PERCEPTION OF UNIVERSITY UNDERGRADUATE STUDENTS ON THE EFFECTS OF EXPOSURE TO ICT ON THEIR READING HABITS: THE KWARA STATE EXPERIENCE

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ABSTRACT

This study examined the perception of undergraduate students in Kwara State on the effects of ICT on their reading habits, their exposure to ICT gadgets and the possible effects of their use of ICTs on reading habits. It surveyed 5240 respondents comprising 60.13% males and 39.87% females, with majority 59.79% in the age bracket 18-25 years; 34.92% for 26-30 bracket while 4.33% for the 31-35 bracket, using questionnaire to collect data. Their subject backgrounds included 40.00% from Arts; 35.50% Science and 24.50% Commercial. They were found to read textbooks and newspapers often; got their reading materials from libraries and cyber café mostly; and visit their university and public libraries. They are exposed to a wide range of ICT gadgets like smart phones, computers, iPad and internet, used more for leisure/socialising than for academic purposes. It concluded that library's relevance in inculcating good reading habits was fast being eroded due to the influence of ICTs. It recommended that the library should rise up to this challenge by collaborating with relevant stakeholders towards a formidable synergy. Parents, publishers, instructors, researchers and librarians must cooperate to form strategies for inculcating and developing the reading habits of the students, right from childhood.

Keywords: Reading, Undergraduate Students, Reading Habits, ICT, Exposure

INTRODUCTION

Unlike now that the use of technological devices for social and academic reasons has come to be conventional for many people, young and old found enough time to read, especially prior to the advent of television. Today, undergraduate students have come to accept and adopt ICTs for learning, communication and socializing, especially with the use of such gadgets as internet, mobile and smart phones, social networking websites etc., on which many now invest their time. Because education is what remains after one has forgotten everything he learned in school, it therefore remains permanently embedded in us. Education makes the individuals earn a living, and live a better life. Education may present itself in a formal, informal or semi-formal platform. It is thus, the totality of the knowledge, skills, mores, competencies, attitudes, beliefs etc the individual acquires to become a functional, participatory and useful member of his/her community; a total and complete man.

Reading is an active attempt on the part of the reader to understand a writer's message; an art of deducing the contents of printed and written words; and generally accepted as a way of reaching new information and new knowledge. It is associated with literacy, increases knowledge, builds maturity and widens awareness on diverse issues. It is a process involving recognizing a single character and pronouncing it correctly, recognize and pronounce a few characters that are arranged in a particular manner, and more importantly, the ability to understand the meaning of these arrangements. Whereas reading is an action of a person who reads, habit is a product of this action or learning; and like all other habits, the habit of reading in an individual develops during the course of time. One who reads perpetually, especially beyond the curricular requirements –in and out of the formal system, who enjoys reading and cannot do without it, has formed a reading habit.

Reading is more than a reconstruction of the authors' meanings but the perception of the meanings within the total context of the relevant experiences of the reader that is a much more active and demanding process. It is an active attempt on the part of readers to understand the writer's message. It is simply a process of thinking, recalling and relating concepts under the functioning of written words. It is the art of interpreting printed and written words (Devarajan, 1989); the process, which leads to an interaction between what is in the head and what is on the page within a particular context that causes the reader to comprehend what is being read (Irvin, 1998). Good reading habit helps to develop individual personalities; especially their mental capacities; since it does lay the foundation for building words in children in both mother language and householder language; promote communication techniques in both languages and assist children to learn the rules of behaviour and life style of motherland.

Thus, the level of readership is largely, an index of a country's level of development as reading adds new sight to eyes and new wisdom to mind, loads the mind with new software, desirable for fostering understanding, increase knowledge and expand horizons of citizens, basic to learning and is one of the most important skills in everyday life. There is no doubt that effective reading is the most important avenue of effective learning. It is interrelated with the total educational process and hence, educational success requires successful reading. Reading ability has a significant impact on all areas of academic learning (Satija, 2002).

