

Tendency to Steal Books: Insights from Cultural Influences and Reading Habits

Kitap Çalma Eğilimi: Kültürel Etkiler ve Okuma Alışkanlıklarından Çıkarımlar

Oluwole DURODOLU¹ , Omobolanle SERI FASOLA² , Helen JAIYEOLA AKINADE³ 

¹University of South Africa, Department of Information Science, Gauteng, South Africa

²Ajayi Crowther University, Department of Library and Information Science, Oyo, Nigeria

³Mountain Top University, Department of Library, Ibafo, Nigeria

Corresponding author /

Sorumlu yazar : Oluwole DURODOLU

E-mail / E-posta : woledurodolu@gmail.com

ABSTRACT

This study examines the influence of cultural factors and reading habits on the propensity for book theft among users of tertiary institution libraries in Nigeria. Utilizing a questionnaire-based methodology aligned with the study's objectives, 316 questionnaires were distributed, resulting in a robust response rate of 97.8%. Data analysis employed frequency counts, percentages, and binary logistic regression to test two hypotheses. The findings revealed a predominantly negative perception of book theft among students, with a mean perception score of 3.29. A significant majority (74.4%) of respondents recognized the impact of cultural biases on book theft, while reading habits were reported to be notably high (45.6%) among Nigerians. However, contrary to expectations, the binary logistic regression analysis showed no significant association between beliefs about book theft and actual engagement in bibliokleptomania ($B = .847$, $p > .05$; 95% CI [.481, 1.823], $p = .847$), leading to the rejection of the primary hypothesis. The study concludes with recommendations based on its findings.

Keywords: Bibliokleptomania, Nigerian libraries, cultural tendencies, book theft, reading habits

ÖZ

Bu çalışma, Nijerya'daki yükseköğretim kurumu kütüphanelerinin kullanıcıları arasında kültürel faktörlerin ve okuma alışkanlıklarının kitap hırsızlığı eğilimi üzerindeki etkisini incelemektedir. Çalışmanın hedefleriyle uyumlu ankete dayalı bir metodoloji kullanılarak 316 anket yapılmış ve %97,8'lik güçlü bir yanıt oranı elde edilmiştir. Veri analizinde frekans sayıları, yüzdeler ve iki hipotezi test etmek için ikili lojistik regresyon kullanılmıştır. Bulgular, öğrenciler arasında kitap hırsızlığı algısının ağırlıklı olarak olumsuz olduğunu ve ortalama algı puanının 3,29 olduğunu ortaya koymuştur. Katılımcıların önemli bir çoğunluğu (%74,4) kültürel önyargıların kitap hırsızlığı üzerindeki etkisini kabul ederken, okuma alışkanlıklarının Nijeryalılar arasında oldukça yüksek (%45,6) olduğu katılımcılar tarafından bildirilmiştir. Ancak, beklentilerin aksine, ikili lojistik regresyon analizi, kitap hırsızlığına ilişkin inançlar ile bibliokleptomani ($B = .847$, $p > .05$; %95 CI [.481, 1.823], $p = .847$) arasında anlamlı bir ilişki olmadığını göstermiş ve birincil hipotezin reddedilmesine yol açmıştır. Çalışma, bulgulara dayalı önerilerle son bulmaktadır.

Anahtar Kelimeler: Bibliokleptomani, Nijerya kütüphaneleri, kültürel eğilimler, kitap hırsızlığı, okuma alışkanlıkları

Submitted/Başvuru : 08.02.2024

Revision Requested/
Revizyon Talebi : 10.03.2024

Last Revision Received/
Son Revizyon : 22.05.2024

Accepted/Kabul : 26.05.2024



This article is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License (CC BY-NC 4.0)

Introduction

Libraries in Nigeria face numerous challenges, including issues related to manpower, finances, and the security of information materials. Financial constraints are particularly significant, affecting the acquisition of books and other resources. The limited funds available are allocated for purchasing books, journals, and electronic resources, as well as maintaining the library. However, theft of library materials undermines these efforts, despite the scarce resources (Manfield, 2009; Hussain et al., 2020). Ensuring library security is crucial as it encompasses the protection of all physical and electronic materials (Council of Museums and Libraries, 2003; Boss, 1984; Ewing, 1994). Safeguarding books is essential to ensure their availability for users.

Various reasons for book theft have been suggested, including insufficient funds for purchasing books, the age of materials, and academic pressures (Weiss, 1981; Okogwu & Nnam, 2013). Nonetheless, the literature on this subject remains sparse. Therefore, a thorough investigation is necessary to understand the motivations behind book theft, an illegal activity that jeopardizes library integrity and impedes the flow of knowledge (Cromwell et al., 2008).

Book theft has been a persistent issue in libraries worldwide. Several studies have examined the motivations behind general theft or vandalism (Agbo, 2000). According to Ungarelli (1973), the physical layout of library buildings, such as small shelves, narrow aisles, and distant workstations, can create an environment conducive to book theft. Sewdass et al. (1995) found that book theft typically occurs in the afternoon or evening during semester periods, with perpetrators primarily being young male second- or third-year undergraduates. Boss (1984) suggested that strict library rules and regulations might foster anti-library sentiments, leading to book theft in defiance of perceived limitations.

