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READING CULTURE AND USE OF LIBRARY INFORMATION RESOURCES AMONG THE UNDERGRADUATE STUDENTS IN UNIVERSITY OF ILORIN

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Abstract

This study examined reading culture and use of library information resources among the undergraduate students in University of Ilorin. Five research questions were developed and two null hypotheses were formulated which were tested at 0.05 level of significant. The study adopted descriptive survey research design and the population of the study consists of all the undergraduate students in University of Ilorin while stratified random sampling technique was used to select 382 respondents. A questionnaire titled "Questionnaire on Reading Culture and Use of Library Information Resources among Undergraduate Student" (QRCULIRUS) was used to collect data from the respondents. The instrument was validated using content and construct validity method with a reliability co-efficient of $r=0.75$ using Cronbach alpha technique. Three hundred and eight-two copies of the questionnaire were administered to the undergraduate students in University of Ilorin out of which 359 copies were returned and completely filled. Frequency counts and percentages were used to analyze data collected for the five research questions while T-test and Pearson Product Moment Correlation (PPMC) were used to test the two null hypotheses of the study. The study found that majority of the respondents cultivate reading culture and majority of them use textbooks, reference resources, novels and magazines. The results also revealed that majority of the respondents spend 1-2 hours on reading every day and the reasons why they use information materials in the library are to pass exam, complement studies, acquire new knowledge, develop themselves academically, and to do assignment while outdated information resources, epileptic power supply, scarcity of information resources, and inability to locate choice of information materials in the library are the major challenges that students encountered while reading and using library information resources. The result of the first null hypothesis revealed that there is a significant difference in the reading culture of male and female students in University of Ilorin while the result of the second null hypothesis showed that there is a significant relationship between reading culture and use of library information resources. Based on the findings of the study, the study recommends that library management should encourage student by providing necessary infrastructural facilities into the library which will prompt them to continue using the library; and libraries should acquire recent information materials in to the library to keep enticing the students to use the library.

Key Words: Reading culture, Library, Information resources.

Introduction

Throughout the world, reading is one of the powerful tools in the life of an individual to excel. In other words, reading is very pertinent in the daily life of people and students' academic achievement. This is because there is no way individual can survive the challenges and demands of academic if such a person cannot read properly or read at all. This means that reading is important in education and for unrestrained intellectual growth of a person. In support of this statement, Akanda, Hoq and Hasan (2013) postulated that the ability to read is at the heart of self-education and lifelong learning and that it is an art that is capable of transforming life and society. To achieve this, individuals must cultivate reading culture by making part and parcel of their daily activities. To buttress this statement, it is the culture that will make pupils in primary and secondary school, and also students in the tertiary institution to be expose to read widely and study textbooks and other reading materials for their academic activities. Conceptually, the term reading culture according to UNESCO (2009) refers to the tradition of people who place high premium on reading such that they become active, engaged and avid readers. One of the social institutions that exposed students to reading or to cultivate reading culture is the library. Over the year, library has been known as a social institution that acquires, organized and disseminates information resources to library users. Academic library which is one of the types of the library also support students to cultivate reading culture through the services they rendered and the information materials they acquired into library collection. Most importantly, it should be noted that the value of the libraries is based on the technical infrastructure and quality of the information resources they acquired. Popoola and Haliso (2009) gave an insight of the information resources acquired into the library which include textbooks, journals, indexes, abstracts, newspapers and magazines, reports, CD-ROM databases, internet/E-mail, video tapes/cassettes, diskettes magnetic disk, computers, micro forms among others. These information resources were acquired into the library to support teaching and learning and to support critical aspect of the academic work of both the students, lecturers and researchers.