The habit of reading is an essential life skill. Reading is not limited to increase in knowledge but it also builds maturity and character, sharpens thinking, and widens awareness in social, economic, political, and environmental issues. Reading is not a process that is inculcated by chance, as it takes efforts and hard work. Inculcating a reading habit pays off handsomely in our lives either directly or indirectly. Reading ability has a significant impact on all areas of academic learning. Poor reading skills at an early age can lead to an overall dislike of school and can increase the risk of dropout. Struggling readers also tend to feel more negatively toward reading in school, making it difficult for school reading programs to be effective for these students. Reading is an important gateway to personal development, and to social, economic and civic life. It allows us to learn "about other people, about history and social studies, the language arts, science, mathematics, and the other content subjects that must be mastered in school" (Lyons, 1999). It is generally accepted as a way for reaching new information and assumed to be consistent with the comprehension capabilities of individuals (Özbay, 2006). A reader can read merely for having pleasure, while another one can read it for getting information (Ögeyik, 2008).

The invention of computer in 1950s, its advancement in 1970s, and its pervasiveness in 1980s and 1990s has led to the rising level of literacy in this century. People nowadays tend to rely more on computer-based resources (such as writing emails, sending free e-cards, watching online video, reading online news, transmitting instant messages and photos by Yahoo or MSN messengers, exchanging information in online chat room or discussion area) than paper-based resources (such as writing letters, sending cards and postcards, reading newspapers, magazines, novels, and sending pictures by snail mails). Literacy is rapidly and

continuously changing as new technologies for information and communication repeatedly appear and new environments for exploring these technologies are continuously crafted by users.

ICT use, students' study habit and academic performance have attracted research attention for some time now. ICT has the potential to transform the nature of education: where and how learning takes place and the roles of students and teachers in the learning process. Karim and Hassan (2006) noted the exponential growth in digital information, which changes the way students perceive study and reading and in how printed materials are used to facilitate study. ICT was also found helping students in their learning by improving their communication with their instructors. Some found no relationship between increased educational use of ICT and students' performance; but a consistently negative/marginally significant relationship between ICT use and some student achievement measures. Some students use ICT to increase their leisure time and have less time to study.; as online gaming and increased communication channels do not necessarily mean increased achievement. Lyons (1999) claimed that the computer revolution is unlikely to significantly affect reading habits in the perspective of history and current literacy trends. However, other researchers believed that ICT are changing the way people read (Lamb, 2005).

Effects of ICT on undergraduate students are in two ways: one, making reading and information accessibility easier, and two, posing as a threat to reading culture as many undergraduate spend their times on social networking websites, manipulating gadgets such as mobile phones, video games, etc. Several theorists in reading and literacy such as O'Donnell (1998) all agree that the digital media brought through progressive development of ICT has introduced a transformative shift in reading and writing. The widespread global use of the internet and the use of alternative reading resources, notably using hypertexts and multimedia resources have made drastic changes in reading patterns. Many research conducted to find out the changes in reading patterns of undergraduates due to the widespread use of ICT and the use of alternative reading resources notably using hypertexts and multimedia resources have foreign background with only a few coming from Nigeria. To fill this gap, this study sets out to examine the influence of ICTs on the reading habit of undergraduate students in Kwara State.

Statement of the Problem

With an exponential growth of information and entertainment being created in digital formats nowadays, the tendency is to link the growing unpopularity of reading among youth with the distractions that ICT gadgets offer. Some research findings indicated that many library reading rooms are now virtually empty as patronage is becoming more associated with examination periods (Özbay, 2006; Phillip, 1990, Issa, Abdulkareem, Isah and Kupolati, 2011; Issa, Aliyu, Akangbe and Adedeji, 2012); while more and more youths now apply themselves more to modern technologies, sometimes excessively. Given that they already have reading problems, the escape that ICT gadgets have provided the youth, has worsened their non-challant attitude to reading. There is a more pervasive use of the Internet to satisfy

their information needs to the detriment of developing good reading habits for the printed texts, as reading now takes the form of skimming and browsing the hypertexts that are less structured and non-linear as well as socialising with friends on the net.

