

Promotion's impact on digital era reading habits at Kwara State University

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Abstrak

Kemajuan sebuah negara sangat berkaitan erat dengan sistem pendidikannya, karena masyarakat yang terdidik sangat menentukan perkembangan negara tersebut. Di Nigeria, terjadi penurunan minat membaca yang signifikan di kalangan mahasiswa. Mahasiswa cenderung lebih menyukai aktivitas yang kurang bermakna dibandingkan dengan membaca. Penelitian ini bertujuan untuk mengetahui dampak promosi membaca terhadap kebiasaan membaca mahasiswa di era digital, khususnya di Fakultas Teknologi Informasi dan Komunikasi Universitas Negeri Kwara. Penelitian ini menggunakan pendekatan kuantitatif melalui metode survei terhadap mahasiswa di tiga jurusan: Ilmu Komputer, Komunikasi Massa, dan Ilmu Perpustakaan dan Informasi yang berjumlah 1.334 mahasiswa. Sebanyak 299 siswa dipilih sebagai sampel menggunakan kalkulator ukuran sampel Raosoft. Survei dilakukan dengan menggunakan kuesioner online yang disebarluaskan melalui media sosial. Dari 299 siswa yang merespons, hanya 152 siswa, sekitar 51%, yang menyelesaikan survei. Hasil penelitian menunjukkan bahwa mahasiswa menggunakan berbagai alat digital untuk membaca, termasuk database online, situs web, email, ponsel, dan video. Internet membuat membaca menjadi lebih menarik. Kebanyakan siswa membaca untuk keperluan ujian, pengembangan diri, tujuan akademik, hiburan, dan penelitian. Kesimpulan dari penelitian ini adalah promosi membaca memiliki pengaruh positif terhadap kebiasaan membaca mahasiswa di era digital di Universitas Negeri Kwara. Ini menunjukkan bahwa dorongan membaca dapat secara efektif meningkatkan keterlibatan mahasiswa dalam membaca di dunia digital saat ini.

Kata kunci: promosi; membaca; kebiasaan membaca; mahasiswa

Abstract

The progress of a country is closely linked to its education system, as educated people are critical to its development. In Nigeria, there's a noticeable decline in reading interest among university students. They seem to prefer less meaningful activities over reading. This study investigates how promoting reading can impact the reading habits of students in the digital age, specifically at Kwara State University's Faculty of Information and Communication Technologies. The research used a survey method to collect data from students across three departments: Computer Science, Mass Communication, and Library and Information Science, totaling 1334 students. A sample of 299 students was chosen using the Raosoft sample size calculator. The survey was conducted using an online questionnaire distributed via social media. Out of 299, only 152 students responded, which is about 51%. The findings revealed that students use various digital tools for reading, including online databases, websites, emails, mobile phones, and videos. The internet makes reading more engaging. Most students read for exams, personal development, academic purposes, entertainment, and research. In conclusion, the study shows that promoting reading positively influences the reading habits of students in the digital era at Kwara State University. This suggests that encouraging reading can effectively enhance students' engagement with reading in today's digital world.

Keywords: promotion; reading; reading habit; students

INTRODUCTION

There is a popular cliché that “if you want to keep anything from an African, put it in a book.” The development or progress of any country largely depends on the level of its education system, as human resource is crucial in the process. Therefore, it is perceived in Nigeria that reading habit has declined to the extent that students in Nigerian universities do not find joy in reading but prefer to be involved in other frivolous activities. Chiegonu, Idoko, and Chioma (2020) observed that reading is the process of restoring the dignity of man in facing societal issues. This implies that reading showcases the influence man has over society. It is also seen that reading is crucial to developing and improving human minds. The meaningful decoding and understanding of text in print and digital modes are considered the definition of reading (Muhamad, Hoang, & Chu, 2023).

Reading is more than merely picking up a book. It is a routine activity in our daily life. However, Organizations like the National Library of Nigeria, the Reading Association of Nigeria, and the Nigerian Book Development Council, among others, have been concentrating on promoting effective reading habits among Nigeria's populace. Since 1981, the National Library of Nigeria has helped the country's initiative to increase readership (Fideral Ministry of Information and Orientation, 2021). According to Issa, Amusan, Adeniran, and Bolarinwa (2014), reading is a dynamic effort on the part of readers to understand the writer's message and the ability to pinpoint the critical ideas of printed and written texts to impart new knowledge and information to students. However, if a person has mastered the culture of reading, which is often a reading habit, reading becomes a part of that person.