Despite the large amount of fund spend on the acquisition of information materials into the library collection, research had shown that in this recent time, students can no longer show off the number of reading information materials they cover within a given period but can disclose the number of home video and fun oriented television programmes they have watched on daily basis (Egong, 2014). This means that there is decline in the use of information resources among the students. The implication of this is that the inability of the students to cultivate the reading culture may be difficult for them to perform effectively in their academic activities which will in turn be difficult for the society to attain meaningful development and growth. One of the reasons why most of the developed countries such as Japan, America, and Britain among others achieved technological breakthroughs and attained meaningful development is because they imbibed reading and research as part of their culture by making great utilization of the information resources (Iheanacho, 2007). However, in the case of the developing countries, there is a mix feeling on the reading culture of students which serve as one of the factors that affect their use of library information resources (Ogwu, 2010). Therefore, it is against this background that this study was set out to examine the reading culture and use of information resources among the undergraduate students in University of Ilorin.

Statement of the Problem

Over the years, reading culture and use of information resources have received great attention from different research scholars. This is because in the evolving knowledge society, reading is considered crucial for gaining the necessary information and insights, which prepare a person to face the diverse challenges of life. However, despite the fact that the importance of reading culture in the utilization of library resources cannot be overemphasized, it is unfortunate that in Nigeria, there has been the general feeling among Nigerians that reading culture has been a missing link in the educational development of the nation and people are worried that there has been a decline in the reading culture of undergraduate students in Nigeria which greatly affect the utilization of library information resources (Ifedili, 2009; Ogwu, 2010). Previous researchers reported that the decline in the reading culture of the students thereby contributing to low usage of library information resources (Onifade, 2012; Ihuoma, 2012; Onuoha, Unegbu & Umahi, 2013). This showed that if the students do not cultivate reading culture, the quality and standard of our graduate and education may go down which may affect the development of the country. In the case of University of Ilorin, little or no extensive study had been carried out on the reading culture and use of information resources among the undergraduate students. Therefore, it is in the light of this that this study was designed to examine reading culture and use of library information resources among the undergraduate students in University of Ilorin.

Objectives of the Study

The broad objective of this study is to examine reading culture and use of library information resources among the undergraduate student in University of Ilorin. Specifically, the study will:

- i. Examine the reading culture of undergraduate students in University of Ilorin;
- ii. Identify information resources that students use in the library;
- iii. Determine the hours students spend on reading the information resources in the library;
- iv. Investigate the reasons why students use information resources in the library; and
- v. Identify challenges that students encountered while reading and using library information resources.

Research Questions

The following research questions will be answered:

- i. What are the reading cultures of undergraduate students in University of Ilorin?
- ii. What are the information resources that students use in the library?
- iii. How many hours students spend on reading the information resources in the library?
- iv. What are the reasons why students use information resources in the library?
- v. What are the challenges that students encountered while reading and using library information resources?

Hypothesis

The following null hypothesis will be tested at 0.05 level of significant

- H₀₁ There is no significant difference in the reading culture of male and female undergraduate students in University of Ilorin

H₀₂ There is no significant relationship between reading culture and use of library information resources among the undergraduate students in University of Ilorin.

Scope of the Study

This study focused on reading culture and use of library information resources among the undergraduate students in University of Ilorin. The study was limited to University of Ilorin, Kwara State. Furthermore, the population of the study consists of all the undergraduate students in University of Ilorin. Questionnaire was the only instrument used to collect data from the respondents. Also, the data collected was analyzed using frequency counts and percentages while T-test and Pearson Product Moment Correlation (PPMC) was used to test the two hypotheses formulated in the study.