Some have attributed the prevalent mass failure in internal and external examinations in Nigeria partly to the dwindling reading fortunes of the youths, which may have been partly due to the ample distraction that ICT has come to represent. Though an African and indeed a Nigerian phenomenon, research evidence on Nigerian populations, particularly among undergraduate students in Kwara State, is scarce. It is against this background that this study investigates the perception of undergraduate students in Kwara State on the effect of ICT use on their reading habits. The study's objectives are to: identify the materials they read and their sources; determine the types of library they visit and the reasons for their visits; know the types of ICT gadgets that they are exposed to; examine the purposes for which they use the ICT gadgets; and determine the extent to which ICT has affected their reading habits. It focused on all the undergraduate students from the four universities in Kwara State namely: University of Ilorin, Kwara State University, Malete, Landmark University, Omu-Aran, and Al-Hikmah University, Ilorin. The study did not include the post-graduate students in these universities.

Study Justification

Helping more students to become effective readers is one of the goals of educators in modern times. If computers have replaced the traditional literacy world, it is noteworthy that educators, publishers, writers, and software engineers might cooperate with each other to create more interesting and economic online materials for students based on the knowledge of students' reading habits and reading behaviours. The outcomes of this study will benefit undergraduate students in Kwara State, their lecturers and educational managers in making policies that will promote good reading culture. This, on the long run, especially when applied broadly, may assist in improving the academic performance of students in both internal and external examinations.

In general, the findings of the study should assist the University authority, especially the library and the computing department, to look into service matters pertaining to accommodating the reading/studying habits of the students. The study may reveal what interest the youths and stimulate their use of ICT gadgets and suggest ways of integrating these into what they read; helping to devise ways of encouraging reading-graphic or digital-will assist students to be good readers and become informed citizens thereby contributing their quota to the society. This is aside the primary benefits of enriching this field of study with new information and becoming a source of reference. The findings will benefit the society by examining areas that require improvement in the reading habit of individuals in the society and therefore stimulate good reading habit, which will in turn benefit the entire society.

REVIEW OF RELATED LITERATURE

Studies on Reading Habits of Different Populations

Education and literacy are important factors in a child's life that may help them overcome the limitations of their current condition and social class. Literacy provides children an opportunity to empower themselves and this change their lives. Reading achievement, a vital key to educational attainment, has shown marked improvement in children ages 13-17 years as their parents educational levels increase (Ofsted, 2005). However, adolescents are still struggling with reading. There is no doubt that students and teachers can take the advantage of internet if they use it as a creative tool. Strong correlation is said to exist between reading and academic success; implying that one who is a good reader is more likely to do well in school than another who seldom reads. There is also a link between reading and vocabulary knowledge; as those who have more vocabularies are usually good readers; a direct outcome of extensive reading. Twenty-five to 40% of children do not read well enough to comprehend their core subjects in school.

Hastings and Henry (2006) reveal that more than half of respondents (56%) spend less than an hour a day on reading and 13% says that they do not read at all. Igun and Adogbeji (2007) report that nearly two-thirds 61.5% of postgraduate students are motivated for study and reading primarily by the desire for knowledge and skills, while 22.5% study mainly to pass their examinations and tests and for self development. Cabral and Tavares (2002) found that students' reading habits reflect reading for academic purposes (97.8%) almost as much as they use reading as a hobby (97.2%). Hassell and Rodge (2007) indicated that 72% of the students are reading in their leisure time in which 22% read constantly and 50% read when they get a chance. Blackwood (1991) indicates that students are reading about 2.5 hours each week for pleasure during academic session and slightly more during vacations.

Karim and Hasan (2007) found that the students spend about 7 to 9 hours per week on average to read. Kaur and Thiyagarajah (1999) found that while many students prefer spending as much as 3-5 hours per week in reading yet the breakdown of the responses indicate that 69.8% of them spend this amount of time on literary works, 28.6% on newspapers and 25.4% on novels. Devarajan (1989) reported that irrespective of the socio-economic background of the respondents, the majority is interested in reading literature (51.96%) especially novels followed by Science (34.66%). Clark and Foster (2005) report that 83.9% of pupils admit mother teaches them to read followed by their teacher 72.2% and their father 65.0%. Their mother (42.5%), teacher (38.5%) and father (32.4%) are also the most frequently cited reading partners. The mother (57.4%), father (42.1%) and friend (39.9%) are the top three people with whom pupils discuss their reading.

