ROLES OF BASIC NEEDS ON READING CULTURE OF LIS STUDENTS IN KOGI STATE, NIGERIA

By

AJIBOYE MUIZ GBOLAHAN
ND/23/LIS/PT/0020

SUBMITTED TO
DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE,
INSTITUE OF INFORMATION AND COMMUNICATION TECHNOLOGY,
KWARA STATE POLYTECHNIC, ILORIN

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF
NATIONAL DIPLOMA (ND) IN LIBRARY AND INFORMATION SCIENCE

JUNE, 2025

CERTIFICATION

This is to certify that this project titled **"*Roles of Basic Needs on Reading Culture of LIS Students in Kogi State, Nigeria*"** by Ajiboye Muiz Gbolahan meet the regulations guiding the award in National Diploma in Kwara State Polytechnic Ilorin and is approved.

_____   _____

MR. SULYMAN, A. S.   **Date**
Project Supervisor

_____   _____

MR. SULYMAN, A. S.   **Date**
Project Coordinator

_____   _____

MR. ISIAKA, A. O.   **Date**
Head of Department

_____   _____

External Examiner   **Date**

DEDICATION

This project is dedicated to Allah (SWT) for being my ultimate source of strength and inspiration. In Him, I derived all powers needed to live, weather the storms and become an embodiment of hope to myself and the people around me.

ACKNOWLEDGEMENT

TABLE OF CONTENTS

ABSTRACT

This study assesses the roles of basic needs on reading culture of LIS students in Kogi State, Nigeria. It adopts six (6) objectives which were transformed to questions along with one (1) hypothesis that there is no significant relationship between basic needs and reading culture of Library and Information Science students in Kogi State, Nigeria. Descriptive survey method was adopted for a population of 3,249 students of Federal University, Lokoja, Kogi State Polytechnic, and Federal College of Education, Lokoja. Multi-stage sampling was used with stratified sampling used to select respondents from Library Schools based on their proportions to the population and Taro Yamane Formula with a margin error (0.04) was used to arrive at 296 sampling size that was randomly selected. Results of hypothesis showed that basic needs are significant to the development of reading culture of students by strengthening students' sense of self-security and emotional stability. However, inadequate housing, inadequate/insufficient income and depression are challenges lack of basic needs posed to reading culture of LIS students. This study concludes that basic needs such as housing, security, foods and water play crucial on reading culture of LIS students because it enables the LIS students to think of how to buy books for themselves and developing positive attitudes towards reading. It recommends amongst others that management of tertiary institutions offering LIS in Kogi State, Nigeria, parents or guardians of LIS students should always endeavour to provide housing/sheltering to the students and also be encouraging the students to sleep/rest adequately in order to develop the alertness needed to relax to read and comprehend the text being read.

CHAPTER ONE
INTRODUCTION

1.1   Background to the Study

> *"Everyone wants a world filled with readers. But if everything is left to me, I think it is difficult for people to read in a world dominated by persisting insecurity, acute hunger leading to nutritional deficiencies and sheer lack of basic needs of life. To make Nigerians value reading, government at all levels must prioritise providing the basic needs of her citizens." – Andrew Jackson*

The epigraph above is someone's lamentation on the declining rate of reading culture among Nigerians. The person is viewing the problem of poor reading culture in Nigeria from the perspective that the less privilege Nigerians find it difficult to cultivate a robust reading culture because of the difficult socio-economic situations of Nigeria, causing many problems for Nigerians to grapple with and make them not to see reading culture as a pathway to achieving sustainable means of livelihood. Nigerians believed that reading offers no material rewards or social recognition because they believed that the deprivation of their basic needs makes it difficult for them to make reading a daily routine. That's why Madariola (2022) recommended that "To encourage reading culture, one of the cogent things that must be done is having an environment where merit and distinction are given credence."

The need to at least attain the basic mental balance therefore makes reading to be considered as a process of creating meaning via vigorous communication among the reader's existing knowledge, the information proposed by the text being read and the setting of the reading situation. Reading is a major skill in the learning and personal development of an individual which every student must cultivate in order to thrive in school and discharge tasks as citizens

in a democratic society. Reading is one of the greatest, essential skills for learning and professional success (Odusina & Oloruniha, 2020).

Oladunjoye, Oladunjoye and Olufemi (2016) in their study emphasized that reading is indispensable for success. The academic accomplishment of students and the feat of any student for his or her capability to involve in personal study and learning is hinged on his or her reading culture. Reading is a life skill and a foundation for a student's achievement in school. The roles of reading in the education of a student cannot be over-emphasized. Reading is so significant that it cannot be removed from the learning process or learning condition of every student (Haliru, Abdulkarim, Mohammed and Dangani, 2015; Odusina and Oloruniha, 2020). Students who have developed the habit of reading persistently and consistently can be said to have cultivated reading culture.

Reading culture, is therefore defined as a consistent commitment in the act of reading incessantly. It is an obsession to read with attestable, beneficial outcomes on making reading an addiction. It encompasses the gaining of positive attitude among students, and this is vital to students' academic achievement (Haliru et al., 2015). Ilogho (2015) describes reading culture as a scholarly practice of pursuing knowledge, information and or entertainment via the written words. Reading culture is vital for the growth and development of the students and can be attained through reading books, journals, newspapers, and magazines, etc.

The making of reading as a culture by students means students have seen reading as a lifelong, non-stop and steady reading routine and denotes students' positive behaviour towards reading, articulates a students' likeness for reading and clarifies a students' essence and fondness for reading as well as rate of reading. Bas (2003) (as cited in Odusina and Oloruniha, 2020) described students' positive reading culture as a requirement for a vigorous

intellectual development that plays a very critical role in facilitating students' accomplishment of practical competence.

Aramide (2015) posited that students' reading cultures are hinged on the essence of reading not necessarily for the purpose of passing examinations alone, but for acquisition of information, self-development, improvement of general knowledge, leisure, aesthetic need and entertainment. Shabi and Udofia (2008) (as cited in Odusina and Oloniruha, 2020) argued that the culture of consistent reading enhances the students; it provokes something inside the students who take their career more seriously.

Reading culture is a lifetime skill that stimulates students' interest on a particular topic, subject or discipline they desired, exposes them to latest and up-to-date information and strengthens their thinking capacity. Students with encouraging reading culture are always inspiring, innovative and tend to exhibit the traits of out-of-the-box thinker. The development of reading culture can be influenced by many factors. Among those factors are school libraries (Adkins and Brendler, 2015; McKirdy, 2021), community libraries (Stranger-Johannessen, 2014), students' interest in and motivation for reading, access to reading materials, physical ability to manipulate the book or reading material used, understanding of the material being read, and access to formats that allow people with print disabilities to take in content (Adkins and Brendler, 2015). Also, failure to use locally intelligible languages in publishing reading materials, ability to utilise existing information materials and resources (Mugambi, 2015) are part of the factors.

In identifying the factors influencing reading culture among Nigerian students, Igwe (2011) also listed change in value systems, prices of books and information materials, advent of home videos, film houses and electronic gadgets. Also, quality educational system, parental support (Chiegonu, Idoko and Chioma, 2020), mobile libraries, internet, social media, self-

confidence, self-efficacy and mobile phones have also become pivotal forces influencing reading culture of students.

As rich and revealing as the cited studies are, little emphasis was laid on factors such as basic needs. Adkins and Brendler (2015) and Igwe (2011) fairly acknowledged the influence of factors associated with basic needs. Adkins and Brendler (2015) asserted that economic and social differences influence the amount of reading of students, while Igwe (2011) noted that reading culture leads to development and development can result to improvement in students' lifestyle through improved, qualitative and functional education; sustainable incomes, good health conditions, skills development and fulfilled employment.

Those notions of Igwe (2011) indicated that reading culture can be influenced when students have access to basic needs of life. Students cannot read when their means of survival are threatened. This is because threats to students' means of survival means that students will be so busy trying to earn a living and surviving the hard times; they will hardly find the time for books and to attend literary activities (Ali, 2016). The wellbeing of the students is paramount and they can only think of other things like reading after their basic needs have been met.

The concept of basic needs approach can be traced as far back as when Aristotle identified four groups of needs. Aristotle argued that the two most relevant groups are "that which must be if life or existence is to be" and "that which must be if some good is to be achieved or evil avoided" (Watson, 2014). Basic needs, according to McLeod (2021), are combinations of physiological and safety needs which are the first two levels of the Hierarchy of Human Needs as propounded by the great psychologist, Abraham Maslow, in 1943.

Basic needs are regarded as "absolute" needs of every human being. They are regarded absolute because they are pure and irreplaceable in human life. They are needs that would cause significant harm if unmet and can only be met by a particular object, element or

instrument (Watson, 2014). Basic needs are considered basic because they are certain things that precede other needs of human beings which they consciously desire. IGI Global (2022) sees basic needs as the fundamental demands of human beings and necessary biological activities such as breathing, eating, drinking, clothing, sheltering, health and safety.

McLeod (2021), citing the position of Maslow (1943) argues that most basic needs are for physical survival and are always the first things that motivate human behaviours. The physiological needs are the first stage of the human needs that lead to internal motivation. These needs are considered as the biological requirements for human survival. They include air, food, drink or water, shelter, clothing, warmth, sex and sleep or rest. The safety needs are the second stage of the human needs and complete the levels of basic needs. They are means of protection and security requirements. They comprise emotional security, financial security, law and order, freedom from fear, social stability, property, health and wellbeing.

Basic needs such as drinking water, safe and healthy environment, electricity, housing, drainage and others are crucial to students' wellbeing as they contribute to physical and material comforts and quality of life of students (Kumar, 2014). Providing basic needs for students include ensuring better health conditions, conducive environment and creating opportunities for other useful and essential activities. Access to basic needs also enable students to save foregone hours that could have been spent on performing necessary activities of day-to-day life.

Rana (2018) and McLeod (2021) posited that students that cannot afford basic needs often lack key capabilities. Such students will suffer from inadequate income or education; they will suffer from poor health, feel powerless and lack political freedoms or less access to basic amenities. The provision of basic needs such as portable and drinkable water, clothing, clean environment, and affordable electricity have been important to the wellbeing of every

student, which may therefore influence students' reading culture. Library and Information Science students are being groomed to be expedient and excellent information seekers, information providers and managers. They need to love reading and have a culture for it in order to be worthy examples to other students. But this is not so due to a lot of reasons which lack of basic needs might be one. The foregoing therefore necessitated this study to be focusing on assessing the roles of basic needs on reading culture of LIS students in Kogi State, Nigeria.

1.2   Statement of the Problem

Reading is the third stage of learning process (Kolawole & Igwe, 2016). As a cornerstone to effective learning, reading and educational growth are inseparable. Hence, reading is vital for academic success of students. Reading helps in building students' self-image, esteem and confidence. It enhances students' level of concentration, helps develop their imagination, fuels their dreams, strengthens their reasoning abilities, fuels their long-term thirst for knowledge, makes them curious about life and positions them for actual learning.

Affirming the importance of reading culture, Noibi (2019) noted that developed countries thrived through knowledge-based economies as a result of their advancement in reading. However, observations have revealed that students, most especially in Nigeria, have not cultivated encouraging reading culture. Noibi (2019) raises the alarm of poor reading culture among Nigerian students by submitting that students' appetite to read is questionable. He further noted that many students no longer pay attention to literature and the need for a robust reading culture.

Scholars, education experts and researchers have identified various factors influencing reading culture of students. Ali (2016) outlined social media, poverty, intellectual deficiency, quests for material things as factors; while Kolawole and Igwe (2016) outlined underfunding

of libraries, inadequate provision or absence of libraries in schools, proliferation of ICT gadgets as factors influencing reading culture of students.

The factors highlighted above indicated that previous studies have gaps by not considering the influence of basic needs on students' reading culture as expected. This is because food, water, air, shelter, security, adequate infrastructure, such as regular power supply, healthcare, roads, etc., are essential to the survival of students and they can only think of reading when their basic needs are met. Based on the foregoing, this study is therefore designed to assess the roles of basic needs on reading culture of LIS students in Kogi State, Nigeria.

1.3   Objectives of the Study

This study is guided by general and specific objectives. The general objective is to assess the roles of basic needs on reading culture of LIS students in Kogi State, Nigeria.

