

Reading Habits and Information Access in The Digital Age: A Case Study at Kwara State University, Nigeria



Kebiasaan Membaca dan Akses Informasi di Era Digital: Studi Kasus di Universitas Negeri Kwara, Nigeria

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Abstract

Background: Traditional information access and retrieval of the young generation have changed and will continue to change with the digital revolution of today's world. People, especially the young digital generation, called Netizens, more often than not, read contents in electronic mode causing a new revolution in the information access. Technological affordances such as the cost, technical know-how among others make such change very difficult and exhausting. In view of these, it is imperative to carry out this investigation which aims to provide background of the concept of reading and information access as well as netizens, it expounds the internet culture and the availability of overwhelming online content and tools for the information seekers. **Purpose:** To expounds the internet culture and the availability of overwhelming online content and tools for the information seekers. **Method:** The case-study research design was adopted for this study, the sampling method adopted in this study is the simple random sampling technic and question was adopted as the primary data collection instrument. **Result:** The study revealed that most of the internet facilities such as World Wide Web, and File Transfer Protocol were not used for learning by finalists of the faculty of ICT, Kwara State University, Malete. The findings revealed that the internet facilities available are only applied to reading and writing and not to other learning activities. The study also discover that the extent of internet application to learning is great in Kwara State University, Malete. **Conclusion:** This study concludes that the reading habits and information access of students in the ICT Faculty at Kwara State University are still lacking. The study recommends a balance between digital acceleration and traditional print information sources. Students' reading habits and information access can be improved by effectively using the internet. To dramatically enhance the quality of graduates and the standards of higher education, universities in Nigeria need to continue expanding access to internet information sources by providing the necessary basic facilities for effective connectivity.

Keywords: Digital resources, Information access, Netizens, Reading habits.

Abstrak

Latar Belakang: Akses dan pengambilan informasi tradisional oleh generasi muda telah berubah dan akan terus berubah seiring dengan revolusi digital di dunia saat ini. Masyarakat, khususnya generasi muda digital yang disebut Netizen, lebih sering membaca konten dalam mode elektronik sehingga menyebabkan revolusi baru dalam akses informasi. Keterjangkauan teknologi seperti biaya, pengetahuan teknis, dan lain-lain menjadikan perubahan tersebut sangat sulit dan melelahkan. Mengingat hal tersebut, sangat penting untuk melakukan penyelidikan yang bertujuan untuk memberikan latar belakang konsep membaca dan akses informasi serta netizen, menguraikan budaya internet dan ketersediaan konten online yang melimpah serta alat bagi para pencari informasi. **Tujuan:** Untuk menjelaskan budaya internet dan ketersediaan konten dan alat online yang melimpah bagi para pencari informasi. **Metode:** Penelitian ini menggunakan

desain penelitian studi kasus, metode pengambilan sampel yang digunakan dalam penelitian ini adalah teknik *random sampling* dan pertanyaan digunakan sebagai instrumen pengumpulan data primer. **Hasil:** Hasil penelitian menunjukkan bahwa sebagian besar fasilitas internet seperti *World Wide Web*, dan *File Transfer Protocol* tidak digunakan untuk pembelajaran oleh mahasiswa Fakultas ICT Universitas Negeri Kwara. Fasilitas internet yang tersedia hanya digunakan untuk membaca dan menulis dan bukan untuk kegiatan belajar lainnya. Studi ini juga menemukan bahwa penerapan internet dalam pembelajaran sangat besar di Universitas Negeri Kwara, Malete. **Kesimpulan:** Penelitian ini menyimpulkan bahwa kebiasaan membaca dan akses informasi mahasiswa fakultas ICT Universitas Negeri Kwara masih kurang. Penelitian merekomendasikan keseimbangan antara percepatan digital dengan sumber informasi cetak tradisional. Kebiasaan membaca dan akses informasi siswa dapat ditingkatkan dengan menggunakan internet secara efektif. Untuk secara dramatis meningkatkan kualitas lulusan dan standar pendidikan tinggi, universitas-universitas di Nigeria perlu terus memperluas akses terhadap sumber informasi di internet melalui penyediaan fasilitas dasar yang diperlukan untuk koneksi yang efektif.

