

EFFECT OF TRADITIONAL AND DIGITAL LIBRARY MIX ON READING HABIT AMONG STUDENTS IN PUBLIC POLYTECHNICS IN OSUN STATE SOUTHWESTERN NIGERIA.

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Abstracts

This study investigated the effects of a traditional-digital library mix on the improvement of reading habits among students in public polytechnics in Osun State, Southwestern Nigeria. It focused on investigating the level of reading habits among polytechnic students and the effect of a mix of traditional and digital libraries on improving students' reading habits in public polytechnics in Osun State, Southwestern Nigeria. A descriptive survey design was adopted to carry out the research, using students in the Faculty of Management Sciences at two public polytechnics in Osun State, Southwestern Nigeria. A questionnaire was used for data collection purposes. Data collected were analyzed using chi-square and regression analyses at the 0.05 level of significance. The study recommended maintaining a mix of digital and traditional libraries to improve reading habits among students in public polytechnics in Nigeria.

Key words: Reading, Reading habits, Traditional library. Digital library, Students.

Introduction

Reading is a vital instrument for learning and exchange. Developing a reading habit is a skill that enhances one's academic performance. Information can be acquired through reading both printed and non-printed materials, such as books, periodicals, and online journals. A person's reading habits are determined by the amount, frequency, timing, and content of reading. Reading opens the door to the riches of knowledge, and it is a significant way to expose a child to the world around him. It is the exact cornerstone upon which the

child's structure is to be constructed. Reading is one of the most crucial aspects of our language and a vital skill for all students throughout their lives. Regular reading is considered a habit. Measurable reading habits are often evaluated by the quantity of reading material consumed, the frequency of reading, and the average time spent reading.

The library plays a critical role in developing the reading habits of students in tertiary institutions, and its importance therefore cannot be overemphasized. Libraries in polytechnic, whether traditional or digital, are set up to serve the same purpose. Their functionality and objectives are intended to contribute to the parent institution's teaching and learning processes. The library provides access to the wealth of knowledge provided in the literature. A library is a collection of information resources in various types and forms that has been systematically organized by knowledgeable specialists or professionals who provide suitable bibliographic, electronic, manual, or intellectual access.

Because technology has made it easier to access information through digital platforms like e-books and the internet, reading habits have changed significantly. Shorter attention spans, skimming content, and a preference for quick, easily accessible information have all increased at the expense of in-depth reading of traditional printed materials. This can be seen as both a positive development for convenience and a potential negative impact on comprehension and critical thinking due to distractions and fragmented reading patterns.

The need for a mix of traditional and digital libraries may become essential to curtailing the regression in reading habits caused by the emergence of digital information resources. The idea of digital libraries in tertiary institutions has gained significant

traction and popularity among library and information professionals and library users in recent years. Day in and day out, every management in tertiary institutions is craving the digitization of library content. It is generally believed that digital libraries will be able to store, process, and make material far more easily accessible to students, lecturers, and researchers.

Traditional libraries place a strong focus on the preservation and storage of tangible materials, especially books and periodicals, which librarians once served as custodians of. Users must physically visit the library to access and use the information gathered there. A traditional library in Nigeria is important because it provides a readily accessible source of information for learning, research, cultural preservation, community engagement, and literacy development. It serves as a vital hub for knowledge dissemination, particularly in areas with limited internet access, thereby contributing to individual and societal growth in Nigeria. For students, scholars, and the general public, traditional libraries offer a vast array of books and materials that are essential for accessing educational resources, particularly in places with poor internet connectivity.

There is much more to a digital library than the collection of books in its repositories. It offers all of its users a wide range of services. Information objects that provide content as digital resources form the foundation of the digital library. The digital library aims to satisfy users' needs for the management, access, storage, and manipulation of the diverse information contained in the materials comprising the library's holdings. The information objects could be digital or come in different media, but be represented digitally in the library. They could be accessible either directly or indirectly via the network.

This study therefore investigates the effect of a mix of digital and traditional libraries on reading habits among students in public polytechnics in Osun State, Southwestern Nigeria.

