



## READING HABITS AND INFORMATION USE AMONG UNDERGRADUATES IN TWO PUBLIC UNIVERSITIES, LAGOS STATE, NIGERIA

**Ladele, Morolayo Fesojaiye**

Information Resources Management  
Babcock University  
[ladelem@babcock.edu.ng](mailto:ladelem@babcock.edu.ng)

**Eze Kamsi Glory**

Information Resources Management  
Babcock University  
[Gloryeze727@gmail.com](mailto:Gloryeze727@gmail.com)

**Dada, Rachael Olufunmilola**

Information Resources Management  
Babcock University  
[dadar@babcock.edu.ng](mailto:dadar@babcock.edu.ng)

### Abstract

The decline in reading habits among undergraduates in Nigerian public universities has significant implications for academic performance, and reversing this decline requires a multifaceted, systematic approach that blends institutional policies, technological advancements, and academic culture reform. Information use can enhance undergraduates' reading habits in public universities in Lagos State. Undergraduates with high levels of access to information and frequent information use are more likely to develop strong reading habits. Therefore, this study investigated the influence of information use on the reading habits of undergraduates in two public universities in Lagos State: The University of Lagos (UNILAG) and Lagos State University (LASU). Survey research design was adopted for the study. The sample consisted of 382 undergraduates from UNILAG and LASU, and 365 valid responses were obtained. A structured questionnaire was used for data collection. Cronbach's alpha coefficients for the constructs ranged from 0.711 to 0.725. A response rate of 95.5% was obtained. Data was analyzed using descriptive and inferential statistics (multiple linear regression) at 5% level of significance. Findings revealed that information use had a significant influence on undergraduates' reading habits in the two universities ( $Adj.R^2 = 0.320$ ,  $F(2, 362) = 86.595$ ,  $p < 0.05$ ). Access to information ( $\beta = 0.149$ ,  $t = 2.907$ ,  $p < 0.05$ ) and frequency of information use ( $\beta = 0.476$ ,  $t = 9.304$ ,  $p < 0.05$ ) both had significant positive influence, with frequency showing the stronger effect. The null hypothesis was rejected. This indicates that improved access to academic information and increased frequency of use can enhance reading habits among undergraduates in UNILAG and LASU.

**Keywords:** Information use, Reading habits, Undergraduates, Public University

### Background to the Study

Information use refers to the ability to locate, access, interpret, and apply academic content to support learning and personal development. Information systems in education primarily refer to the technologies and tools that facilitate the management and delivery of educational content, as well as the interaction between educators, students, and learning materials. These systems include Learning Management

Systems (LMS) such as Moodle and Blackboard, digital libraries, video conferencing platforms, and e-learning repositories. One of the most significant contributions of information systems is the enhancement of information accessibility. Imam et al. (2024) demonstrated that undergraduates with strong information use skills made better use of e-resources, leading to improved academic performance. It includes various systems and tools that support students



in retrieving and utilizing knowledge effectively. Information systems are structured frameworks that collect, process, store, and disseminate information to support decision-making and coordination within organizations. They comprise several key components which are hardware, software, data, people, and processes. Hardware includes physical devices such as computers, servers, and networking equipment that facilitate data processing and storage. Software encompasses applications used to analyze data and generate useful information, including database management systems and analytical tools. Data serves as the raw input that is transformed into meaningful information and it is a fundamental asset for any information system (Laudon et al., 2020). People who are the users of these systems, ranging from IT personnel to end-users who interact with the technology. Processes refer to the methods and regulations governing data collection, retention, and processing (Laudon et al., 2020). These components work together to ensure that relevant information reaches users efficiently, which is particularly vital in educational settings where timely access to information can enhance learning outcomes.

Muhamad et al. (2021) define information systems as a framework that facilitates the transfer of information from reading materials to the reader's cognitive processes. E-resources, or electronic resources, refer to digital materials accessible through electronic devices such as computers and smartphones. These include e-books, online journals, databases, magazines, and educational websites. E-resources enable students to access vast academic content anytime and anywhere, supporting independent learning and encouraging regular reading practices. Therefore, through the use of information systems and e-resources, students can improve their reading habits by engaging more effectively with academic content. By embedding these tools into academic life and promoting their usage, universities can address the root causes of poor reading habits and empower students to engage meaningfully with academic content.