Review of Related Literature

Numerous empirical studies had been carried out by different researchers on the reading culture and use of library information resources among the students both in Nigeria and other part of the world. For example, Owusu-Acheaw (2014) examined the reading habits among students in Koforidua Polytechnic and its effect on their academic performance. Questionnaire was used for the data collection. The data collected were analyzed with the use of Statistical Package for Social Science (SPSS). The study found that majority of the respondents acknowledge the importance of reading in their academic career. The study also found that 81.9% of the respondents neither read novel nor fiction within the last two semesters while 62.0% of the respondents only read for the purpose of passing examination. The study confirmed that reading habit has influence on their academic performance and there is a relationship between reading habit and academic performance. In the same vein, Akabuikie and Akika (2012) examined the reading habits of undergraduates and their academic performance. A total number of two hundred (200) undergraduates of Nnamdi Azikiwe University Awka and Anambra State University were randomly selected from four faculties as research subjects. The subjects were exposed to a reading test, while some students were interviewed so as to elicit useful information on their reading habits and how it affects their performance. The study found that poor reading habit and negative attitude towards reading resulted to their abysmal performance as evident in the reading test conducted. The study also showed that many students read only to pass their examination and not for pleasure and acquiring knowledge. This was determined by their reading test, structured interview and questionnaire administered to the selected undergraduate students. In addition, Onuoha, Unegbu and Umahi (2013) also investigated the reading habits and library use patterns of students in the department of Information Resources Management, Babcock University, Nigeria. The descriptive survey design was used for the study. The population was made up of 210 students in the 2nd and 3rd year of study. Sampling was enumerative. A questionnaire was used for data collection. Data collected were analysed using frequency and percentage counts. Findings indicate that majority of the respondents spend more than an hour reading every day. The purpose of reading was found to be mainly for entertainment. The research also showed that respondents were also found to read mostly newspapers and other general interest magazine. However, this finding contradicts the finding of Akabuikie and Akika (2012). The reason for this may be subjected to the difference in the geographical location that their studies were conducted.

In another study carried out by Jato, Ogunniyi and Olubiyo (2014) who examined study habits, use of libraries and students' academic performance in selected secondary schools in Ondo West Local Government Area of Ondo State adopted survey technique, and the instrument for data collection was questionnaire. Complete enumeration was the procedure used for the study. A total number of 296 copies of questionnaire were administered and retrieved out of which 14 copies were not completely filled and were invalid. This means that, 284 (95%) copies were valid for analysis. The study found that irregular use of school libraries by the students was one of the factors for poor scores in test and examination, many students did not study outside the school, and academic performance of the students was poor in Mathematics and English Language. Similarly, Whitmire (2002) found that undergraduate in the soft disciplines (humanities, business, social sciences and education) compared to undergraduates in hard disciplines (physical sciences and engineering) engaged in more information seeking activities in addition to using the library as a place to read and study. Akanda, Hoq and Hasan (2013) investigated reading habit of students in Social Sciences and Art in Rajshahi University. The study found that majority of the respondents read to develop their life and majority of them read textbooks while majority spend 2-4 hours when they are reading. On the other hand, Fabunmi and Folorunsho (2010) investigated the poor reading culture as a barrier to students' patronage of selected secondary school libraries in Ado Ekiti Local Government Area of Ekiti State. The results of the study showed that computer and other media, harsh economic reality, societal demand for materialism, inadequate library materials among others are causes of poor reading culture of students in secondary schools. It was also revealed that materials in secondary school libraries are not organized, inadequate, not relevant, school librarians not readily available among others constitute the reasons for poor patronage of secondary schools libraries. In a separate study carried out by Ifedili (2009) on the reading culture among students in tertiary institutions in Nigeria showed that there was a high decline rate in the reading culture among the students in the tertiary institution; that 60% of students read prescribed textbooks only during examination period; that browsing and watching television have taken most of students' time for reading and that only 21% of students buy novels to read for knowledge and pleasure. Also, the study found that there is no significant difference between the responses of male and female students as to the status of reading culture among the students. Both male and female students strongly agreed that there was a poor reading culture among the students.