Awoyemi and Yusuf (2016) noted that reading regularly is a habit and that the growth of a mindset and the possession of skills make reading a fun, regular, and ongoing activity. Meanwhile, Adeyemi (2021) posited that reading habit is characterized by the behaviors and actions one engages in while reading. This is alluded to the occasional activities that individuals or students partake in reading. According to Sulaiman and Akanbi (2020), a reading habit is a behavior that expresses a person's preference for reading. This indicates the methods and patterns in which individuals organize reading at a particular period. Generally, promoting reading habits aims to increase public awareness of reading. It is usually believed that promotional activities of such nature are designed to make reading more commonplace and a lifelong hobby in society.

Babarinde, Babarinde, and Dike (2017) viewed that encouraging readers has long been a priority for many nations around the world; despite all of these initiatives, encouragement, one threat remains constant is that no country is contented with the proportion of engaged readers in its population. This means that most nations believe that to foster a long-lasting, healthy relationship between individuals and books, educational strategies and approaches used to promote reading must be repeatedly explored. It, however, stated further that the efforts of

libraries and educational organizations like UNESCO in developing countries to encourage reading habits are defaulted in the digital era. Children and their families today live in a time when digital media is prevalent, and various technologies impact how they perceive reading and writing and how they engage in reading and writing-related activities (Radesky, J. S., Schumacher, J., & Zuckerman, 2015).

In today's world, reading encompasses a variety of platforms, each offering unique ways to engage with text and narratives. Notably, there's growing interest in how mobile devices can enhance children's reading experiences. Digital technologies are often used synonymously with Information and Communication Technology (ICT). However, despite the pervasive influence of technology in modern Nigerian society, students' reading culture appears to be waning. Students tend to use their digital gadgets more for social media than reading. Students now frequently consider the traditional practice of reading books or other materials in a quiet library or at home archaic. They prefer spending time online, engaging with their phones, chatting, and sending continuous short message services (SMS) rather than reading for knowledge acquisition, a notion that remains hypothetical until proven by research (Akidi, Agbese, & Chukwueke, 2021). Based on these observations, this study explores the impact of promotional strategies on the reading habits of undergraduates in the digital age at the Faculty of Information and Communication Technology, Kwara State University, Malete, Nigeria.

Considering the series of efforts put in place in determining the promotion of reading habits in Nigeria, numerous reasons have been identified as contributing to Nigerians' poor reading habits. Awoyemi and Yusuf (2016) asserted that pursuing financial gain had diminished people's enthusiasm for learning new things, causing widespread financial difficulty in many households. Most parents hardly have enough money to cover their children's or wards' education expenses, let alone buy books for them. Some parents even consider buying books for their kids/wards, spoiling them because they think the class notes are enough for them. Moreover, the high prices of books and other informational resources have kept them out of the reach of most people, and the low availability of indigenous books exacerbates this due to the lack of support given to local authors to publish books. Moreover, efforts being put in place by libraries and educational organizations are perceived little, as it is seen that more than budget or little is given to promoting reading in Nigerian society.

Meanwhile, activities in digital society have dwindled reading among students because of the flexibility it comes with. It's perceived that once students find the habit of using most of their precious time on the internet, the reading habit of such students becomes threatened. However, most students struggle with using digital information, which affects their reading habits and worsens their academic performance. Due to the influence of digital information, it is noticed that tertiary students are reading much less of their books.

Even exam fraud may be related to the use of digital. The culture of reading is currently being suppressed among tertiary students due to the widespread use of digital information. They have transformed into passive readers who prefer to browse as a result. They would much rather spend hours chatting with friends than reading. Because they rely on the accessibility of digital information to provide quick fixes, some people even disregard what is taught in lecture halls in favor of using it. Because of this, this study examines the influence of promotion on reading habits in the digital era among undergraduates of the Faculty of Information and Communication Technologies, Kwara State University, Malete, Nigeria.

