

EFFECT OF READING CULTURE ON THE LIBRARY PATRONAGE OF FINAL YEAR UNDERGRADUATE STUDENTS IN FEDERAL UNIVERSITY OYE – EKITI, EKITI STATE, NIGERIA

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Abstract

The study investigated the Effect of Reading Culture on the Library Patronage of Final Year Undergraduate students in Federal University Oye – Ekiti, Ekiti State, Nigeria. A descriptive research design was adopted. The population consisted of 1,434 undergraduate final-year students from the four selected faculties in Federal University Oye – Ekiti, from which 200 students were selected using simple random sampling technique. The research instrument used was self-developed questionnaire. The questionnaire validation was subjected to content and face validity of the subject experts; it gave reliability coefficient of 0.85 for library patronage and 0.5 for reading culture. A response rate of 90.5% was achieved. Data were analysed using descriptive and Pearson Product Moment Correlation statistics. The study revealed a significant relationship between library patronage and reading culture ($r = 0.468$, $P < 0.05$). The study concluded by revealing those factors that contributed to the library patronage such as: improved library facilities, adequate infrastructure and layout, among others. It is recommended that library should make sure that library materials are well arranged and well classified to make it easier for students to locate their choice of books in order to satisfy their information needs.

Keywords: Reading Culture, Library, Library Patronage, Undergraduate Students, Final-year students

Introduction

Library patronage can be seen as the extent to which library users visit the library to use their needed educational resources. It can be observed that despite the fact that many

university libraries have large volumes of electronic and non-electronic information resources, research has shown a steady decline in the patronage of libraries in Nigerian academic institutions. Francisca and Goodluck (2013) defined library patronage as access to

libraries' collections and services by the university community, while Schoenberger (2018) stated that patronage of library and its resources by intended users is a vital measure of output of services provided by libraries. One of the fundamental laws of library is that the information resources such as books and non-book materials must be well consulted by the intended users. Library users are very significant in the practice of librarianship. This is because library practice revolves around the users. The user is very critical to the services of a library. Hence, the users of a library must be regularly required to assess the services and the information resources provided. This may help the library to improve upon its services and facilities (Rabia & Naveed, 2018).

On the other hand, reading culture according to Nyam (2015) is the use of reading as a regular activity, and thus the cultivation of an attitude and the possession of skills that make reading a pleasurable, regular and constant activity. In Ailakhu and Unegbu (2017), reading culture is having the habit of reading in every life and not just for school purpose. The authors emphasize that over time reading cease to become the uphill task of reading to pass examination, rather it takes on an intrinsic value, reading for the sake of reading until an inclination to further reading is developed. However, these great authors conclude that the essence of reading culture is to encourage students to read as part of daily life and to establish the reading of books as a habit that would always be needed and enjoyed throughout one's life. Ruterana (2012) in his study on ways of creating the reading culture defined reading culture to mean a culture where reading is part of the

people's living and constitutes a habit that is shared by members of the society. Reading culture is said to evolve when an individual habitually and regularly read books and other information materials that are necessarily required for him to advance in his profession or career (Gbadamosi, 2007). Reading culture can also be explained as a learned practice of seeking knowledge, information or entertainment through written word in an academic environment (Sandars, 2007).

Statement of the Problem

Libraries are attached to academic institutions to support the curriculum, assist students in carrying out research works, assignments, projects, and to provide information services to library users. However, no matter how well equipped a university library is, it cannot add value to those within its community except they are satisfied with its resources and services and actually use the information resources provided by the library. Studies (Okoronkwo, 2015; Odu, 2016) had shown a significant decline in library patronage in many academic libraries in Nigeria which could suggest a poor reading culture among students in academic institutions. This situation, if allowed to continue would not only affect the quality of education in our tertiary institutions but will also threaten the existence of libraries as they may not be able to justify their value to the university community. It is on that premise this study therefore tends to investigate reading culture and the patronage of academic library by final year undergraduates of Federal University Oye-Ekiti.