The specific objectives are to:

1. Examine the basic needs that are available to Library and Information Science students in Kogi State, Nigeria,

2. Find out the reading culture developed by Library and Information Science students in Kogi State, Nigeria,

3. Find out the basic needs that influence reading culture of Library and Information Science students in Kogi State, Nigeria,

4. Determine the level at which basic needs influence the reading culture of Library and Information Science students in Kogi State, Nigeria,

5. Examine the impact of basic needs on reading culture of Library and Information Science students in Kogi State, Nigeria, and;

6. Examine the challenges that lack of basic needs pose to reading culture of Library and Information Science students in Kogi State, Nigeria.

1.4 Research Questions

The following research questions are guiding this study:

1. What are the basic needs that are available to Library and Information Science students in Kogi State, Nigeria?

2. What is the reading culture developed by Library and Information Science students in Kogi State, Nigeria?

3. What are the basic needs that influence reading culture of Library and Information Science students in Kogi State, Nigeria?

4. What is the level at which basic needs influence the reading culture of Library and Information Science students in Kogi State, Nigeria?

5. What are the impacts of basic needs on reading culture of Library and Information Science students in Kogi State, Nigeria?

6. What are the challenges that lack of basic needs pose to reading culture of Library and Information Science students in Kogi State, Nigeria?

1.5 Significance of the Study

This study will be of immense value to the fields of Library and Information Science, Education, Psychology and Philosophy by expanding and enriching the scopes of the existing literature on reading culture and basic needs. Specifically, this study will be useful to Library and Information Science educators and students by revealing how basic needs of students can influence their reading culture.

It will also be useful to parents, policy formulators, decision makers, management of LIS schools in Kogi State, Nigeria, researchers and media practitioners by exposing the gaps through which poor attention, provision and sustainability of basic needs influenced students' reading culture. Finally, this study will recommend ways students of Library and Information Science can use basic needs to improve their reading culture.

1.6 Scope and Limitation of the Study

This study is concerned with influence of basic needs on reading culture of Library and Information Science students in Kogi State, Nigeria and its focus will center around the roles that basic needs play on the students' reading culture. This study is limited to Library and Information Science students in higher institutions in Kogi State, Nigeria.

1.7 Operational Definition of Terms

- **Assessment:** This is an evaluation or review of influence of basic needs on reading culture of students of Library and Information Science in Kogi State, Nigeria.

- **Basic Needs:** These are essential and necessary commodities like foods, shelter, warmth, rest, security, water, and safety that are primarily important to Library and Information Science students in Kogi State, Nigeria and expected to influence their reading culture.

- **Influence:** These are the roles or impacts that basic needs are expected to have on reading culture of Library and Information Science students in Kogi State, Nigeria.

- **Library and Information Science Students:** These are the learners who enrolled in tertiary institutions of learning in Kogi State, Nigeria to study Library and Information Science, whose reading culture is expected to be influenced by basic needs.

- **Reading Culture:** This is the act by which students of Library and Information Science in Kogi State, Nigeria make reading a habit or way of life and that reading habit is expected to be influenced by basic needs.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter reviewed relevant positions, assertions, opinions and conclusions of various authorities on the subject understudy. Literature review can be best understood by arranging relevant topics in order of importance or seniority. Thus, this chapter was arranged under the following sub-headings:

2.2   Theoretical Framework: Evolution of Human Needs Theories

2.3   Conceptual Overview of Basic Needs

2.4   Conceptual Overview of Reading Culture

2.5   A Brief Review about the Development of LIS Education in Nigeria

2.6   Impacts of Basic Needs on Reading Culture of Students

2.7   Challenges that Lack of Basic Needs Pose to Reading Culture of Students

2.8   Appraisal of the Literature Reviewed

2.2   Theoretical Framework: Evolution of Human Needs Theories

The need to identify the human needs as the springs of human actions has been one of the deepest concerns of psychologists and some other social scientists. Psychologists have been driven to uncover what moves humans to action, determines the direction of human strivings and influences human motives. They believed that concepts like needs, desires, aims, goals and aspirations, don't only shape our actions, but their fulfilment or frustration also deeply affect our inner life, our experience of ourselves and the world.

In 1943, Abraham Maslow, a Brandeis University professor of psychology became the first psychologist to make a significant breakthrough on theory of human needs. Maslow titled his work "The Hierarchy of Human Needs." He categorised human needs into five different levels which are physiological, safety, belongingness and love, esteem and self-actualisation needs (Aruma and Hanachor, 2017).

The five levels were later organised into three major headings with Basic Needs comprising physiological and safety needs. Psychological Needs contained belongingness, love and esteem needs, while Self-fulfilment Needs occupied self-actualisation needs (McLeod, 2022). Later in 1954, Maslow modified the levels of his theory and extend it to seven levels, adding Understanding Needs and Aesthetic Needs.

This brief review is meant to reveal the rate at which psychologists focused on evolving the psychological aspects of human motivation. However, this study concentrated on basic needs, which are the first two levels of Maslow's Hierarchy of Human Needs. The reason for this is to maintain focus on its objectives and purpose.

2.3   Conceptual Overview of Basic Needs

Basic needs are the first two levels of the Abraham Maslow's Hierarchy of Human Needs Theory. The theory came into existence because of Maslow's aim to study the positive potential of human beings. The theory was a product of the humanistic perspective which started from the idea that all people have a natural drive for personal growth, and that the ultimate goal of living is to realize one's full potential – to be all one can fully be (Desmet and Fokkinga, 2020).

Maslow (1943) argued that since human motivations are fuelled by some positive feelings towards themselves, basic needs are the most fundamental motives for how humans feel.

Basic needs play a necessary part in human wellbeing and advancement. They are primary needs of individuals which are important to their wellbeing. These needs are prerequisites for human welfare, they are the necessities and absolute minimum resources necessary for long-term physical wellbeing (Aruma and Hanachor, 2017).

Basic needs are requirements for the functioning of every human being. Desmet and Fokkinga (2020) noted that basic needs specify innate psychological nutriments that are essential for ongoing psychological growth, integrity, and wellbeing. They are the fundamental of human motivation system and all human activity is essentially fuelled by the aspiration of fulfilment of basic needs.

Beyond basic needs' crucial role as nutriments for human wellbeing, they are also a strong direct source of meaning and pleasure (and displeasure) for men. Realising the importance of basic needs made Desmet and Fokkinga (2020), McLeod (2021) concluded that individuals can only fully develop if all their basic needs are satisfied (at least to some degree), whether or not they are consciously valued, and none can be neglected without significant negative consequences.

The basic needs serve as a good foundation on which other human needs rest in the society. That's why Maslow (1943) also categorised them as 'deficit needs'. They are deficit needs because failure to meet them means that a person will experience negative physiological and psychological consequences. These needs constitute the central focus of how human's attitude is stimulated by their desire to meet certain human needs.
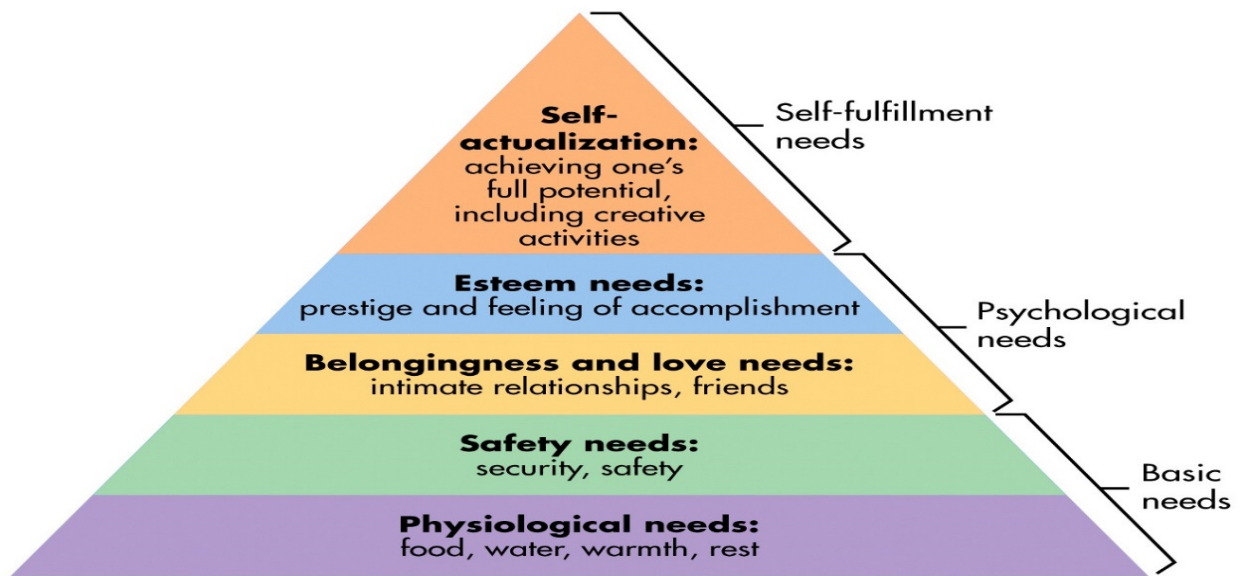
Credit to Desmet and Fokkinga (2020)

The two levels of the basic needs as highlighted by Desmet and Fokkinga (2020) are:

1. **Physiological Needs:** Physiological needs are the requirements for the human body to survive; they influence the human body through direct desires or cravings. These needs are basic human needs which are critical for people living in various participating communities in the society. These needs include food, water, clothing, shelter (accommodation or housing), sleep as well as procreation (Anyanwu, Omolewa, Adeyeri, Okanlawon and Siddiqui as cited in Aruma and Hanachor, 2017).

2. **Safety or Security Needs:** Safety needs or security needs are psychological needs that are concerned with the human mind and brain. These needs include safe family environment, secure employment, safe neighborhood and stable financial situation. These needs deal with protection and survival from chaotic situations, social disorder, social disturbance and physical dangers in human environment.

Basic needs are considered as the most essential needs of every human being. The following basic needs, as explained by McLeod (2022), Desmet and Fokkinga (2020) and Aruma and Hanachor (2017), are discussed:

1. **Water:** Water, with a scientific name hydrosphere and chemical name H_2O is a chemical substance that is transparent, tasteless, inorganic odorless and possibly colourless substance. Water is the main constituent of Earth's hydrosphere and the fluids of all known living organisms (Rajagopal, Brands and Wichman, 2016 and Leech, 2020). Rajagopal, Brands and Wichman (2016) submitted that water that is made fit for human consumption with minimal short or long-term harm is called potable or drinking water. The importance of water to the human body is numerous. Leech (2020) posited that water helps maximize physical performance, significantly affects energy levels and brain function, may help prevent and treat headaches, may help relieve constipation, helps prevent hangovers and can aid weight loss.

   The World Health Organisation [WHO] (2022) affirmed that when water comes from improved and more accessible sources, people spend less time and effort physically collecting it, meaning people can be productive in other ways. This can also result in greater personal safety and reducing musculoskeletal disorders by reducing the need to make long or risky journeys to collect and carry water. Better water sources also mean less expenditure on health, as people are less likely to fall ill and incur medical costs and are better able to remain economically productive. With children particularly at risk from water-related diseases, access to improved sources of water can result in better health, and therefore better school attendance, with positive longer-term consequences for their lives.

2. **Air/Atmosphere:** Air, also known as wind or breeze is the general name for the mixture of gases that makes up the Earth's atmosphere. The gases air contains are primarily nitrogen (78%), mixed with oxygen (21%), water vapor (variable), argon (0.9%), carbon dioxide (0.04%), and trace gases. Pure air has no discernible scent and no color (Helmenstine, 2019). Air is also the atmosphere that contains chemicals, particulates, or biological materials that brings comfort to humans or other living organisms such as food crops. Air is an integral component of humans' wellbeing when it flows in adequate proportion, while too much of it can also lead to ill health of human beings.

3. **Foods:** Foods can be defined as anything solid or liquid which when swallowed, digested and assimilated in the body, it provides essential substances called nutrients and keeps the body well. It is the basic necessity of life. Food supplies energy, enables growth and repair of tissues and organs. It also protects the body from disease and regulates body functions (Human Ecology and Family Sciences [HEFS], 2019).