This study primarily explores how promotional activities influence reading habits among undergraduates in the digital age at the Faculty of Information and Communication Technology, Kwara State University, Malete, Nigeria. The specific goals include finding out which electronic resources these undergraduates use most often for reading, looking into how encouraging reading habits change the amount of time students spend reading, looking into how encouraging reading habits change the kinds of materials or devices students choose to read on, looking into how bright reading habits changes the reasons students read, and listing the problems students face when using electronic resources.

Electronic resources are a great addition to printed materials from the library. Their advantages include giving users access to information that might otherwise be unavailable due to financial or geographic restrictions, accessing more recent information, and offering extensive links to other websites. According to Umar (2015), electronic resources can be accessed using digital technologies, including texts, audio, visuals, graphics, and animations of various kinds.

Owolabi, Idowu, Okocha, and Ogundare (2017) conducted a detailed study in 2016 focusing on how undergraduates in the Faculties of Education and Social Sciences at the University of Ibadan use electronic information resources. The study aimed to understand the patterns and frequency of usage of these digital resources among students. To get a comprehensive view, the researchers selected a sample of 400 students, with 200 from each faculty. This sample was carefully chosen through a random selection method from a larger group of 1872 undergraduates, ensuring a fair representation of the student population in these faculties.

The researchers employed the Statistical Package for the Social Sciences (SPSS) software for data analysis, a sophisticated tool for handling complex data sets. This software helped them organize the data efficiently and calculate frequency distributions and percentages, which are essential for understanding usage patterns in a quantifiable manner. The findings of the study were quite revealing. They showed that undergraduate students at the University of Ibadan actively use various electronic information resources. The most commonly used resources included the internet, a vast information source and a crucial tool for academic research. Students also frequently use email, which is essential for communication, especially for

educational purposes like contacting professors or collaborating with peers. Online and electronic databases were also among the top resources utilized by the students. These databases provide access to academic materials, such as journal articles, research papers, and e-books, vital for students' coursework and research projects.

Stephen, Oludare, and Modupe (2014) investigated the influence of electronic resources on students reading culture in Nigerian Universities: A case study of Adeleke University, Ede, Osun State. The study used the survey method, and the 705 students at Adeleke University Ede were the intended participants. The sample was drawn at random. Two hundred twenty people were randomly chosen from the entire population. A questionnaire was used as a method of data collection. From 220 questionnaires in total, 212 of which were returned and valid for study. Frequency counts and percentages were used to analyze the data that had been collected. The study found that e-books, e-journals, and e-news are the three types of electronic resources that students use.

Divya and Mohamed (2020) conducted a study to evaluate the factors that affect the digital reading habits of students in Kerala's universities. They used a survey method and chose a stratified random sample of 588 postgraduate students from various teaching departments. The study discovered that most students felt the accessibility of laptops, mobile phones, and the Internet had positively impacted their digital reading habits. In a separate survey, Babarinde et al. (2017) investigated the reading habits and electronic media usage among junior secondary school students in the Nsukka Local Government area of Nigeria. They employed questionnaires and focus-group discussions as tools for data collection. Their findings indicated that while students had favorable views towards reading and electronic media, they tended to spend more time with electronic media, especially television. This preference for electronic media for leisure activities was found to reduce the time students spent on voluntary reading.

Joseph (2020) conducted a study to assess students' reading habits in Ekiti State secondary schools. This study employed a survey-type descriptive research design. It focused on all Junior Secondary School Students in public secondary schools located in the central senatorial district of Ekiti. A multiphase sampling procedure randomly chose 200 pupils from 10 public secondary schools. A specially designed questionnaire, named the Reading Habit Questionnaire (RHQ), was utilized for data collection. The study's findings indicated that most students read infrequently, dedicating less than two hours daily to this activity.