Statement of the problem

The dwindling reading habit among students in tertiary institutions nowadays has been worrisome. The advent of emerging technologies has not curbed this dangerous trend. It is more disturbing that, despite the huge investment in the digitization of polytechnic libraries, some library personnel are either not ready to adopt this new trend or cannot cope with the associated challenges. Low perceptions of polytechnic students toward traditional libraries have made their use in developing their reading habits negative. This negative situation had been attributed to several factors, such as inadequate ICT skills, the unavailability of e-resources in public school libraries, a lack of funds to deploy library software applications, and ignorance of emerging technologies.

Challenges militating against the use of digital libraries and traditional libraries have been extensively discussed and highlighted in previous studies. Some of these studies have gone further to investigate the role of libraries in academic performance, the use of digital libraries, and a host of other topics, but none have addressed the interplay between traditional and digital libraries to enhance the reading habits of students in polytechnics in Nigeria. There are gaps in the literature on the focal points of this study.

Consequently, there is a lack of comprehensive studies addressing the effects of a mix of digital and traditional libraries on reading habits among students in public polytechnics in Southwestern Nigeria, necessitating the present study.

Research questions

- i. What are the effects of digital libraries on the reading habits of students in public polytechnics in Osun State, Southwestern, Nigeria?
- ii. What are the effects of traditional libraries on the reading habits of students in public polytechnics in Osun State, Southwestern, Nigeria?
- iii. What are the relative effects of digital and traditional library mix on the reading habits of students in public polytechnics in Osun State, Southwestern, Nigeria?

Research hypotheses:

For the purpose of this study, the following null hypotheses are stated.

1. Digital library has no significant effect on the reading habit of students in public polytechnics in Osun State. Nigeria.
2. Traditional library has no significant effect on the reading habit of students in public polytechnics in Osun State. Nigeria.
3. Digital library and traditional library have no relative effects on reading habits of students in public polytechnics in Osun State. Nigeria.

Literature review:

Reading is an essential tool for learning and exchange, and the habit of reading is an academic activity that builds reading skills and methodologies. According to Rosli, Razali, Zamil, Noor and Baharuddin (2017), reading habits are measured by how much a person reads, how often they read, when they read, and what they read. Reading can be summarised as a habit that involves books, printed articles, and electronic materials. Chettri and Rout (2013) explained that reading provides an experience through which the

individual may expand his horizons of knowledge, identify, extend, and intensify his interests, and gain a deeper understanding of himself, other human beings, and the world. From the stated perspective, reading has come to hold the most significant place in education as a means of communication in a highly literate society.

Reading habits influence the promotion of one's personal development in particular and social progress in general. Regular and systematic reading sharpens the intellect, refines the emotions, elevates tastes, and provides perspectives on one's life, thereby preparing a person for effective participation in social, religious, cultural, and political life. Reading habits can be greatly influenced by internal factors such as home, motivation, and attitude, as well as external factors such as peers, schools, teachers, and the library facilities available to individuals. It becomes imperative for the library, saddled with the responsibility of preserving reading materials, to facilitate the cultivation of appropriate reading habits among students and in other environments where it is hosted.

Habits are the basis for much of our daily behavior, and they shape how people react to their environments. One of the most important examples is the reading habit which has a great influence on knowledge acquisition, cognitive development and lifelong learning. Many of the things we do each day are governed by habits that help us make sense of and deal with the world around us. An important example is the reading habit which has a profound effect on acquisition of knowledge, cognitive development and lifelong learning. The activity of reading, according to Wagner (2002), is regarded as a habit when it is performed repeatedly. In measurable terms, reading habits are often assessed by the amount of material read, the frequency of reading, and the average time spent

reading. According to Chettri and Rout (2013), a good reading habit is necessary for healthy intellectual growth and plays a crucial role in enabling a person to achieve practical efficiency. Khanum and Naryanappa (2025) also described reading habit as an action or activity that one engages in more regularly; it is also referred to as a behavior that demonstrates a preference for reading. Furthermore, an individual's interests are determined to a considerable extent by the amount he reads and the intensity with which he pursues his reading activity. Reading habits are a well-planned, deliberate pattern of study that has attained a degree of consistency among students in understanding academic subjects and passing examinations.