Literature Review

The way of life of a nation is usually influenced by the percentage of its citizens who are literates. For example, Cuba is adjacent to the US and has the highest rate of literacy in the world. This is among the reasons why Cuba has a vivacious economy despite the decennary of diplomatic conflicts with the strongest nation in the world (Henry, 2004). Tracy (2008) cited in Aina et al (2011) asserted that being a former British colony, Nigeria's literacy culture ought to be as standardized as that of the Britain. About 99% of British citizens can read and write but the same cannot be said of Nigeria. The author reiterated that out of the 814 million illiterate people in the world, developing countries, especially in Africa, represent a huge percentage. Notwithstanding, Latin America, Asia, and others are making unrestrained efforts to drastically reduce the level of illiteracy, but owing to high rate of poverty, the same cannot be said of Africa. In sub-Saharan Africa, the effect of poverty is deeply felt. Only few people live above the poverty line in Africa. About 80% of Africans lives under dangerous conditions. The average income per-capital of a Nigerian citizen with its abundant natural resources is two dollars. The little measure in income, affects the reading habits of Nigerians. Many Nigerians are too poor to send their children to school. They lack money to buy books, learning materials and pay for school fees. Hence, there is urgent need for the academic libraries to promote reading culture among undergraduate students in Nigeria universities system in order to secure a brighter future.

Yes, there is need to promote effective reading culture among the general populace in Nigeria. Aina et al (2011) opined that this has been receiving attention from organizations such as the National Library of Nigeria, the Reading Association of Nigeria and the Nigerian Book Development Council. The National Library of Nigeria since 1981 has been sponsoring the readership promotion campaign in the country. This is done as part of the strategies to steer up the reading culture in Nigeria. The authors stated the objectives of the readership campaign to include:

- (i) Encourage more reading Nigerians.
- (ii) promote the increase in production of reading materials in Nigeria, both in quality and variety.
- (iii) identify the major obstacles that inhibit reading in the country and find ways of eliminating them. The problem with the stated objectives is that the readership promotion campaign has been restricted largely to Abuja, Lagos, and some few state capitals in the country.

However, the impact of these campaign has not been felt in other parts of the country because the National Library of Nigeria has not been funded adequately to put the campaign in prints or in electronic media. Notwithstanding, with the above observation, the library can play a crucial role in the promotion of reading culture among Nigerians. Libraries provide free access to reading materials through which school children and youths can gain and improve their skills and intellect. Libraries help in introducing the use of reading for information, pleasure, passing examinations,

and personal growth through lifelong learning. Libraries also provide materials that offer more extensive and wide-ranging information than classroom study alone. Reading voluntarily helps in developing reading skills and mastery of language, extends students' knowledge, and assists them in their academic work. Students and youths have developed a strong reading culture are likely to have background knowledge, familiarity with new topics or subjects, and thus, find learning easier and interesting. In Nigeria, literacy is known as a basic tool for personal and national development.

The promotion of reading culture in African nations is viewed by many scholars as one way of boosting students' academic excellence and lifelong learning (Rosenberg, 2003; Magara & Batambuze, 2005; Parry, 2005 as cited by Olasehinde et al, 2015; Kachala, 2007; Commeyras & Mazile, 2011). While designing strategies for developing a reading culture among the rural masses in Malawi, Kachala (2007) asserted that the reading culture promotion is important in the sense that the future of all citizens requires self-education and lifelong learning; hence the sought academic excellence cannot be achieved and sustained if there is no culture to keep on reading for continuous self-improvement. In the same vein, Rosenberg (2003) investigated the promotion of reading culture in seven African countries, namely Ghana, Kenya, Nigeria, South Africa, Tanzania, Uganda and Zambia, recommended that reading per se as an activity is made a pleasurable activity to the community from an early age.

Furthermore, Magara and Batambuze (2005) claimed that for reading culture to be possible, reading must be part of all aspects of life and not only certain parts such as school or work. Reading has to play a vital role in people's day-to-day activity and become a habit in order to develop a reading culture. Cruz (2003) suggested that to create a culture of reading within a given society, it is necessary to improve the reading environment in the home, the school and the community at the same time, while improving the image of reading, so, it is more than simply school-focused.