Andayani and Maryam (2019) used a descriptive research approach to investigate the reading preferences and interests of the Tangerang City population. They administered questionnaires to 350 chosen respondents to collect data. The study's outcomes revealed that 40% of the respondents selected reading as their favored recreational activity, displaying a specific inclination towards religious newspaper articles. To fulfill their reading interests, they frequently purchased religious books from bookstores. Furthermore, the study emphasized the

essential role of the family in fostering and cultivating reading habits. In a different study, Busari (2016) looked at how social media and peer use affected the reading habits of secondary school pupils in Oyo State, Nigeria. This study used a survey design, with the primary data collection tools being questionnaires. The study encompassed 2,468 senior secondary II students from 140 distinct schools. 53.8% of students read for less than an hour, 49.7% for two to four hours, 40.1% for one hour, 38.9% for four to six hours, and 32.6% for more than six hours, according to the data.

Digital devices are increasingly acknowledged as a primary reservoir of information for individuals who dedicate substantial time to reading. The investigation by Zia and Ahmed (2019) into student use of digital media and content revealed a preference for digital media for leisure reading while relying on printed textbooks for academic purposes. A correlated study by Mizra et al. (2021) examined the connection between the digital era and reading habits, extracting empirical evidence from a Pakistani engineering university. They collected data from first-year undergraduate students at Mehran University of Engineering and Technology in Jamshoro, Sindh, Pakistan, using a mixed-methods technique. Descriptive data were used in a quantitative study including 366 students, 281 of whom were male and 85 of whom were female. Furthermore, twenty students provided qualitative data, which was examined using content analysis. The findings of this study indicated that a significant proportion of students had previously accessed smartphones, which substantially augmented their reading culture.

A study by Rafiq, Khan, Asim, and Arif (2019) investigated the effects of social media platform usage on the reading behaviors exhibited by students who participated in their research. Their research found that platforms like Facebook, WhatsApp, Google, and YouTube are commonly used as reading resources. In another study, Daniel, Esoname, Chima, and Udoaku (2017) explored how reading habits affect students' academic performance at Afe Babalola University in Ado-Ekiti, Nigeria. They utilized a survey research method and structured questionnaires for data collection. Their findings indicated that most students read primarily for exam preparation, personal development, and to improve their spoken and written English skills.

Quadri and Abomoge (2013) evaluated reading and internet usage habits among undergraduate students in university libraries, focusing on Obafemi Awolowo University and the University of Ibadan as case studies. They employed a survey design and targeted undergraduate students from both universities. A multistage random sampling technique was utilized to select 214 participants, and questionnaires were the primary tool for data collection. Meanwhile, it was observed that students often read for various objectives, such as research, instruction, and enjoyment. Their findings showed that undergraduate students primarily read for academic and research purposes. In a related study, Mushtaq, Soroya and Mahmood (2021) investigated the reading habits of Generation Z students in Pakistan using a survey-based

questionnaire. Their research revealed that these students read for academic reasons. However, students read for various goals, such as research, education, and enjoyment.

Anhwere, Kwame, and Paulina (2015) conducted a study to identify the difficulties postgraduate students face when using electronic resources at the University of Cape Coast library. They adopted a descriptive survey method for their research. The study uncovered several obstacles, including poor internet connectivity, delays in downloading, challenges in accessing certain websites, inadequate internet access points, and a lack of skills in searching and retrieving information, which hindered the effective use of e-resources by postgraduate students at the university. Similarly, Armah and Cobblah (2021) explored various challenges students encounter while using electronic resources at the University of Cape Coast. They employed a descriptive survey design and used structured questionnaires for data collection. Descriptive statistics were applied to analyze the collected data. Their research showed that students had problems with using electronic resources for reading, such as slow internet connections, limited access to the university's portal, insufficient computers in the library, lousy lighting, and no extra services like printing right away. All these issues made it harder for them to use electronic resources effectively.

Okogwu, and Mole (2019) assessed the challenges postgraduate library users face in accessing electronic resources in university libraries in South East Nigeria. They utilized a descriptive survey design for their study. The results highlighted various issues encountered by these users, including the absence of continuous access, slow internet speeds, the struggle with an excess of information, inconsistent electricity supply, loss of access to content following subscription cancellations, the irrelevance of electronic resources to their information needs, and the complexity of using specific e-resources.