   Healthy food must contain nutrition and nutrients. Nutrition is defined as the science of foods, nutrients and other substances they contain; and of their actions within the body including ingestion, digestion, absorption, metabolism and excretion. Nutrients, on the other hand, are the constituents in food that must be supplied to the body in suitable amounts.

   Nutrients include carbohydrates, proteins, fats, minerals, vitamins, water and fibre. Human beings need a wide range of nutrients to keep ourselves healthy. Most foods contain more than one nutrient such as milk has proteins, fats, etc. Nutrients can be classified as macronutrients and micronutrients on the basis of the required quantity to be consumed every day.

4. **Clothes:** Clothes are also known as apparel, attire or fabrics. They are materials made from cottons and known as cloth before they are sewn for wearing. Sahoo (2018) outlines many reasons why people wear clothes. The first reason is to feel comfortable at home as well as society where one lives in. Second, clothes protect us from extreme weather conditions. Third, different styles of clothes are associated with various religions. So according to religion, people wear clothes by choice or by force i.e. someone may not be interested to wear particular type of clothes but being belonged to a certain religion he/she has to wear those clothes.

   Fourth, clothes vary from organisations to organisations. Some organisations have their set of dress codes to be followed inside their campus and if someone joins that organisation, he/she has to wear that type of clothes inside the organisation. Different government and private organisations have set their dress codes and one must follow the dress codes as a code of conduct. This is to keep a feeling of working environment and create a harmony among the staff. The above mentioned facts are some of the reasons for wearing clothes (Sahoo, 2018).

5. **Sheltering:** Sheltering in the contemporary time has been replaced with housing. It means dwellings provided for people to live; it is a building or building structure complying with requirements of laws and regulations and where individuals with their families may live. Housing is one of the most important life components giving shelter, safety and warmth, as well as providing a place for people to rest (Henilane, 2016). Sheibani and Harvard (2017) also submitted that housing refers to the dwelling where people live, or the materialistic building established from the walls and roof. It is regarded as essential commodities because it is impossible to remove through the time and also regarded as fixed commodity because it must be built on a fixed location, so it is impossible to change location.

6. **Sleep/Rest:** Sleep or rest is an important part of the human daily routine. Restoring sleep is strongly related to a better physical, cognitive, and psychological well-being (Crivelo, Barsocchi, Girolami and Palumbo, 2016). Sleep is as essential to survival of human beings as food and water are (The National Institute of Health as cited in Crivelo, Barsocchi, Girolami and Palumbo, 2016). Sleep has a deep connection with rest. Insufficient, poor or disordered sleep leads to possible impairments of cognitive and psychological functioning and to a worsened general physical health.

7. **Security:** Security is concerned with the presence of peace, safety, gladness and the protection of human and physical resources or absence of crisis or threats to human dignity, all of which facilitate development and progress of any human society (Afolabi, 2016). Security is generally agreed to be about feeling of being safe from harm, fear, anxiety, oppression, danger, poverty, defense, protection and preservation of core values and threat to those values. Looking at security from the sense of human emancipation oriented, it means that people must be liberated from the challenges, difficulties and constraints that may prevent them from carrying out what freely they would choose to do (Afolabi, 2016).

8. **Safety:** This is the state of being away from hazards caused by natural forces or human errors randomly. The source of hazard is formed by natural forces and/or human errors (Nas, 2015).

2.4 Conceptual Overview of Reading Culture

The concept of reading culture has been defined by various scholars and authors, with all of them concluding that reading culture is simply to make reading a part of everyday activities. Ruterana (2006) as cited in Olasehinde, Akanmode, Alayeimola and Babatunde, (2015) defined reading culture as the habit of reading, imbibing an integrated pattern of reading

behaviours, practices, beliefs, perceptions and knowledge. It is 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 the process of building up positive reading attitude among students and children over a period of time. An individual who habitually and regularly reads books and other information materials that are not necessarily required for him to advance in his profession or career, can be said to have a reading culture (Gbadamosi, as cited in Dominic, 2018).

Kolawole and Igwe (2016) perceived reading culture as the process of building up positive reading attitude among adults, students, children and other members of the society over a period of time. It is an engagement that sees continuous and dedicated reading of information resources for knowledge acquisition and intellectual growth, which will be applied practically for development. In essence, reading culture means imbibing reading and studying as the bases for growth and development.

Magara and Batambuze (2004) (as cited in Mugambi, 2015) opined that reading culture involves making daily reading activity an essential habit. Reading culture goes beyond access and amount of reading; it is also a matter of how people read and why they read (Stranger-Johannessen, 2014). Reading culture is not only about reading alone, it involves reading with desire for overall self-improvement, sharing reading materials and talking about what is being read.

Reading culture is the use of reading as a regular activity. It is the cultivation of attitudes and possession of skills that make reading a pleasurable, regular and constant activity. Reading culture has been identified as the single most important determinant of a student's success in education and in our modern complex society (Kolawole and Igwe, 2016). Reading culture is

one of the valuable assets that boost human generative powers of thinking for innovations and development of personal talents and natural endowments (Olasehinde et al., 2015).

The values of reading culture to students are enormous because reading culture generate profound, precise, clear and complete understanding and appropriation of the content of the text being read. Reading culture is thus important since the sought for academic excellence cannot be achieved and sustained without the culture of keeping on reading for continuous self-improvement. Odusina and Oloniruha (2020) asserted that reading culture has been a great source of knowledge at all times and in all ages.

Developing reading culture can be seen as a process that involves series of steps before it can be fully cultivated. Some of these steps, according to Taiwo (2014) are:

1. **Analyse Your Present Reading Habit:** This is the first step of developing reading culture. It requires an individual to evaluate and analyse his or her present reading conditions by asking and answering vital questions, like knowing if he or she reads at all. It involves asking oneself how often one read, does an individual reads anyhow or have plans for reading. Is what one reads beneficial or not? Is what one reads limited to one area or diverse? The answers will get one started in cultivating positive reading culture.

2. **Create Time for Reading:** The second step in developing reading culture is to schedule time for reading. This is because it takes discipline to develop reading culture. Developing reading culture is not a matter of having time, but creating time. Hence, if one is not serious about reading, making it a habit may be difficult (Kolawole and Igwe, 2016). One has to discipline him/herself to always read daily no matter how small. Setting a goal for oneself on reading and work towards achieving the goal.

3. **Balance Your Reading:** This is the third step in cultivating reading culture. Balance is the key of one's reading journey. There is a need to be current and versatile by knowing a little about a variety of issues.

4. **Respond to Your Reading:** This fourth steps of developing reading culture means that it is not just okay to read a book, it is also vital that one respond to the book both physically and mentally. To respond effectively to reading means to decide to act on and utilise in a positive way, the information one get from reading (Kolawole and Igwe, 2016).

5. **Know What to Read and What Not to Read:** This fifth step means that it is vital to choose what to read. One has to be selective in the choice of books because life is too short to be spent reading junks that are not beneficial to one's reading experience.

6. **Make a Frequent Trip to Bookstores or Libraries:** This sixth stage of developing reading culture requires that it is paramount to visit libraries or bookstores at regular intervals like weekly, once in two weeks or a month, so as to be current and aware of relevant books and new releases.

7. **Build/Develop Your Own Library:** This last step of reading culture indicates that if a book is worth reading, then it should be worth buying. To develop a reading culture, one must rise above borrowing books to read, to buying books to keep. Books are tools that come in handy from time to time and they are a good heritage to leave for children. Thus, building a library helps in sustaining reading culture.

2.5 A Brief Review about the Development of LIS Education in Nigeria

In Nigeria, the history of LIS education dates back to the 1953 UNESCO-organized seminar on the "Development of Public Libraries in Africa" held at the University of Ibadan in

Nigeria. The seminar recommended that a limited number of high caliber library schools be established in Africa to provide full-scale professional training at the leadership level (Lawal, as cited in Abubakar, 2022). Before that time, education in librarianship was only offered abroad mainly in the U.K and U.S. and the certificates acquired were mostly non-graduate type like the British ALA Examinations. Moreover, most of the librarians working in libraries in the country during that period were expatriates.

The commencement of genuine education for LIS in Nigeria started with the establishment of the first Library School in 1959 at the University College Ibadan, (now known as University of Ibadan). The LIS School was established with the financial assistance of the Carnegie Corporation of New York who took interest in the development of the profession, and accordingly sent Harold Lancour in 1957 to survey the library situation and give advice on how the Corporation can assist in the area of library development (Abubakar and Farouk, 2018).

Following Lancour's two months survey, Lancour recommended that a postgraduate-level type LIS education be founded, which was eventually established at the Institute of Librarianship (now known as the Department of Library, Archival and Information Studies). The school began with a Diploma in librarianship which was solely meant for graduate students.

The next school of Librarianship in Nigeria was established at the Ahmadu Bello University, Zaria which commenced with an undergraduate programme. According to Abubakar (2015), the 1963 F.A. Sharr's report on library needs in Northern Nigeria led to the establishment of the second LIS School in Nigeria in 1965 with the aim of educating and training librarians at the undergraduate level against that of Ibadan's postgraduate Diploma programme.

Over a period of time, other LIS schools were subsequently established at different universities. Presently, there are 37 LIS schools in Nigerian universities comprising federal, state and private (Nigerian Association of Library and Information Science Educators [NALISE], 2020). Besides, a number of federal and state polytechnics as well as colleges are now offering LIS programmes at different levels.

2.6 Impacts of Basic Needs Reading Culture of Students

There is dearth of empirical studies investigating basic needs and its impact on reading culture. But psychologists and researchers (Leech, 2020 and McLeod, 2022) have investigated basic needs in different aspects and their results revealed some elements of basic needs that can impact the reading culture of individuals. Having realised how effective these elements can also have effects on reading culture of individuals makes this study to be devoted to assessing the impact of basic needs on reading culture of Library Information Science in Kogi State, Nigeria.

But before showing those impacts, this study will briefly review literature on reading culture. Satgoor (2015) posited that the need for the development of a culture of reading is a national imperative to raise the literacy rates among the youth and adults so that they can acquire new or improve their skills to compete adequately in the labour market. National development is not tied to reading culture only; the level and quality of basic needs available to students are significant to their standard of living, akin to boosting their desire for excellent academic achievements which will metamorphose to students' contributions to national development.

Adesulu, Adebusayo, and Amos (2017) posited that 40 percent of Nigerian students never finished reading a fiction book from cover to cover after leaving school, let alone of young ones that are still in secondary schools. There are other studies which revealed that about 30 million Nigerians have graduated from secondary schools with poor reading skills, ascribing

it to the poor reading culture developed during their stay at school. He concluded that reading culture among students is actually falling everyday as students now devote extra time on irrelevant ventures than reading books.

Gbadamosi (2017) opines that good reading culture encourages active use of library resources. He further noted that school libraries stimulate interest of students and inspire reading activity as a result of early exposure with reading information materials. Reading culture, like other cultures, has connection with the kind of acquaintance and experience the children get in the early years. If a child is brought up in an environment of books, it is likely to develop love for reading books.

Basic needs have high potential to impact reading because it reduces unemployment, alleviates poverty, reduces inequality; access to basic healthcare, healthy feeding, portable water, affordable shelter and transportation, boost an individual's cultural identity and sense of purpose in life. All these can trigger in students the thirst for reading for quality education and learning (Leech, 2020; McLeod, 2022).

Having basic needs can influence reading culture in the following ways (Kolawole and Igwe, 2016; Tánczikné, 2017; Tomasek, 2019):

1. **Increases Reading Speed:** Reading speed is the rate at which a person reads written text (printed or electronic) in a specific unit of time. Reading speed is generally calculated by the number of words read per minute (Nordquist, 2020). Reading speed is determined by a number of factors, including the reader's purpose, level of expertise, relative difficulty of the text, comfortability and convenience, ambiance, as well as the health status of the reader.

2. **Increases Reading Comprehension Rate:** Reading comprehension is the process of decoding the information from the printed text. This happens when words are recognized and how long they are kept in working memory (Tánczikné, 2017). Working memory is often referred to as short time memory and for a reader to effectively use short his/her short time memory, such reader must feel safe, protected, secured so that he/she can adequately concentrate on the texts being read, which will therefore fastens comprehension.