Libraries are the custodians of knowledge and information, and hence the need to develop effective means of promoting reading culture. Librarians must make efforts to take back the book to the people. This initiative was campaigned by the then president of Nigeria, Dr. Goodluck Ebele Jonathan. In his remark at the flag off of the Bring Back the Book campaign, in Yenegoa, Jonathan said in the *Vanguard*, July 19, 2012:

I have accorded the Bring Back the Book campaign the status of a Federal Government program facilitated through the Federal Ministry of Education, so that we make in-roads into schools all over the world...by so doing we will get out pupils reading to feed their imaginations for the upliftment of the entire society. (p. 4)

Therefore, it has become necessary that teacher librarians put hands on deck to ensure that the reading culture is revived in the Nigerian child, and at an early stage. They should organize book talks, group reading, and

story hours to provoke in children the desire for reading for pleasure. Having established the reality in the dwindling of reading culture and their causes in academic libraries particularly, it is imperative we consider some practicable strategies that could be employed to promote reading culture in academic libraries. Anyaoku (2008) as cited by Agwu & Kalu (2011) in a closing ceremony of the Rainbow Book Club blames Nigeria's waning reading culture on schools. The author insisted that to revive the culture of reading in academic libraries, there must be a developed strategy to improve and institutionalize the art and act of reading in the country and if this strategy will be effective, it must start from our homes, schools and government (Ojiabor, 2008). While corroborating Onwubiko (2010) submission, it was averred that cultivating and promoting reading culture will require institutional or curricular changes in the long run.

Assessing the patronage of library and information system is one of the important interest and a vital part of the university libraries. Daramola (2013) stated that majority of users visit the library for reading and for book loans, internet facilities and to use library books, while an appreciable proportion of them visit the library for e- book and reference books. Nonetheless, lots of users also make use of the library for non-fictions, to read magazines, advisory services and comics. Likewise, Onuoha and Subair (2013) discovered that majority of undergraduates make use of the help desk, text books and dictionaries in their respective university libraries. Akanda, Hoq and Hasan (2013) corroborated Tella and Akande (2007) whose study posited that textbooks are the preferred

books of students. In addition, they found that reading habit and library use are closely connected.

Also, Onuoha and Subair (2013) discovered that majority of undergraduates make use of the help desk, text books and dictionaries in their respective university libraries. Akanda et al (2013) affirmed Tella & Akande (2007) that textbooks are the preferred books of students. In addition, the authors discovered that reading habit and library use are closely connected. Oluwadare (2006) discovered that about half of the respondents claimed to use the library whenever they wanted to read; however, few claimed they hardly used the library because materials in the library do not meet their needs. Yusuf and Iwu (2010) revealed that students utilized the online public access catalogue more than the manual catalogue in the process of locating information materials in the library. The satisfaction of library clientele in sourcing for information in the university library is generally taken to be a foster measure of success in the institution.

Akanda et al (2013) found that the decline in reading habit is a common problem in the developing and developed world. Furthermore, students that are offering postgraduate programmes showed a better reading habit because they read books and other materials with specific target, sense of purpose and with not just for fun. One of the major problems in library patronage which libraries must deal with is the outrageous number of people who want to benefit from the book culture without thinking that the library should meet their information needs. Other factors that discourage library patronage

of students in the university community include inadequacy of library materials, inadequate funding, non-availability of library resources probably due to mutilation and stealing by delinquent users and lack of integration of library resources and services in planning, administration, scarcity and shortage of foreign exchange. In view of the relationship, academic libraries need to encourage undergraduates' library patronage by providing essential materials to support their teaching and research mandates.

Objective of the Study

The general purpose of this study is to investigate the effect of reading culture on the library patronage of final-year undergraduate students in Federal University Oye-Ekiti, Nigeria. The specific objectives are to:

- i. identify the extent of library patronage by final-year undergraduate students in Federal University Oye-Ekiti;
- ii. ascertain rate of reading culture among students in Federal University Oye-Ekiti; and
- iii. Examine the relationship between reading culture and library patronage of final-year undergraduate students in Federal University Oye-Ekiti.

Research Questions

The following research questions are raised to guide the study:

1. What is the extent of library patronage by final-year undergraduates in Federal University Oye-Ekiti?
2. What is the rate of reading culture among students in Federal University Oye-Ekiti?

Hypothesis

Ho: There is no significant relationship between reading culture and library patronage of final-year undergraduate students in Federal University Oye-Ekiti.

Methods

The descriptive research design was employed for this study. The population for this study consisted of the final-year undergraduate students in Federal University Oye – Ekiti. It consisted of 1,434 students from the four selected faculties (Education: 465 students, Science: 354 students, Management Science: 362 students & Arts: 253 students) in Federal University Oye – Ekiti. The researchers randomly selected 50 students each from the four selected faculties in Federal University Oye-Ekiti; which include: Faculty of Education, Faculty of Science, Faculty of Art and Faculty of Management Science. This gave a total of 200 sample size. According to Nachimias and Nachimias (1987) cited by Yaya (2016), the rate between 50-77 of sample size was considered acceptable in research; hence, the choice of 50 students from each faculty is to give fair representation of the entire final year student in the selected faculties as selecting all the faculties might be too large and cumbersome to handle within the stipulated time frame.