Jayaram (1988) identified that libraries can be particularly attractive settings for potential offenders due to their extended hours and ease of access. Obikoya (2015) discovered a significant correlation between book theft and the cooperation of library staff at a polytechnic in Nigeria. Despite these findings, there remains a noticeable gap in the literature concerning the motivations behind book theft. Analyzing the factors influencing this behavior enhances the discussion on library security and provides new perspectives on the complex relationship between reading habits and culture (Shihui, 2015).

To comprehend the reasons for book theft, it is essential to consider the cultural environment. Social conventions, educational attainment, and other cultural factors play significant roles in shaping people's views on the importance of information and the sanctity of library resources (Lincoln, 1984; Sewdass, 1995). Cultural norms can be deeply ingrained, sometimes leading perpetrators to be unaware that their actions are influenced by these norms. Therefore, studying the cultural context in relation to book theft is crucial for curbing this issue.

Additionally, examining the relationship between reading habits and the tendency to steal books is vital for identifying behavioral patterns. The connection between a person's use of reading materials, frequency of library visits, and the likelihood of theft remains an intriguing topic requiring further empirical research (Chaney & MacDougall, 1992; Bean, 2019). Thorough investigation of these elements will enhance our understanding of the psychological aspects of book theft and aid in developing intervention and prevention strategies.

This study aims to explore reading habits and cultural factors to understand the complex nuances behind book theft. By combining existing knowledge with new insights, the study seeks to provide a comprehensive understanding of the various factors leading to book theft and practical recommendations for fostering a culture of respect for intellectual property within libraries. Addressing this knowledge gap involves highlighting the intricate network of cultural norms and reading preferences that may drive individuals to steal books, thereby undermining the shared access to information that libraries are meant to promote.

Literature review

Culture and reading habits significantly influence cognitive development, learning, and overall personal growth. Despite the widespread use of digital devices, printed books remain essential, especially for college students. A survey by Nazim et al. (2023) found that printed books are still the most popular reading material among Bangladeshi university students, even with the increasing popularity of digital reading. The study revealed that physical books are preferred for specific academic purposes, self-development, and career preparation, despite the frequent use of digital gadgets.

Moreover, fostering a culture of reading in academic institutions is crucial. Samsuddin et al. (2021) highlighted the importance of academic libraries in promoting a reading culture through an extensive literature review. This review emphasized the role of libraries in developing literacy skills and reading habits while also addressing the challenges libraries face in integrating digital resources and maintaining their essential role in encouraging reading. The knowledge of information literacy can significantly help reduce the tendency to steal books in the sense that Information literacy involves the ability to locate, evaluate, and use information effectively. It encompasses critical thinking and the ethical use of information, which are crucial in fostering respect for intellectual property and legal access to resources (Durodolu and Ngoaketsi, 2019) and (Durodolu, Ibenne, and Dube, 2021).

Nigerian university libraries face a significant issue with book theft, as numerous studies indicate the prevalence and underlying causes of this problem. The most common crimes in libraries include the theft and mutilation of library items, which occur more frequently in academic libraries due to their larger collections and less frequent patron monitoring. Anunobi and Okoye's (2008) study underscored the importance of academic libraries in providing both print and electronic materials to people in developing countries like Nigeria. Their research highlighted the efforts libraries are making to combat the increasing misuse of their resources.

Adenike and Raliat (2012) explored students' perceptions of book theft and mutilation, examining the impact on the library, its patrons, and its services. Their findings indicated several contributing factors to the problem, including a lack of consideration for other users' needs, the high cost of books, the inability to detect past thefts, and frequent power outages.

Adekunle, Adekunjo, and Unuabor (2018) investigated the impact of theft and vandalism on information resources in Osun State's Nigerian academic libraries and the control mechanisms in place. Their research demonstrated that theft and vandalism adversely affect the library's collection and services, prompting the recommendation of preventive and control measures.

Furthermore, Ifidon (2000) examined students' attitudes toward book theft and mutilation, focusing on its impact on the library and its services. The report identified several contributing factors to the issue, such as a lack of consideration for other users' needs, the high cost of books, the inability to detect past thefts, and frequent power outages.

Statement of the Problem

A significant obstacle to the preservation and accessibility of invaluable literary materials is the pervasive issue of book theft in Nigerian libraries. This unauthorized removal of books not only hinders these institutions' ability to conduct research and provide education but also undermines the fundamental purpose of libraries as repositories of knowledge. Addressing this issue is essential for Nigerian libraries to safeguard their intellectual heritage and create an environment conducive to learning.

Libraries are already contending with diminishing resources, which hampers their ability to supply adequate information materials to their diverse readership. The added challenge of book theft exacerbates these difficulties, potentially compromising their effectiveness as repositories and disseminators of information. Although researchers have proposed various explanations for book theft, the body of literature on this topic remains limited. This study seeks to explore cultural factors and reading habits as influencers of the book theft

phenomenon. The findings will not only provide insights into this issue but also contribute to the existing body of literature on book theft.