Kata kunci: Sumber daya digital, Akses informasi, Netizen, Kebiasaan membaca.

I. INTRODUCTION

Background. Reading is very vital for the overall improvement of a human being. According to Bana (2020), reading affords experience through which an individual may enlarge his horizons of knowledge, identify, spread and increase his awareness and advances a deeper understanding of himself, of other people and of the world. In the context of education, a large amount of reading is essential because all learning activities involve reading skills and the success of students' study also depends on the greater part in their ability to read. Palani (2012) stated that reading is interconnected with the total educational development and educational achievement needs successful reading. People with good reading habits tend to score better on all kinds of tests (Krashen, 2011) add quality to life and provides access to culture and cultural heritage (Igwe, 2011). Studies conducted by different research organizations in different countries have shown that the greater percentages of Internet users are mostly secondary school students and undergraduate students (Jagboro, 2018; Singh & Nagar, 2019). They are well versed in this new technology and are commonly referred to as net generation students (Kabir, 2016; Prensky, 2001). This preponderance of the use of the Internet is supposed to greatly influence their reading habits and reading comprehension (Umeh, 2016).

Despite the increasing interest of researchers in internet usage by secondary students, studies regarding internet use and its influence on undergraduate students' reading habits and reading comprehension are still limited. Reading is very vital for the overall improvement of a human being. According to Bana (2020), reading affords experience through which an individual may enlarge his horizons of knowledge, identify, spread and increase his awareness and advances a deeper understanding of

himself/herself, of other people and of the world. In the context of education, a large amount of reading is essential because all learning activities involve reading skills and the success of students' study also depends on the greater part in their ability to read. Palani (2012) stated that reading is interconnected with the total educational development and educational achievement needs successful reading. People with good reading habits tend to score better on all kinds of tests (Krashen, 2011), add quality to life and provide access to culture and cultural heritage (Igwe, 2011), and overall extend the frontiers of knowledge (Adeyemi, 2021). Reading empowers students to improve on their bulk of vocabulary hence there is positive improvement on the written and spoken language of students that reads voraciously because every unknown word or term is looked up in a dictionary (Divya, 2007).

The Contemporary Nigerian students depend on reading literature to improve on their command of English language and the habit of reading good literature helps them to decipher new words and phrases which may be encountered in everyday conversation. Furthermore, there is positive Improvement on the general academic performance of a student that makes out time to read interdisciplinary information materials. This is why reading professional information resources as daily routine and sticking to it improves one on his chosen career. The ability of a student to achieve the general objectives or purposes of formal education which is anchored on self-development in order to achieve national development is highly interwoven with meaningful reading. However, the emergence of the Internet has created an extraordinary change in the reading habits of students. Presently, reading is no longer confined to the print reading. The scope of reading sources has changed drastically in the Internet revolution to include websites, web pages, e-mail, discussion boards, chatrooms, instant messaging, blogs, wikis and other multimedia documents (Umeh, 2016). Now the potential reader can access and browse the online information from the whole web while using his/her terminal at home. The hypertext and hypermedia technologies allow the e-readers to go from one page to another by selecting links in various directions popularly known as surfing (Kazazoglu, 2020).

The Internet surfing enables students to navigate a world full of inter-connected information, discover new site read up-to-date information and download things of interest. In the past, students relied heavily on print materials such as newspaper for information because, to a great extent, they assist in creating and improving reading habits, knowledge and awareness (Bala & Verma, 2018). The consequences, as observed have permeated the entire strata of the country therefore, making the quality of graduates from the nation's schools to fall below standard. This implies surprisingly that even Nigerian undergraduate students are also the victims of poor reading culture. Recent studies claimed that for the first time, youths are more comfortable, knowledgeable, and literate than their parents about an innovation central to society. The Net-Generation, as they are called, will use digital media to develop and superimpose its culture on the rest of the society (Shohel et al., 2021). However, computers and the Internet not only give students powerful intellectual tools, but they also shape their thinking about their own self eg; identity, relationship, sexuality, or evolution (Mirra & Garcia, 2021). The purpose of this study is to enhance our understanding of how internet usage will impact on the reading culture of undergraduate students of Kwara State University, Malete.