De boer and Dall Mann (1960) opined that it is the task of the teacher to bring the child and book together and that the techniques of improving a child's voluntary reading should generally be those of enticement and persuasion rather than those of coercion. Shokeen (2005) maintained that parents and librarians have the duty to promote a love for reading

among students; for which they must work together to infuse a habit of reading in children at the young age when the mind is most impressionable. A survey in the USA of 17,000 individuals found that in 1982, 57% of adult Americans read literature and in 2004 the figure had fallen to 46.7%. The rate of decline for the youngest adults, those aged 18-24, was 55% greater than that of the total adult population. Though this study did not include non-fiction or college student reading, however, it is believed that decline of reading threatens not only America's arts heritage but its economic position in the world as well.

Some studies examined the reading habits of different populations, which have yielded comparable results. Naik (1981) studied the reading interest and abilities of adolescents and adults aimed at understanding the general nature of reading interest/habit of people above age fifteen to study the development process of these interests. It found that newspapers were read more than any other material; women in every age group read less newspaper; magazine reading increased with age; men read more than women; sports magazines were very popular up to the age of 40; developmental factors of reading related to psychological growth and socio-cultural advancement were different at different age level; and at the primary stage only the story books were read.

According to Pandian (2000) only 20% of the Malaysian populations are 'regular readers' and the rest are 'reluctant readers'; with students' reading pattern being examination purpose as they were found to be reluctant to read for information or pleasure. He concluded that the nation stands the risk of producing future leaders that would be 'reluctant readers' who are 'retarded' in terms of knowledge, intelligence and maturity. With a vast and speedy amount of available digital information people, particularly the young, are spending more time reading electronic materials. Liu (2005) says that the growth of electronic media may give negative implication to reading that people are less engaged in extensive reading and lack the ability to read deeply and sustain a prolonged engagement in reading. Some would still prefer printed documents when it comes to reading.

Liu (2005) and Ramirez (2003) have provided strong evidence that people would print from the internet in order to engage further reading. According to Liu (2005), the age factor contributes to reading behaviour on the internet. The younger generation spends more time reading the screen-based materials. Teenagers also read a range of online materials due to the availability of a large choice, efficiency, accessibility, low cost, and up-to-date nature. The different media revealed different reading patterns. A screen based reading behaviour is emerging with an increasing amount of time spent on reading online. Skim reading, scanning and speed reading were evident that less time was spent on in depth reading leading to less comprehension and content absorption/recall levels.

Some studies also examined the influence of socio-economic status on reading behaviour. The results showed that both lower class and upper class students read more than middle class children. This is not in line with other findings that showed no significant difference between students of varying socio-economic status. Various studies carried out for determining reading habits of individuals report that a growing number of young people do

not read for pleasure; boys enjoy reading less than girls (Clark and Foster, 2005); children from lower socio-economic backgrounds read less for enjoyment than children from more privileged social classes. Also, some findings show that learners seldom go to libraries (Özbay, 2006; Phillip, 1990).

Lyons (1999) claimed that the computer revolution is unlikely to significantly affect reading habits in the perspective of history and current literacy trends. However, other researcher believed that computers and Internet are changing the way people read (Lamb, 2005). Also, "this new media and online literacy belong to and affect people of all ages" (Özbay, 2006). This also indicated that, today, computer technology is integrated into almost every aspect of learning in higher education: textbooks arrive with CD-ROMs; homework is delivered and graded on the www; and assignments are designed to be completed collaboratively through electronic mail. In fact, "the Internet becomes an important part of college students' lives, not only for their studies and daily routines, but as a tool for getting to know other people and the rest of the world".