RESEARCH METHOD

This study used a quantitative type of survey research design. This is adopted owing to the spread of undergraduate students in the Faculty of Information and Communication Technologies, Kwara State University, Malete, Nigeria. The faculty has three departments, including computer science, mass communication, and library and information science. The total population of undergraduates at the Faculty of Communication and Information Technologies, Kwara State University, Malete, totaled 1334. The study adopted a simple random sampling technique aimed at giving all the respondents an equal chance of being selected for the study. However, the sample size was determined using the Raosoft sample size table, which is 299. In contrast, a Google web-based questionnaire was used in the data collection to gather data from many respondents. A link to the web-based questionnaire was shared on the different social media platforms of the students. However, only 152 students responded to the questionnaire, representing a 51% return rate.

Opined that a response rate of 32% is adjudged enough for a Google Web-based survey questionnaire. After a month-long window, this is considered sufficient and accepted for the study to respond to the question voluntarily. The study used descriptive statistics (frequency count and simple percentage) as a method of data analysis to analyze the collected data.

RESULTS AND DISCUSSION

Based on the responses taken from the Google Form, the researcher analyzed them based on the research questions.

Table 1. Demographic Characteristics

Items	Frequency	Percentage
Gender		
Male	93	61.2
Female	59	38.8
Total	152	100
Age		
15-20	31	20.4
21-25	107	70.4
26 years and above	14	9.2
Total	152	100

Source: Authors field work, 2022

Table 1 shows the response to the demographic characteristics, with 9 (61.2%) being male and 59 (38.8%) being female. It is also indicated that 31 (20.4%) are between the ages of 15-20 years, 107 (70.4%) are between 21 and 25 years, and 14 (9.2%) are between the ages of 26 and above. The implication of this table for the study is that the majority of respondents are male and between 21 and 25 years of age.

Table 2. Electronic resources used for reading among undergraduates

S/N	Items	SA	A	D	SD
1	Online databases	119(78.3%)	26(17.1%)	7(4.6%)	-
2	Websites	105(69.1%)	30(19.7%)	-	17(11.2%)
3	E-mail	92(60.5%)	20(13.2%)	39(25.7%)	1(1.0%)
4	Mobile phones	90(59.2%)	45(29.6%)	15(9.9%)	2(1.3%)
5	Video	91(60.0%)	32(21.1%)	25(16.4%)	5(3.3%)

Source: Authors field work, 2022

Table 2 shows responses to the electronic resources used for reading among undergraduates, with 145 (95.4%) agreeing with using online databases as electronic resources and 7 (4.6%) disagreeing. It is also indicated in table 2 that 135 (88.8%) agree with websites as electronic resources used for reading by undergraduates, while 17 (11.2%) disagree. Moreover, it is observed in table 2 that 112 (73.7%) agree with e-mail as an electronic resource used for

reading by undergraduates, while 40 (26.3%) disagree. It also shows in table 2 that 135 (88.8%) agree with mobile phones as electronic resources used for reading by undergraduates, while 17 (11.2%) disagree. Finally, table 2 also indicates that 123 (81.1%) agree with video as an electronic resource used for reading by undergraduates, while 30 (19.9%) disagree. The implication of this table for the study is that online databases, websites, e-mail, mobile phones, and video are electronic resources used for reading among undergraduates at Kwara State University.

Owolabi, Idowu, Okocha, and Ogundare (2017) noted that students mostly read using e-mail, the internet, e-mail, online databases, and electronic databases. This aligns with the findings of this study, which indicated that Kwara State University Malete undergraduates mostly read electronic resources, as the university also provides a Learning Management System (LMS) for students' readings. The findings of this study support the finding by Divya and Mohamed (2020) that the availability of laptops, mobile phones, and the Internet has increased their digital reading. On the effect of the promotion of reading habits on students' reading hours, it is revealed that most students read for 0–3 hours per day in the Faculty of CIT, Kwara State University, Malete. The finding of this study, supported by Joseph (2020), is that most students rarely read and spend less than two hours each day reading.

Table 3. Effects of promotion of reading habit on the reading hours of students

Improvement in the reading hours	Response
0-3hour per day	95(62.5%)
4-6 hours per day	48(31.6%)
7-9 hours per day	5(3.3%)
10 hours and above per day	4(2.6%)

Source: Authors field work, 2022

Table 3 illustrates that the majority of respondents, 95 (62.5%), read between 0 and 3 hours per day; 48 (31.6%) read between 4 and 6 hours per day; 5 (3.3%) read between 7-9 hours per day; and 4 (2.6%) read for 10 hours and above per day at Kwara State University, Malete, Nigeria. This table indicates that most students read for 0–3 hours daily at Kwara State University, Malete. It is also found that promotion media such as KWASU virtual and e-databases can significantly improve the reading habits of students. The finding of this study, supported by Joseph (2020), is that most students rarely read and spend less than two hours each day reading.