Reading practices differ widely across nations, shaped by cultural, educational, and

technological contexts. Countries like India, China, and Thailand rank among the highest in terms of reading time. In India, reading is culturally valued, with individuals reportedly reading an average of 2.1 books per week (The Weary Educator, 2024). In Thailand, reading is deeply social, supported by book clubs and library involvement, with an average daily reading time of 80 minutes (The Weary Educator, 2024). European countries also reflect a strong reading culture, where many citizens dedicate at least one hour daily to reading, indicating the importance of literature in their societies (The Weary Educator, 2024). In contrast, Nigeria faces a significant challenge with its reading culture. Despite being Africa's most populous country, Nigeria is absent from global rankings of nations with high reading engagement (Pulse Nigeria, 2024).

According to Baba and Affendi (2020), reading habits and attitudes toward reading are central to educational development and directly impact students' learning processes. Olifant et al. (2020) reinforce this by noting that consistent reading improves vocabulary, comprehension, and critical thinking. Yet, Nigeria lags behind due to systemic issues such as poverty, infrastructural deficits, and inadequate reader development programs. As highlighted by the Vanguard (April 2<sup>nd</sup> 2019), 38% of Nigerians remain non-literate, and four out of ten primary school children cannot read with comprehension. These are reflected in the quality of academic infrastructure and access to educational resources.

The decline in reading habits among undergraduates in Nigerian public universities including institutions in Lagos State poses serious risks to academic outcomes. Addressing information use and reading habits among undergraduates requires institutional transformation through policies that make reading a core academic activity rather than an optional one. A key factor influencing the reading culture among undergraduates is information use, which refers to how students seek, access, and apply information to achieve academic goals (Case & Given, 2016). Globally, the shift to digital education has been fueled by rising internet connectivity. The World Bank



(2024) highlights that while mobile broadband coverage in Sub-Saharan Africa is expanding, only 22% of individuals use mobile internet services. Nigeria mirrors this digital divide despite an increase in broadband access, actual usage, especially among students, remains inconsistent.

When access is easy and frequent, students are more likely to be motivated to read, form positive attitudes, concentrate better, and spend more time on academic materials. As Apari and Okebukola (2024) assert, when students perceive a direct connection between reading and their academic success, they become more engaged and proactive in their learning. However, the persistent gap between digital academic resource availability and students' actual reading behavior reflects a deeper issue. According to Olifant et al. (2020), many undergraduates still demonstrate weak reading routines and a preference for non-textual media, despite the tools at their disposal.

This study is therefore anchored on the urgent need to examine how information use particularly in terms of access and frequency affects the reading habits of undergraduates in public universities like UNILAG and LASU. By exploring this relationship, the study aims to provide actionable insights for improving students' academic engagement through better information systems and reading culture strategies. Ultimately, this paper seeks to demonstrate that effective information use is not just a technical requirement, but a powerful pathway to reversing poor reading habits and enhancing academic performance in Nigerian universities.

### Statement of the problem

Reading habits among undergraduates in Nigerian public universities have continued to decline, affecting students' academic performance and intellectual development. Factors such as poor library infrastructure, limited access to quality reading materials, and low motivation contribute to this persistent issue. Ivwighrehweta and Ekhrotomwen (2023) noted that students in Delta State universities showed weak reading habits due to distractions, limited interest, and lack of resources. Similarly,

Ajidahun (2015) highlighted that the erosion of reading culture among Nigerian youth has negatively impacted the quality of education. These challenges are evident even in Lagos State, where some public universities continue to struggle with outdated libraries and inadequate academic support structures.

A critical aspect of this issue is the underutilization of available technological resources that could foster better reading practices. While most institutions have introduced digital platforms, their potential remains untapped due to low awareness or poor integration into academic life. The Free Library (2010) found that students widely believe their libraries are poorly equipped and outdated, making it difficult to sustain consistent reading habits. In the face of these infrastructural shortcomings, it becomes crucial to explore sustainable academic strategies that can close the resource gap and revive interest in reading. Information use defined as how individuals seek, evaluate, interact and apply information is a powerful solution to this crisis when harnessed through digital tools. Information systems and e-resources such as university e-libraries, learning management systems (LMS), academic databases, and search engines like Google Scholar and ResearchGate provide flexible, accessible, and updated learning content. Imam et al. (2024) demonstrated that undergraduates with strong information use skills made better use of e-resources, leading to improved academic performance. By embedding these tools into academic life and promoting their usage, universities can address the root causes of poor reading habits and empower students to engage meaningfully with academic content.

### Objectives of the Study

1. Assess the reading habits of undergraduates in University of Lagos and Lagos State University?
2. Examine the level of information access among undergraduates in University of Lagos and Lagos State University?
3. Analyze the frequency of information use among undergraduates of University of Lagos and Lagos State University?