3. **Quick/Prompt Identification of Main Ideas of Text Being Read:** Reading for this purpose requires critical reading. Critical reading, according to Tomasek (2019) is an alternative way of reading that goes beyond the typical approaches to reading such as information processing or personal response. This requires an information processing approach to reading that outlines or summarises the main ideas in the text. It also involves a personal response approach that requires individuals to describe their feelings or impressions related to a selection of text. However, identifying the main idea in a text becomes a problem for example when a reader is thirsty, stressed due to lack of sleep or rest, or when a reader is starved or hungry.

4. **Psychologically Balanced:** This is also known as psychopathology. It is the psychological consistency and continuity across time and an ability to cope with daily challenges (Besika, Horn and Martin, 2021). This refers to a dynamic psychological state with relatively constant characteristics, comprising consistency and flexibility. Accomplishment of basic needs can play an important role in an individual's psychological functioning. This is because since an individual feel comfortable to a certain level when the basic needs are met, the lack of basic needs may also leads to emotional discomfort and inconsistency, thereby hampering concentration when reading.

5. **Boosts Emotional Stability:** Emotional stability is one of the main individual and psychological characteristics that determines the person's stability to stress-producing effects of difficult life situations. It is emotional stability that has a leading role when it comes to achieving good results in educational activities (Serebryakova et al, 2016), most especially reading. A person's emotional stability gets boosted when such a person enjoy a reliable level of security, safety, eat healthy foods, etc. With an emotional state that is not fluctuating, a person may take reading as recreation and consequently develop reading habit for a lifetime.

6. **Strengthens Self-esteem:** Self-esteem is how we value and perceive ourselves. It's based on our opinions and beliefs about ourselves, which can sometimes feel really difficult to change. Self-esteem affects whether an individual like and value him/herself as a person, able to make decisions and assert oneself, recognise one's strengths and positives, feel able to try new or difficult things, show kindness towards oneself, moves past mistakes, take time for oneself, believe that one matter, good enough and deserve happiness. May (2019) acknowledges the importance of security, safety and sheltering on self-esteem by asserting that being bullied or abused, experiencing prejudice, discrimination or stigma and losing one's job or difficulty in finding employment can lead to low self-esteem.

7. **Boosts Self-confidence:** Self-confidence is closely related to self-esteem. However, self-confidence is an external behaviour that stems from a high self-esteem. Self-confidence means believing oneself that one can be effective in the world, feeling able to handle the challenges of the world to achieve desired goals (Scott, 2020). Individuals tend to feel confident about themselves and their abilities when they have acquired some basic needs.

8. **Boosts Vocabulary Development:** This is the ability of an individual to improve on his/her linguistic competence, which is dependent on an individual's reading skills, mastery of the rules of grammar (Amadi and Ogu, 2019) and eating healthy foods that aid an individual's memory and retention. Studies have revealed that people who eat healthily tend to easily memorise words than those who have no food to eat or eat anyhow.

9. **Boosts Reading Interest/Habit:** Reading Interest is an individual's innate desire and passion for reading. People only develop reading culture after they have cultivated a robust reading interest and an individual's reading interest can be sustained when he/she is secured, safe, eat, drink water or have shelter (May, 2019; Scott, 2020).

10. **Strengthens Self-security:** Self-security is the level at which an individual feel protected and secured within him/herself. The first layer of human security starts with personal and food, before it proceeds to other layers such as political, economic, health, ecological and social securities. The dignity an individual enjoys when self-security is attained can make reading a recreational activity for an individual, which may subsequently result to making reading a lifetime habit (Desmet and Fokkinga, 2020; Leech, 2020).

11. **Boosts Mental Alertness:** Mental alertness is one of the most important functional abilities for a student because it represents a student's brain power in different aspects of competency including verbal, arithmetical, spatial, and logical reasoning. Students that are deprived of basic needs will be stressed, discouraged, emotionally troubled, lack self-esteem and lose their sense of self-security (Bappan and Maheshbabu, 2018).

2.7   Challenges that Lack of Basic Needs Pose to Reading Culture of Students

Essentially, human race or human society will just die out or go into extinction without the human basic needs in the society. Indeed, human basic needs are very important for survival and sustainability of human race in every society. Many problems may arise when there is failure to provide or meet human basic needs (Aruma and Hanachor, 2017). Examples of those problems are chaotic situations, social disorder and social disturbance, communal crises, conflicts, wars, clashes, civil disturbance, riots, militancy, terrorism, kidnapping, armed robbery, killings among others which usually threaten peaceful co-existence and harmonious living of people in various communities in the society in the contemporary human environment.

Most of the problems highlighted above are associated with the challenges that may arise from lack of security and safety. Other scholars, Rajagopal, Brands and Wichman (2016); Desmet and Fokkinga (2020); Leech (2020); WHO (2022) takes lack of physiological, safety and security needs into consideration and provides insecurity, depression, malnutrition, poverty, poor hygiene, inadequate housing, poor water supply/inadequate supply of drinkable water, emotional instability, intellectual deficiency, loneliness, stress, instability, inadequate and insufficient income, hunger, starvation, lack of social freedom and protection and abuses of fundamental human rights as challenges every society that lack basic needs faces.

People deprived of basic needs are prone to suffer from material hardship, emotional distress, adverse physical and mental health outcomes and mortality, psychological stress, adverse effects on health. The major effect of lack of basic needs is poverty. Banaras (2020) posited that poverty means a state or condition in which a person lacks financial resources and essentials for a minimum standard of living. She outlined six types of poverties as situational, absolute, relative, generational, urban and rural, with all of them emanates from failure to

meet basic needs. Cappelletti, Kreuter, Boyum and Thompson (2015) submitted that failure to meet basic needs orients the mind towards fulfilling those needs, and reduces one's available attention and cognitive bandwidth that can be devoted to other concerns.

Ntui and Udah (2015) ascribed poor reading culture among students to Nigerian value and poverty that is prevalent in many homes, astronomical prices of books and other information materials as well as publishing books. Bamidele (2015) attributed lack of reading culture of Nigerian students to the insufficient funding of educational institutions comprising funding of libraries, laboratories, workshops and computer units. Also pitiable economic situation and low standard of living, the growing cost of publishing making it tough for school pupils to have access to books, magazines, journals and newspapers.

Dominic (2018) in her paper titled Reading Culture: A Panacea for Educational Development argues that in the modern era of high technological development, it is disheartening to note that reading culture has become a missing link as Nigerian youth spend their time on watching movies, interacting with friends on social media instead of cultivating the culture of reading. She lamented that lack of interest in reading is negatively affecting the country socially, economically and politically.

2.8   Appraisal of the Literature Reviewed

Literature reviewed on this study have extensively discussed basic needs and reading culture. Desmet and Fokkinga (2020) see basic needs as a combination of physiological, safety and security needs which are essential aspects of everyone's life because as their name implies, their availabilities serve as drivers for every human beings. Aruma and Hanachor (2017) also gave a detailed description of the Maslow's Hierarchy of Needs. They submitted that basic needs constitute the primary needs of everyone, which without them considerations on doing other things become difficult.

McLeod (2022), Desmet and Fokkinga (2020) itemised water, air/atmosphere, sleep/rest, housing/sheltering, security, safety, foods and clothes in their list of basic needs. However, they didn't correlate basic needs with reading culture. Enormous literature such as Mugambi (2015), Olasehinde et.al (2015), Kolawole and Igwe (2016), Dominic (2018), have focused on the concepts of reading culture/habit and the factors influencing them. But studies have revealed that there is dearth of literature combining the concepts of basic needs and reading culture, either for professionals or students.

Though, various studies have been conducted to investigate the factors influencing reading culture, but just a few of them such as Igwe (2013), Satgoor (2015), Kolawole and Igwe (2016), Adesulu, Adebusayo, and Amos (2017) and Gbadamosi (2017) have considered the elements of basic needs like conducive environment, safety and security of students and the likes as factors influencing reading culture. Tánczikné, (2017), Tomasek (2019), Nordquist (2020), Besika, Horn and Martin (2021) and McLeod (2022) advanced the arguments by justifying how the availability or otherwise of basic needs can affect reading culture.

The studies reviewed created gaps that basic needs such as water, air, housing/sheltering, security, safety, clothing, sleep/rest and foods can fill in developing reading culture, because these needs are essential to every human being which without them, it may be difficult for human beings to do other activities of life efficiently. This therefore justifies why this study focuses on assessing the effect of basic needs on reading culture of LIS students in Kogi State, Nigeria.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methods adopted in the process of carrying out this research work. According to Kolawole and Ijiebor (2018), methodology outlines the systems or ways and the scientific justifications used in carrying out a research.

Thus, this chapter will be arranged in the following order: Research design, population of the study, sampling size and sampling technique, instrument for data collection, validity and reliability of instrument, data collection procedure, and data analysis procedure.

3.2 Research Design

Research design is to indicate the ways to be followed or patterns of how this study will be conducted. Descriptive survey method was adopted for this study. The reason for adopting descriptive survey is because the population is heterogeneous and avails the researcher the opportunities of describing the characteristics of the students of Library and Information Science in Kogi State, Nigeria and show how basic needs influenced their reading culture.

3.3 Population of the Study

Population is the total area, environment, scope or aspect a study is expected to cover. According to Issa (2012), population of a study is referred to as all the members or elements of a particular group of people, animals, or things in a defined area. Hence, the population of this study was 3,249 undergraduates of LIS in all tertiary institutions offering Library and Information Science in Kogi State, Nigeria. The institutions include Federal University, Lokoja, Kogi State Polytechnic, and Federal College of Education, Lokoja.

The population is therefore outlined in the table below:

Institution	No of Students	Per. of Students in the Overall Population
Federal University, Lokoja	1473	45.34%
Kogi State Polytechnic	1714	52.75%
Federal College of Education, Lokoja	62	1.91%
Total	**3249**	**100%**

3.4   Sampling Technique and Sampling Size

Sample is the unit, portion or element of the population, which will provide data that are relevant to the study. In this study, samples will be drawn by using the Taro Yamane Formula to pick from the students of LIS. The Formula goes thus:

$n = N/(1+N(e)^2)$

n= Sample Size

N= Population (3,249)

e= Margin Error (0.04)

Therefore, $n = 3249/(1+3249(0.04)^2)$

$n = 3249/(1+3249(0.0016)$

$n = 3249/(3250(0.0016)$

n= 296.35. Approximately, n= 296

On the other hand, sampling technique is the process of how the samples will be selected. Hence, this study adopted multi-stage sampling technique. The two stages of sampling techniques was used in this study were stratified and simple random.

Stratified sampling, also known as proportionate sampling was used to arrange the population into groups where samples were picked from them based on their percentage to the population and simple random sampling was used because it allowed the researcher to give every LIS students in the population equal chance of being chosen and included in the sample.

The sampled population is therefore outlined in the table below:

Institution	No of Students	Per. of Students in the Overall Population
Federal University, Lokoja	129	43.58 %
Kogi State Polytechnic	161	54.39 %
Federal College of Education, Lokoja	6	2.3 %
Total	**296**	**100%**

3.5   Instrument for Data Collection

This study adopted questionnaire as its data collection instrument. The questionnaire, according to Issa (2012) is a data collection instrument containing series of questions and other prompt responses for the purpose of gathering information from respondents. The questionnaire titled *"Questionnaire for Assessing the Roles of Basic Needs on Reading Culture of LIS Students in Kogi State, Nigeria"* was arranged into sections A – G. Section A focuses on *Demographic Characteristics of Respondents;* Section B, *Basic Needs that are*

Available to LIS Students; Section C, ***How can Reading Culture be Developed by LIS Students;*** Section D**, *Basic Needs that Influence LIS Students' Reading Culture;*** Section E, ***Level at which Basic Needs Influence LIS Students' Reading Culture;*** Section F, ***Impact of Basic Needs on LIS Students' Reading Culture;*** Section G, ***Challenges Lack of Basic Needs Posed to Reading Culture of LIS Students.***

3.6   Validity and Reliability of the Instrument

Validity refers to the degree to which an instrument accurately measures what it intends to measure (Li, 2016). The questionnaire was given to two subject experts for assessment of the quality of presentation of the contents of the property the study wishes to measure. Their expert opinions were effected before the questionnaire was presented to the supervisor for assessment and corrections and subsequently administered to the students of LIS, Kogi State, Nigeria Federal University, Lokoja, Kogi State Polytechnic and Federal College of Education, Lokoja, for data collection.