The researchers employed self-developed questionnaire as the instrument in collecting data. It was designed in line with the research objectives and questions of the study. Both face and content validity were employed in order to standardize the instrument and to make it more adequate for the study. A pilot study was conducted in the faculties of Agriculture and Engineering of the University. This was subjected to Cronbach's alpha

reliability analysis and with alpha reliability coefficient results: Library Patronage $\alpha = 0.85$; Reading Culture $\alpha = 0.5$. With these results, the instrument was used for the study as the alpha reliability coefficient results for all the research variables. Besides, data collected for the study was analyzed using Statistical

Package for Social Science (SPSS), 22.0 latest versions. The data collected were analyzed using descriptive statistics, especially for research questions 1-2, while the hypothesis was be tested using Pearson Product Moment Correlation (PPMC) analysis to establish relationship between the variables.

Results and Discussion of Findings

Research Question One: What is the extent of library patronage by final-year undergraduates in Federal University Oye-Ekiti?

Table 1: Extent of library patronage by final-year undergraduate students in Federal University Oye-Ekiti.

Purpose of Library Patronage	VGE	GE	LE	VLE	Mean	SD
I browse through the shelves when looking for materials	40 (24.5%)	83 (50.9%)	28 (17.2%)	12 (7.4%)	2.91	.874
I read in the library because I enjoy studying from different information sources	67 (41.1%)	49 (30.1%)	30 (18.4%)	17 (10.4%)	2.99	1.033
I study in the library in order to learn new things	67 (41.7%)	52 (31.9%)	31 (19.0%)	12 (7.4%)	3.06	.977
I read mainly my notes in the library	60 (36.8%)	40 (24.5%)	48 (29.4%)	15 (9.2%)	2.77	1.109
I read in the library to develop a reading habit	57 (35.0%)	62 (38.0%)	31 (19.0%)	13 (8.0%)	2.98	.959
I read in the library because I like to study ahead of class	49 (30.1%)	70 (43.0%)	33 (20.2%)	11 (6.7%)	2.89	.994
I consult the library staff while searching for materials	44 (27.0%)	58 (35.6%)	37 (22.7%)	24 (14.7%)	2.67	1.099
I consult the library materials in the reference section	48 (29.4%)	62 (38.0%)	32 (19.6%)	21 (12.9%)	2.79	1.064
I make use of the library catalogue for easy retrieval of books	45 (27.6%)	59 (36.2%)	34 (20.9%)	25 (15.3%)	2.71	1.088
I consult the project and dissertations deposited in the library	33 (20.2%)	69 (42.4%)	37 (22.7%)	24 (14.7%)	2.59	1.064
I borrow books from the library	35 (21.5%)	57 (35.0%)	34 (20.9%)	37 (22.7%)	2.46	1.151
I visit the library to read newspaper and other entertaining materials	26 (16.0%)	33 (20.2%)	42 (25.8%)	62 (38.0%)	2.12	1.126
I visit the library on a daily basis	21 (12.9%)	34 (20.9%)	57 (35.0%)	51 (31.3%)	2.09	1.076
I go to the library to socialize with my friends	21 (12.9%)	14 (8.6%)	37 (22.7%)	87 (55.9%)	1.76	1.088
I always visit the e-library section to access online materials for my information needs	60 (36.8%)	42 (25.8%)	36 (22.1%)	25 (15.3%)	2.82	1.107

Key: Very Great Extent (VGE): Great Extent (GE): Low Extent (LE): Very Low Extent (VLE)

