



## Print and Digital Material Preferences and its Influence on Reading Habits amongst Selected Undergraduates in Kwara State

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### Abstract

Reading is a complex process that involves cognitive, physical, intellectual, cultural and linguistic processes. Numerous theoretical frameworks have been developed to explain the gap between the academic excellence and reading. This study, narrowing on the format of reading materials, fills the gap as to the correspondence between the format preference and reading. A cross-sectional survey of 398 students, using an e-questionnaire was conducted to gather the preference in reading materials. The data was used to test five research questions that were raised based on theoretical postulations. Findings show that majority of students sampled in this study prefer digital to print resources. However, recalling information is faster with print than digital materials. Students sampled in this study do not see the preference type as a source of motivation to reading. Theoretically, this study suggests that more studies should be done on reading resources and readership behaviour. Practically, recommendations suggest that further studies should check the influence of digital resource and print materials preference on academic performance of undergraduates. For policy making purpose, this study suggests that the media and educational institutes should educate readers on how to use both materials based on their needs. The paper promotes the goal 4 of sustainable development goals (SDGS) which aims to ensure inclusive and equitable quality education, promoting lifelong opportunities for all, with emphasis on primary education, tertiary education, and access to education facilities.

**Keywords:** Digital resource, Influence, Preference, Print materials, Reading habits



### 1.1 Introduction

According to Reiber-Kuijpers, Kral, and Meijer (2021), reading is the purposeful decoding and comprehension of print and online texts for enjoyment, engagement, and action. According to Muhammad, Azmi, and Hassan (2020), reading encompasses not only the recognition of letters or words and their proper pronunciation or arrangement, but also the understanding of their meanings. According to Eijansantos-Remanente (2017), who cited Abidin, Pour-Mohammadi, and Jesmin (2011), reading is a crucial lifelong learning activity that develops intelligence, personality, and one's ability to understand the world and beyond. According to Celik's (2019) research, reading habits are regular activities carried out by people who recognize reading as a source of need and desire. In order to achieve successful learning outcomes, reading habits are important. Students that read a lot are likely to perform well academically, according to research (Mwangi & Bwire, 2020; Petrus & Shah, 2020). Reading habits are therefore important, especially in the realm of education (Endris, 2018; Krashen, 2004; Makotsi, 2005). The National Reading Panel (2000) asserts that reading habits play a crucial role in the growth of students' reading skills, which in turn enables them to receive a comprehensive education. According to Suhana and Haryudin (2017), reading habits are purposeful, well-planned study patterns that help pupils absorb academic material and pass tests. In a broader sense, Olawumi and Yusuf (2016) define reading habit as the cultivation of an attitude and the possession of skills that make reading a pleasurable, regular, and constant activity. This means that reading habit is developed over time through repeated interaction with print or other literacy activities and materials. Loh and Sun (2019) define reading habit as a pattern of behavior that demonstrates a person's preference for specific genres and reading styles.

However, undergraduates' reading preferences are changing from print to digital sources due to technical improvement and the increasing growth of digital resources (Yusof, 2021). Readers' habits have been greatly affected by the ease of access to digital information and the amount of time spent reading digital media (Hakemulder & Mangen, 2024; Pardede, Rafli, & Iskandar 2023; Ogunbodede & Sawyerr-George, 2023; Spjeldnaes & Karlsen 2022; Krish & Hamat, 2022; Oktavianto, 2022). Ambrose, Ogunbodede, and Idubor (2021) added that digital resources are those that are only accessible through Internet-connected devices. These documents are also accessible in digital format. Websites, databases, e-books, e-reports, instructional films, and online course materials are a few examples. (Sawyerr-George & Ogunbodede, 2023). Ebijuwa (2018) opined that digital resources on a variety of subjects are easily accessible thanks to computers and mobile devices. According to Ngugi and Mberia (2014), the growing quantity of digital resources available today is causing people, particularly young adults, to spend more time reading digital materials. Students are depending increasingly on the Internet to locate reading resources since it is quicker, less expensive, and easier to use (Shariza & Amelia, 2006). Students can access and read library materials in a variety of digital formats (eBooks, audiobooks, and movies on demand) at any time and from any location using the devices of their choice. The majority of university libraries worldwide have devoted a significant amount of their budgets to offering Internet services and digital resources in order to better support students' studying and research needs due to the advantages and rising demand for these resources. (Sawyerr-George & Ogunbodede, 2023) In order to improve their learning capacities and general academic performance, students must make effective use of these resources. (Sawyerr-George & Ogunbodede, 2023).