Table 4. Effects of promotion of reading habit of the choice of materials/devices used for reading

S/N	Items	SA	A	D	SD
1	The Internet makes reading less boring for students	74(48.7%)	32(21.1%)	38(4.6%)	8(5.3%)
2	Smartphones improve cooperation and exchange of ideas with fellow students	59(38.8%)	55(36.2%)	27(17.8%)	11(7.2%)
3	E-mail as a device promotes their reading habit	80(52.6%)	58(38.2%)	10(6.6%)	4(2.6%)
4	Videos as devices improve their assimilation	93(61.2%)	40(26.3)	18(11.8%)	1(0.7%)
5	WhatsApp as a device promotes reading convenience	75(49.3%)	34(22.4%)	39(25.7%)	4(2.6%)

Source: Authors field work, 2022

Table 4 shows that 106 respondents (69.8%) agreed that the internet makes reading less boring, while 46 (30.2%) disagreed. It also indicates in table 4 that 114 (75.0%) agreed that smartphone use improves cooperation and the exchange of ideas with fellow students, while 38 (25.0%) disagreed. Moreover, 138 (90.8%) respondents agree that e-mail as a device promotes reading among students, while 14 (9.2%) disagree. Table 4 also illustrates that 133 (87.5%) agree that video as a device improves students' assimilation, while 19 (12.5%) disagree. Finally, 109 (71.7%) agree that WhatsApp as a device promotes students reading convenience, while 43 (28.3%) disagree. The table implies that most students at Kwara State University Malete agree that the internet makes reading less tedious and that smartphones, e-mail, videos, and WhatsApp influence reading positively. The implications of the table for the study show that with promotion done through the internet and other electronic media, reading habits can be positively affected. This study's findings align with those of Mizra et al. (2021), who revealed that most students had prior access to smartphones as a device that promoted their reading culture. This finding also corroborates Rafiq et al. (2019), who stated that Facebook, WhatsApp, Google, and YouTube are devices or materials used for reading.

Table 5. Effects of promotion of reading habit on the reading purposes of students

S/N	Items	SA	A	D	SD
1	Examination	106(69.7%)	32(21.1%)	11(7.2%)	3(2.0%)
2	Self-development	103(67.7%)	40(26.3%)	-	9(6.0%)
3	Academic benefits	100(65.8%)	48(31.6%)	-	4(2.6%)
4	Entertainment	93(61.2%)	31(20.4)	26(17.1%)	2(1.3%)
5	Research benefits.	103(67.7%)	46(30.3%)	3(2.0%)	-

Source: Authors field work, 2022

Table 5 illustrates the effects of the promotion of reading habits on the reading purposes of students, with 138 (90.7%) agreeing that promotion influences students to read for an examination, while 14 (9.3%) disagree. It also shows in the table that 143 (94.0%) agreed that promotion only influences self-development among students, while 9 (6.0%) disagreed. In addition, table 5 observes that 148 (97.4%) agree that promotion affects academic benefits, while

4 (2.6%) disagree. The table also shows that 124 (81.6%) agree that promotion influences students to read for entertainment, while 28 (18.4%) disagree. Conclusively, table 149 (98.0%) agrees that promotion affects students to read for research benefits, while table 3 (2.0%) disagrees. This means that most students agreed with the effect of promotion on reading habits and their reading purposes as examination, self-development, academic benefits, entertainment, and research benefits.