Reliability, on the other hand refers to the degree to which an instrument yields consistent results. Internal consistency was used to determine the reliability of the instrument for this study because it helped the researcher to get the same results from different parts of the respondents when the questionnaire was designed to measure the same thing again.

3.7   Data Collection Procedure

The designed questionnaire was administered to the students of Library and Information Science, Kogi State, Nigeria Federal University, Lokoja, Kogi State Polytechnic, and Federal College of Education, Lokoja by the researcher who was supported by other students. During the questionnaire administration, the researcher gave the students of Federal University, Lokoja, Kogi State Polytechnic, and Federal College of Education, Lokoja one day to fill and

submit the questionnaire. This was to avail the students the time to provide useful and genuine data on the problem understudy. It is only students of LIS in Federal University, Lokoja, that researcher retrieved their questionnaires on the same day that it was administered because their numbers were minimal.

3.8 Method of Data Analysis

Data obtained was presented and analysed by using the IBM Statistical Package for Social Science (SPSS) 23rd edition to present the data in simple percentage, frequency table and Pearson Product Model Correlation (PPMC). The reason for the choice of simple percentage and frequency table is because it allows presentation, analysis and comparison of multiple attitude, opinion and ideas which can enhance easy comprehension of tables and the data they contained; while PPMC is used to determine if the hypotheses set are null or alternative.

CHAPTER FOUR

PRESENTATION OF RESULTS, ANALYSIS, DISCUSSION AND INTERPRETATIONS

4.1   Introduction

This chapter present, analyse, discuss, and interpret the data obtained from field with the aid of questionnaire. For the sake of clarity, this chapter is further arranged in the following order:

4.2   Questionnaire Distribution and Response Rate

4.3   Demographic Characteristics of Respondents

4.4   Analysis of data

4.5   Discussion of Findings

4.2   Questionnaire Distribution and Response Rate

From the 296 copies of questionnaires administered, only 282 were returned and out of the questionnaire returned, 262 were fully filled and adequate for analysis. The outline of the questionnaire response rate is presented below:

S/N	Institutions of Respondents	Number of Valid Questionnaire Returned	Percentage of Valid Questionnaire Returned
1.	Federal University, Lokoja	109	35.97%
2.	Kogi State Polytechnic	147	48.51%
3.	Federal College of Education, Lokoja	6	2.3 %
	Total	**262**	**86.78%**

Hence, the data of this study was valid for analysis with questionnaire response rate of 86.78%. According to Ramshaw (2021), questionnaire is suitable for analysis if the response rate is more than average for physically administered questionnaires and can be used to represent majority of the characteristics intended to describe by the researcher.

4.3   Demographic Characteristics of the Respondents

4.3.1   Table 1: Respondents' Demographic Information

Options		F	%
Gender	Male	148	56.5%
	Female	114	43.5%
	Total	**262**	**100%**
Age Range	15 - 19 years	161	61.5%
	20 - 24 years	70	26.7%
	25 - 29 years	28	10.7%
	30 - 34 years	3	1.1%
	35 and above years	0	0.0%
	Total	**262**	**100%**
Academic Level	100 level	6	2.3%
	200 level	33	12.6%
	300 level	107	40.8%
	400 level	116	44.3%
	Total	**262**	**100%**
Marital Status	Single	242	92.4%
	Married	20	7.6%
	Divorced	0	0.0%
	Widow	0	0.0%
	Total	**262**	**100%**
Institution	Federal University, Lokoja	109	41.6%
	Kogi State Polytechnic	147	56.1%
	Federal College of Education, Lokoja	6	2.3%
	Total	**262**	**100%**

Table 1 above reveals that majority of students of Library and Information Science in Kogi State, Nigeria are males with 56.5%, with their female counterpart having 43.5%. Also, 61.5% of the respondents who are between the age ranges of 15 – 19 years, have the highest frequency. Respondents in 400 level are more than others (44.3%), followed by 40.8% in 300 level, 12.6% in 200 level, while only 2.3% are in 100 level. Furthermore, 92.4% of the students are single, followed by 7.6% who are married. Finally, Federal Polytechnic Offa LIS students form bulk of the respondents with 56.1% populace

4.4   Data Analysis of Data

Data analysis was done based on this study's research questions.

4.4.1   Research Question One: What are the Basic Needs that are Available to Library and Information Science Students in Kogi State, Nigeria?

Table 2: Basic Needs that are Available to LIS Students in Kogi State, Nigeria

Basic needs that are available to LIS students in Kogi State, Nigeria	Yes		No		Mean	Std. Dev.
	F	%	F	%		
Water	231	88.2%	31	11.8%	1.12	0.32
Foods	232	88.5%	30	11.5%	1.11	0.32
Housing/Sheltering	247	94.3%	15	5.7%	1.06	0.23
Air/Atmosphere	224	85.5%	38	14.5%	1.15	0.35
Sleep/Rest	159	60.7%	103	39.3%	1.39	0.49
Clothes	230	87.8%	32	12.2%	1.12	0.33
Security	243	92.7%	19	7.3%	1.07	0.26
Safety	216	82.4%	46	17.6%	1.18	0.38

From Table 2 above, it can be deduced that housing/sheltering (94.3%) is available to majority of LIS students in Kogi State, Nigeria, followed by security with 92.7%, and foods (88.5%), while Sleep/rest was rated lowest (60.7%). This implies that housing/sheltering, security, foods and water are adequately available to students of LIS in Kogi State, Nigeria.

4.4.2   Research Question Two: What are the reading culture developed by Library and Information Science Students in Kogi State, Nigeria?

Table 3: Reading Culture Developed by Students of LIS in Kogi State, Nigeria

Reading culture developed by LIS students	A		U		D	
	F	%	F	%	F	%
Loving/Commitment to reading	218	83.2%	37	14.1%	7	2.7%
Developing positive attitude toward reading	226	86.3%	29	11.1%	7	2.7%
Creating time for reading	217	82.8%	34	13.0%	11	4.2%
Make reading a part of everyday activities	200	76.3%	38	14.5%	24	9.2%
Reading with desire for overall self-improvement	221	84.4%	20	7.6%	21	8.0%
Buying books for yourself	227	86.6%	18	6.9%	17	6.5%
Sharing reading materials and discussing on what has been read	225	85.9%	19	7.3%	18	6.9%
Know what to read and what not to read	221	84.4%	28	10.7%	13	5.0%

The Table 3 above reveals that 86.6% of students of LIS in Kogi State, Nigeria agreed that buying book for oneself is one of the ways of developing reading culture by LIS students,

followed by developing positive attitude toward reading (86.3%), and sharing reading materials and discussing on what has been read (85.9%). However, make reading a part of everyday activities has the lowest with 76.3%.

4.4.3 Research Question Three: What are the Basic Needs that Influence Reading Culture of Library and Information Science Students in Kogi State, Nigeria?

Table 4: Basic Needs that Influence Reading Culture of LIS Students in Kogi State, Nigeria

Basic needs that influence reading culture of LIS students	A		U		D	
	F	%	F	%	F	%
Access to portable water	213	81.3%	30	11.5%	19	7.3%
Access to air/atmosphere	216	82.4%	26	9.9%	20	7.6%
Access to foods	210	80.2%	29	11.1%	23	8.8%
Affordable housing/sheltering	200	76.3%	33	12.6%	29	11.1%
Sufficient sleep/rest	200	76.3%	34	13.0%	28	10.7%
Availability of desired clothes	210	80.2%	19	7.3%	33	12.6%
Adequate security	217	82.8%	26	9.9%	19	7.3%
Adequate safety	214	81.7%	28	10.7%	20	7.6%

It can be understood from Table 4 above that access to security is ranked highest out of the basic needs that influence the reading culture of LIS students in Kogi State, Nigeria with 82.8% (1.24 ± 0.59), followed by access to air/atmosphere 82.4% (1.25 ± 0.59) and adequate safety which has 81.7% (1.26 ± 0.59). Affordable housing/sheltering and sufficient sleep/rest were ranked lowest with (1.35 ± 0.67) and (1.34 ± 0.66) respectively. This shows that the most basic needs influencing reading culture of LIS students are security, access to air/atmosphere, adequate safety and access to portable water.

4.4.4 Research Question Four: What is the Level at which Basic Needs Influence the Reading Culture of Library and Information Science Students in Kogi State, Nigeria?

Table 5: Level of Influence of Basic Needs on Reading Culture of LIS Students in Kogi State, Nigeria

Level of influence of basic needs on reading culture of LIS students	Very High		High		Moderate		Low	
	F	%	F	%	F	%	F	%
Access to portable water	211	80.5%	25	9.5%	26	9.9%	0	0.0%
Access to air/atmosphere	219	83.6%	22	8.4%	12	4.6%	9	3.4%
Access to foods	205	78.2%	31	11.8%	17	6.5%	9	3.4%
Affordable housing/sheltering	210	80.2%	33	12.6%	13	5.0%	6	2.3%
Sufficient sleep/rest	212	80.9%	28	10.7%	16	6.1%	6	2.3%
Availability of desired clothes	217	82.8%	36	13.7%	6	2.3%	3	1.1%
Adequate security	227	86.6%	32	12.2%	3	1.1%	0	0.0%
Adequate safety	226	86.3%	18	6.9%	18	6.9%	0	0.0%

From Table 5 above, it can be understood that adequate security (86.6%) was the highest basic need that influence the reading culture of students of LIS in Kogi State, Nigeria followed by adequate safety (86.3%), access to air/atmosphere (83.6%). On the other hand, access to foods (78.2%) has the lowest influence on reading culture of LIS students in Kogi State, Nigeria, followed by affordable housing/sheltering with 80.2%. In overall, majority agreed that basic needs have high influence on their reading culture.

4.4.5 Research Question Five: How do Basic Needs Impact Reading Culture of Library and Information Science Students in Kogi State, Nigeria?

Table 6: Impacts of Basic Needs Influence Reading Culture of LIS Students in Kogi State, Nigeria

Impacts of basic needs influence reading culture of LIS students	A		U		D	
	F	%	F	%	F	%
Increase your reading comprehension rate	223	85.1%	19	7.3%	20	7.6%
Increases prompt identification of main ideas of text being read	225	85.9%	19	7.3%	18	6.9%
Makes you to be psychologically balanced	219	83.6%	31	11.8%	12	4.6%
Boosts your emotional stability	233	88.9%	16	6.1%	13	5.0%
Boosts your confidence to read	230	87.8%	20	7.6%	12	4.6%
Boosts your vocabulary development	223	85.1%	27	10.3%	12	4.6%
Strengthens your sense of self-security	234	89.3%	15	5.7%	13	5.0%
Boosts your mental alertness	214	81.7%	32	12.2%	16	6.1%
Influences your reading interest	230	87.8%	20	7.6%	12	4.6%
Boosts your self-esteem	210	80.2%	34	13.0%	18	6.9%

From Table 6 above, it can be deduced that 234 representing 89.3% of students of LIS in Kogi State, Nigeria agreed that basic needs influence their reading culture by strengthening their sense of self-security, followed by boosting their emotional stability, (233 (88.9%)) and boosting their confidence to read (230 (87.8%)) . On the other hand, 6.9% of LIS students in Kogi State, Nigeria disagreed that basic needs boost their self-esteem and increase their prompt identification of main ideas of text being read.

4.4.6 Research Question Six: What are the Challenges that Lack of Basic Needs Posed to Reading Culture of Library and Information Science Students in Kogi State, Nigeria?