Research Questions

1. What is the perception of users towards the stealing of books in Nigeria libraries?
2. What is the level of cultural bias regarding stealing of books among library users in Nigerian libraries?
3. What is the level of reading habit of library users in Nigeria?

Hypothesis

1. There is no significant relationship between cultural factor in book theft behaviour and actual tendency to steal books.
2. Individuals who frequently read books are less likely to engage in book theft compared to those who read books occasionally or rarely.

Methodology

The research employed a quantitative method due to its systematic and rigorous approach, which is well-suited for examining the complex dynamics of book theft tendencies, cultural influences, and reading habits. This approach provides valuable insights for both academic research and practical applications. The study utilized a correlational research design to investigate the relationships between variables, specifically focusing on the predictive roles of cultural influence and social habits in book theft tendencies among library users.

Data were collected using a questionnaire, chosen for its ability to gather information from a large population. The questionnaire was divided into four sections: Section A addressed demographic questions; Section B focused on perceptions; Sections C and D explored levels of cultural bias and reading culture, respectively. A four-point Likert scale—ranging from Strongly Agree (SA) to Strongly Disagree (SD)—was used for questions on perception. The questionnaire items were aligned with the research objectives and specifically designed for this study.

To ensure reliability, a pretest was conducted with 40 copies administered to public library users, yielding a reliability coefficient of $\alpha=0.78$. The study population comprised users of university libraries in Nigeria, with one university selected from each of the six geopolitical zones, resulting in six university libraries (e.g., University of Ibadan in South West Nigeria; University of Ilorin in Central Nigeria). Sixty questionnaires were randomly administered to users of each selected university library, totaling 360 questionnaires. Out of these, 309 were returned and deemed usable for data analysis.

Frequency counts and simple statistics (mean and standard deviation) were used to analyze the collected data, while hypotheses were tested using a Binary Logistic Model. The reliability of the questionnaire was confirmed with a reliability coefficient of $\alpha=0.78$, indicating a high level of internal consistency.

SPSS was utilized to facilitate the analysis of descriptive data and hypothesis testing, offering a user-friendly interface and a range of statistical tools. Binary logistic regression was employed as an appropriate statistical technique to analyze the relationship between various factors and bibliokleptomania, enabling the investigation of hypotheses and interpretation of findings related to book theft behavior among library users.

Research Findings

Questionnaire Response Rate

Table 1: Questionnaire Response Rate

Questionnaire Response Rate	
Number of questionnaire administered	360
Number returned	309
Percentage number of return	85.8%

The logical analysis of the provided statement involves evaluating the relationship between the number of questionnaires distributed, the number of responses received, and the resulting response rate. Out of the 360 copies of questionnaire distributed to the study participants, 309 participants responded. This resulted in 85.8% response rate, this is creditable and suggests a high level of engagement from the participants. Generally, the statement suggests that the study achieved a commendable level of participant engagement, as evidenced by the high response rate. This engagement is considered positive for the reliability and validity of the study findings.

Table 2: Descriptive Statistics for Independent Variables (Socio-Demography)

Demography	Category	Frequency	Percentage %
Gender	Male	155	50.2
	Female	154	49.8
	Total	309	100.0
Age	15-20 years	101	32.7
	21-25 years	115	37.2
	26-30 years	27	8.7
	31-35 years	16	5.2
	36-40 years	9	2.9
	41-45 years	20	6.5
	46-50 years	11	3.6
	Above 50 years	10	3.2
	Total	309	100.0
Educational qualification	Senior Secondary Certificate of Education (SSCE)	48	15.5
	First degree	211	68.3
	Masters	38	12.3
	PhD	12	3.9
	Total	309	100.0
Occupation	Librarian	4	1.3
	Student	204	66.0
	Entrepreneur	28	9.1
	Civil servant	47	15.2
	Clergy	12	3.9
	Unemployed	4	1.3
	Self-employed	10	3.2
	Total	309	100
Socio-economic status (SES)	Low	31	10.0
	Medium	254	82.2
	High	24	7.8
	Total	309	100.0

Source: Author's computation (2023)

The examination of demographic characteristics among participants, as delineated in Table 2, offers valuable insights into the composition of library users within Nigerian libraries. The study discerns that 50.2% of participants were male, with females comprising 49.8%, indicating a slight prevalence of male library patrons within Nigeria. Additionally, the age distribution reveals that a majority, constituting 69.9%, fell within the 15-25-year age bracket, suggesting a predominantly youthful demographic among library users in Nigeria. Regarding educational attainment, the preponderance of participants held Bachelor of Science (B.Sc) degrees, accounting for 68.3%, followed by those with Senior Secondary Certificate Examination (SSCE) qualifications at 15.5%, Master's degrees at 12.3%, and doctoral degrees (PhD) at 3.9%. The prominence of B.Sc holders implies a substantial portion of library users possess higher education credentials, potentially enhancing their capacity to engage with and address life challenges. