The influence of basic needs on reading culture of library and information science students in Kwara State, Nigeria

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Abstract

This study explored the influence of basic needs on reading culture of library and information science students in Kwara State. It adopted a descriptive survey design. The population consisted of 3,249 students of three library and information science schools in Kwara State, Nigeria. Multi-stage sampling technique – stratified sampling and simple random – were used to select 296 respondents from the LIS schools in Kwara State University, Malete, Al-Hikmah University and Federal Polytechnic, Offa. Questionnaire was used to collect data from the respondents. Findings showed that security, access to atmosphere, portable water and adequate safety strengthen students' sense of self-security, boost their emotional stability and their confidence to read. However, inadequate housing, inadequate/insufficient income and depression are the challenges that lack of basic needs posed to the reading culture of students. This study concluded that basic needs play crucial roles on reading culture of students because it strengthens their sense of self-security, boosts their emotional stability and boosts their confidence to read.

Keywords: Basic needs, reading culture, library and information science students, Kwara State, Nigeria

Introduction

Reading culture is 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, Abdulkarim, Dogara & Dangani, 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. 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 (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.

Factors such as school libraries (Adkins & 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 & Brendler, 2015), failure to use locally intelligible languages in publishing reading materials, ability to utilise existing information materials and resources (Mugambi, 2015) have been identified as hindrances to the development of reading culture in different societies.

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.

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. The foregoing therefore necessitated this study to be focusing on assessing the influence of basic needs on reading culture of library and information science students in Kwara State, Nigeria.

Statement of the problem
Reading is the third stage of learning process (Kolawole & Igwe, 2016). As a cornerstone to effective learning, cultivation of reading culture is essential to an individual's personal, professional and educational growths. 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 in developing or under-developed countries 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. Other reasons why students haven't cultivated encouraging reading culture are poor attention to literature, spending of precious time on social media, poverty, intellectual deficiency, quests for material things, underfunding of libraries, inadequate provision or absence of libraries in schools, and proliferation of ICT gadgets (Ali, 2016; Kolawole & Igwe, 2016).

The factors highlighted above indicated some gaps in previous studies and one of those gaps is failure to situate the influence of basic needs on students' reading culture. 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. The foregoing justifies why this study is designed to assess the influence of basic needs on reading culture of library and information science students in Kwara State, Nigeria.

Objectives of the Study
. The general objective is to examine the influence of basic needs on reading culture of library and information science students in Kwara State, Nigeria. The specific objectives are to:
1. determine the basic needs that influence reading culture of library and information science students in Kwara State;
2. examine the impact of basic needs on reading culture of library and

information science students in Kwara State, and
3. explore the challenges that lack of basic needs pose to reading culture of library and information science students in Kwara State.

Research questions
The following research questions guided this study:

1. What are the basic needs that influence reading culture of Library and Information Science students in Kwara State?
2. What is the basic needs impact on reading culture of Library and Information Science students in Kwara State?
3. What are the challenges that lack of basic needs pose to reading culture of Library and Information Science students in Kwara State?

Literature review
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 (as cited in Olasehinde, Akanmode, Alayeimola & 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. Gbadamosi (as cited in Dominic, 2018) viewed reading culture as the process of building up positive reading attitude among students and children over a period of time. Dominic (2018) stressed that 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. 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.

Human beings, as animals designed to be responsive to stimulus rely on different factors before they read and one of those factors is their physiological and psychological stabilities which can be influenced by basic needs. Basic needs which include water, air, sheltering/housing, clothing, foods, safety, security and sleep/rest are combinations of 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 (Desmet & Fokkinga, 2020).

Aruma and Hanachor (2017) asserted that basic needs play a necessary part in the wellbeing and advancement of human beings because they are primary needs of individuals. Basic needs are prerequisites for human welfare; they are the necessities and absolute minimum resources necessary for long-term physical wellbeing, they are requirements for the functioning of every human being by specifying the innate psychological nutrients essential for ongoing psychological growth and integrity, they are the fundamentals of human motivation system because all human activity is essentially fuelled by the aspiration of fulfilment of basic needs (Desmet & Fokkinga, 2020). Realising the importance of basic needs made Desmet and Fokkinga (2020), McLeod (2021) posited that human beings 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. Maslow categorised basic needs as 'deficit needs' by noting that they constitute the central focus of how human's attitude is stimulated by their desire to meet certain human needs and failure to meet them means that a person will experience negative physiological and psychological consequences.

The fulfilments that manifest from people's abilities to meet their basic needs have made some scholars attributed its importance to physiological and psychological well-beings. Leech (2020) posited that water helps maximize physical performance, significantly affects energy levels and brain function, helps prevent and treats headaches, helps relieve constipation, helps prevent hangovers and can aid weight loss. The World Health Organisation [WHO] (2022) affirmed that water supplied from improved and more accessible sources makes people spend less time and effort physically collecting it, making people 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.