Problems. The rapid development of the Internet is one of the most fascinating phenomena characterizing the information age affecting the cultural, social and economic life of the modern world. Internet enlarges our access to information; it enables new forms of communication, and serves as an arena for many on-line services in the spheres of commerce, culture, entertainment and education (Hine, 2020). Today the Internet is still in a process of rapid change. The technology itself, its content, and usage patterns are in a continuous increase in demand by circle of users with specific needs. Many of those who participated in the creation of the Internet culture are young people especially secondary school students and undergraduates, who are growing up in the digital-technological society of the twenty-first century (Kraus et al., 2018).

However, if reading culture is not brought back among university undergraduate students, the quality and standard of our graduates and education may go down the drain and the country can plunge back into the state of underdevelopment. Despite the increasing interest of researchers in Internet usage by secondary students, studies regarding Internet use and its influence on undergraduate students' reading habits and reading comprehension are still limited. Therefore, this study is set out to investigate the reading habit and information access in the digital age; that is the net and netizens in Kwara State university, Malete.

Previous Literature Review. Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas. The reading process requires continuous practice, development, and refinement (Sukmawati, 2010). In addition, reading requires creativity and critical analysis because it is such a complex process that cannot be controlled or restricted to one or two interpretations. Readers use a variety of reading strategies to assist with decoding (to translate symbols into sound or visual representation of speech) and comprehension (Tachón, 2019). Readers may use context clues to identify the meaning of unknown words. They integrate the words they have into their existing framework of knowledge or schema. Currently most reading is either of the printed word from ink or toner on paper, such as a book, magazine, newspaper, leaflet, or notebook, or of electronic displays, such as computer displays, television, mobile phones or e-readers. Handwritten text may also be produced using a graphic pencil or a pen (Sailema, 2018).

Fabunmi and Folorunso (2010) describe reading culture as the process of building up positive reading attitude among students and children over a period of time. They added that when an individual habitually and regularly reads books and other information materials that are not necessarily required for in his profession or career, he is said to have a reading culture. By selecting links in various orders, a reader creates his or her own path when reading on the internet, continually being updated, removed, or remodeled. Text on the internet is not static whereas the text of a book remains the same each time the book is opened. The internet is an interactive model of continuously updating information which requires a rethinking of what it means to be a reader or even a literate person (Hofmann & Beaumont, 2005).

Because of technology, our definition of reading has changed to include website, e-books, e-mail, discussion boards, chat rooms, instant messaging etc. Technology is transforming the nature of literacy as students search for information or answer

questions with the internet (McVicker, 2018). How can educators help students use their reading strategies to understand the economic world? Many literacy educators are currently watching the convergence of literacy and technology, and they are seeking answers to this very question. Reading is an essential tool for lifelong learning, it is important for everyone to develop the rudiments and the culture of reading always so as to survive in life. Orji and Erubami (2020) elucidate that reading adds quality to life and provides access to culture and cultural heritage that emancipates citizens and brings people together.

John (2017) reaffirms that the art of reading is a priceless instrument for everyone. It is one of the most important activities of life through which we enter into the life and experiences of others and extend our knowledge, scope of experience and enjoyment. It has a critical role to play in the overall development of an individual and the nation at large. Erlina, (2019) posited that reading is one of the most important activities of life through which we enter into the life and experiences of others and extend our knowledge, scope of experience and enjoyment. It has critical role to play in the overall development of an individual and the nation at large. It is principally through reading that people obtain knowledge. People who can neither read nor write are described as illiterates and such people are often limited to the knowledge gained from oral communication channels. Many activities of ordinary life require the ability to read. Moreover, reading enriches one's understanding of how language is used; thereby improving one's spoken and written language (Lucky & Saidu, 2020).