Other studies show that children and young people read a diverse range of materials outside class, incorporating materials not traditionally regarded by schools as acceptable reading matter. For example, the Reading Connects Survey by Clark and Foster (2005) showed that when pupils were asked what types of materials they were reading outside class, magazines, websites, text messages, jokes and books/magazines about television programmes emerged as the most popular reading choices. Over half the pupils also indicated reading emails, fiction, comics, while newspapers were also popular choices. When asked specifically about what type of fiction, if any, they preferred reading, adventure, comedy and horror/ghost stories were the most frequently chosen types where only 5% of pupils did not read fiction.

In a survey study of the Internet addiction of 910 Taiwan college students, Chou and Hsiao (2000) found that college students who are addicted to the Internet spent an average of 17.66 hours on BBSs, 6.58hours on the www, 3.47 hours on e-mail, and 5.47 hours on games every week; whereas, those who are not addicted spent an average of 6.6 hours on BBSs, 3.94 hours on the www, and 1.42 hours on e-mail every week. This revelation led to the conduct of a pilot study to inquire 83 college students in my writing class of their online access hours where 42% of them admitted that they spend more than 3 hours online and 57% spend 1 to 2 hours online every day. These results imply that college students do spend more time reading information online than reading offline every day. Researchers have found a lot of changes in the reading habits of college students due to the impact of digital media made available through the internet. Liu (2005) found that younger people can tolerate more time reading screen-based materials. On gender and choice of reading materials by university students, it was revealed that university students spend a significant amount of time reading newspapers, academic books and websites. Expectedly, they reported that IT-based students tend to use electronic resources more than art based students.

Factors Affecting Reading

Sex and age are the two principal factors affecting reading habits. Oduolowu (2006) asserts that inability to read limits full participation and competent functioning in modern society…for some this gateway is narrow, impeded or entirely closed off. The reasons for this are both educational and environmental, implying the absence of reading culture at the individual, family, societal and national levels. Even among the literate population, reading outside of school or professional demands is for those who have the time to waste (Fatimayin, 2010).   Moyers (2000), Stenberg (2001), Ross (2002) and Abram (2007) report females as more heavy readers than male. Clark and Foster (2005) report that girls enjoy reading greater than boys and boys tend to hold more negative attitudes towards reading than girls. McKenna, Kearn and Ellsworth (1995) and Hassell and Rodge (2007) reveal that girls have more favourable attitudes than boys for both recreational and academic reading. Hopper (2005) depicts that 67% of girls were reading compared with (54%) of boys. Sahai (1970) makes visible that more than 90% of the users read newspapers and magazines and the percentage of women is higher than the men. Kendrick (1999) found 56% of the middle grade boys do not enjoy reading and 86% of them complained that parents do not read with them.

Yilmaz (2000) finds that 77.8% do not have reading habits with only 6.5% being heavy readers. In the current adolescent literacy crisis "more than two-thirds of all eighth through twelfth graders are reading below the proficiency level," and many of those are part of economic, ethnic, and gender groups that are falling behind; many are dropping out, upwards of 7000 adolescents a day. Habits are a disposition to behave or do something in a particular way. They are patterns of behaviour, which manifest with regularity in what one does and how it is done. Habits, when formed in relation to reading, manifest in how, what and when one reads. Helping children learn to read, learn to love reading and read to learn may turn out to be among other things, the panacea for rebranding the Nigerian education system. Fatimayin (2010) argues further that the technology that has revolutionized communication resulting in globalization includes television, the internet, mobile phones, microchips, etc. The effect, according to Onukaogu (2001) and Imam (2004) is a prevalence of technological devices that make reading of books a difficult and expensive task. Indeed, studies show that the electronic media, particularly the television, mobile phones, computers and even the radio, are gradually taking over the relevance of books in the society.

Thus, the use of new ICT gadgets affect the reading habit of students; as spending great time with ICT gadgets mean little time for reading; also making reading difficult and expensive, even as others argued that ICT gadgets enhance reading culture and can serve as a great aid if properly harnessed by the students. Gender is also an influence on students' reading habits; as females were found to have better reading habits compared to the male counterpart It is not unlikely therefore that good reading habits enhance academic performance while poor reading habit is a deterrent to good academic grades. Thus, while ICT may help undergraduates recognise and apply what they read in their everyday life, according to the

top-down reading model, it may divert their attention and may not allow them concentrate on the words as expressed in the top-down model.

