resources in my library	22 (10.38%)	33 (15.57%)	105 (49.53%)	50 (23.58%)	2 (0.94%)	212	100
Poor power supply	12 (5.66%)	27 (12.74%)	85 (40.09%)	87 (41.04%)	1 (0.47%)	212	100
Poor internet facility	95 (44.81%)	60 (28.30%)	37 (17.45%)	20 (9.43%)	-	212	100

**SA: Strongly Agreed; A: Agreed; SD: Strongly Disagreed; D: Disagreed; Undecided R: Respondent; %: Percentage.**

Table 5 reveals that 99 (46.69%) agreed that one of the major factors hindering the effective use of electronic resources on students reading culture in Nigerian Universities is inadequate skill on how to use e-resources. Similarly, 55 (25.94%) agreed to the fact that their library do not have e-resources, while 55 (25.94%) agreed that there is inadequate facilities for using e-resources in their library. The table also revealed that 39 (18.4%) agreed that poor power supply is one of the factors hindering the effective use of electronic resources. Also, 155 (73.11 %) are of the view that poor internet facility is one of the factors hindering the effective use of electronic resources on students reading culture.

### **Discussion of findings**

1. The research reveals that e-book, e-journal, and e-news are the most commonly use electronic resources among the students. Less attending is given to e-resources like databases, e-reference and CD-ROM by the students. Isiakpona, and Ifijeh (2012),

Omotayo (2010), Adeniran, (2013), also mentioned some of these e-resources in the library.

2. The research further reveals that electronic information resources are often utilized among the student of the institution. This maybe as a result of increase in technological advancement.
3. The research also reveals how e-resources influence reading culture and most of the respondents reveal that it improves their reading habit; it has expanded their reading possibility; it makes reading more enjoyable; it has improved their independent and life-long reading skills. This finding seems to agreed with (Makotsi, 2005) in the literature reviewed. A handful of them disagreed with the fact that It reduces their reading interest and that, Using electronic resources waste their time.
4. When trying to find out the reading pattern of the students, the research reveals that most of the students read less than two hours daily; also, most of them don't read for leisure. Similarly, the research reveals that students read for academic purpose mostly. This has really shown that the reading pattern is very low. A major problem however identified by Egberongbe (2011) and Olukemi (2010) are of the same opinion with the result of this research result. Some of the students also agreed that they prefer reading on their laptops or mobile devices to reading in the library. Consequently, the research agreed to the fact that students prefer reading electronic resources to printed resources. Some of the students bear their mind by saying they only read when they have tests or exams.
5. With the mind of trying to identify likely problems hindering the effective use of electronic resources on students reading culture, the research shows that most of the students have inadequate skill on how to use e-resources; also the students do not believe that there are inadequate facilities for using e-resources in their library. Most of the students do not also believe that poor power supply is a problem hindering the use of e-resources. The respondents reveal that poor internet facilities are a key factor hindering the use of electronic resources in the library. This research also agreed with the findings of Isah (2010) where he found that slow internet access, lack of constant power supply were the major factors inhibiting the use of e-resources.

## **Recommendations**

**The following recommendations were made based on the findings of this study.**

1. There should be more awareness on the use of databases and e reference. The few students that not conversant with the use of e-books, e-journals, CD-ROM and e-news should be encouraged to use it. This will enhance their reading culture and at the same time improve their academic achievement.
2. Students that rarely or never utilized electronic information resources should be encouraged doing so. Also enabling environment should be created for the use of e-resources.
3. There is a great need to improve upon the low level of reading skills among students of the institution. Students that read for less than two hours should be made to see the reason to read for more hours as a student.
4. The students should be advice not to read for academic purpose alone, but to read to increase their reading habit and to be conversant with what is happening in the society.
5. The students should be advice to read novels, newspapers and other light books at their leisure time.
6. Awareness program and constant training should be available for students on how to use e-resources.
7. The institutions should get make a better internet facilities available for students, this will enhance effective reading habit among students.

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