Digital library is an innovative development in information management that combines traditional library practices with modern technology to enhance the accessibility and preservation of knowledge. According to Renu (2018), the primary purpose of a digital library is to meet the needs of library users for information that is relevant, current and accurate, at a reasonable cost and in conformity with universal standards. It is the process of converting a physical object into electronic form, viewed through its main tool, MARC. It refers to the conversion of hard materials into digital images or formats. Digital libraries are valuable for education because they provide access to and opportunities to use online primary resources. (Lagozei, Kraffti, Payettei, & Jesurogaa, (2005). Digital libraries can vary immensely in size and scope and can be maintained by individuals or organizations, be affiliated with established physical library buildings or institutions, or be affiliated with academic institutions. The electronic content may be stored locally or accessed remotely via computer networks.

The classical conception of the library positioned it as a physical sanctuary of knowledge, a quiet, well-organized space where readers could immerse themselves in printed materials. According to Posigha and Idiedo (2020), libraries were traditionally established to serve crucial roles in society. In the past, the authors emphasized that good libraries are characterized by conducive, aesthetically pleasing buildings with enough space for bookshelves and reading areas, as well as the number of volumes the library holds. Today, the emphasis has shifted to the number of databases, e-books, e-journals, etc., that libraries can provide access to. Libraries, as buildings, have, for most of their history, served as places where books and people come together. Justifying the need for traditional libraries in the academic environment, Freeman, cited in Gilman (2017), stated that while students are intensely engaged with new technologies, they also want to enjoy the library as a contemplative oasis. According to Gilman, a significant majority of students still consider the traditional reading room their favorite area of the library, the great, vaulted, light-filled space, whose walls are lined with books they may never pull off the shelf. By honoring students' digital needs and quiet hopes, academic libraries can continue to be inspiring, inclusive places that elevate the academic experience for generations to come.

The traditional library is a sanctuary of learning where the pursuit of wisdom and preservation of cultural heritage converge. The convergence of these reading and study facilities may affect students' study habits if properly channeled and utilized.

The mix

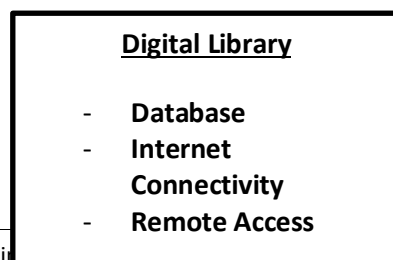
The rapid advancement of information and communication technologies has profoundly reshaped the landscape of academic libraries worldwide. Traditional brick-and-mortar

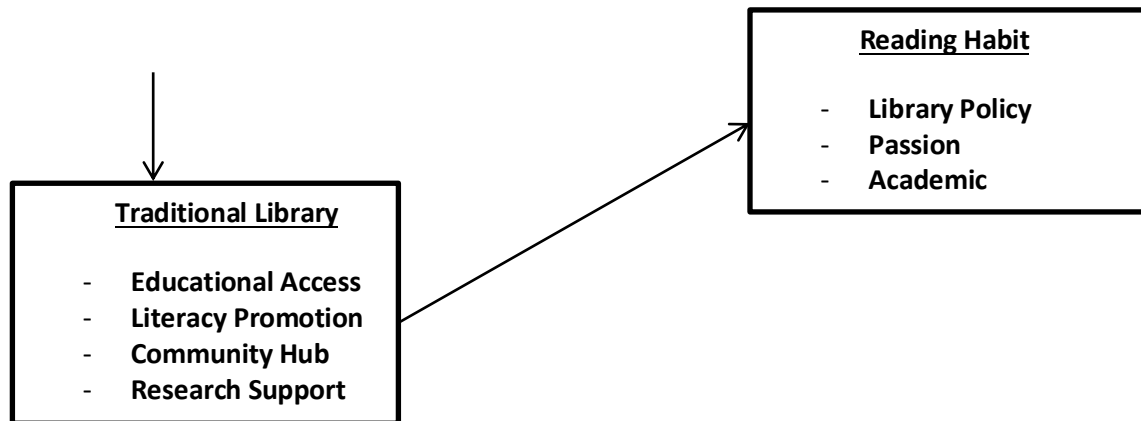
institutions, once defined by physical collections of books and periodicals, are increasingly transitioning into dynamic digital environments that enhance accessibility, efficiency, and global connectivity. According to Garbobi (2020), the evolution of the internet and information technologies has transformed many conventional university libraries into electronic or digital libraries, in which books, journals, magazines, and other information resources have become e-books, e-journals, e-magazines, etc. The transformation has introduced new concepts, such as the virtual library, digital library, e-library, and hybrid library, into the global history of libraries. In Nigeria, every traditional academic library has a section called an e-library with a cluster of computers. This section of the library, referred to as the e-library, is very important to librarians, researchers, and accreditation bodies. For example, in Nigeria, the National University Commission (NUC) approval or accreditation of any course of study depends on the viability of the e-library, in terms of the number of databases available and the e-resources accessible to users via the e-library.