RESEARCH METHODOLOGY

This study adopted the descriptive research design aimed at describing the frequencies at which an event and/or characteristics occurs in a phenomenon and will be carried out using survey research method. This choice was due to the large population of undergraduate students in the four universities in the State, from which sample was drawn, as shown in Table 1.

Table 1: Distribution of Study Population and Sample

Name of Institution	Study Population	Study Sample
University of Ilorin, Ilorin	20,184	3500 (17.34%)
Landmark University, Omu-Aran	2840	500 (17.60%)
Kwara State University, Malete	3555	620 (17.44%)
Al-Hikmah University, Ilorin	3235	620 (19.16%)
Total	**29, 868**	**5240 (17.54%)**

Source: Fieldwork, 2013.

Adopting the purposive sampling technique, the study sample was 5240 undergraduate students drawn from the study population of 29,868. This was distributed among the four universities as: 3500 for the University of Ilorin, 500 for the Landmark University, Omu-Aran, and 620 each for Kwara State University, Malete and Al-Himah Univerity, Ilorin. Babbie (2001) underscored the appropriateness of the purposive sampling technique being useful in situations where certain respondents are targeted for some particular reasons. The questionnaire was the main instrument for data collection and complemented with personal observation. Whenever the two instruments are used, a platform is created to gather extra first-hand information that is in-depth.

Input from experts in this area assisted in modifying some questionnaire items just as adapting some items from previous related studies were used to validate the questionnaire. As for reliability, 50 copies of the questionnaire were administered on 50 students from the State Polytechnic using a test-retest approach of 2-week interval. Their responses were subject to Crobach alpha which returned an r=0.82 overall reliability exceeding the 0.80 minimum standard required for basic research as this. The researchers personally administered the questionnaire themselves in all the four universities during a period of three weeks and used their professional contacts to get the respondents to complete the

questionnaire diligently, accounting for the 100% return rate of completed questionnaire in spite of the scattered locations of the universities.

DATA ANALYSIS

Demographic Variables

Demographically, out of the 5240 respondents, 3151(60.13%) were males while 2089 (39.87%) were female, with majority 3133(59.79%) respondents being within the age bracket 18-25 years; 1830(34.92%) for 26-30 bracket and the remaining 227(4.33%) for the 31-35 bracket. Regarding their subject backgrounds, majority 2091(40.00%) respondents have Arts background; 1860(35.50%) respondents have Science background while 1289(24.50%) have Commercial background.

Respondents were asked to indicate the types of materials they read most, which led to the results provided in Table 2

Table 2: Types of Materials Respondents Read Most

Items	UIL	KWASU	Landmark	AL-Hikmah	Total
Journals	670 (19.14%)	89 (17.80%)	220 (35.47%)	30(4.83%)	1009 (19.26%)
Abstracts	110 (3.14%)	-	-	-	110 (2.11%)
Textbooks	690 (48.29)	250 (50.00%)	330 (53.25%)	380 (61.29%)	2650 (50.57%)
Reference materials	60(1.71)	-	-	-	60 (1.14%)
Newspapers	820 (23.43%)	95 (19.00%)	70 (11.28%)	190 (30.65%)	1175 (22.42%)
e-books	70 (2.00%)	56 (11.20%)	-	20 (3.23%)	146 (2.79%)
e-Newspaper	80 (2.29%)	10 (2.00%)	-	-	90 (1.71%)
Total	3500 (100%)	500 (100%)	620 (100%)	620 (100%)	5240 (100%)

Source: Fieldwork, 2013.

The result indicated that majority 2650(50.57%) respondents visit the library to read textbooks mostly; 1175(22.6%) respondents read newspapers most; only 1009(19.26%) respondents read journals most; 146 (2.79%) respondents read e-books most while 90(1.71%) others read e-newspapers most. Overall, respondents from Landmark University have higher returns for journals (35.47%) while those from Al-Hikmah University had the highest for textbooks (53.25%).

To determine the sources of materials that respondents read, Table 3 provides detailed results.