Table 7: Challenges lack of basic needs posed to reading culture of LIS students in Kogi State, Nigeria

Challenges lack of basic needs posed to reading culture of LIS students	A		U		D	
	F	Per (%)	F	Per (%)	F	Per (%)
Emotional instability	200	76.3%	36	13.7%	26	9.9%
Civil disturbances	183	69.8%	34	13.0%	45	17.2%
Malnutrition	224	85.5%	27	10.3%	11	4.2%
Depression	232	88.5%	11	4.2%	19	7.3%
Poverty	227	86.6%	23	8.8%	11	4.2%
Inadequate housing	238	90.8%	13	5.0%	11	4.2%
Lack of drinkable water	213	81.3%	32	12.2%	17	6.5%
Inadequate/insufficient income	236	90.1%	12	4.6%	14	5.3%
Lack of social freedom	222	86.0%	27	10.5%	9	3.5%
Hunger	230	87.8%	18	6.9%	14	5.3%

It can be understood from Table 7 above that inadequate housing (90.8%) is the greatest challenge that lack of basic needs posed to the reading culture of students of LIS in Kogi State, Nigeria, followed by inadequate/insufficient income (236 (90.1%)) for, depression (232 (88.5%)). On the other hand, 69.8% of LIS students in Kogi State, Nigeria agreed that civil disturbances didn't pose a challenge to their reading culture.

4.6   Discussion of Findings

4.6.1   Basic Needs that are Available to Library and Information Science Students in Kogi State, Nigeria

Findings from Table 2 showed that virtually every basic needs are available to the students of LIS in Kogi State, Nigeria, with housing/sheltering, security, water and foods as the most available. The reason housing/sheltering and security are available to the students of LIS in Kogi State, Nigeria can be as a result of the supports provided by the institutions: Both Federal Polytechnic Offa and Kogi State, Nigeria University Malete that constituted the highest portion of this study place high premium on accommodations of their students and after solving the issue of accommodation, they also prioritised the security of lives and properties of their students.

Foods are not being provided to students by the institutions that were understudied, but the availability of foods to the LIS students in Kogi State, Nigeria is a notion that can make someone raise an eyebrow. This finding contradicts Ibeanu, Onuoha, Ezeugwu and Ayogu (2016) who reported food insecurity in rural Nsukka, Enugu State, Nigeria. They lamented that unavailability of foods has hugely affected every other activity in the area studied. HEFS (2019) notes that foods provide essential substances called nutrients and keeps the body well. Foods are the basic necessity of life that supply energy, enable growth, repair of tissues and organs and also protects the body from disease and regulates body functions, particularly the brain that will aid comprehension of what is being read.

The fact that water is also available to the respondents is also pleasing to discover because adequate water helps maximize physical performance, significantly affects energy levels and brain function, may help prevent and treat headaches (Leech, 2020). WHO (2022) also acknowledges how water can aid reading by asserting that water that comes from improved

and more accessible sources makes people spend less time and effort physically collecting it. The time people are saving can make them productive in other ways.

It is also interesting to learn from the results that acceptable numbers of the students claimed that clothes are available to them. Uwandu (2017) corroborates the availability of clothes to Nigerian students by asserting that clothes is one of the means of survival to students because it makes them feel and look good. Clothing is considered as an element of fashion (Ogunrobo, 2018) and in this era dominated by the quest for materials things, it is very easy for the students to claim the availability of clothes to satisfy their biases for it. Kolawole and Igwe (2016) argued that since clothing is one of the material things essential to students, the strive for it to show-off their fashion ability can cost them valuable time that ought to have been devoted to reading.

However, the findings where just a few above average of the students claimed that rest/sleep is available to them is consistent with Seun-Fadipe and Mosaku (2017) where they noted that one out of every two students in Nigeria had poor sleep/rest quality. And Crivelo et.al (2016) argued that sleep/rest is as essential to survival of human beings as food and water are. Insufficient, poor or disordered sleep can lead to possible impairments of cognitive and psychological functioning and to a worsened general physical health. How the unavailability of sleep/rest to the students affects their reading culture will be explored in the subsequent results.

4.6.2   Reading Culture Developed by LIS Students in Kogi State, Nigeria

Findings from the study showed reading cultures that have been developed by students. Kolawole and Igwe (2016) and also Dominic (2018) supported that there are many ways reading culture can be developed. Kolawole and Igwe (2016) on their parts viewed reading culture as a set of activities that can be inculcated in sequential order. They argued that

developing reading culture starts from analyzing one's present reading habit, creating time for reading, balancing reading schedule, responding to one's reading schedule, knowing what to read and what not to read, making frequent trips to bookstores or libraries and developing one's personal library.

On the other hand, some findings of this study are consistent with Dominic (2018) where she laid emphases on developing positive attitudes towards reading, buying books for oneself and sharing reading materials and discussing what has been read. She argued that the major factor that stimulates reading is comprehension and this can hardly happen when someone doesn't exhibit positive attitude towards reading, which will thus results to looking interest in reading. Dominic (2018) also believed that people's interest towards reading will grow when they share valuable information about the materials being read. However, she cautioned that this should happen in interactive way where everyone discussing about books will contribute.

This study also discovered that buying books for oneself is a potent way that can help the students develop reading culture. Since reading is an exercise that has to do with developing the willingness and capabilities to read a text, the position of the students on buying books as a way of developing reading culture can be contested. Buying books is just an expression of willingness to read. No matter the number of books one buys, if the capabilities to read them is not there, one would be frustrated and discouraged from reading. Kola Adesina, the CEO of Sahara Energy in an Instagram Live interview with Dele Momodu in 2020 contested buying books as an antidote to curtailing reading culture, by lamenting that he has many friends who buy books for buying sake; those people buy books and didn't read them and their reading culture continuously plummets.

It is further interesting to know that the students agreed that positive attitude towards reading has helped them in cultivating reading culture. This is commendable. Reading, like every

other attitudes can be cultivated, going by the submission of James Clear in his famous book "Atomic Habits." This is because once students program their mindset to be reading, regardless of what is happening, reading becomes an interesting engagement for them. They will unravel the fun in reading and also see reading as an engagement that promises to transform them personally, academically and professionally.

The students also agreed that sharing what has been read and initiating discussion on what has been read is also a way of developing reading culture. The position of the students is consistent with the study of Mugambi (2015) and Dominic (2018) when they recommended that students should read information materials and share whatever materials have been read among themselves. They justified their recommendation by positing that when students know that texts shared with them for reading will be discussed on, they will be motivated to read and be committed to participating in the discussion, most especially as students are getting towards adulthood when they would be avoiding embarrassments for themselves.

Significant number of the students also agreed that they have developed what to read and what not to read. The position of the students implies that they are aware of comprehension breakdown. Comprehension breakdown is one of the major barriers to reading because reading books or information materials that students have not developed the capacities to comprehend their contents will leave the students frustrated and discouraged with reading.

Above all, it was discovered that more than 75% of the students agreed to the options presented to them showed that they are conversant with the different ways they can develop reading culture as suggested by (Taiwo 2014; Odusina and Oloniruha, 2020).

4.6.3 Basic Needs that Influence Reading Culture of LIS Students in Kogi State, Nigeria

This study has revealed that security is one of the basic needs that influence the reading culture of students of LIS in Kogi State, Nigeria. Going by the famous aphorism of life that in any situation someone finds him/herself, the need to be secure becomes the most important thing that should be desired is security. Is the need for security also applicable to reading? The answer is not difficult to provide. First of all, placing a book or books in an environment that is not secured can make one lose such books, leaving one with no books to read. Secondly, which is concerned with an individual, it is very difficult to read and concentrate in an environment that is not secured because security guarantees peace, safety, gladness and the protection of human and physical resources and strengthens human dignity (Leech, 2020).

Helmenstine (2019) supported that access to air/atmosphere is a crucial influence to the reading culture of students. For instance, in the library, cross ventilation is considered to be one of the most important factors to be considered in library building. The reason for cross ventilation is because when space is provided for free movement of air, blowing every microorganisms that can make readers feel comfortable will be ensured. Either in the libraries, offices or personal apartments, adequate air/atmosphere is paramount because it contains chemicals, particulates and biological materials that brings comfort to students and increases their wellbeing.

The students also realised that access to portable water influence their reading culture. The importance of water is enormous to the extent that it also influence reading culture. Leech (2020) posited that water helps maximize physical performance, significantly affects energy levels and brain function, may help prevent and treat headaches, may help relieve constipation, helps prevent hangovers and other discomforts that may affect reading. But the

fact that the students claimed that access to portable water influence their reading culture. It is indisputable since the students have claimed that water is available to them in Table 2, but access to portable water influences the students' reading culture negatively because according to the UNICEF report cited earlier, most Nigerian water have been contaminated, meaning that the water available to most Nigerians cannot be considered portable for drinking.

Access to foods is also not left behind by the students. Foods are the basic necessities of life that provide essential substances and nutrients that keeps the body well. Foods supplies energy, enables growth and repair of tissues and organs. It also protects the body from disease and regulates body functions. All the functions attributed to foods are connected to regulating the human body to work perfectly for easy concentration, prompt recognition of ideas, stimulation of the brain for quick assimilation and processing of information being received (HEFS, 2019).

Discovering that a significant number of the students also agreed that availability of desired clothes influences their reading culture shows that the students placed high priority on how the clothes they wear influence their reading habit. Truly, clothes make students feel comfortable, protect us from extreme weather conditions and socially acceptable clothes help students to foster harmonious living with everyone around them. When students wear clothes that they desired, the feel comfortable and their comfortability can trigger their desire to read information on any aspect of life that interests them (Sahoo, 2018).

4.6.4 Level of Influence of Basic Needs on Reading Culture of LIS Students in Kogi State, Nigeria

Findings from Table 4 and 5 showed acceptable level of consistencies because Table 4 revealed that majority of LIS students in Kogi State, Nigeria agreed that security, safety, air/atmosphere, availability of desired clothing, water and foods are the major basic needs

that influence the students' reading culture. Table 5 also affirmed this by showing that a significant number of the students believed that the level at which security, safety, air/atmosphere, availability of desired clothing, availability of housing/sheltering and sufficient sleep/rest influence their reading culture is very high.

The position of the students is also validated by the results of the hypothesis that there is no significant relationship between basic needs and reading culture of Library and Information Science students in Kogi State, Nigeria. The results revealed a P-value of 0.068, showing that there are significant relationships between basic needs and reading culture of LIS students in Kogi State, Nigeria. Ordinarily, basic needs are essential to the daily living of every man and their lacks can rob students the inspiration and motivation to read.

Henilane (2016) corroborated the findings of this study. He posited that availability of basic needs such as availability of housing/sheltering can increase the students' sense of security. And as it has been considered initially by the students, security makes them feel relieved and comfortable. Availability of housing/sheltering can highly influence the students' reading culture because it provides safety and warmth, as well as providing a place for students to rest.

Realising that the students have considered that sleep/rest highly influences their reading culture becomes interesting to know because in the previous results, sleep/rest is not given a substantial priority by the students. But now that they have revealed that sleep/rest highly influence their reading culture, it is important to discuss the point. Sleep/rest are deeply connected and boost mental, psychological, cognitive and physical functioning, which may result in boosting the students' mental alertness, makes them to be psychologically balanced and boost their comprehension rate as emphasised by (Besika, Horn and Martin, 2021).

That students selected foods as part of basic needs that influence their reading culture in Table 4 but not highly influential also attracts attention that has to be addressed. Foods are essential for the students' survival and necessary for their body systems. So, realising that the students don't consider foods to be highly influential to their reading culture has challenged the future studies to investigate the proportions and qualities of foods that can highly influence the reading culture of students.

4.6.5   How Basic Needs Impact Reading Culture of LIS Students in Kogi State, Nigeria

Findings of this study revealed that basic needs can impact reading culture in numerous ways. According to the LIS students, strengthening of sense of self-security is the major way basic need impact their reading culture of students. The results from the previous tables are enough to prove that the students are conscious of their need for security and now confirming that basic needs can influence their sense of self-security has affirmed their position.

Self-security cannot be underrated in everything students are doing because it indicates the level at which a student feels protected and secured within him/herself. Desmet and Fokkinga (2018) asserted that the first layer of human security starts with personal and food, before it proceeds to other layers such as political, economic, health, ecological and social securities. The dignity a student enjoys when self-security is attained can make reading a recreational activity for him/her, which may subsequently result to making reading a lifetime habit.

The level at which students feel secured within themselves can also influence their emotional stability. Emotional stability is highly required in a challenging environment like Nigeria because it determines the students' stability to stress-producing effects of difficult life and learning situations. Serebryakova et.al (2016) opined that with an emotional state that is not fluctuating, a person may take reading as recreation and consequently develop reading habit for a lifetime.