### Research Questions



1. What is the reading habits of undergraduates in University of Lagos and Lagos State University?
2. What is the level of information access among undergraduates of University of Lagos and Lagos State University?
3. What is the frequency of information use of undergraduate in University of Lagos and Lagos State University?

### Hypothesis

**H<sub>01</sub>** - Reading habit will not significantly influence the Information use of undergraduates in two public universities, Lagos State.

### Scope

The study titled “information use and reading habits among undergraduates in two public universities in Lagos State, Nigeria” was conducted in two public universities in Lagos State Nigeria namely Lagos State University (LASU) and the University of Lagos (UNILAG). This study focused on several key areas, including the access to information use and frequency of use among undergraduates.

### Literature Review

This section discusses various types of information systems and how they exemplify information use in both contexts.

### Reading Habits

Reading habits hold a central position in the academic and intellectual life of undergraduate students, profoundly influencing their comprehension of complex academic materials, sharpening their critical thinking skills, and enhancing their overall ability to succeed in higher education. As articulated by Ali and Siddiqui in their 2018 study, consistent and regular engagement in academic reading directly correlates with a superior understanding of course content, which, in turn, leads to improved academic performance. This relationship is further supported by the research of Yap (2019), who underscores the notion that regular reading enables students to effectively process and retain complex information, a particularly invaluable

asset in academically demanding disciplines. Reading, however, extends beyond mere comprehension; it cultivates intellectual curiosity and fosters personal growth. Yap's (2019) findings reveal that students who actively engage in regular reading are not only more likely to achieve academic success but also tend to develop a lifelong passion for learning. Such individuals demonstrate a propensity for seeking knowledge beyond the confines of the classroom and cultivating a more expansive worldview.

Furthermore, as noted by Mayanchi et al. (2019) reading plays a pivotal role in expanding students' vocabulary and refining their writing skills, both of which are indispensable tools for navigating the rigors of academic life. Several interconnected factors shape and influence students' reading habits, with each element playing a distinct role in determining the effectiveness and consistency of their reading practices. Motivation for reading encompasses the intrinsic and extrinsic forces that drive a student's engagement with reading materials.

This motivation can stem from a genuine interest in the subject matter, a desire to achieve academic excellence, or external pressures such as assignments and examinations. A high degree of motivation often translates into more consistent reading habits, characterized by deeper and more sustained engagement with the text.

The strength of a student's motivation directly impacts their willingness to invest time and effort into reading, ultimately influencing the depth of their understanding and retention of information. Attitude towards reading reflects a student's overall perception and feelings about the act of reading itself. A positive attitude, marked by enjoyment and a firm belief in the value of reading, encourages more frequent and sustained reading habits. Students who perceive reading as a pleasurable and rewarding activity are more likely to approach it with enthusiasm and dedication. Conversely, a negative attitude, frequently stemming from perceived difficulty, a lack of relevance, or previous negative experiences, can significantly hinder the development of effective reading habits. Overcoming such negative attitudes requires



strategies to make reading more accessible, relevant, and enjoyable for students.

Time spent reading serves as a quantifiable measure of the extent to which a student prioritizes reading activities in their academic life. The amount of time dedicated to reading, whether for academic purposes or personal enrichment, directly reflects a student's commitment to developing their reading habits. Consistent and extended reading sessions are typically associated with improved comprehension, enhanced retention of information, and a greater ability to engage critically with the material. Efficient time management skills and the ability to allocate sufficient time for reading are crucial for cultivating strong reading habits. Focus represents a student's capacity to maintain concentration and attention while reading, a skill essential for extracting key information and engaging critically with the text.

The ability to maintain focus during reading enables students to process information more effectively, make connections between concepts, and develop a deeper understanding of the subject matter. Factors that can either enhance or distract from focus include the reading environment, the complexity of the material, and the student's level of interest and motivation. Strategies for improving focus include minimizing distractions, setting specific reading goals, and taking regular breaks to maintain concentration. Technological advancements, particularly the rise of digital platforms, have significantly shaped students' reading behaviors. Digital platforms, such as e-books and online educational resources, provide easy access to a vast range of materials, making reading more convenient and accessible (Mayanchi et al., 2019). In light of these developments, it is imperative to understand how students interact with information systems and how these interactions influence their motivation, attitude, time spent, and focus on reading. A comprehensive understanding of these dynamics is essential for promoting effective reading habits in the digital age and empowering students to thrive in their academic pursuits

### Information use

The integration of information use into educational environments has transformed the way students engage with academic materials, particularly in the context of reading habits among undergraduates in Lagos State. This paper explores the relationship between information use and the reading habits of undergraduates at two public universities in Lagos, highlighting the critical components and examples of information use and their implications for student learning. Information use refers to the ability to identify, access, evaluate, and apply information to achieve specific academic goals. Notable examples of information use include information systems and e-resources, both of which play a significant role in modern education.