Food is another basic needs that can influence reading based on the nutrients they supply to the human body. The Human Ecology and Family Sciences ([HEFS], 2019) described food 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. Food supplies energy, enables growth and repair of tissues and organs. It also protects the body from disease and regulates body functions. Helmenstine (2019) argued that adequate air/atmosphere can influence reading because it contains chemicals, particulates, or biological materials that brings comfort to humans. Air is an integral component of humans' well-being if it flows in adequate proportion.

Sahoo (2018) defined clothes as apparels, attire, fabrics or materials made from cottons and are sewn for wearing. He argues that wearing of clothes makes human beings feel comfortable, protects them from extreme weather conditions and creates emotional harmony with real life situation when people wear clothes that pleased them. Sheibani and Harvard (2017) referred to sheltering/housing as the dwelling where people live, or the materialistic building established from the walls and roof. It 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).

The National Institute of Health (as cited in Crivelo, Barsocchi, Girolami & Palumbo, 2016) asserted that sleep is essential to survival of human beings because it has a deep connection with rest. They argued that insufficient, poor or disordered sleep leads to possible impairments of cognitive and psychological functioning which may affect proper comprehension of texts. Furthermore, Afolabi, (2016) explains security as a feeling of being safe from harm, fear, anxiety, oppression, danger, or poverty. It involves defense, protection and preservation of core values and threat to those values. Linking security with reading means that people must be liberated from the challenges, difficulties and constraints that may prevent them from reading anytime they have chosen to.

People will also chose to read when they are safe from hazards caused by natural forces or human errors (Nas, 2015).

Basic needs have high potential to impact reading culture of students by triggering their thirst for reading for quality education and learning. It availability to students 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 (Leech, 2020; McLeod, 2022). Kolawole and Igwe (2016); Tánczikné (2017); Tomasek (2019) opined that basic needs increases reading speed, increases reading comprehension rate, quick/prompt identification of main ideas of text being read, psychologically balanced, boosts emotional stability, strengthens self-esteem, boosts self-confidence, boosts reading interest/habit, strengthens self-security and boosts mental alertness.

Aruma and Hanachor, (2017) posited that essentially, human race or society will just die out or go into extinction without the basic needs. Many problems may arise when there is failure to provide or meet basic needs. Some 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. All these may discourage someone from reading.

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 as challenges every society that lack basic needs faces. The major effect of lack of basic needs is poverty. 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. 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 such as reading.

Methods
This study adopted descriptive survey design for a population of 3,249 students cutting across three library schools in Kwara State, Nigeria. Taro Yamane formula with a margin error (0.04) was used to arrive at a sampling size of 296 respondents. Multi-stage sampling was used to select respondents and the first sampling technique used was stratified sampling which was used to select respondents among the students based on the proportion to the population. The first institution (anonymised for review) has 1473 LIS students (45.34); (anonymised for review), 1714 (52.75) and (anonymised for review) 62 (1.91). After that, simple random technique was used to select 129 LIS students from Kwara State University, Malete; 161 from Federal Polytechnic, Offa and 6 from Al-Hikmah University. A questionnaire entitled "Questionnaire Influence of Basic Needs on Reading Culture of Library and Information Science Students in Kwara

State" was used to collect data from respondents. The questionnaire was administered by the researchers, supported by four research assistants who helped in distributing the questionnaires in the selected LIS schools in Kwara State.

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 data of this study was considered 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. Data collected was analysed with the Social Science Statistical Packages (SPSS) 23rd edition, using frequency tables, simple percentage, mean and standard deviation to present the data.

Results
The results of this study are presented in this section.

Table 1 reveals that a majority of students of library and information science in Kwara State are males (56.5%) with 43.5%. as females. Also, 61.5% of the respondents who are between the ages range of 15 – 19 years ranked highrest. Respondents in 400 level are more than others (44.3%), followed by 40.8% in 300 level, 12.6% are 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 had the highest number of respondents with 56.1%.

Research question one: What are the basic needs that influence reading culture of library and information science students in Kwara State?
The data in Table 2 provide answer to this question.

Table 1: Respondents' demographic information

Demographics		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**
Institutions	Kwara State University, Malete	109	41.6
	Federal Polytechnic, Offa	147	56.1
	Al-Hikmah University	6	2.3
	Total	**262**	**100**

Table 2: Basic needs that influence reading culture of library and information science students in Kwara State

Items	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

Table 2 shows that access to security is ranked highest out of the basic needs that influence the reading culture of LIS students in Kwara State 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 very low with (1.35 ± 0.67) and (1.34 ± 0.66) respectively. The table indicates that the most basic needs influencing reading culture of LIS students are security, access to air/atmosphere, adequate safety and access to portable water.