Can it be contested that basic needs influence the reading interest of students? People familiar with academic environment in Nigeria can't dispute that basic needs can influence reading culture. Students who have the privileges of being rewarded with money, clothes and tasteful apartments for excellent academic performances can never play with this because they know that having good academic grades promises to bring them the benefits they may not ordinarily enjoy. Therefore, they will develop interest in reading to ensure that they come out in flying colours.

Since basic needs influence the students' sense of self-security and subsequently results to them developing reading culture, it is apt to submit that a student's sense of self-security is akin to the level of confidence he/she has for him/herself. Scott (2020) argues that students tend to feel confident about themselves and their abilities when they have acquired some basic needs. Their confidence makes them believe in themselves that they can be effective in the world, feeling able to handle the challenges of the world to achieve desired goals.

4.6.6 Challenges lack of basic needs posed to reading culture of LIS students in Kogi State, Nigeria

Lack of basic need can result to different problems for people living in a society and like the case of Nigeria where statistics such as UNICEF (2022) and WHO (2022), showed that meeting the basic needs of Nigerians are not encouraging, it can be assumed that the lack of basic needs is one of the factors contributing to the problems of appalling reading culture among the Nigerian students. But avoiding such assumption gives birth to this study.

The findings of this study revealed that inadequate housing posed a challenge to their reading culture. This reveals a level of inconsistency from the side of the students. In Table 1, housing/sheltering is claimed to be one of the basic needs mostly available to the students. So, why the sudden change? Are the students attempting to make excuse for their poor

reading culture or did they just selected option that was appealing to their appealing to their emotions? This result has raise a point that future studies can investigate.

To discover that inadequate/insufficient income also poses a challenges to the students' reading culture doesn't bother this researcher. The recent report by the Socio-Economic Rights and Accountability Project [SERAP], (2021) revealed that at least, 27.4 million Nigerians earn below #100,000 annually. The implication of this is that when the elderly ones or working class cannot earn up to #100,000 annually, who will foot the bills of the students. The desire to meet their income-related needs may drive the students away from reading.

Failure to meet basic needs can also result to depression, meaning that the students believed that depression becomes a challenges their reading culture. Cappelletti et.al (2015)supported that failure to meet basic needs orients the mind towards fulfilling those needs, and reduces a student's available attention and cognitive bandwidth that can be devoted to other concerns. The lack of basic needs may make students to be preoccupied with meeting those needs and the more the desire to meet those need, the deeper students' thoughts are consumed with satisfying their basic needs.

The students also considered hunger to pose challenges to their reading culture. That the students considered hunger means they are conscious of their choices in the aspect of foods. The level of hunger in Nigeria is alarming. Adebowale-Tambe (2022) reported that hunger level in Nigeria is 27.3%. If the figure is placed in the global hunger index, Nigeria is placed 103 out of 121 countries ranked. Hunger and poverty are like Siamese twins. This study has also discovered that poverty is challenging the reading culture of the students. With the current 48.9% poverty level of Nigeria (SERAP, 2021), it can be said that it is difficult for the students to afford buying books for themselves and for libraries to be adequately funded.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the results of the data obtained from the field, draws conclusions and makes recommendations.

Thus, this chapter is organised in the following order:

5.2 Summary of the Findings

5.3 Conclusion

5.4 Recommendations

5.2 Summary of the Findings

Findings of this study established that:

1. Most students of Library and Information Science in Kogi State, Nigeria are males, with the highest students ranging between the age of 15 – 19 years; most students are in 400 level and single, with Federal University, Lokoja having the highest number of LIS students.

2. The basic needs that are available to LIS students in Kogi State, Nigeria are housing/sheltering, security, foods and water.

3. Students of Library and Information Science in Kogi State, Nigeria developed reading culture by buying books for themselves, developing positive attitudes towards

reading, sharing reading materials and discussing what has been read, reading with desire for overall self-improvement and know what to read and what not to read.

4. Access to security, access to air/atmosphere, adequate safety and access to portable water are the basic needs that influence the reading culture of LIS students in Kogi State, Nigeria.

5. Adequate security, adequate safety, access to air/atmosphere, availability of desired clothing are the basic needs with high influence on reading culture of LIS students in Kogi State, Nigeria.

6. Basic needs influence the reading culture of LIS students in Kogi State, Nigeria by strengthening their sense of self-security, boost the students, emotional stability, increase the students' reading interest and boost the students' confidence to read.

7. Inadequate housing, inadequate/insufficient income, depression, hunger and poverty are the challenges that lack of basic needs posed to the reading culture of LIS students.

5.3   Conclusion

Basic needs are essential to every human being. There availability in someone's life brings a big relief, promotes mental balance in order to think of the secondary needs. The availability of basic needs has the potential to influence every aspect of life of human beings, most especially students who are still in schools acquiring the requisite knowledge and skills to become productive citizens in the future. When the basic needs are not available to the students, it may be difficult to engage in reading, let alone developing reading as a lifetime culture.

Basic needs such as housing, security, foods and water play crucial on reading culture of LIS students because it enables the LIS students to think of how to buy books for themselves, developing positive attitudes towards reading, sharing reading materials and discussing what have been read, reading for the overall desire of self-improvement and know what to read and what not to read. Unfortunately, most students of LIS in Kogi State, Nigeria cannot develop reading culture because of the challenges of inadequate housing, inadequate/insufficient, income, depression, hunger and poverty and these need to be critically addressed.

5.4   Recommendations

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

1. Students of Library and Information Science in Kogi State, Nigeria should make reading a part of their everyday activities. They can explore to discover the best time suitable for them to read and dedicate themselves to read around that time every day.

2. Management of tertiary institutions offering LIS in Kogi State, Nigeria, parents or guardians of LIS students should always endeavour to provide housing/sheltering to the students. They should also be encouraging the students to sleep/rest adequately in order to develop the alertness needed to relax to read and comprehend the text being read.

3. Parents and guardians of students of Library and Information Science in Kogi State, Nigeria should endeavour to always provide adequate feeding for the students. Since reading is an exercise that has to be carried out with different organs of the body, hygienic and nutritious feeding can help those organs to be properly developed in students.

4. Students of Library and Information Science in Kogi State, Nigeria should work on developing a sufficient self-esteem. Since self-esteem has to do with the ways the

students feel about themselves, developing positive feelings towards themselves can also trigger their positive feelings for reading.

5. Government should endeavour to initiate and implement programmes that can help in combating poverty among the LIS students in Kogi State, Nigeria and Nigeria in general. Poverty results to other things such as inadequate/insufficient income, hunger, depression and malnutrition that can make the students not physically and cognitively balanced to develop the capacities to read.

REFERENCES

Abubakar, B.M. (2015). Developing library and information science programmes for emerging market in Nigeria: The need for appropriate entrepreneurial skills. *Middlebelt Journal of Library and Information Science*, 13, 16-31.

Abubakar, B.M. (2022). Library and Information Science (LIS) Education in Nigeria: Emerging Trends, Challenges and Expectations in the Digital Age.*Journal of Balkan Libraries Union,* Vol. 8, No 1, pp. 57-67.

Abubakar, B.M. & Farouk, B.L. (2018). Library and information science education in Nigeria: What has changed? *Bayero Journal of Library and Information Science,* 4(1), 6-16.

Adebowale-Tambe, N. (2022). Nigeria's hunger level 'serious,' ranks 103 out of 121 countries. https://www.premiumtimesng.com/news/headlines/559880-nigerias-hunger-level-serious-ranks-103-out-of-121-countries.html

Adesulu, D., Adewole, A. & Amos, R. (2017) Reading culture: how students waste hours on social media. Available: https://www.vanguardngr.com/2017/05/reading-culture-students-waste-hours-social-media.

Adkins, D. & Brendler, B.M. (2015). Libraries and reading motivation: A review of the Programme for International Student Assessment reading results.*International Federation of Library Associations and Institutions,* 41(2) 129–139.DOI: 10.1177/034003521557886.

Afolabi, M.B. (2016). Concept of security. Intelligence and security studies. Abuja: Vintage press.

Ali, Y.O. (2016). Social media killing reading culture. The Punch, October 7th, 2016. https://punchng.com/social-media-killing-reading-culture-yusuf-ali/

Amadi, D.C. & Ogu, A.E. (2019). Vocabulary Development. In Ogu, A. E., Iheirika, R. C. & Emejulu, O. A. (editors). The Use of English and Communication Skills for Tertiary Education. Owerri: Hysab Prints.

Aramide, K. (2015). Effect of Parental background factor on reading habits on secondary schools students in Ogun State Nigeria. https://www. Semantic scholars.org retrieved in August 2019.

Aruma, E.O. & Hanachor, M.E. (2017). Abraham Maslow's hierarchy of needs and assessment of needs in community development. *International Journal of Development and Economic Sustainability,* Vol.5, No.7, pp.15-27.

Bamidele, I.A. (2015). Self-efficacy, reading, library use habits and academic achievement of Senior Secondary School Students in Ogun State, Nigeria. Unpublished PhD Thesis

submitted to the Department of Library and Information Resources Management, Babcock University.

Banaras, M. (2020). When people lack means to satisfy basic needs. https://www.thenews.com.pk/amp/750762-when-people-lack-means-to-satisfy-basic-needs

Bappan, B. & Maheshbabu, N. (2018). An intervention program on mental alertness and self-concept of underprivileged. *International Journal of Current Research and Modern Education (IJCRME),* 3(1), 60-62.

Besika, A., Horn, A.B. & Martin, M. (2021). Psychological Balance Scale: Validation Studies of an Integrative Measure of Well-Being. *Frontiers in Psychology*, 12(727737), 1-17. doi: 10.3389/fpsyg.2021.727737.

Cappelletti, E.R., Kreuter, M.W., Boyum, S. & Thompson, T. (2015). Basic needs, stress and the effects of tailored health communication in vulnerable populations. *Health Education Research,* 30(4): 591–598. DOI: 10.1093/her/cyv033

Chiegonu, N., Idoko, N. & Chioma, O. (2020). School libraries and the promotion of reading habit among students: A review. *Journal of applied Information Science and Technology*, 13(1), 191-198.

Crivelo, A., Barsocchi, P., Girolami, M. & Palumbo, F. (2016). The Meaning of Sleep Quality: a Survey of Available Technologies. *IEEE Access*, 1-17. DOI 10.1109/ACCESS.2019.2953835.

Desmet, P. & Fokkinga, S. (2020). Beyond Maslow's Pyramid: Introducing a Typology of Thirteen Fundamental Needs for Human-Centered Design. *Multimodal Technol*, 4(38), pp.1-22. doi:10.3390/mti4030038

Diyorshak, A. R. & Soko R, Y. (2018). The Role of School libraries in promoting Reading Culture among Secondary Schools Students: A case study of Federal Government College Jos. *Middlebelt Journal of Library and Information Science*, 2(3), 24-39.

Dominic, N.P. (2018). Reading culture: A panacea for educational development. Academic Excellence, 1-11.

Haliru, R. A., Abdulkarim, Y., Dogara, M.A. & Dangani, B.U. (2015). An Assessment of Reading Habit among Secondary School Students in Kaduna Metropolis. *IOSR Journal of Humanities and Social Science-iosrjhss*, Vol.20 www.iorsjournal.org.

Helmenstine, A.M. (2019). Definition of Air in Science. https://www.thoughtco.com/definition-of-air-in-science-604751

Henilane, I. (2016). Housing concept and analysis of housing classification. *Baltic Journal of Real Estate Economics and Construction Management,* 168-178. doi: 10.1515/bjreecm-2016-0013.

Human Ecology and Family Sciences (2019). Food, Nutrition, Health and Fitness.*Journal of Health Sciences,* 4(12), 23-39.

Ibeanu, V., Onuoha, N., Ezeugwu, E. and Ayogu, R. (2016). Food preservation and security at household level in rural Nsukka, Enugu State, Nigeria. *Agro-Sci Journal of Tropical Food Environment Extension*, 9(2), 125-130.

Igwe, K.N. (2011). Reading Culture and Nigeria's Quest for Sustainable Development. *Library Philosophy and Practice (e-journal).* 482. https://digitalcommons.unl.edu/libphilprac/482.