Additionally, in-depth reading helps to develop the mind and personality of a person, enriches intellectual abilities, and provides insights into human problems and influences attitudes and behavior. University undergraduate students are a class of students in the university who are studying or running an academic program in order to get a first degree in a discipline or field of study. This category of university students because of their seemingly undisciplined character and lack of focus in academics and beyond appear to be distracted in their reading culture and use of internet. Moreover, they seem not to be focused probably because they have not yet come to terms with the power in the use of screen to disseminate information to some sets of target audience.

According to Onifade (2012) there has been a growing concern that reading culture among Nigerians especially students has waned significantly, and that many students never borrow or read a book from their library throughout their stay in School. University library Users' statistics present overwhelming evidence that the number of students who use the library increases or reduces with examination periods. The Poor state of reading culture among undergraduate students will have adverse effect on the educational sector; therefore the situation deserves attention and improvement in order to enhance students' contribution to development in the society. Unfortunately, Observation has shown that some students that has poor reading culture may find it more challenging to complete class assignments such as term paper, test, and other research works. More so, the poor performance of students in examinations may be attributed to poor reading culture because some students begin active reading few days or hours before the examination day. It is therefore, certainly no exaggeration to posit that reading culture among Nigerian students has further being overhauled since the exponential growth and modern advances in information and communication technologies. Technologies to disseminate information and enhance access to recorded

knowledge have been particularly identified as vital tool among students for the promotion of reading culture. Internet generally are believed to foster cooperative learning, provide better information through electronic stimulations and also make complex reading experiences easier. The use of color pictures or symbols and graphics to illustrate information on a screen has the potential to enhance the understanding of concept and illustrations among university undergraduate students.

State of The Art. In response to the evolving landscape of information access and retrieval driven by the digital revolution, this study innovatively investigates the utilization patterns of internet facilities among finalists in the Faculty of ICT at Kwara State University, Malete. Unlike previous studies, which primarily focus on general internet usage trends among students, this research delves deeper into the specific applications of internet technologies such as the World Wide Web and File Transfer Protocol (FTP) within the academic context. By employing a case-study approach and adopting simple random sampling, this study pioneers in providing empirical evidence on how these technological affordances are predominantly utilized for reading and writing activities rather than for broader learning purposes. Furthermore, the research explores the internet culture among these "Netizens," highlighting their interaction with overwhelming online content and tools available for information seekers. This novel approach not only contributes to the understanding of digital literacy and educational practices but also proposes recommendations aimed at enhancing the effective use of internet resources to improve students' reading habits and overall information access in Nigerian universities. Thus, this study offers a unique perspective on bridging the gap between digital advancements and traditional print resources, advocating for strategies to optimize internet utilization for educational enrichment and academic success.

Purpose. The research aims to investigate the types of internet facilities utilized for information access, identify the specific learning activities engaged in by students, assess the extent of internet application to learning, and evaluate student satisfaction regarding internet use for learning and reading at Kwara State University.

II. METHODS

This is the outline of the approach used and conditions under which the various stages of investigations were carried out, and design of main research instrument (questionnaire), which was used to collect the primary data. The survey research design will be adopted for this study. According to Check and Schutt (2012) is defined as the collection of information from sample of individuals through their responses to questions. This type of research allows for a variety of methods to recruit participants, collect data and utilize various methods of instrumentation. Survey research can use quantitative research strategies (e.g. using questionnaires with numerically rated item), qualitative research strategies (e.g. using open-ended questions), or both strategies (mixed methods). According to (Singleton & Straits, 2018) survey research is often used to describe and explore human behaviour and they are frequently used in social and psychological research. The target population for this study comprises the final year students of the faculty of Information and Communication Technology (ICT) Kwara State University, Malete. The sampling method adopted in this study is the simple random sampling technique because of the large populace of the students. The main instrument

used for the collection of data was the questionnaire. The questionnaire was a self-developed instrument specifically designed for the study. The questionnaire is divided into two sections A and B. Section A of the questionnaire contains various demographic characteristics like age, gender, department, etc., while the other section, B consists of questions on the kind of internet facilities are used for accessing information by students in Kwara State university, learning activity is the internet used for by students in Kwara State University, the extent of application of internet to learning in Kwara State University and the level of satisfaction of the students with the use of internet for learning and reading in Kwara State University.