Methodology

Descriptive survey research design was adopted to carry out the study. The target population of this study consists of all the undergraduate students in University of Ilorin. As at 2018/2019 academic section, the total number of undergraduate students in University of Ilorin is 53,416 out of which 382 sample were selected through stratified random sampling technique across the fifteen faculties that made up of University of Ilorin. The justification for the selection of this sample size is determined by Raosoft calculator sample model. A questionnaire titled "Questionnaire on Reading Culture and Use of Library Information Resources among Undergraduate Student" (QRCULIRUS)" was used to collect data from the respondents. The questionnaire was divided into six sections, that is, section A to F so as to capture the objectives of the study. The instrument was validated using both content and construct validity method by giving four copies of the questionnaire to four research experts in the Department of Library and Information Science. From the advice given by the experts, some items were restructured and some items were added while irrelevant ones were removed. The reliability co-efficient of the

instrument is 0.75 using Cronbach alpha technique. A total number of 382 copies of the questionnaire were administered to the respondents in their class room and were asked to fill and return it immediately. Out of 382 copies of the questionnaire administered, 359 copies were returned back and completely filled which give 94% return rate. Data collected were analyzed using frequency counts and percentages while the hypotheses of the study were analyzed using T-test and Pearson Product Moment Correlation (PPMC).

Data Analysis

Demographic Information of the Respondents

Table1: Demographic Information of the respondents

| Gender | Frequency | Percent |
|-----------------------|------------------|----------------|
| Male | 228 | 63.5 |
| Female | 131 | 36.5 |
| Total | 359 | 100.0 |
| Age | | |
| 16-20 | 90 | 25.1 |
| 21-25 | 218 | 60.7 |
| 26-30 | 51 | 14.2 |
| Total | 359 | 100.0 |
| Level of Study | | |
| 100 | 119 | 33.1 |
| 200 | 146 | 40.7 |
| 300 | 32 | 8.9 |
| 400 | 62 | 17.3 |
| Total | 359 | 100.0 |

The results in Table 1 showed the demographic information of the respondents, the resulted revealed that out of 359 respondents, 228 (63.5%) were male while 131 (36.5%) were female. This means that majority of the respondents were male. The result also showed that 218 (60.7%) respondents fall between the ages of 21-25 while 90 (21.5%) respondents fall between the ages of 16-20, and 51 (14.2%) respondents fall between the ages of 26-30. This means that majority

of the respondents fall between the ages of 21-25. On the academic level of the respondents, the result revealed that 146 (40.7%) respondents were in 200 level while 119 (33.1%) were in 100. On the other hands, the results showed that 62 (17.3%) were in 400 level while 32 (8.9%) respondents were in 300 level. In summary, it can noted that majority of the respondents were in 200 level.

Research Question 1: What are the reading cultures of undergraduate students in University of Ilorin?

Table 2: Reading Culture of Undergraduate Students in University of Ilorin

| S/N | Statement | SA | A | D | SD |
|-----|---|----------------|----------------|----------------|----------------|
| 1 | I do read the information materials in the library everyday | 163 (45.4%) | 196 (54.6%) | - | - |
| 2 | I only read during exam period | 195 (54.3%) | 131 (36.5%) | 33 (9.2%) | - |
| 3 | I only read to do my assignment | 97 (27.0%) | 33 (9.2%) | 229 (63.8%) | - |
| 4 | I am more interested in watching movies than reading for long hours | 33 (9.2%) | 32 (8.9%) | 164 (45.7%) | 130 (36.2%) |
| 5 | I read mostly to contribute in the class | 164 (45.7%) | 97 (27.0%) | 32 (8.9%) | 66 (18.4%) |
| 6 | I read the information resources that is of interest to me | 131 (36.5%) | 163 (45.4%) | 65 (18.1%) | - |
| 7 | I read to keep myself up to date | 66 (18.4%) | 98 (27.3%) | 97 (27.0%) | 98 (27.3%) |
| 8 | I read 1-2 information materials in a day | 197 (54.9%) | 98 (27.3%) | 64 (17.8%) | - |