Information use is facilitated by a wide array of systems and platforms designed to support how students access, manage, and engage with academic issues. These systems are rooted in both business and educational environments, adapting core functionalities to meet different needs. Through these systems, students are empowered to access academic content from any location and at any time, a feature particularly beneficial for undergraduates engaged in independent learning (World Bank, 2018). This promotes a more flexible and consistent use of information resources to support reading and study habits. The rise of digital libraries and open-access repositories has further strengthened information use by democratizing access to scholarly articles, journals, and books. This supports deeper engagement with content and encourages students to seek out varied sources to inform their academic work (OECD, 2019).

Moreover, information systems promote personalized information use through adaptive learning technologies. These systems respond to student performance and needs, delivering materials and feedback that align with individual academic levels. Personalized learning increases retention and fosters greater engagement with content, which supports better reading habits (Pew Research Center, 2018). Finally, the effective use of information systems requires digital literacy, which is the ability to navigate, evaluate, and apply digital tools for academic



and personal use. Digital literacy enables students to maximize the potential of IS for academic purposes, contributing to more effective information use. As the educational landscape becomes more digitally driven, digital literacy is recognized as an essential skill for both academic success and future employment (OECD, 2019). In summary, information systems serve as crucial tools in supporting information use in education.

### Information Use on Reading Habits Among Undergraduates

Several studies have explored the influence of information use and digital tools on reading habits among undergraduates. Edem and Ofre (2009) found that despite high internet use among Nigerian university students, much of it was for non-academic purposes, thereby negatively impacting reading culture. Similarly, Ojedokun and Adeyanju (2023) observed that although students were exposed to online resources, many lacked proper digital literacy to fully utilize them for academic reading. Ogunbodede and Sawyerr-George (2023) emphasized the importance of digital resources in enhancing academic reading habits but noted underutilization due to inadequate access and training. Busayo (2005) highlighted that students' reading habits were declining due to lack of motivation and poor library use. Apari and Okebukola (2024), on the other hand, identified peer influence and institutional support as factors that shaped undergraduates' reading behaviors. While all these studies acknowledge the role of information access,

frequency of use, and digital tools, none directly examine the combined effect of information use (through access and frequency) on reading habits within the context of two public universities in Lagos State, which this current study addresses.

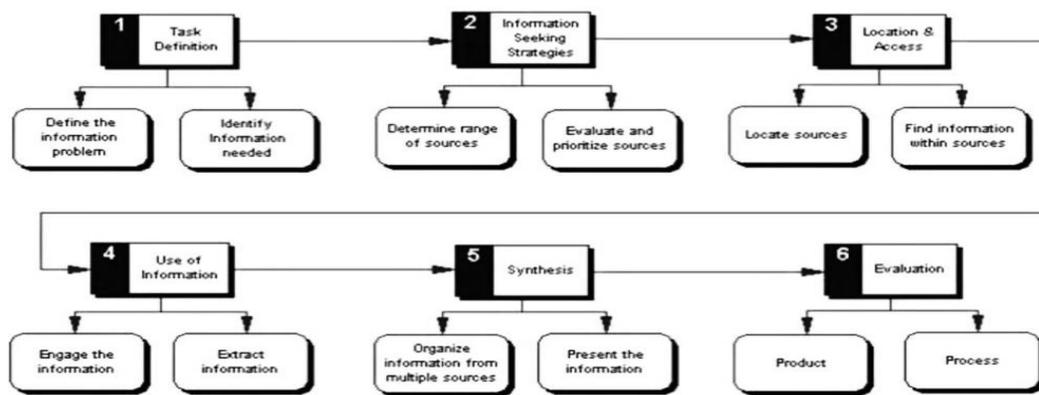
### 2.3 Theoretical Framework

The theory adopted in this study is The Big6 Skills Model.

#### The Big6 Skills Model

One of the most influential models guiding the development of these skills is the Big6 Skills model, developed by Michael B. Eisenberg and Robert E. Berkowitz in 1990. The Big6 model consists of six stages that help individuals identify their information needs and efficiently navigate the information landscape. Unlike other problem-solving models that may promote a rigid, one-size-fits-all strategy, the Big6 offers a flexible and comprehensive set of information and technology skills, enabling students to adapt these skills across various tasks and disciplines the models are: Task Definition, Information Seeking Strategies, Location and Access, Use of Information, Synthesis, and Evaluation.