III. RESULTS AND DISCUSSION

Data Analysis And Interpretation. Analysis of data analysis and interpretation depicted in Table 1.

Table 1.
Response Rate Table

| Total Questionnaires Administered | Returned Questionnaire | Total Percentage |
|-----------------------------------|------------------------|------------------|
| 365 | 362 | 100 |

Source: Research Data, 2024.

The sample size for this study was 365, comprising respondents from the Faculty of ICT. Out of the 365 questionnaires distributed, 362 were retrieved with valid data, resulting in a total response rate of 362 respondents. This high response rate of approximately 99.2% demonstrates the effectiveness of the data collection strategy and the willingness of the participants to contribute to the study. Ensuring that only complete and accurate responses were included in the analysis underscores the quality control measures in place, thereby enhancing the credibility of the study outcomes.

The substantial sample size and the near-complete response rate provide a robust foundation for the analysis. This allows for meaningful insights into the reading habits and information access of students within the Faculty of ICT. The large and representative sample size facilitates nuanced analyses, including subgroup analyses and trend identification, providing a comprehensive understanding of the research questions. The meticulous distribution and retrieval process highlight the comprehensive approach taken to gather data from the entire target population, ensuring the reliability and validity of the study findings.

Table 2.
The Kind of Internet Facilities are Used For Accessing Information by Students in Kwara State University

| Internet Facilities | SA | | A | | SD | | D | |
|---------------------------|-----|----|----|----|-----|----|-----|----|
| | NO | % | NO | % | NO | % | NO | % |
| World wide web | 50 | 14 | 10 | 3 | 200 | 55 | 102 | 28 |
| Email | 200 | 55 | 50 | 14 | 10 | 3 | 102 | 28 |
| File transfer protocol | 10 | 3 | 42 | 12 | 250 | 69 | 60 | 16 |
| Online chat and messaging | 350 | 97 | 12 | 3 | - | - | - | - |

| | | | | | | | | |
|---------------|-----|-----|----|---|---|---|---|---|
| Social media | 362 | 100 | - | - | - | - | - | - |
| Online search | 350 | 97 | 12 | 3 | - | - | - | - |

Source: Field survey, 2024.

Table 2 reveals that a significant majority, 362 (100%), of the respondents agreed that social media are utilized for learning by the final-year students at Kwara State University, Malete. This unanimous agreement underscores the pivotal role of social media platforms in the academic environment, highlighting their importance as tools for information dissemination and collaborative learning among students. The integration of social media into educational practices reflects a broader trend of digital transformation in higher education, where students increasingly rely on these platforms for accessing study materials, participating in academic discussions, and enhancing their overall learning experience. According to Oketunji (2001), the Internet provides access to a vast wealth of knowledge, much of which would be inaccessible without internet services. This expansive access to information allows students to explore diverse academic resources, connect with remote institutions, and engage in innovative and cooperative learning experiences. The Internet facilitates an environment where students can collaborate with peers, access online libraries and databases, and participate in virtual classrooms, thereby enriching their educational journey. The findings from Table 2, combined with Oketunji's insights, emphasize the critical role of digital tools in modern education, fostering an interactive and resource-rich learning landscape for students at Kwara State University.

Table 3.