Table 3: Sources of Materials that Respondents Read

Responses	UIL	KWASU	Landmark	AL-Hikmah	Total
Library	1820 (52.00%)	285 (57.00%)	330 (53.23%)	265 (42.74%)	2700 (51.53%)
Cyber café	968 (27.66%)	155 (31.00%)	180 (29.03%)	240 (38.71%)	1543(29.45%)
Friends	187 (5.34%)	20 (4.00%)	35 (5.65%)	115 (18.55%)	357 (6.81%)
Family	165 (4.71%)	-	-	-	165 (3.15%)
Phones	360 (10.29%)	40 (8.00%)	75 (12.09%)	-	475 (9.06%)
Total	**3500** (100%)	**500** (100%)	**620** (100%)	**620** (100%)	**5240**(100%)

Source: Fieldwork, 2013.

Majority of the respondents 2700(51.53%) indicated the library as the source of the materials they read; 1543(29.45%) from the cyber café; another 475(9.06%) from their smart phones; 357(6.81%) from friends and the remaining 165(3.15%) respondents from families. On where the respondents source for materials to read, a total 3810 (72.71%) indicated visits to the library and the remaining 1430 (27.29%) declining. Those from KWASU (89.00%) took the lead while those from the University of Ilorin had the least (67.14%); as shown in Table 4.

Table 4: Respondents Visit to the Library for Reading Materials

Responses	UIL	KWASU	Landmark	AL-Hikmah	Total
Yes	2350(67.14%)	445 (89.00%)	495 (79.84%)	520 (83.87%)	3810 (72.71%)
No	1150(32.86%)	55 (11.00%)	125 (20.16%)	100 (16.13%)	1430 (27.29%)
Total	**3500 (100%)**	**500 (100%)**	**620 (100%)**	**620 (100%)**	5240 (100%)

Source: Fieldwork, 2013.

On the types of libraries that respondents visit to read their choice materials, Table 5 provides the detailed results.

Table 5: Types of Libraries Visited by the Respondents

Responses	UIL	KWASU	Landmark	Al-Hkimah	Total
University library	1969(56.26%)	380(76.00%)	398(64.19%)	425(68.55%)	**3172 (60.53%)**
Public library	1091(31.17%)	120(24.00%)	170(27.42%)	38(22.26%)	**1519 (28.99%)**
School library	440(12.57%)	-	52(8.39%)	57(9.19%)	**549 (10.48%)**
Total	**3500(100%)**	**500(100%)**	**620(100%)**	**620(100%)**	**5240(100%)**

Source: Fieldwork, 2013.

The result showed that majority 3172(60.53%) respondents get their needed materials from the university library; followed by 1519(28.99%) respondents get their needed materials from public library, and the remaining 549(10.48%) from the school library such as specialized library respondents gave (law library as examples) while 6(2.4%) respondents get their needed materials from school library.

On the respondents' exposure to ICT gadgets, the results showed that all the respondents have a wide-ranging exposure to mobile phones, internet, IPAD, laptops and tablets with many having more than two of these on the average.

Table 6: Purpose for Using ICT Gadgets

Responses	UIL	KWASU	Landmark	AL-Hikmah	Total
Leisure	1416(40.46%)	247(49.40%)	346(55.81%)	260(41.93%)	**2269(43.30%)**
Academic purpose	1258(35.94%)	108(21.60%)	162(26.13%)	222(35.81%)	**1750(33.39%)**
Social networking	826(23.60%)	145(29.00%)	112(18.06%)	138(22.26%)	**1221(23.31%)**
Total	**3500(100%)**	**500(100%)**	**620(100%)**	**620(100%)**	**5240(100%)**

Source: Fieldwork, 2013.

Result shows that more than for academic purpose 1750 (33.39%), respondents' use of ICT gadgets was for leisure 2269(43.30%) and socializing 1221(23.31%). This is not in favour of inculcating good reading habits.