Note: SA+A= Agree while D+SD= Disagree

The result in Table 2 revealed the reading cultures of undergraduate students in University of Ilorin. The results showed that out of 359 respondents, 359 (100.0%) agreed that they do read the information materials in the library everyday. The results revealed that 33 (9.2%) agreed that they only during exam period while 326 (90.8%) disagreed with this statement. In the same vein, the result illustrate that 130 (36.2%) agreed that they only read to do their assignment while 229 (63.8%) disagreed with this statement. Furthermore, the result showed that 65 (18.1%) agreed that they are more interested in watching movies than reading for long hours while 294 (81.9%) disagreed with this statement. Similarly, the result revealed that 261 (72.7%) agreed that they read mostly to contribute in the class while 98 (54.3%) disagreed with this statement. Also, the results explained that 294 (81.9%) agreed that they read the information resources that is of interest to them while 55 (18.1%) disagreed with this statement. In addition, the result showed that 164 (45.7%) agreed that they read to keep themselves up to date while 195 (54.3%.7%). Lastly, the result revealed that 295 (82.2%) agreed that they read 1-2 information materials in a

day while 64 (17.8%) disagreed with this statement. In summary, it can be deduced that majority of the respondents had positive reading culture and cultivate the habit of reading.

Research Question 2: What are the information resources that students use in the library?

Table 3: Information Resources that Students Use in the Library

| S/N | Statement | Yes | No |
|-----|-----------------------|-------------|-------------|
| 1 | Textbooks | 242 (67.4%) | 117 (32.6%) |
| 2 | Newspaper | 163 (45.4%) | 196 (54.6%) |
| 3 | Reference resources | 229 (63.8%) | 130 (36.2%) |
| 4 | Novel | 207 (57.7%) | 152 (42.3%) |
| 5 | Almanac | 99 (27.6%) | 260 (72.4%) |
| 6 | Undergraduate project | 130 (36.2%) | 229 (63.8%) |
| 7 | Magazine | 226 (63.0%) | 133 (37.0%) |

The results in Table 3 identified the information resources that students use in the library. The results showed that textbooks, reference resources, novels and magazines are the major information resources that students use in the library.

Research Question 3: How many hours students spend on reading the information resources in the library?

Table 4: Hour(s) Students spend on Reading Information Resources

| Hours | Frequency | Percent |
|-------------------|------------|--------------|
| 0-1 hour | 32 | 8.9 |
| 1-2 hour | 130 | 36.2 |
| 2-3 hours | 98 | 27.3 |
| More than 3 hours | 99 | 27.6 |
| Total | 359 | 100.0 |

The results in Table 4 revealed hour(s) that students spend on reading information resources. The results showed that 130 (36.2%) respondents spend 1-2 hour on reading while 99 (27.6%) spend more than 3 hours on reading. On the other hand, the results revealed that 98 (27.8%) agreed that they spend 2-3 hours on reading while 32 (8.9%) spend 0-1 hours on reading. This showed that majority of the respondents spend 1-2 hours on reading the information resources in the library.

Research Question 4: What are the reasons why students use information resources in the library?

Table 5: Reasons why Students use Information Resources in the Library

| S/N | I use library information resources to: | Yes | No |
|-----|---|-------------|-------------|
| 1 | pass exam | 294 (81.9%) | 65 (18.1%) |
| 2 | develop myself academically | 228 (63.5%) | 131 (36.5%) |
| 3 | carryout research | 131 (36.5%) | 228 (63.5%) |
| 4 | do assignment | 195 (54.3%) | 164 (45.7%) |
| 5 | complement studies | 293 (81.6%) | 66 (18.4%) |
| 6 | acquire new knowledge | 261 (72.7%) | 98 (27.3%) |

Results in Table 5 revealed the reason why students use information resources in the library. The results showed that majority of the respondents use library information resources to pass exam (81.9%), complement studies (81.6%), acquire new knowledge (72.7%), develop themselves academically (63.5%), and to do assignment.

Research Question 5: What are the challenges that students encountered while reading and using information resources?