The Learning Activity that The Internet Used for by Students in Kwara State University

| Learning Facilities | SA | | A | | SD | | D | |
|---------------------|-----|----|----|----|-----|----|-----|----|
| | NO | % | NO | % | NO | % | NO | % |
| Reading | 350 | 97 | 12 | 3 | - | - | - | - |
| Writing | 200 | 55 | 50 | 14 | 10 | 3 | 102 | 28 |
| Speaking | 50 | 14 | 10 | 3 | 200 | 55 | 102 | 28 |

Source: Field survey, 2024.

Table 3 shows that the reading facilities are highly satisfactory, with 97% of respondents strongly agreeing and 3% agreeing that they are adequate. There are no respondents who express dissatisfaction, indicating that the reading facilities meet the students' needs exceptionally well. In contrast, the writing and speaking facilities receive mixed to negative feedback. While 55% of respondents strongly agree and 14% agree that the writing facilities are adequate, a significant 31% (3% strongly disagree and 28% disagree) are dissatisfied. The speaking facilities receive the most criticism, with 55% strongly disagreeing and 28% disagreeing about their adequacy, while only 14% strongly agree and 3% agree. This highlights a pressing need for improvement in the university's writing and speaking facilities to better support students' educational experiences.

Table 4.

The Extent of Application of Internet to Learning in Kwara State University

| Extent of Application | Agree (%) | Disagree (%) |
|-----------------------|-----------|--------------|
| Great | 83 | 17 |
| Good | 70 | 30 |
| Satisfactory | 65 | 35 |
| Not satisfactory | 10 | 90 |
| Poor | 16 | 84 |

Source: Field survey, 2024.

Table 4 indicates a significant dissatisfaction among respondents regarding the extent of ICT application within the school, with 90% expressing dissatisfaction. This finding resonates with earlier studies by Oketunji (2001) and Omekwu (2004), who highlighted a cautious attitude among educators towards adopting and integrating internet technologies in school operations. Their research suggests that this reluctance stems from concerns about job security and the perceived threat posed by technological advancements to traditional teaching methods. The analysis of the collected data, conducted through a structured survey approach aligned with specific research objectives, yielded systematic and insightful findings. The survey methodology employed a tabular format to organize research questions, facilitating clarity and coherence in data collection. Analysis was predominantly based on percentages and frequency tables, enabling a comprehensive synthesis of responses and trends among respondents.

These findings underscore a pressing need for educational institutions to address the barriers hindering the effective integration of ICT tools. By addressing concerns about job security and promoting professional development in digital literacy, schools can foster a more supportive environment for technological innovation. Moreover, enhancing ICT infrastructure and training initiatives can empower educators to harness the full potential of internet technologies in enhancing teaching and learning experiences. This proactive approach is crucial for overcoming resistance to change and ensuring that educational practices remain relevant and responsive to the evolving demands of the digital age. The study uncovered several significant insights: foremost, it revealed that the majority of internet facilities available to finalists in the Faculty of ICT at Kwara State University, Malete—including the World Wide Web and File Transfer Protocol—were predominantly utilized for reading and writing activities rather than for broader learning applications. Moreover, the research highlighted that the extent of internet utilization for educational purposes is substantial within the university context.

A critical finding illuminated by the study pertained to the primary challenge faced by students: the persistent issue of inadequate and unreliable electricity supply, which significantly impedes the effective use of available ICT resources on campus. This obstacle underscores the importance of infrastructural support in enhancing educational outcomes through technology.

Furthermore, the research identified diverse methods employed by Kwara State University students for accessing information and supporting their learning processes, ranging from the World Wide Web and email to social media and online research tools.

Understanding these varied methods can potentially enrich student literacy and knowledge acquisition strategies within the university environment.

Finally, this study contributes valuable insights into the reading habits and internet usage patterns among students at Kwara State University, offering implications for educational practices and infrastructure development aimed at improving learning outcomes. The findings underscore the need for continued support and investment in technological resources to foster a conducive learning environment amidst the challenges posed by infrastructure limitations.