## 1.2 Statement of the Problem

Despite the advantages of using digital resource materials, such as simple access, students in developing nations still underutilize it (Kodua-Ntim & Fombad, 2020). Students' poor reading habits, which have resulted in low academic success, may be the cause of the low use. According to Nkordeh, Oni, Olowononi, & Bob-Manuel (2017) and Olukemi (2010), the value of graduates generated has been significantly impacted by the sharp decline in Nigerian students' reading habits at all educational levels. Students' use of the university library increases significantly during exam periods, according to statistics. This indicates that students only read when they are preparing for tests. (Sawyerr-George & Ogunbodede, 2023).

Much of the reduction in reading and reading engagement has been attributed to competing media, such as easy access to social media, games, and online websites. (Loh and Sun, 2022). Nowadays, a lot of kids think reading is a waste of time. Schleicher (2018). The internet is seen as the most important source of information for people who spend the most of their time on the internet, as opposed to academic reading, recreational reading, and watching television for amusement. (Coiro, 2020; Vyas and Tandel, 2020; Adeyemi, 2020). According to Adnan, Akram and Akram (2016), who referenced Hopper (2005), young reading habits are declining as a result of the arrival of information communication technology, and the Internet has made matters worse. With the broad availability of digital technology and resources, it is critical to investigate if a preference for digital resources or print materials influences students' reading habits at Nigerian universities. Thus, the purpose of this study is to investigate how Kwara State undergraduates' reading habits are affected by their preference for print versus digital resources.

## 1.3 Objectives of the study

1. To examine undergraduates preference between print materials and digital resources for academic and non-academic reading
2. To investigate the extent to which undergraduates prefer digital resources over print materials for academic and personal reading
3. To examine the relationship between digital resource preference and the frequency, duration and consistency of reading habits amongst undergraduates
4. To determine the influence of digital resource preference on undergraduates motivation and attitude towards reading

## Research Questions

1. Is there a preference for undergraduates between print materials and digital resources for academic and non-academic reading?
2. To what extent do undergraduates prefer digital resources over print materials for academic and personal reading?
3. Is there a relationship between digital resource preference, frequency, duration and consistency of reading habits amongst undergraduates?
4. To what extent does the digital resource preference of undergraduates influence motivation and attitude towards reading?



## 1.4 Literature (Conceptual and Theoretical Review)

### 1.4.1 Reading

According to Reiber-Kuijpers, Kral, and Meijer (2021), reading is the purposeful decoding and comprehension of print and online texts for enjoyment, engagement, and action. According to Hoover and Tunmer (2020), reading is a complex cognitive process that requires the recognition of printed symbols as meaningful units and their comprehension as thought units in order to correctly interpret a printed message. In addition to helping students thrive academically and professionally, reading well can help them develop their critical thinking, writing, communication, and intuitive knowledge all of which are vital for the development of human capital (Heineke & Vera, 2022). Reading does not only encompass recognising letters or words and uttering or arranging them correctly, but also more importantly, includes the ability to understand the meanings of these arrangements (Muhamad, Azmi, & Hassan, 2020).

Reading habits are often measured in terms of the quantity of books read, the frequency of reading and the amount of time spent reading on average. (Balan, Katenga & Simon, 2019). Loh and Sun (2019) referred reading habit as a pattern of behaviour that demonstrates a person's preference for certain genres and reading styles. Reading habits are the methods in which people structure their reading (Davidovitch, Yavich, & Druckman, 2016; Abang Yusof, 2021). Reading habits have been identified as having a major impact on students' intellectual performance. According to Tus, Lubo, Rayo, and Cruz (2020), it is an important part of greater academic accomplishment, a method of acquiring information, and it influences how well students perform globally. According to Costa and Kallick (2019), broad reading habits support students' nurturing skills like thinking, valuing, flexibility, and creativity. Reading habits have been found to affect learners' worldviews, English speaking and writing abilities, and retention of knowledge.