Table 6: Challenges Students Encountered while reading and using information resources

| S/N | Statement: The challenges faced include: | Yes | No |
|-----|--|-------------|-------------|
| 1 | Poor organization of library information resources | 89 (24.8%) | 270 (75.2%) |
| 2 | Scarcity of information resources | 249 (69.4%) | 110 (30.6%) |
| 3 | Outdated information resources | 261 (72.7%) | 98 (27.3%) |
| 4 | Nonchalant attitude of librarian to assist | 130 (36.2%) | 229 (63.8%) |
| 5 | Too many irrelevant information material | 131 (36.5%) | 228 (63.5%) |
| 6 | Inability to locate choice of information material | 206 (57.4%) | 153 (42.6%) |
| 7 | Epileptic power supply | 251 (69.9%) | 108 (30.1%) |

The results in Table 6 identified challenges that students encountered while reading and using information resources in the library. The result showed that outdated information resources, epileptic power supply, scarcity of information resources, and inability to locate choice of information materials in the library are the major challenges that students encountered while reading and using library information resources.

Testing of Hypotheses

H₀₁ There is no significant difference in the reading culture of male and female undergraduate students in University of Ilorin.

Table 7: Difference in the reading culture of male and female undergraduate students

| Variable | N | M | SD | T-value | Df | P |
|----------|-----|-------|------|---------|-----|--------|
| Male | 228 | 12.59 | 3.93 | | | |
| | | | | 82.47 | 357 | .000** |
| Female | 131 | 8.11 | 1.72 | | | |

Result in Table 7 showed the differences in the reading culture of male and female undergraduate students. The results in the table reveal that there is a significant difference in the reading culture of male and female students in University of Ilorin. From the result, the t-value which is 78.19 and the p-value which is 0.000 is less than the level of significant 0.05. Furthermore, the mean score of male undergraduate students which is 12.59 is significantly higher than the mean score of undergraduate female undergraduate students which is 8.11. Therefore, the null hypothesis is rejected. In the light of this, the study in turn establishes that there is a significant difference in the reading culture of male and female undergraduate students in University of Ilorin.

H₀₂ There is no significant relationship between reading culture and use of library information resources among the undergraduate students in University of Ilorin.

Table 8: Relationship between Reading Culture and Use of Library Information Resources

| Variables | Mean | SD | N | DF | R-cal | P-value | Remark |
|--------------------------------------|-------|------|-----|-----|-------|---------|--------|
| Reading Culture | 12.39 | 2.92 | | | | | |
| | | | 359 | 357 | 0.681 | .000** | Sig. |
| Use of Library Information Resources | 19.06 | 4.73 | | | | | |

Source: Field Survey (2018) ** Correlation is significant at the 0.01 level (2-tailed)

Table 8 showed the synopsis of the test of the hypothesis which revealed that there is a significant relationship between reading culture and use of library information resources. This is shown in the table where the correlation coefficient (r) is = 0.681; df= 357 and P= 0.000 which is less than the level of significant 0.05. This means that there is a significant relationship between the reading culture and use of library information resources. Therefore, the null hypothesis is rejected. The study therefore, establishes that there is significant relationship between reading culture and use of library information resources. This means that the more student cultivate the reading habit the more they use library information resources.

Discussion of Findings

The main objective of this study is to examine reading culture and use of library information resources among the undergraduate students in University of Ilorin. The first finding of the study showed that majority of the undergraduate students in University of Ilorin cultivate reading culture. This is because majority of the respondent claimed that they do read the information materials in the library everyday and read at least 1-2 information materials in a day. This finding is in agreement with the work of This finding is in line with the work of Onuoha, Unegbu and Umahi (2013) who studied the reading habits and library use patterns of students in the department of Information Resources Management, Babcock University, Nigeria. The researchers found that majority of the undergraduate students do read every day. The reason for this may be subjected to the fact that they want to be well grounded in general knowledge. However, this finding contradict the work of Jato, Ogunniyi and Olubiyo (2014) who reported that students in Ondo west secondary school had poor reading culture due to their unavailability of the information resources. In the light of this, government needs to equip the library with necessary information resources that will motivate students to use the library and they will make reading as part of their life. The reason why this present study contradicts the work of Jato, Ogunniyi and Olubiyo may be subject to the fact that they use different population. In order to identify the information resources that students used in the library, the study found that textbooks, reference resources, novels and magazines are the major information resources that students use in the library. This finding is in agreement with the work of Akanda, Hoq and Hasan (2013) who found that the students in Social Sciences and Art in Rajshahi University use mostly textbooks. The reason why student mostly used these information resources may be attributed to the quality of information they obtain in these information resources so as to perform effectively in their academics.