Table 6. What are the challenges students encounter using electronic resources for reading

S/N	Items	SA	A	D	SD
1	Poor internet network	93(61.2%)	40(26.3)	18(11.8%)	1(0.7%)
2	Poor searching and retrieving skills	92(60.5%)	20(13.2%)	39(25.7%)	1(0.6%)
3	Irregular power supply	90(59.2%)	45(29.65)	15(9.9%)	2(1.3%)
4	Losing access to content due to subscription cancellation	93(61.2%)	31(20.4)	26(17.1%)	2(1.3%)
5	Poor literacy skills.	106(69.7%)	32(21.1%)	11(7.2%)	3(2.0%)

Source: Authors field work, 2022

Table 6 indicates the challenges students encounter when using electronic resources for reading, with 133 (87.5%) agreeing that poor internet networks are a challenge, while 19 (12.5%) disagree. It is also illustrated in the 6 that 112 (73.7%) agree that poor searching and retrieving skills include challenges students encounter while reading using electronic resources, while 40 (26.3%) disagree. Furthermore, 135 (88.8%) agree that irregular power supply is a challenge students encounter while reading using electronic resources, while 17 (11.2%) disagree. Table 6 also observed that 124 (81.6%) agree that losing access to content due to subscription cancellation is part of students' challenges while reading using electronic resources, and 28 (19.4%) disagree. Finally, table 6 shows that 138 (90.8%) agree that poor literacy skills are part of students' challenges while reading using electronic resources, and 14 (9.2%) disagree. However, it is also indicated in table 6 that an overwhelming number of student encounter challenges of poor internet network, poor searching and retrieving skills, irregular power supply, losing access to content due to subscription cancellation, and poor literacy skills while using electronic resources for reading. This corroborates the finding of Armah and Cobblah (2021) that information download delays, poor internet connectivity, limited access to the university portal, insufficient computers in the library, poor lighting, and limited ancillary services (on-the-spot printing facilities) are challenges that influence students' use of e-resources for reading.

On the electronic resources used for reading by undergraduates, the study found that online databases, websites, e-mail, mobile phones, and video are electronic resources used for reading among undergraduates in the Faculty of CIT, Kwara State University. The findings of this study support the finding by Divya and Mohamed (2020) that the availability of laptops, mobile phones, and the Internet has increased their digital reading. On the effect of the promotion of reading habits on students' reading hours, it is revealed that most students read for 0–3 hours per day in

the Faculty of CIT, Kwara State University, Malete. The finding of this study, supported by Joseph (2020), is that most students rarely read and spend less than two hours each day reading.

Furthermore, the study discovered that most students in the Faculty of CIT, Kwara State University, agreed that using the internet to promote reading habits makes reading more interesting. Smartphones, e-mail, video, and WhatsApp devices positively influence reading habits. This study's findings align with those of Mizra et al. (2021), who revealed that most students had prior access to smartphones as a device that promoted their reading culture. This finding also corroborates Rafiq et al. (2019), who stated that Facebook, WhatsApp, Google, and YouTube are devices or materials used for reading. It was also found that most students in the Faculty of CIT at Kwara State University read for examination, self-development, academic benefits, entertainment, and research benefits, as it influences their reading habits.

The study also found that poor internet networks, poor searching and retrieving skills, irregular power supply, losing access to content due to subscription cancellation, and poor literacy skills are challenges students encounter while using electronic resources for reading. This corroborates the finding of Armah and Cobblah (2021) that information download delays, poor internet connectivity, limited access to the university portal, insufficient computers in the library, poor lighting, and limited ancillary services (on-the-spot printing facilities) are challenges that influence students' use of e-resources for reading.

CONCLUSION

The study concluded that promotion in the digital era has positively enhanced reading habits, especially those promoted using the internet and other electronic devices among undergraduate students at Kwara State University, Malete, Nigeria. However, this has filled the gap in the literature that most promotions are done without the Internet. The study established that undergraduates in the Faculty of CIT at Kwara State University use electronic information resources for their reading habits. These electronic resources include websites, videos, and databases, and they influence the student's reading habits. The study also concludes that students in the Faculty of CIT at Kwara State University read for only a few hours. The study also established that the choice of devices, such as smartphones, e-mail, and video, through promotion has made reading among students at Kwara State University less boring. Moreover, the study concludes that students in the Faculty of CIT at Kwara State University read for examination, self-development, entertainment, and research benefits. The study established that with the promotion of digital devices, reading habits can be positively improved and enhanced. The direction of this study is that the rise in this era is more favorable than before because of the devices used. The next research, researcher will research about reading in the university library or school library.

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