Discussion of Research Findings. The summary of findings was derived from a survey-based research conducted at Kwara State University, Malete, focusing on internet usage and learning among final-year students in the Faculty of ICT. The study employed a structured questionnaire to address specific research objectives, primarily centered around the utilization of internet facilities for academic purposes. Data analysis was conducted using frequency and percentage tables to draw meaningful conclusions.

The research findings revealed several key insights. Firstly, it was observed that internet facilities such as the World Wide Web and File Transfer Protocol (FTP) were predominantly underutilized for learning purposes among the surveyed students. The study highlighted that these facilities were primarily employed for reading and writing activities, neglecting other potential learning applications. Despite this limitation, the research underscored a significant overall reliance on internet technologies for educational endeavors within Kwara State University.

Moreover, the study identified a critical challenge hindering the effective use of ICT facilities: inadequate and inconsistent electricity supply. This issue was found to severely impact the accessibility and usability of internet resources, thereby limiting their potential contribution to enhancing learning experiences. Nonetheless, the research emphasizes the importance of understanding and addressing these challenges to optimize the educational benefits of ICT tools in the university setting.

The evolution of reading habits influenced by technological advancements is reshaping traditional practices globally. The digital revolution has pivoted literacy towards a more technology-oriented culture, with the internet playing a pivotal role in facilitating access to vast information resources and fostering interactive learning environments. This shift underscores a global trend where digital platforms not only enhance educational experiences but also empower individuals by democratizing access to knowledge and enabling active participation in societal discourse. For instance, in developed countries where robust internet infrastructure is commonplace, students benefit from seamless access to online libraries, collaborative tools, and diverse educational content, thereby enhancing their learning outcomes and preparing them for digital-centric careers.

In contrast, many regions, including parts of Nigeria, face challenges such as inadequate internet infrastructure and unreliable connectivity, which hinder effective utilization of digital resources in education. This disparity highlights the critical need for investment in internet infrastructure across educational institutions to bridge the digital divide and ensure equitable access to educational opportunities. By expanding internet access and improving connectivity, Nigerian universities can not only elevate the caliber of graduates but also contribute to advancing the overall standard of higher education.

This strategic investment is essential for Nigeria to harness the full potential of digital technologies in education, similar to efforts seen in more developed regions, thereby fostering inclusive and sustainable socio-economic development on a global scale.

Finally, this research provides valuable insights into the reading habits and internet utilization patterns among Kwara State University students. It contributes to the literature by highlighting both the opportunities and challenges associated with integrating ICT into higher education, suggesting avenues for improving infrastructure and maximizing the educational impact of digital technologies in learning environments.

Research Limitations (Disclaimer). Limitations of this study include constraints related to time, as conducting comprehensive research within a limited timeframe may restrict the depth and breadth of data collection and analysis. Additionally, financial considerations play a crucial role in the smooth execution of this research, potentially impacting the scope of activities and resources available for data gathering and interpretation. These constraints could influence the thoroughness and generalizability of findings, necessitating careful consideration and strategic planning throughout the research process.

IV. CONCLUSION

This study concludes that there is a notable deficiency in the reading habits and information access among students within the ICT Faculty at Kwara State University. Despite the presence of internet resources, their utilization for learning remains suboptimal. The findings underscore the importance of achieving a balanced approach between digital advancements and traditional print sources to foster comprehensive information access and enhance reading practices among students. Effectively harnessing internet technologies could significantly bolster students' ability to access a diverse range of educational materials and engage in more informed academic pursuits. Furthermore, the study emphasizes the critical role of improving internet infrastructure and connectivity within Nigerian universities, including Kwara State University. Addressing issues such as unreliable electricity supply and inadequate ICT facilities is crucial for maximizing the educational benefits derived from digital platforms. By investing in and expanding access to internet information sources, universities can greatly enrich the learning experiences of students, thereby elevating the overall quality of graduates and advancing the standards of higher education in Nigeria. This proactive approach not only supports academic excellence but also prepares students for the evolving demands of the digital age, ensuring they are well-equipped to thrive in their future careers and contribute effectively to society.

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