Research question two: What is the impact of basic needs on reading culture of library and information science students in Kwara State?

The data in Table 3 provide answer to this question.

Table 3: Impact of basic needs on reading culture of Library and Information Science students in Kwara State

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

Table 3 indicates that 89.3% of students of LIS in Kwara State agreed that basic needs influence their reading culture by strengthening their sense of self-security, followed by boosting their emotional stability, (88.9%) and boosting their confidence to read (87.8%). On the other hand, 6.9% of LIS students in Kwara State disagreed that basic needs boost their self-esteem and increase their prompt identification of main ideas of text being read.

Research question three: What are the challenges that lack of basic needs posed to reading culture of library and information science students in Kwara State?
The data in Table 4 provide answer to this question.

Table 4: Challenges lack of basic needs posed to reading culture of library and information science students in Kwara State

Items	A		U		D	
	F	**%**	**F**	**%**	**F**	**%**
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

Table 4 reveals that inadequate housing (90.8%) is the greatest challenge that lack of basic needs posed to the reading culture of students of LIS in Kwara State, followed by inadequate/insufficient income (90.1%), and depression (88.5%).

On the other hand, only 69.8% of LIS students in Kwara State agreed that civil disturbances didn't pose a challenge to their reading culture.

Discussions

This study has revealed that security is one of the basic needs that influence the reading culture of the respondents. Going by the famous aphorism of life that in any situation people find themselves, the need for security is their primary desire. This study has answered how security is applicable to reading. Ordinarily, placing a book or books in an environment that is not secured can make one lose such books and leaves one with no books to read. Also, at a personal level, it is very difficult to read and concentrate in an environment that is not secured because reading requires peace of mind, safety, gladness and dignity (Leech, 2020), which reading guarantees.

Helmenstine (2019) supported that access to the 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 buildings. The reason for cross ventilation is because when space is provided for free movement of air, blowing every microorganism 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 bring comfort to students and increases their wellbeing which they can channel to reading.

The students also realised that access to portable water is important and influences their reading culture. Leech (2020) posits 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 influences their reading culture. Therefore, it can be concluded that lack of access to portable water affects the respondents' reading culture negatively because according to WHO (2022), 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 keep the body well. Food supplies energy, enables growth and repair of tissues and organs. It also protects the body from disease and regulates body functions (HEFS, 2019). 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.

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 them from extreme weather conditions and socially acceptable clothes help students to foster harmonious living with everyone around them (Sahoo, 2018). When students wear clothes they desire, they feel comfortable and their comfortability can trigger their desire to read information on any aspect of life that interests them.

It is interesting to find out that basic needs impact reading culture in numerous ways. According to the respondents, strengthening a sense of self-security is one of the ways basic need impacts their reading culture. The results in Table 2 have proven that the respondents 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 in making reading a lifetime habit.

The level at which students feel secured within themselves can also impact 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 habits for a lifetime.

Can it be contested that basic needs impact the reading interest of students? People familiar with academic environment in Nigeria can't dispute that basic needs can impact 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, students entitled to such will develop interest in reading to ensure that they come out in flying colours.

Since basic needs impact 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.

This study further revealed that inadequate housing posed a challenge to respondents' reading culture. To discover that inadequate/insufficient income also poses a challenges to the students' reading culture doesn't bother these researchers. 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. Students desire to meet their income-related needs may drive them away from reading.

Failure to meet basic needs can also result in depression, meaning that the students believed that depression becomes a challenge to 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 makes students preoccupied with meeting those needs and the more desire to meet those needs, 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 the 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 in 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.

Conclusion

Basic needs are essential to every human being. There availability in someone's life brings a big relief and enhances mental balance to think of the secondary needs. Basic needs have the potential to influence different aspects of life of every human being, most especially students who are still in schools acquiring the requisite knowledge and skills to become productive citizens in the future. With the lack of basic needs, it may be difficult for students to engage in reading, let alone developing reading as a lifetime culture.

Basic needs such as housing, security, foods and water play crucial roles on reading culture of LIS students in Kwara State because it strengthens their sense of self-security, boosts their emotional stability and boosts their confidence to read. Unfortunately, most students of LIS in Kwara State cannot develop reading culture because of inadequate housing, inadequate/insufficient income, depression, hunger and poverty and these need to be critically addressed.

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

1. Management of tertiary institutions offering LIS in Kwara State and parents /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.

2. Students of library and information science in Kwara State 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.

3. Government should endeavour to initiate and implement programmes that can help in combating poverty among the LIS students in Kwara State 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.

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