The Big6 Skills model is widely utilized in educational settings to promote information literacy. Its structured and adaptable nature not only equips individuals with the necessary skills for effective information retrieval and use but also fosters critical thinking, enabling them to navigate the increasingly complex digital landscape with confidence. By a clear framework for teachers and students, the Big6 enhances both instructional strategies and learning outcomes.





**Figure1. The Big Six Information Skills Model**

**Methodology**

The chosen research for this study is the survey design. The survey design also gives respondents the chance to express their opinions on the investigated variables. Therefore, this research paper adopted a survey study design to investigate information use and reading habits of

undergraduates in two public universities in Lagos state, Nigeria.

**3.1 Sample size and sampling technique:** A sample is a subset of a population. A sample size of 382 undergraduates at 0.05 margin of error at 95% confidence level from a study population of 70,360 undergraduates was determined using the Krejcie and Morgan’s (1970) Table. Stratified random sampling technique was employed in selecting the 382 undergraduates (sample size) needed for the study.

**Table 1. Distribution of Sample Size**

S/N	UNIVERSITIES	SAMPLE SIZE
1	University of Lagos	217
2	Lagos State University	165
	TOTAL	382

Source: Field Survey, 2025.

**Data Analysis, Results and Discussion of Findings**

**Table 2. Demographic Information of Participants**

Variable		Frequency (n)	Percentage (%)
Sex	Male	182	49.9
	Female	183	50.1
	<b>Total</b>	<b>365</b>	<b>100.0</b>
Level	100	168	46.0
	200	148	40.5
	300	25	6.8
	400	24	6.6
	<b>Total</b>	<b>365</b>	<b>100.0</b>
Age	15-19	112	30.7
	20-24	94	25.8
	25-29	72	19.7
	30 and above	87	23.8
	<b>Total</b>	<b>365</b>	<b>100.0</b>

Source: Field Survey 2025

Demographic Information in Table 2. reveals that there were 182 (49.9%) males and 183 (50.1%) females who participated in the study. The study also shows that majority of the participants were 100 level students (46.0%), followed by 200-level (40.5%), 300-level

(6.8%), 400-level (6.6%). The results also revealed that majority of the participants were young; majority were aged 15-19 (30.7%), followed by the undergraduates between the ages of 20-24 (25.8%).

**Table 3. Analysis and Presentation of Research Questions**

**Research question one:** What are the reading habits of undergraduates in UNILAG and LASU?

**Table 3: Reading Habits of Undergraduates**

READING HABITS	SA Freq. (%)	A Freq. (%)	D Freq. (%)	SD Freq. (%)	Mean $\bar{x}$	Standard Deviation (SD)
<b>Encouragement for reading (Mean =3.12, SD =0.77)</b>						
I am encouraged to read regularly	18	78	180	89	3.47	0.66



for academic purposes	(4.9)	(21.4)	(49.3)	(24.4)		
I find reading enjoyable and enriching	14 (3.8)	47 (12.9)	192 (52.6)	112 (30.7)	3.12	0.77
I am encouraged to explore topics in greater depth through reading	5 (1.4)	19 (5.2)	141 (38.6)	200 (54.8)	3.10	0.76
Reading enhances my understanding of complex concepts	13 (3.6)	49 (13.4)	185 (50.7)	118 (32.3)	2.99	0.87
I read because it helps me achieve my academic goals	21 (5.8)	76 (20.8)	153 (41.9)	115 (31.5)	2.93	0.81
<b>Attitude towards reading (Mean = 2.83, SD = 0.84)</b>						
I look forward to reading new materials	13 (3.6)	97 (26.6)	159 (43.6)	96 (26.3)	2.95	0.78
I generally enjoy the act of reading	25 (6.8)	88 (24.1)	172 (47.1)	80 (21.9)	2.93	0.82
I have a positive attitude towards reading academic materials	46 (12.6)	106 (29.0)	137 (37.5)	76 (20.8)	2.84	0.84
I feel reading helps me to broaden my perspective	13 (3.6)	80 (21.9)	184 (50.4)	88 (24.1)	2.76	0.81
I am excited about reading	22 (6.0)	109 (29.9)	169 (46.3)	65 (17.8)	2.67	0.95
<b>Time spent reading (Mean=2.70, SD =0.86)</b>						
I allocate enough time reading for academic purposes each week	19 (5.2)	102 (27.9)	176 (48.2)	68 (18.6)	2.80	0.80
I spend adequate time reading for leisure	34 (9.3)	108 (29.6)	153 (41.9)	70 (19.2)	2.78	0.84
I devote ample time reading digital materials each week	33 (9.0)	116 (31.8)	147 (40.3)	69 (18.9)	2.71	0.88
I invest sufficient time reading printed materials each week	48 (13.2)	136 (37.3)	127 (34.8)	54 (14.8)	2.69	0.88
I dedicate adequate time to reading materials related to my course of study	23 (6.3)	106 (29.0)	163 (44.7)	73 (20.0)	2.51	0.90
<b>Focus (Mean=2.58, SD =0.91)</b>						
I am able to maintain focus while reading my department academic materials	57 (15.6)	139 (38.1)	119 (32.6)	50 (13.7)	2.71	0.90
I can read even when there are distractions	62 (17.0)	126 (34.5)	122 (33.4)	55 (15.1)	2.68	0.87
I have the ability to efficiently absorb information while reading	35 (9.6)	110 (30.1)	156 (42.7)	64 (17.5)	2.47	0.95
I am able to stay engaged when using electronic devices for reading	36 (9.9)	106 (29.0)	150 (41.1)	73 (20.0)	2.44	0.91
<b>Average Overall Mean</b>					<b>2.82</b>	<b>0.84</b>

Source: Field Survey, 2024. Freq = Frequency



**KEY: SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree \*\*\* Decision rule: if mean is 1 to 1.74=Strongly Disagree, 1.75 to 2.49 = Disagree, 2.50 to 3.24 =Agree, 3.25 to 4= Strongly Agree.**

Table 3. reveals that undergraduates in UNILAG and LASU had reading habits. The reading habits of UNILAG and LASU undergraduates were high ( $\bar{x}$ = 2.82, S.D = 0.84) which implies that the two public universities agrees to having high reading habits. Specifically, respondents had high encouragement for reading ( $\bar{x}$  =3.12). The attitude towards reading is high ( $\bar{x}$  =2.83)

while Time spent reading was moderately high ( $\bar{x}$ =2.70). Focus is moderately high ( $\bar{x}$ =2.58) and ranked the lowest, this implies that there should be more focus and specific reading by undergraduates in the study context.

**Research Question Two:** What is the level of information access?

**Table 4. Information Use**

Information Access	VHL Freq. (%)	HL Freq. (%)	LL Freq. (%)	VLL Freq. (%)	Mean $\bar{x}$	Standard Deviation (SD)
<b>Information Use (Mean = 3.07, SD = 0.80)</b>						
I can access academic resources online whenever I need them	19 (5.2)	55 (15.1)	172 (47.1)	119 (32.6)	3.11	0.83
Online resources has improved my ability to complete assignments.	15 (4.1)	58 (15.9)	185 (50.7)	107 (29.3)	3.10	0.79
Online resources are highly relevant to my course work	15 (4.1)	63 (17.3)	186 (51.0)	101 (27.7)	3.07	0.83
I can quickly locate specific information using online databases, e-libraries	17 (4.7)	46 (12.6)	185 (50.7)	117 (32.1)	3.05	0.78
My university provides sufficient access to online databases and e-libraries	16 (4.4)	59 (16.2)	159 (43.6)	131 (35.9)	3.02	0.78
<b>Average Overall Mean</b>					<b>3.07</b>	<b>0.80</b>

Source: Field Survey 2025; Freq. = Frequency

**KEY: VHL=Very High Level, HL= High Level, LL=Low Level, VLL=Very Low Level \*\*\*Decision Rule if mean is 1 to 1.74=Very Low Level; 1.75 to 2.49 = Low Level; 2.50 to 3.24 =High Level; 3.25 to 4= Very High Level**

Table 4. shows that in general, undergraduates in Unilag and Lasu had a high level of access to information use ( $\bar{x}$  = 3.07). Specifically, respondents indicated that they could access academic resources online whenever needed ( $\bar{x}$  = 3.11), and that online resources improved their ability to complete assignments ( $\bar{x}$  = 3.10).

Respondents also agreed that online resources were relevant to their coursework ( $\bar{x}$  = 3.07), and they could quickly locate specific information using online databases and e-libraries ( $\bar{x}$  = 3.05). Furthermore, the students reported that their universities provided sufficient access to online databases and e-libraries ( $\bar{x}$  = 3.02).