Conceptual framework:

Independent variables

Dependent





Designed by: The Researcher 2025

Methodology

The sample population for this study comprised two (2) public polytechnics, namely Osun State Polytechnic, Iree, and Federal Polytechnic, Ede, in Osun State, Southwestern Nigeria. 120 ND II and 120 HND II students were selected from each institution, making a total of 240 samples. A multi-stage sampling procedure was adopted for this study. Stage one: A stratified sampling technique was employed to select the sample by faculty. Stage two: a purposive sampling technique was used to select samples by department. Stage three: a random sampling technique was adopted to select students from the departments.

Results and discussion

Research question 1: What are the effects of digital libraries on the reading habits of students in public polytechnics in Osun State, Southwestern, Nigeria?

Table 1. Use of digital libraries

Description				
Digital library	A(%)	DA(%)	SA(%)	SD(%)
Database				

1	I read better in automated library	56 (23.6)	65 (27.4)	58 (24.5)	58 (24.5)
2	Rules in digital library discourages my reading	72 (30.4)	60 (25.3)	57 (24.1)	48 (20.3)
3	Multiple database are provided in digital libraries	110 (46.4)	32 (13.5)	95 (40.1)	-
Internet connectivity					
4	Internet connectivity attracts me to the digital library	118 (49.8)	12 (5.1)	97 (40.9)	10 (4.2)
5	Epileptic internet affects my reading habit negatively	110 (46.4)	20 (8.4)	95 (40.1)	12 (5.1)
6	Subscription to internet is not regular in my institution	102 (43.0)	29 (12.2)	86 (36.3)	20 (8.4)
Remote access					
7	Digital library facilitates remote access to resources	20 (8.4)	20 (8.4)	150 (63.3)	47 (19.8)
8	Not all materials can be downloaded free	46 (19.4)	40 (16.9)	130 (54.9)	21 (8.9)
9	Eyestrain from digital reading negatively affects my reading habits	178 (75.1)	7 (3.0)	22 (9.3)	30 (12.7)

Discussion.

58.1%, constituting a majority of the respondents, strongly agreed that they read better in automated libraries. 54.5% of the respondents, constituting the majority, agreed that the rules in digital libraries discouraged their reading activities. 90.9% of the respondents, a majority, agreed that Internet connectivity attracted them to the digital library. 86.5% claimed that epileptic internet negatively affects their reading habits. Whereas 84.4% agreed that eyestrain from digital reading negatively affects their reading habits. Findings revealed that the digital library has a significant effect on the reading habits of students in public polytechnics in Osun State, Nigeria. This is consistent with Utekar (2025), who

reported that a significant portion of students rely on digital resources, indicating a transition from traditional to tech-based learning.

Research question 2: What are the effects of traditional libraries on the reading habits of students in public polytechnics in Osun State, Southwestern, Nigeria?

Table 2. Use of traditional Libraries.