### 1.4.2 Print Materials

According to Baron (2021), printed reading materials are tangible documents or publications like books, newspapers, magazines, and pamphlets that are created using conventional printing techniques. With benefits including mobility, durability, and simplicity of inscription, printed materials have been the main means of sharing information and knowledge for centuries (Ghafar, 2024). Print resources, according to Zha Zhang and Yan (2014), are conventional sources of knowledge like printed books and print periodicals. Unlike any other medium of communication, print was a pioneer in the widespread delivery of information. (Bastek, 2012).

### 1.4.3 Digital Resources

Digital reading materials comprise of electronic texts that can be accessed and consumed through digital gadgets like computers, tablets, e-readers, and smartphones (Baron, 2020). Digital resources are those that can only be accessed through internet-connected devices (Ambrose, S.E., Ogunbodede, K.F., & Idubor, I., 2021). Digital resources are those that require computer access, whether through a personal computer, desktop computer, or handheld mobile device. They can be accessed locally or remotely via the Internet.



#### 1.4.4 Relationship between Reading Habits and Preference of Resources

Undergraduates' reading habits and preferences for print or digital resources are becoming more impacted by each format's ratings for academic engagement, accessibility and convenience (Ogunbodede, K. F., & Sawyerr-George, O. E. 2023). Reading habits are determined not just by students' motivation to read, but also by the materials they choose and regularly access, as chosen resources frequently dictate the frequency, duration, and depth of their reading. (Asika, I. E., & Akabuikie, I. G. 2012). Preference for print resources has continuously been linked to concentrated, in-depth and prolonged reading habits, especially for academic reasons like studying, taking notes and preparing for exams (Safna, R., Amin, M., Thohir, L., & Elmiana, D. 2024). Printed materials promote linear reading and deeper cognitive engagement, which aids understanding and retention, encouraging disciplined and intentional reading habits in students. On the other hand, because students may readily access materials through internet-enabled devices at any time and from any location, their choice for digital resources is strongly associated with flexible, frequent, and situational reading habits. (Ogunbodede, K. F., & Sawyerr-George, O. E. 2023). Students frequently multitask or transition between academic and non-academic information while reading on digital platforms, which tends to promote shorter and more fragmented reading sessions (Spjeldnæs, K., & Karlsen, F. 2022). However, digital resources positively influence reading habits by increasing reading frequency and exposure to a wider range of texts, especially when students rely on online journals, e-books, and web-based academic materials (Ogunbodede, K. F., & Sawyerr-George, O. E. 2023).

Studies on Nigerian university students indicate a significant relationship between the use of digital resources and reading habits, showing that regular use of online materials can enhance students' reading engagement when properly guided (Ogunbodede, K. F., & Sawyerr-George, O. E. 2023). Despite the growing availability of digital resources, many undergraduates still demonstrate a stronger preference for print materials when deep understanding and concentration are required, suggesting that reading habits vary according to academic task demands (Safna, R., Thohir, L., Amin, M., & Elmiana, D. 2024). The coexistence of print and digital preferences implies that students strategically combine both formats, using print resources for intensive academic reading and digital resources for quick reference, information search, and convenience-based reading (Spjeldnæs, K., & Karlsen, F. 2022).

## 2. Theoretical Framework

### 2.1 Uses and Gratification Theory (Niche Gratification Theory)

Uses and Gratification theory is a communication theory that explains why and how people seek out media to suit specific needs. The theory holds that media is a widely available product, that audiences are its consumers, and that audiences choose media to satisfy specific demands as well as social and psychological needs such as information, relaxation, social interactions, and diversion.

Niche Gratification Theory is informed by the Uses and Gratifications approach. The Uses and Gratifications approach comes out of classical effects research. The creation of Uses and Gratifications answered a need to explain motivations for use, and functions of, the mass media. It was thought that media's limited effects on audiences could be better discerned by more thoroughly understanding the purposes individuals had in using media (McQuail, 2011). Most



relevant to Niche Gratification Theory, the Uses and Gratifications approach suggests that people purposefully search out certain types of media to fulfill specific needs. Uses and Gratifications researchers also analyze what people do with different media formats (Pietilä, 2005), and the results of studies using this approach explain how media can be better used for public understanding. Like Uses and Gratifications, Niche Gratification media formats can address a variety of demands, and studies on niche gratifications make an effort to identify the features that best fulfil particular objectives. According to the notion, which is founded on the concept of distinct and overlapping ecological "niches," users are more likely to use e-book formats for purposes other than those for which they use printed books. The reasons why customers select different book formats can be explained by the Niche Gratification Theory. It also looks at how each format satisfies user needs. The theory states that newer and older media forms are in rivalry with one another. Formats that employ older technology compete for market share, while newer formats pose a threat to well-established products. Each format struggles to satisfy a certain customer need or desire and to stay in use due to a small audience (Ramirez, Dimmick, Feaster, & Shu-Fang, 2008). Rather than assessing a single media format, the theory is frequently applied as a comparison approach of analysis among two or more media types.

### 3. Methodology

This study used a quantitative research approach to collect data from undergraduate students at both Kwara State University, Malete, and the University of Ilorin, Ilorin. The study population was arrived at after a total sum of undergraduates in both Kwara State University (20,000) and University of Ilorin (49,471) = (69,471). The sample size was 398 using the Taro Yamane formula, ensuring a 95% confidence level. Stratified sampling technique was employed dividing the population of each institution into stratas (Faculties Departments, and Levels). Questionnaire was used as the primary instrument for data collection. Data was analysed descriptively and inferentially.

### 4. Data Presentation

**RQ1. Is there a preference for undergraduates between print materials and digital resources for academic and non-academic reading?**

**Table 1: Preference between print materials and digital resources**

| Preference Between Print Materials Vs Digital Resources                            | F          | %          |
|------------------------------------------------------------------------------------|------------|------------|
| <b>I remember information from my readings when I read them from printed pages</b> |            |            |
| Strongly Agree                                                                     | 124        | 31.2%      |
| Agree                                                                              | 85         | 21.3%      |
| Disagree                                                                           | 69         | 17.3%      |
| Strongly Disagree                                                                  | 120        | 30.2%      |
| <b>Total</b>                                                                       | <b>398</b> | <b>100</b> |
| <b>(M=2.4, SD=1.2, Min= 1 , Max= 4)</b>                                            |            |            |




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**It is more convenient to read my assigned readings electronically than to read them in print**

|                   |            |            |
|-------------------|------------|------------|
| Strongly Agree    | 167        | 42%        |
| Agree             | 69         | 17.3%      |
| Disagree          | 83         | 20.9%      |
| Strongly Disagree | 79         | 19.8%      |
| <b>Total</b>      | <b>398</b> | <b>100</b> |

(M=2.4, SD=1.2, Min= 1, Max= 4)

**I prefer to print out my course readings rather than read them electronically**

|                   |            |            |
|-------------------|------------|------------|
| Strongly Agree    | 135        | 33.9%      |
| Agree             | 68         | 17.1%      |
| Disagree          | 67         | 16.8%      |
| Strongly Disagree | 128        | 32.2%      |
| <b>Total</b>      | <b>398</b> | <b>100</b> |

(M=2.4, SD=1.2, Min= 1 , Max= 4)

**I like to make digital copies of my printed materials**

|                   |            |            |
|-------------------|------------|------------|
| Strongly Agree    | 134        | 33.7%      |
| Agree             | 69         | 17.3%      |
| Disagree          | 65         | 16.3%      |
| Strongly Disagree | 130        | 32.7%      |
| <b>Total</b>      | <b>398</b> | <b>100</b> |

(M=2.4, SD=1.2, Min= 1 , Max= 4)

**I can focus on the material better when I read it in print**

|                   |            |            |
|-------------------|------------|------------|
| Strongly Agree    | 156        | 39.2%      |
| Agree             | 68         | 17.1%      |
| Disagree          | 61         | 15.3%      |
| Strongly Disagree | 113        | 28.4%      |
| <b>Total</b>      | <b>398</b> | <b>100</b> |

(M= 2.3, SD=1.2, Min= 1 , Max= 4)

**I prefer electronic materials over print materials**

|                   |            |            |
|-------------------|------------|------------|
| Strongly Agree    | 115        | 28.9%      |
| Agree             | 61         | 15.3%      |
| Disagree          | 79         | 19.8%      |
| Strongly Disagree | 143        | 36%        |
| <b>Total</b>      | <b>398</b> | <b>100</b> |

(M=2.6, SD=1.2, Min= 1 , Max=4)

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**When preparing for exams, I often choose printed materials as my primary learning source**

|                   |            |            |
|-------------------|------------|------------|
| Strongly Agree    | 137        | 34.4%      |
| Agree             | 71         | 17.8%      |
| Disagree          | 72         | 18.1%      |
| Strongly Disagree | 118        | 29.7%      |
| <b>Total</b>      | <b>398</b> | <b>100</b> |

**(M=2.4, SD=1.2, Min= 1 , Max= 4)**

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**Source:** Researcher's fieldwork (2025)

**Note:** 2 is the cut-off point between strongly agree and disagree on this table, M=Mean, SD; Standard Deviation, Min=Minimum, Max=Maximum

Overall, respondents show that they remember information from when they read from printed pages (M=2.4, S.D=1.2). The implication of this is that remembering details from reading stick longer when it is from printed pages. This corroborates Safna, R., Thohir, L., Amin, M., & Elmiana, D. 2024 assertion that despite the growing availability of digital resources, many undergraduates still demonstrate a stronger preference for print materials when deep understanding and concentration are required, suggesting that reading habits vary according to academic task demands.

**RQ2: To what extent do undergraduates prefer digital resources over print materials for academic and personal reading?**

**Table 2: Extent of preference of digital resources over print materials**

| <b>Extent of Preference of Digital Resources Over Print Materials</b>                     | <b>Frequency</b> | <b>Percentage</b> |
|-------------------------------------------------------------------------------------------|------------------|-------------------|
| <b>For academic readings, I prefer digital resources over print materials</b>             |                  |                   |
| Strongly Agree                                                                            | 144              | 36.2%             |
| Agree                                                                                     | 82               | 20.6%             |
| Disagree                                                                                  | 80               | 20.1%             |
| Strongly Disagree                                                                         | 92               | 23.1%             |
| <b>Total (M=2.3, SD=1.1, Min=1 , Max=4 )</b>                                              | <b>398</b>       | <b>100</b>        |
| <b>I find digital resources more convenient for academic reading than print materials</b> |                  |                   |
| Strongly Agree                                                                            | 131              | 33%               |
| Agree                                                                                     | 73               | 18.3%             |
| Disagree                                                                                  | 67               | 16.8%             |
| Strongly Disagree                                                                         | 127              | 31.9%             |
| <b>Total (M=2.4, SD=1.2, Min= 1, Max=4 )</b>                                              | <b>398</b>       | <b>100</b>        |

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### Digital resources help me better understand academic concepts compared to print materials

|                   |            |            |
|-------------------|------------|------------|
| Strongly Agree    | 170        | 42.7%      |
| Agree             | 77         | 19.3%      |
| Disagree          | 87         | 21.9%      |
| Strongly Disagree | 64         | 16.1%      |
| <b>Total</b>      | <b>398</b> | <b>100</b> |

(M=2.3, SD=1.1, Min= 1, Max=4 )

### I enjoy reading digital content for pleasure more than print materials

|                   |            |            |
|-------------------|------------|------------|
| Strongly Agree    | 133        | 33.4%      |
| Agree             | 75         | 18.8%      |
| Disagree          | 77         | 19.4%      |
| Strongly Disagree | 113        | 28.4%      |
| <b>Total</b>      | <b>398</b> | <b>100</b> |

(M=2.4, SD=1.2, Min= 1 , Max=4 )

### Digital resources provide more engaging content than print materials

|                   |            |            |
|-------------------|------------|------------|
| Strongly Agree    | 189        | 47.5%      |
| Agree             | 65         | 16.3%      |
| Disagree          | 82         | 20.6%      |
| Strongly Disagree | 62         | 15.6%      |
| <b>Total</b>      | <b>398</b> | <b>100</b> |

(M=2.3, SD=1.1, Min=1 , Max=4 )

Source: Researcher's fieldwork (2025)

**Note:** 2 is the cut-off point between strongly agree and disagree on this table, M=Mean, SD; Standard Deviation, Min=Minimum, Max=Maximum

Respondents show that they prefer digital resources over print materials for academic readings (M=2.3, S.D=1.1). This shows extent of preference between both materials for academic reading. Respondents also show that digital resources are more convenient for academic reading than print materials (M=2.4, S.D=1.2). This corroborates the fact the digital resources are convenient in nature because of its dynamism. Results from respondents also show that they enjoy reading digital content for pleasure more than print materials (M=2.4, S.D=1.2) because digital resources are versatile in engagement and content. Respondents also show that digital resources provide more engaging content than print materials (M=2.3, S.D=1.1). Respondents also show that digital resources help in better understanding of academic concepts (M=2.3, S.D=1.1).



**RQ3: Is there a relationship between digital resource preference, frequency, duration and consistency of reading habits amongst undergraduates?**

**Table 3: Influence of digital resource preference on frequency, duration, and consistency of reading habits.**

| Model                                                                                                                                                                                                                                |              |      |      |         | t      | P    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|------|------|---------|--------|------|
|                                                                                                                                                                                                                                      |              | B    | (SE) | $\beta$ |        |      |
|                                                                                                                                                                                                                                      | (Constant)   | .849 | .078 |         | 10.937 | .000 |
|                                                                                                                                                                                                                                      | Frequency    | .115 | .029 | .173    | 4.003  | .000 |
|                                                                                                                                                                                                                                      | Duration     | .012 | .024 | .021    | .489   | .625 |
|                                                                                                                                                                                                                                      | Consistency1 | .428 | .022 | .670    | 19.273 | .000 |
|                                                                                                                                                                                                                                      | Consistency2 | .061 | .023 | .108    | 2.677  | .008 |
| <i>F = 108.811, R<sup>2</sup> = .524, Adj.R<sup>2</sup> = .519, p = 000</i><br><i>Dependent Variable: DRP= (Digital resource preference)</i><br><i>Independent Variable: F=(Frequency),</i><br><i>D= (Duration), C=(Consistency)</i> |              |      |      |         |        |      |

**Source: Researcher's fieldwork (2025)**

In order to examine the influence of digital resource preference on frequency, duration, and consistency of reading habits of undergraduates in Kwara State, a multiple regression analysis was conducted. The finding reveals that digital resource preference contributes 5.19% variance on frequency, duration, and consistency of reading habits. ( $R^2 = .524$ ,  $p = .000$ ), as digital resource preference do not indicate significant implication on frequency of reading habits ( $\beta = .173$ ,  $t = 4.003$ ,  $p = .000$ ) likewise, duration ( $\beta = .021$ ,  $t = .489$ ,  $p = .625$ ), consistency1 ( $\beta = .670$ ,  $t = 19.273$ ,  $p = .000$ ) and consistency2 ( $\beta = .108$ ,  $t = 2.677$ ,  $p = .008$ ). These findings therefore shows that digital resource preference does not have any implication on the frequency, duration and consistency of reading habits of undergraduates in Kwara State.



**RQ4: To what extent does the digital resource preference of undergraduates' influence motivation and attitude towards reading?**

**Table 4: Influence of digital resource preference on motivation and attitude towards reading**

| Digital Resource Preference on Motivation and Attitude To Reading                                                                                                                       |            |       |      |      |       |      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------|------|------|-------|------|
| Model                                                                                                                                                                                   |            |       |      |      | t     | P    |
|                                                                                                                                                                                         |            | B     | (SE) | B    |       |      |
|                                                                                                                                                                                         | (Constant) | 1.587 | .208 |      | 7.623 | .000 |
|                                                                                                                                                                                         | Motivation | .089  | .055 | .080 | 1.613 | .108 |
|                                                                                                                                                                                         | Attitude   | .188  | .067 | .140 | 2.814 | .005 |
| $F = 5.606$ , $R^2 = .027$ , $Adj, R^2 = .023$ , $p = .000$<br>Dependent Variable: $DRP = (Digital Resource Preference)$<br>Independent Variable: $M = (Motivation)$ , $A = (Attitude)$ |            |       |      |      |       |      |

Source: Researcher's fieldwork (2025)

In order to examine the implication of digital resource preference on motivation and attitude towards reading of undergraduates in Kwara State, a multiple regression analysis was conducted. The finding reveals that digital resource preference contribute 0.27% variance on motivation and attitude towards reading ( $R^2 = .027$ ,  $p = .000$ ), as digital resource preference do not indicate significant implication on motivation towards reading ( $\beta = .080$ ,  $t = 1.613$ ,  $p = .108$ ) likewise, attitude towards reading ( $\beta = .140$ ,  $t = 2.814$ ,  $p = .005$ ). These findings therefore shows that digital resource preference does not have any implication on motivation and attitude towards reading of undergraduates in Kwara State.

## 5. Discussion of Findings

Based on the objectives of this study, the findings indicate that undergraduates in Kwara State prefer print materials for academic reading. With an overall mean score of ( $M = 2.4$   $SD = 1.2$ ), the results suggests that print materials help undergraduates to retain information better and to aid full concentration and focus while reading. Regarding the extent to which undergraduates prefer digital resources over print materials acknowledges that undergraduates prefer digital resource materials over print materials because it is convenient and consists of more engaging content that aids better understanding of readings ( $M = 2.3$ ,  $S.D = 1.1$ ). This supports previous research that owing to the benefits and growing demand for Digital resources, most university libraries around the globe have invested a large portion of their budgets in providing the Internet services and Digital resources to better serve students' learning and research needs. (Ogunbodede & Sawyerr-George, 2023) Thus, students are required to make good use of these resources to enhance their learning abilities and overall academic performance. (Ogunbodede & Sawyerr-George, 2023). In terms of relationship between digital resource preference of undergraduates and frequency, duration, and consistency of



reading habits, there is no significant relationship between them. This means that just because undergraduates prefer digital resource materials, it does not influence the frequency, duration and consistency of the reading habits of undergraduates in Kwara State ( $R^2 = .524$ ,  $p = .000$ ). Additionally, digital resource preference does not have an influence on motivation and attitude towards reading of undergraduates ( $R^2 = .027$ ,  $p = .000$ ). This implies that undergraduates choosing digital materials for both academic and non-academic reading does not motivate or influence the attitudes of undergraduates towards reading in general.

## 6. Conclusion and Recommendation

This study shows that Kwara State undergraduates significantly prefer print and digital reading materials, either for convenience and interesting content or for knowledge retention and complete focus. Although the frequency, duration, and consistency of reading habits, as well as motivation and attitude toward reading, do not significantly correlate with the preference for digital resources, undergraduates are expected to use these resources to enhance their reading habits rather than merely pass exams because reading should be a lifelong process. According to Eijansantos-Remanente (2017), who cited Abidin, Pour-Mohammadi, and Jesmin (2011), reading is a crucial lifelong learning activity that develops intelligence, personality and one's ability to understand the world and beyond. Future research should look into the impact of digital resource versus print material preferences on academic performance. The efficient use of digital resource materials by undergraduates in the face of competing digital content on the internet could also be investigated. Additional research could examine the dependability of data obtained from digital versus print sources.

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