**Research Question Three:** What is the frequency of information use?

**Table 5. Frequency of Information Use**

Statements	VHL Freq. (%)	HL Freq. (%)	LL Freq. (%)	VLL Freq. (%)	Mean $\bar{x}$	Standard Deviation (SD)
<b>Frequency of Information Use (Mean =2.81, SD =0.89)</b>						
I employ online resources for	90	121	93	61	3.33	0.73



academic reading assignments	(24.7)	(33.2)	(25.5)	(16.7)		
I make use of digital libraries for research and project work	57 (15.6)	92 (25.2)	140 (38.4)	76 (20.8)	2.89	0.83
I access online learning platforms to review course materials	10 (2.7)	28 (7.7)	160 (43.8)	167 (45.8)	2.85	0.88
I use subscribed e-resources for my personal study and research	31 (8.5)	80 (21.9)	166 (45.5)	88 (24.1)	2.64	0.98
I use online databases to find additional resources beyond what is assigned	19 (5.2)	90 (24.7)	169 (46.3)	87 (23.8)	2.34	1.03
<b>Average Overall Mean</b>					<b>2.81</b>	<b>0.89</b>

Source: Field Survey 2025; Freq. = Frequency

KEY: VHL=Very High Level, HL= High Level, LL=Low Level, VLL=Very Low Level  
 \*\*\*Decision Rule if mean is 1 to 1.74=Very Low Level; 1.75 to 2.49 = Low Level; 2.50 to 3.24 =High Level; 3.25 to 4= Very High Level

Table 5. shows that in general undergraduates in UNILAG and LASU had a **high frequency of information use** ( $\bar{x} = 2.81$ ). Specifically, respondents indicated that they frequently employed online resources for academic reading assignments ( $\bar{x} = 3.33$ ), and made use of digital libraries for research and project work ( $\bar{x} = 2.89$ ). Respondents also reported accessing online learning platforms to review course materials ( $\bar{x} = 2.85$ ), and using platforms like Zoom and Microsoft Teams to collaborate with classmates ( $\bar{x} = 2.64$ ). However, the lowest frequency was recorded in the use of online databases to find additional resources beyond assigned materials ( $\bar{x} = 2.34$ ), which fell within the low-level range. Overall, this implies that the

frequency of information use among undergraduates is generally high, especially for reading assignments, research work, and course review. However, there is less frequent use of online platforms for collaboration **and for** independent exploration of additional academic materials, which may suggest a need to encourage broader and more self-initiated academic information engagement.

### Test of Hypotheses

#### Decision Rule

**H<sub>01</sub>:** Information use will not significantly influence the reading habits of undergraduates in two public universities, Lagos State.

**Table 6. Influence of reading habits on the undergraduates in two public universities, Lagos State.**

Variables	B	Std. Error	Beta ( $\beta$ )	t	p	Adj.R <sup>2</sup>	F	df(residual)	p
(Constant)	22.668	2.483		9.127	.000	0.320	86.595	2(362)	0.000
<b>INFORMATION USE</b>	.1672	.180	.476	9.304	.001				
<b>Dependent Variable: Reading Habits of Undergraduates</b>									

Source: Field Survey 2025, Note:  $\beta$ = Standardized Coefficient, significant at 0.05

**Table 6.** Depicts that information use significantly influenced the reading habits of undergraduates in two public universities in Lagos State (Adj.R<sup>2</sup> = 0.320, F(2, 362) = 86.595, p < 0.05). This suggests that the linear combination of access to information use and frequency of information use could enhance the

reading habits of undergraduates in Unilag and Lasu. Specifically, the independent variable explained 32.0% (Adj.R<sup>2</sup> = 0.320) of the variance in undergraduates' reading habits. Consequently, the null hypothesis (H<sub>01</sub>), which stated that *information use will not significantly influence the reading habits of undergraduates*



in two public universities, Lagos State, was rejected. From the individual perspective, access to information use ( $\beta = 0.149$ ,  $t(362) = 2.907$ ,  $p < 0.05$ ) and frequency of information use ( $\beta = 0.476$ ,  $t(362) = 9.304$ ,  $p < 0.05$ ) had a positive and significant influence on the reading habits of undergraduates. Among these predictors, frequency of information use showed the strongest effect, followed by access to information use. This implies that increasing how frequently undergraduates use information, and ensuring they can easily access such information, would significantly enhance their reading habits in the two public universities in Lagos State.

### Discussion of Findings

This study explored the influence of reading habits on information use among undergraduates in Unilag and Lasu which are Public Universities located in Lagos State, Nigeria. This section discusses the findings of this study in line with scholarly articles. This section is in line with the findings of the three (3) research questions and one (1) hypothesis, which guided the conduct of the study.

Findings from research question one revealed that undergraduates exhibit high reading habits, which indicates that majority of the students are purpose-driven and academically inclined in their reading behavior. These results align with Apari and Okebukola (2024), who found that undergraduates in South West Nigeria generally exhibit good reading habits, with no gender bias in reading motivation. Additionally, Busayo (2005) noted that many students adopt utilitarian reading habits mainly for academic success, suggesting that extrinsic motivation, like exams and grades, continues to play a strong role in how students read.

Findings from research question two revealed that undergraduates had a high level of access to academic information. Most respondents indicated they could access academic content online when needed, locate results quickly through e-libraries, and use information to complete assignments effectively. These findings correspond with Edem and Ofre (2009), who reported that undergraduates at the University of Calabar relied heavily on the

Internet for timely access to academic content, noting that the Internet has become a substitute for traditional reading material. This shift illustrates a new information culture among undergraduates. From the perspective of the Big6 Information Skills Model, this suggests strong performance in Task Definition, Information Seeking Strategies, and Location and Access, the first three stages of the model. Undergraduates appear to effectively define their information needs and locate relevant content with ease. Findings from research question three showed a high frequency of information use. Many students frequently used online platforms for reading assignments, consulted digital libraries for research and accessed online learning platforms.

However, collaborations tools like Zoom and Microsoft teams and additional use of online databases for independent exploration were rated lower. These patterns mirror the findings of Ojedokun and Adeyanju (2023), who found that students use the internet mainly for accessing school-related materials and academic purposes. Likewise, Ogunbodede and Sawyerr-George (2023) emphasized the use of digital resources and how they positively shape reading habits. In terms of the Big6 model, students are more engaged in Use of Information and Synthesis, though some gaps remain in Evaluation and Collaboration, suggesting potential areas for digital skill development.

The null hypothesis was rejected as analysis showed that information use significantly influences students reading habits (Adjusted  $R^2 = 0.320$ ,  $F(2, 362) = 86.595$ ,  $p < 0.05$ ). This means that 32% of the variation in students reading habits could be explained by their level of access and frequency of information use. Both access ( $\beta = 0.149$ ,  $t = 2.907$ ,  $p < 0.05$ ) and frequency of information use ( $\beta = 0.476$ ,  $t = 9.304$ ,  $p < 0.05$ ) were found to positively and significantly affect reading habits. This indicates that students who have better access to and frequently use academic information tend to have better reading habits. These results support the findings of Ogunbodede and Sawyerr-George (2023), who emphasized that the use of digital information tools and platforms encourages consistent academic reading



behavior. It also confirms the relevance and the influence of behavioral intention and facilitating conditions on the actual use of technology in education and the Big6 Model, which promotes structured engagement with information.

### 5.1 Summary

1. Undergraduates in Unilag and Lasu exhibit high reading habits, indicating that most students are purpose-driven and academically inclined in their reading behavior.

2. Undergraduates have a high level of access to academic information, as they reported being able to locate content quickly through e-libraries, access academic materials online, and effectively use information to complete assignments.

3. Undergraduates demonstrated a high frequency of information use, frequently using digital libraries, online platforms, and academic websites for assignments and research purposes. However, they made less use of collaborative tools such as Zoom and Microsoft Teams.

4. Information use significantly influences students' reading habits, as shown by the rejection of the null hypothesis. Both access to information ( $\beta = 0.149$ ,  $p < 0.05$ ) and frequency of use ( $\beta = 0.476$ ,  $p < 0.05$ ) had a positive, significant effect on reading habits, explaining 32% of the variation (Adjusted  $R^2 = 0.320$ ).

### Conclusion

This study investigated the influence of reading habits on information use of undergraduates in two public universities in Lagos State, Nigeria which were Unilag and Lasu. It was found that reading habits of undergraduates significantly influence information use and access to academic information. Despite the initial concerns about poor reading culture, the study revealed that students demonstrate high level of academic reading habits and actively utilise digital platforms to access academic information. Base on this, the study concludes that most students are purpose-driven and academically inclined in their reading behaviour. Therefore, information use and access will further strengthen students' academic performance. This is expected to result in a proportionate increase in academic engagement

and improved learning outcomes among undergraduates in public universities

### Recommendations

Based on the findings of this study, the following recommendations are made:

1. Improve Accessibility and Usability of Information Systems. University management should invest in enhancing the quality, accessibility, and usability of institutional digital platforms to support academic engagement and ease of information retrieval.
2. Integrate Digital Literacy into Academic Curriculum. Regular workshops, seminars, or short courses on digital literacy and academic information use should be introduced to help students effectively locate, evaluate, and use information resources.
3. Encourage Purposeful Use of Digital Tools. Lecturers and librarians should encourage students to use academic databases and online repositories for coursework and assignments to promote meaningful information use and reading practices.
4. Strengthen the Role of Libraries and e-Libraries. University libraries should increase awareness and engagement with both physical and digital reading materials through targeted promotions, orientation programs, and student-focused information service

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