Since the students claimed that they cultivate reading culture, the study examined hours they spend on reading the information resources. The study found that majority of the students spend 1-2 hours on reading. This finding corroborates the work of Orakpor (2012) who carried out study on the comparative study of the reading habits of theological and management students of St. Paul's University College. The study found that majority of the students spends 1-2 hours on reading. However, this finding against the work of Akanda, Hoq and Hasan (2013) who found that the students in Social Sciences and Art in Rajshahi University spend 2-4 hours. This shows that these students spend more hours in reading than the student in University of Ilorin. Furthermore, the study made an effort to investigate the reason why students read the information materials in the library, the findings showed that majority of the students read to pass exam, complement studies, acquire new knowledge, develop themselves academically, and to do assignment. This is common and applicable to most of the students both in African and European countries. This is because most of the students read mostly for the academic purpose so as to have good grade in their exam. This finding supported the work of Ifedili (2009) as well as that of Akabuike and Akika (2012) who found that undergraduates in Nnamdi Azikiwe University Awka and Anambra State University mostly read to pass their examination. However, this finding against the study of Onuoha, Unegbu and Umahi (2013) who found that undergraduates in Babacok University mostly read for entertainment.

Despite the fact that students cultivate good reading habit, however, the study revealed that they still encountered some challenges while reading and using information resources. Some of the

challenges that the students identified include outdated information resources, epileptic power supply, scarcity of information resources, and inability to locate choice of information materials in the library. In most of the African countries, these are the challenges that students encountered while reading and making use of the library information resources. This is because most of the libraries in African countries are poorly funded and also lack infrastructural facilities that will attract students to engage in reading and to use the information resources acquired into the library. This finding is in line with the work of Fabunmi and Folorunsho (2010) who reported similar challenges that students encountered while engaging in reading and making use of the library resources. The result of the first null hypothesis revealed that there is a significance difference in the reading culture of male and female students in University of Ilorin. This because the study found that there is difference in the mean score of male and female students on the reading culture of students, that is, the mean score of male students is significantly higher than their means score of female students. This means that male student cultivate reading culture than female students. This finding contradict the work of Ifedili (2009) who found that there is no significant difference in the reading culture of second year male and female students in Nigerian tertiary institutions. Also, the result of the second null hypothesis showed that there is a significant relationship between reading culture and use of library information resources. This means that both reading culture and utilization of library resources go together. That is, if the students cultivate reading culture there will be increase in the utilization of library information resources. On the other hand, if the students had poor reading culture it will affect the utilization of library information resources.

Conclusion and Recommendations

Based on the finding of this study, it could be concludes that undergraduate students in University of Ilorin cultivate reading culture which resulted to their use of library information resources by spending at least 1-2 hours on reading every day. Also, the reason why the students engage in using information materials is to pass exam and to complement their studies. Although, the students cultivate the reading habit still they encountered some challenges such as outdated information resources, epileptic power supply, scarcity of information resources, and inability to locate choice of information materials in the library which university and library management need to address. In the light this, the study make the following recommendations:

1. Although the student imbibe reading culture, still library management need to be encourage them by providing necessary infrastructural facilities into the library which will prompt the students to continue with the usage of the library.
2. Despite the fact that students are always using the library, libraries should provide recent information materials in order to keep enticing the students to the library.
3. Parents should encourage their children at the tender age to go to the library so that they will familiarize themselves with the use of the library.

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