Source: Surveyed Field Data

Table 1 showed the extent of library patronage by final-year undergraduate students in Federal University Oye-Ekiti. Majority, 123 (75.4%) respondents patronized the library to browse through the shelves when looking for materials; 116 (71.2%) respondents patronized the library to read because they enjoy studying from different information sources; 119 (73.6%) respondents patronized the library to study in order to learn new things; 100 (61.3%) respondents patronized the library to mainly read their notes; 119 (73.6%) respondents patronized the library to read in the library to develop a reading habit; 119 (73.6%) respondents patronized the library to read because they like to study ahead of class; 102 (62.6%) respondents patronized the library to consult the library staff while searching for materials; 110 (67.4%) respondents patronized the library to consult the library materials in the reference section; 104 (63.8%) respondents patronized the library to make use of the library catalogue for easy retrieval of books; 102 (62.6%) patronized the library to consult the project and dissertations deposited in the library; 92

(56.5%) respondents patronized the library to borrow books from the library; 108 (66.3%) respondents patronized the library on a daily basis; 124 (78.6%) respondents used the library to socialize with my friends and 102 (62.6%) respondents affirmed that they always visit the e-library section to access online materials for my information needs while 104 (63.8%) respondents hardly patronized the library to read newspaper and other entertaining materials.

It was revealed from the table that majority of the respondents patronize the library to browse through the shelves when looking for materials and to socialize with friends on the average and above average grade in the university. The findings concurred with the study of Amusa and Iyoro (2013) which found that majority of the students (60%) used the library to spend time between classes, to meet groups or socialize with friends, to study or read their lecture note and also for research. This implied that reading habit promotes library use of the undergraduate students in any tertiary institution of higher learning.

Research Question Two: What is the rate of reading culture among students in Federal University Oye-Ekiti?

Table 2: Reading culture of students in Federal University Oye-Ekiti.

Reading Culture	SA	A	D	SD	Mean	SD
I read to carry out research on specific topics of interest	90 (55.2%)	63 (38.7%)	9 (5.5%)	1 (.6%)	3.44	.737
I read alone in a quiet environment	97 (59.5%)	53 (32.5%)	11 (6.7%)	2 (1.2%)	3.43	.824
I read sometimes in the room	89 (54.6%)	66 (40.5%)	6 (3.7%)	2 (1.2%)	3.31	.940
I find reading newspaper and magazine very interesting	37 (22.7%)	75 (46.0%)	34 (20.9%)	17 (10.4%)	2.72	1.027
I find time to read for relaxation and entertainment	46 (28.2%)	71 (42.5%)	31 (19.0%)	15 (9.2%)	2.85	.995
I read often in the university library	22 (13.5%)	76 (46.6%)	48 (29.4%)	17 (10.4%)	2.60	.893
I can read in the presence of people	28 (17.2%)	64 (39.3%)	40 (24.5%)	31 (19.0%)	2.44	1.095
I read mostly for class quiz and examination	47	64	33	19	2.78	1.066

	(28.8%)	(39.3%)	(20.2%)	(11.7%)		
I read sometimes in the library	39 (23.9%)	80 (49.1%)	30 (18.4%)	14 (8.6%)	2.79	1.003
I read only as the need arises	32 (19.6%)	62 (38.1%)	54 (33.1%)	15 (9.2%)	2.57	1.024
I read always in the library	22 (13.5%)	48 (29.4%)	58 (35.6%)	35 (21.5%)	2.29	1.047
I am more interested in reading class notes	40 (24.5%)	68 (41.8%)	41 (25.2%)	14 (8.6%)	2.73	1.025
I am interested in reading materials that are only related to my discipline	40 (24.5%)	59 (36.2%)	47 (28.8%)	17 (10.4%)	2.71	.992
I spend less than an hour reading everyday	31 (19.0%)	42 (25.8%)	61 (38.6%)	27 (16.6%)	2.45	1.019

Key: Strongly Agree (SA): Agree (A): Disagree (D): Strongly Disagree (SD)

Source: Surveyed Field Data

Table 2 showed the reading culture of students in Federal University Oye-Ekiti. Majority, 153 (93.6%) of the respondents read to carry out research on specific topics of interest; 150 (92.0%) respondents read alone in a quiet environment; 155 (95.1%) respondents read sometimes in the room; 112 (68.7%) respondents find reading newspaper and magazine very interesting; 117 (70.7%) respondents found time to read for relaxation and entertainment; 98 (60.1%) respondents read often in the university library; 92 (56.5%) respondents can read in the presence of people; 111 (68.1%) respondents read mostly for class quiz and examination; 119 (73.6%) respondents read sometimes in the library; 94 (57.7%) respondents read only as the need arises; 108 (66.3%) respondents are more interested in reading class notes and 99 (60.7%) respondents are interested in reading materials that are only related to my discipline

while 93 (57.1%) respondent hardly read in the library materials and 88 (55.2%) respondents hardly spend an hour reading everyday.

The results are consistent with the research conducted by Adam (2017) who affirmed that the undergraduate purposively read in the library to write assignment, consult textbooks, reference materials, newspaper, printed journal, and electronic journals and browse the internet to carry out research on specific topics of interest in other to enhance their academic performance. Also, the outcome of this study agreed with the findings of Ifedili and Josephine (2009) whose study on assessment of reading culture among students in Nigeria tertiary institutions revealed that most library clientele read on a daily basis, engaged in reading to carry out research on specific topics and examination purposes and use textbooks as the main source of reading material.

Hypothesis: There is no significant relationship between reading culture and library patronage of final year undergraduate students in FUYOE

Table 3: Relationship between reading culture and library patronage of final-year undergraduate students in Federal University Oye-Ekiti.

Variables	Mean	Standard Deviation (SD)	N	R	P	Remark
Library Patronage	2.64	0.63	163	0.468**	0.000	Sig.
Reading Culture	2.79	0.52				

Table 3 showed the relationship between library patronage and reading culture of final-year undergraduate students in Federal University Oye-Ekiti. The mean of library patronage of final year students in Federal University Oye-Ekiti was 2.640, SD = 0.63 while that of reading culture was 2.79, SD = 0.52. The correlation of coefficient obtained was 0.468 with p-value < 0.05. The result showed positive correlation between library patronage and reading culture of final-year undergraduate students in Federal University Oye-Ekiti. There was a positive significant relationship between the variables as indicated in table 3 as ($r = 0.468$, $N = 163$, $P < 0.05$). Null hypothesis one was rejected. This indicates that there is significant relationship between library patronage and reading culture of final-year undergraduate students in Federal University Oye-Ekiti.

The result concurred with Akanda et al (2013) whose study discovered that reading culture and library patronage are closely connected. Moreover, previous report of Surendran (2014) revealed that academic library should be located in an area of maximum accessibility to the students and the lecturers. It should have good ventilation and ample area to conduct other activities; this is to achieve maximum patronage. Similarly, the finding is in consonance with Fabunmi and Fobrunso

(2010), whose study found that undergraduates in Nigerian institutions do not have a healthy reading culture due to the fact that their libraries are not adequately stocked to satisfy the information needs of the students, as well as improving their reading culture. The researchers suggested that for these institutions to achieve their purpose towards inculcating reading culture in students, they should have academic libraries with adequate information resources that will enhance their reading culture as well as employing professional librarians to guide the students in their use of the library.

Conclusion

The study confirmed the assertion that library patronage enhanced good academic performance and reading culture of students in any University especially in Federal University Oye Ekiti. It also established a strong relationship between Library Patronage and Reading Culture which are the independent and the dependent variables of the study. Library patronage of students is influenced by some factors according to the researcher that include; Improved library facilities, adequate infrastructure and layout, conducive environment, effective mobile reference services, adequate information technologies, location of the library and friendly and skilled library staff etc. Hence, the findings and recommendations that

emanated from this study would be relevant to our local needs in Nigeria universities especially in Federal University Oye Ekiti (FUOYE).

Recommendation

Based on the findings and challenges that were revealed in the study, the researchers hereby suggest the following as the way forward:

1. Majority of the respondents do not patronize the library because of inadequate library materials. This was attributed to general observation that most Nigerian university libraries were stocked with irrelevant, old and obsolete resources that could not be used for any meaningful research work. It is therefore imperative for the university libraries in Nigeria to be stocked with current and relevant educational resources that would boost high class research works.
2. Some students found it hard to patronize the library because they lacked interest in use of the library and inability to understand the relevance of library. The university library should organize awareness programs such as: library orientation, use of library course and ICT, and user's education. These will help students to recognize the importance of visiting the library and help them to develop a good reading culture that will enhance their academic performance.

3. Some of the students did not patronize the library because of poor internet accessibility. This could be as a result of low internet connection and poor electricity needed to power electronic gadgets to allow for internet accessibility. The university library should provide Wi-Fi's and computers in order to speed up the level of internet access and also provide generators to serve as alternative for power supply. Fortunately, FUOYE management has provided a generator set to provide electricity supply to the library. This will make them make use of the library more as they will be able to explore the internet.

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