Table 7: Respondents' Perception of ICT Influence on Reading Habits

Responses	UIL	KWASU	Landmark	Al-Hikmah	Total
Strongly agree	1145(32.71%)	250(50.00%)	135(21.77%)	228(36.77%)	**1758(33.55%)**
Agree	1880(53.71%)	110(22.00%)	310(50.00%)	207(33.39%)	**2507(47.84%)**
Neutral	275(7.86%)	75(15.00%)	120(19.36%)	98(15.81%)	**568(10.84%)**
Disagree	122(3.49%)	45(9.00%)	40(6.45%)	57(9.19%)	**264(5.04%)**
Strongly disagree	78(2.23%)	20(4.00%)	15(2.42%)	30(4.84%)	**143(2.73%)**
Total	**3500(100%)**	**500(100%)**	**620(100%)**	**620(100%)**	**5240(100%)**

Source: Fieldwork, 2013.

Result show that 1758(33.55%) respondents strongly agree that ICT influences reading habits of undergraduate students; 2507(47.84%) respondents agree; while 568 (10.84%) were neutral, with the remaining 40(7.77%) respondents disagreed with the influence.

Discussion of the Findings

The findings showed that undergraduate students in Kwara State mostly read textbooks, journals and newspapers. This finding is similar to Hassell and Rodge (2007) who studied gender and choice of reading materials by university students, findings revealed that university students spend a significant amount of time reading newspapers, academic books and websites. This textbooks, and other materials findings show are mostly got from the library (46.3%) and cyber cafes (28.2%). Findings further showed that university library and public libraries are the libraries they find needed materials. Findings also showed that undergraduate students in Kwara State are all exposed to ICT gadgets such as mobile phones, laptops, iPAD, internet and tablets; and also showed that they mostly use these gadgets for academic purposes (43.5%) and for leisure (28.2%). Findings also showed that these gadgets have influences on their reading habit and these influences are not positive.

This study also discovered that demographic characteristics of undergraduate students in Kwara State relate to their inculcation of reading habit. This is contrary to Oduolowu (2006) findings that there was no significant difference in the reading habit of male and female students. However, Clark and Foster (2005) reported that girls enjoy reading greater than boys and boys tend to hold more negative attitudes towards reading than girls. McKenna, Kearn and Ellsworth (1995) and Hassell and Rodge (2007) revealed that girls have more favourable attitudes than boys for both recreational and academic reading. Hopper (2005) depicted that 67% of girls were reading compared with (54%) of boys. Sahai (1970) results made visible that more than (90%) of the users read newspapers and magazines and the percentage of women is higher than the men. Kendrick (1999) discovered that 56% of the middle grade boys do not enjoy reading.

Conclusion and Recommendations

The rapid changes in the information age have resulted in literacy becoming more technological sloping. Thus the adoption and usage of ICT have become a necessity for undergraduate students, which is the general perception of the study's respondents; even as they claimed that their reading habits have been enhanced through this means. However, closer observation of the results showed that this may not be completely so as the outcomes of reading which transforms the readers' personalities for the better was not evident in this case. This calls for a closer examination of what and how they read using ICT. Based on this, the study concludes that there is still much to be desired on the effects of ICT on the reading habit of undergraduate students in Kwara State; notwithstanding their perception. A cautious approach to the use of ICTs by undergraduate students in relation to their reading habits is highly desirable. The study thus recommends the following:

1. Educators, teachers and administrators should deal with this trend to improve students' reading habits, if reading information inline is the drift.
2. Educators, publishers, instructors, and researchers should assist in creating sound reading materials online, besides those news and advertisements.
3. Academic publishers should combine instructional content and study activities online.

4. Since reading materials play a critical role in improving students' reading habits, book companies/educational publishers should provide more learning opportunities over the internet and commercial software products to help students form a solid, robust online reading habit.

5. The practice, in the Faculty of Communication and Information Sciences, University of Ilorin where the online courseware is used to encourage studying activities of students, should be emulated by the other universities studied.

6. Different types of materials at different levels such as, language arts, literature, and stories should be levelled and built on online to assist students read and to manage with students in different reading levels.

7. Students will benefit more if educational publishers, instructors, and researchers cooperate with each other on developing reading materials and publishing on the internet for students to use.

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