Ilogho J. E (2015). The Role of Picture Books in Promoting Reading Culture among Nigerian Children: Implication for Libraries and Development of Leadership Qualities. *Inter. J. Acad. Lib. Info. Sci.,* 3(2): 65- 71.

Issa, A. O. (2012). Practical guides to project writing for students in Polytechnics, Colleges and Universities. Offa: Wunmi Commercial Press.

Kolawole, A. A. & Ijiebor, J. A. (2018). A guide for researchers and writers of term papers. Offa: Correctman Press Limited.

Kolawole, A.A. & Igwe, K.N. (2016). Treatise of Library and Information Science in an African society. 2nd edition. Lagos: Waltodanny Visual Concepts.

Kumar, A. (2014). Access to Basic Amenities: Aspects of Caste, Ethnicity and Poverty in Rural and Urban India—1993 to 2008–2009.*Journal of Land and Rural Studies,* 2(1), 127–148. DOI: 10.1177/2321024913515113.

Leech, J. (2020). 7 Science-Based Health Benefits of Drinking Enough Water. https://www.healthline.com/nutrition/7-health-benefits-of-water

Li, Y. (2016). How to Determine the Validity and Reliability of an Instrument. Retrieved at: https://sites.miamioh.edu/discovery-center/2016/11/how-to-determine-the-validity-and-reliability-of-an-instrument/

May, M. (2019). Self-esteem. Mind for better mental health. UK: Stirling.

McKirdy, P. (2021). Do primary school libraries affect teenagers' attitudes towards leisure reading? *International Federation of Library Associations and Institutions,* Vol. 47(4) 520–530. DOI: 10.1177/0340035220983359.

Mugambi, F.N. (2015). Exploring reading habits and academic success in rural Kenya. *International Federation of Library Associations and Institutions,* Vol. 41(4) 353–363. DOI: 10.1177/0340035215610303.

NALISE (2020). Directory of NALISE members and list of library and information science schools in Nigeria/Compiled by Ochogwu, M. G., Nwokocha, U., Ekoja, I.I. & Aina, L.O. Lagos: Zeb Communications.

Nas, S. (2015). The Definitions of Safety and Security. *Journal of ETA Maritime Science,* 3(2), 53-54. DOI ID: 10.5505/jems.2015.42713.

Noibi, D. (2019). Poor reading culture hindering Nigeria's development. https://educeleb.com/poor-reading-culture-hindering-nigerias-development-noibi/

Nordquist, R. (2020). Reading Speed. Retrieved at: https://www.thoughtco.com/reading-speed-1691898

Ntui, A.I. & Udah, A. E (2015). Accessibility and utilization of library resources by teachers in secondary schools in Calabar educational zone of Cross River State, Nigeria. *Global Journal of Arts & Humanities Psychology,* 15(8), 34- 44.

Nwosu, M.C., Ononogbo, R.U., Ibegwam, A. & Ugocha, O. (2014). The imperatives of organising read-a-book competition among secondary school students in Nigeria. *Ebonyi Journal of Library and Information Science,* 1(1), 23-29.

Odusina, E.S. & Oloniruha, E.A. (2020). Reading culture among students in selected secondary schools in Lagos State, Nigeria. *International Journal of Academic Library and Information Science,* Vol. 8(8), 252-260. DOI: 10.14662/IJALIS2020.255.

Ogunrobo, L. (2018). Why Demand For Foreign Fashion Will Continue to Surge in Nigeria. https://www.thisdaylive.com/index.php/2019/04/22/why-demand-for-foreign-fashion-will-continue-to-surge-in-nigeria-lisa-ogunrobo/

Oladunjoye, O.S., Oladunjoye, L. & Olufemi, I.S. (2016). Nigerian Universities' English Teachers' Education Programme And Its Relevance To Senior Secondary School Reading Class. *British Journal of Education,* 4(11):70-83.

Olasehinde, M.O., Akanmode, O.A., Alayeimola, A.T. & Babatunde, O.T. (2015). Promoting the reading culture towards human capital and global development. *English Language Teaching,* 8(6), 194-200. doi:10.5539/elt.v8n6p194.

Onah, F.O. (2015). Human Resource Management 4th Edition. Enugu: John Jacob's Classic Publisher Ltd.

Rajagopal, R., Brands, E. & Wichman, M.D. (2016). Drinking Water. Richardson, D., Castree, N., Goodchild, M.F., Kobayashi, A., Liu, W. & Marston, A. (eds). *International Encyclopedia of Geography.* US: John Wiley and Sons Ltd. DOI: 10.1002/9781118786352.wbieg0338

Ramshaw, A. (2021). The Complete Guide to Acceptable Survey Response Rates. https://www.genroe.com/blog/acceptable-survey-response-rate-2/11504.

Rana, S.K. (2018). Availability of basic amenities among poor households in Himachal Pradesh: A cross sectional study.*International Journal of Movement Education and Social Science*, 7(3), 59-73.

Sahoo, H.B. (2018). Concept of clothes. *International Journal of Legal Development and Allied Issues,* 4(2), 1-8.

Satgoor, U. (2015). Celebrating libraries in 20 years of democracy: An overview of library and information services in South Africa. *International Federation of Library Associations and Institutions,* 41(2) 97–111. DOI: 10.1177/0340035215585100.

Scott, S. (2020). How to Build Confidence and Self Esteem. *International Journal of Education Psychology*, 2(4), 223-238.

Serebryakova, T.A., Morozova, L.B., Kochneva, E.M., Zharova, D.V., Kostyleva, E.A. & Kolarkova, O.G. (2016). Emotional Stability as a Condition of Students' Adaptation to Studying in a Higher Educational Institution. *International Journal of Environmental and Science Education,* 11(15) 7486-749.

Seun-Fadipe, C.T. and Mosaku, K.S. (2017). Sleep quality and academic performance among Nigerian undergraduate students. Journal of Syst Integr Neurosci 3: doi:10.15761/JSIN.1000179.

Socio-Economic Rights and Accountability Project (SERAP) (2021). 27.4 million Nigerians earn less than N100,000 yearly. https://www.premiumtimesng.com/news/top-news/482669-27-4-million-nigerians-earn-less-than-n100000-yearly-report.html

Sheibani, G. & Harvard, T. (2017). Housing concept, problems and policies. London: Marion Boyars Publishers Ltd.

Stranger-Johannessen, E. (2014). Promoting a reading culture through a rural community library in Uganda. *International Federation of Library Associations and Institutions,* Vol. 40(2) 92–101. DOI: 10.1177/0340035214529732.

Taiwo, C. (2014). How to develop a reading culture. Https://www.commonsensegroup.com/how-to-develop-a-reading-culture/

Tánczikné, S.V. (2017). Factors affecting reading comprehension. *Gradus*, 4(2), 41-47.

Tomasek, T. (2019). Critical Reading: Using Reading Prompts to Promote Active Engagement with Text. *International Journal of Teaching and Learning in Higher Education,* 21(1), 127-132.

Uwandu, E. (Jauary 12th, 2017). Fashion among Nigerian students. Vanguard Newspaper. www.vanguardngr.com/2017/01/fashion-among-nigerian-students/amp/

Watson, D.D. (2014). Poverty and basic needs: Synonyms. Encyclopedia of Food and Agricultural Ethics. *Springer Science,* 1-9. DOI 10.1007/978-94-007-6167-4_442-1.

World Health Organisation (2022). Drinking water. https://www.who.int/news-room/fact-sheets/detail/drinking-water

QUESTIONNAIRE
KWARA STATE POLYTECHNIC, ILORIN
INSTITUTE OF INFORMATION AND COMMUNICATION TECHNOLOGY
DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

Questionnaire on "*Assessment of Roles of Basic Needs on Reading Culture of LIS Students in Kogi State, Nigeria*"

Dear Respondent,

Request for Response to Questionnaire

I am an undergraduate of the above named institution, carrying out research on the above mentioned topic. My research is in partial fulfillment of the requirements for the award of Nationaal Diploma in Library and Information Science (ND).

Your assistance and support are hereby requested for timely completion of this questionnaire.

I am assuring you that all data provided will be treated with utmost confidentiality and used for academic purpose only.

Thank you for your anticipated cooperation.

Researcher

Section A: Demographic Characteristics of Respondents

Kindly select the option of your choice by ticking from the answers below

1. Gender: Male (   )   Female (   )
2. Age range: 15 – 19 years (   ) 20 – 24 years (   ) 25 – 29 years (   )
             30 – 34 years (   )   35 and above years (   )
3. Academic level: 100 level (   )   200 level (   )   300 level (   )   400 level (   )
4. Marital Status: Single (   ) Married (   ) Divorced (   ) Widow (   )
5. Institution: Federal University, Lokoja   (   ) Kogi State Polytechnic, Lokoja (   )
   Federal College of Education, Lokoja (   )

Section B: Basic Needs

What are the basic needs that are available to you?

Kindly tick "yes" if you agree with the question and "no" if you disagree and tick as many statements as applicable

S/No	Basic needs that are available to students of LIS	Yes	No
1.	Water		
2.	Air/Atmosphere		
3.	Foods		
4.	Housing/Sheltering		
5.	Sleep/Rest		
6.	Clothes		
7.	Security		
8.	Safety		

Section C: Reading Culture

How can you develop reading culture?

Kindly tick your opinions about reading culture

Kindly tick "agree" if you agree with the question, "disagree" if you disagree and "undecided" if you don't have choice.

S/No	How can Reading Culture be Developed by LIS Students	Agree	Undecided	Disagree
1.	Loving/Commitment to reading			
2.	Building positive attitude towards reading			
3.	Creating time for reading			
4.	Make reading a part of everyday activities			
5	Reading with desire for overall self-improvement			
6.	Buying books for yourself			
7.	Sharing reading materials and talking about what is being read			
8.	Know what to read and what not to read			

Section D: Basic needs that influence LIS students' reading culture

What are the basic needs that influence your reading culture?

Kindly tick "agree" if you agree with the question, "disagree" if you disagree and "undecided" if you don't have choice. You can tick as many statements as possible

S/No	Basic needs that influence reading culture	Agree	Undecided	Disagree
1.	Access to portable water			
2.	Access to air/atmosphere			
3.	Access to foods			
4.	Affordable housing/sheltering			
5.	Sufficient sleep/rest			
6.	Availability of desired clothes			
7.	Adequate security			
8.	Adequate safety			

Section E:Level at which basic needs influence LIS students' reading culture
What is the level of basic needs that influence your reading culture?
Kindly tick the best option suitable for the level at which basic needs influence your reading culture.

S/No	Levels of influence of basic needs on LIS students' reading culture	Very High	High	Moderate	Low
1.	Access to portable water				
2.	Access to air/atmosphere				
3.	Access to foods				
4.	Affordable housing/sheltering				
5.	Sufficient sleep/rest				
6.	Availability of desired clothes				
7.	Adequate security				
8.	Adequate safety				

Section F: Impacts of basic needs on LIS students' reading culture
Impacts of basic needs benefit your reading culture?
Kindly tick "agree" if you agree with the question, "disagree" if you disagree and "undecided" if you don't have choice.

S/No	Impacts of basic needs impact LIS students' reading culture	Agree	Undecided	Disagree
1.	Increases your reading comprehension rate			
2.	Increases prompt identification of main ideas of text being read			
3.	Makes you to be psychologically balanced			
4.	Boosts your emotional stability			
5.	Boosts your confidence to read			
6.	Boosts your vocabulary development			
7.	Strengthens your sense of self-security			
8.	Boosts your mental alertness			
9.	Influences your reading interest			
10.	Boost Self-esteem			
	Others, please specify…			

Section G: Challenges of lack of basic needs to reading culture

What are the challenges that lack of basic needs pose to reading culture?

Kindly tick "agree" if you agree with the question, "disagree" if you disagree and "undecided" if you don't have choice.

S/No	Challenges that lack of basic needs pose to LIS students' reading culture	Agree	Undecided	Disagree
1.	Emotional instability			
2.	Civil disturbances			
3.	Malnutrition			
4.	Depression			
5.	Poverty			
6.	Inadequate housing			
7.	Poor drinkable water			
8.	Inadequate/insufficient income			
9.	Lack of social freedom			
10.	Hunger			
	Others, please specify………..			