Traditional library	SA	SD	A	DA
Educational access				
1 There is stable access to educational materials	150 (63.3)	30 (12.7)	52 (21.9)	5 (2.1)
2 Steady consultation is provided in traditional libraries	100 (42.2)	42 (17.7)	65 (27.4)	30 (12.7)
3 Opportunity to loan books is encouraged in traditional libraries	170 (71.7)	20 (8.4)	25 (10.5)	22 (9.3)
Literacy promotion				
4 Literacy promotion is facilitated in traditional libraries	60 (25.3)	46 (19.4)	51 (21.5)	80 (33.8)
5 Information are easily customised to research purpose	110 (46.4)	17 (7.2)	95 (40.1)	15 (6.3)
6 Systematic organisation of resources promotes literacy	52 (21.9)	40 (16.9)	115 (48.5)	30 (12.7)
Community hub				
7 Desire for serene and quiet environment makes me use traditional library resources	185 (78.1)	16 (6.8)	15 (6.3)	21 (8.9)
8 Different readers encourage serious reading in traditional libraries	16 (6.8)	150 (63.3)	49 (20.7)	31 (9.3)
9 Silent reading is easily developed in traditional libraries	120 (50.6)	60 (25.3)	42 (17.7)	15 (6.3)
Research support				
10 Traditional libraries does not allow searching multiple sources	20 (8.4)	61 (25.73)	31 (13.1)	125 (91.24)
11 Library personnel are more useful to reading in traditional library	42 (17.7)	25 (10.5)	150 (63.3)	20 (8.4)
12 I get better support for research in traditional library	50 (21.1)	19 (8.0)	148 (62.44)	20 (8.4)

85.2% of respondents agreed that there is stable access to educational materials in traditional libraries, while 82.2% agreed that the opportunity to loan books is encouraged there. 84.4% of the respondents also agreed that the desire for a serene, quiet environment led them to use traditional library resources. 81% agreed that library personnel are more useful to reading in traditional libraries than in digital libraries. As revealed in the study, the traditional library has a significant effect on the reading habits of students in public polytechnics in Osun State, Nigeria. This is in agreement with Ashikuzzaman (2023), who stated that traditional libraries remain cherished in our society. They embody the beauty and charm of physical books, offer a sanctuary for learning and contemplation, and serve as vital community resources.

Research question 3. What are the relative effects of digital and traditional library mix on the reading habits of students in public polytechnics in Osun State, Southwestern, Nigeria?

Table 3. Digital and traditional library mix		SA	SD	A	DA
1	Using a mix of traditional and digital libraries has increased my overall reading frequency	150 (63.3)	31 (13.1)	16 (6.8)	40 (16.9)
2	Digital libraries make it easier to access reading materials compared to traditional ones	5 (2.1)	172 (72.6)	20 (8.4)	40 (16.9)
3	Traditional libraries provide a better environment for focused reading than digital ones	164 (69.2)	40 (16.90)	30 (12.7)	3 (1.3)
4	The availability of both library types has improved my comprehension of reading materials	174 (73.4)	26 (11.0)	32 (13.5)	5 (2.1)
5	I experience better concentration when reading print materials from traditional libraries	172 (72.6)	28 (11.8)	30 (12.7)	7 (3.0)
6	Digital libraries cause distractions (e.g., notifications) that negatively affect my reading habits.	10 (4.2)	150 (63.3)	4 (1.7)	73 (30.8)

7	Mixing traditional and digital resources has encouraged me to explore new genres or topics.	160 (67.5)	32 (13.5)	25 (10.5)	20 (8.4)
8	Eyestrain or physical discomfort from digital reading reduces my reading time.	92 (38.8)	50 (21.1)	71 (30.0)	24 (10.1)
9	Traditional libraries' physical setup (e.g., quiet spaces, flipping pages) enhances my reading enjoyment.	170 (71.7)	20 (8.4)	28 (11.8)	19 (8.0)
10	The convenience of digital libraries (e.g., 24/7 access, search-ability) has positively changed my reading habits.	159 (67.1)	40 (16.9)	18 (7.6)	20 (8.4)

70.1% of the respondents agreed that using a mix of traditional and digital libraries had increased their overall reading frequency, 89.5% disagreed that digital libraries made it easier to access reading materials than traditional ones, and 81.9% submitted that traditional libraries provide a better environment for focused reading than digital ones. 86.9% of the respondents agreed that the availability of both library types had improved their comprehension of reading materials. 78% agreed that mixing traditional and digital resources had encouraged them to explore new genres or topics, while 74.9% agreed that the convenience of digital libraries (e.g., 24/7 access, searchability) had positively changed their reading habits. Findings revealed that most students used digital and traditional libraries simultaneously to develop stronger reading habits. This aligns with the findings of Posigha and Idiedo (2020), who found that e-libraries attached to traditional academic libraries play a complementary role within those libraries.

Hypotheses testing

Hypothesis 1 stated that digital library has no significant effect on reading habit among students in public polytechnics in Osun State. Nigeria.

Table 4

Model summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.963 ^a	.928	.925	.29126

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	247.199	9	27.467	323.774	.000 ^b
	Residual	19.257	227	.085		
	Total	266.456	236			

a. Dependent Variable: Library policies in my institution hinder my reading habit

b. Predictors: (Constant),

Table 4 showed that digital library has significant effect on reading habit of students in public polytechnics in Osun State, Nigeria. (Correlation=0.01). Hence the hypothesis of no significant effect was rejected. This implies that as digital library are well equipped with functional databases and internet connectivity, the students are encouraged to read, thereby leading to enhanced reading habit.

Hypothesis 2 stated that traditional library has no significant effect on reading habit among students in public polytechnics in Osun State, Nigeria.

Table 5

Model summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.944 ^a	.892	.887	.35667

Anova^a

Model		Sum of squares	Df	Mean square	F	Sig.
1	Regression	237.578	9	26.398	207.504	.000 ^b
	Residual	28.878	227	.127		
	Total	266.456	236			

a. Dependent variable: Library policies in my institution hinders my reading habit

b. Predictors: (Constant),

Table 5 showed that traditional library has significant effect on rading habit of students in public polytechnics in Osun State , Nigeria. (Correlation=0.01). Hence the hypothesis of no significant effect was rejected. This implies that a well equipped traditional library attracts the students to read and enhance their reading habit.

Hypothesis 3 stated that digital library and traditional library mix have no relational effect on reading habits among students in public polytechnics in Osun State. Nigeria.

Table 6

Model summary				
Model	R	R square	Adjusted R square	Std. error of the estimate
1	.923 ^a	.851	.845	.41850

Anova ^a						
Model		Sum of squares	Df	Mean square	F	Sig.
1	Regression	226.873	10	22.687	129.534	.000 ^b
	Residual	39.583	226	.175		
	Total	266.456	236			

a. Dependent variable: Library policies in my institution hinder my reading habit

b. Predictors: (Constant),

Table 6 showed that digital library and traditional library mix have relative effect on reading habits of students in public polytechnics in Osun State, Nigeria. (Correlation=0.01). Hence the hypothesis of no relational effect was rejected. This implies that availability digital and traditional library multiply the reading potentialities of the students and facilitate enhanced reading habit.

Recommendations

School libraries can do a lot to improve students' reading habits if they provide a welcoming, conducive environment. To accomplish this,

1. Collections of books must be continually updated and renewed, and "light" reading materials, such as magazines, novels, comic books, and newspapers, should be made available to stimulate and sustain students' interest in reading.
2. There must always be an adequate supply of resources available for borrowing.
3. The attitude of library staff also plays a vital role in promoting positive reading habits among polytechnic students, it must therefore be encouraging.
4. Lecturers should be made aware of the need to assign students work that requires consultation of library resources and reference materials.
5. Funding for school libraries must be adequate and clearly indicated in the institutional library policies.
6. Modern ICT facilities must be provided in the library.

7. The library environment should be inviting, well-ventilated, and roomy.

Conclusion

The hybrid model of digital and traditional libraries in polytechnics is a powerful integration that maximizes the educational outcomes for students in polytechnics. It combines the tangible benefits of physical libraries, including immersive reading experiences, chance discoveries, quiet study areas, and the availability of rare or historical texts, with the dynamic aspects of digital libraries, such as round-the-clock remote access, robust search capabilities, multimedia content, and current information. This blended approach caters to the varied reading habits of polytechnic students.

Ultimately, a thoughtfully designed mix of digital and traditional libraries will transform the library from simply a repository of information into a vibrant center for innovation and lifelong learning. As polytechnics continue to evolve to meet technological and industry demands, investing in this blended model is not just beneficial, it is necessary to enhance students' reading habits. It will also equip polytechnic graduates with the knowledge, skills, and adaptability to thrive in a rapidly changing world while ensuring that polytechnic education is relevant, equitable, and forward-looking. The polytechnics that can effectively adopt and sustain this hybrid model will become leaders in developing the reading habits of polytechnic students in Nigeria.

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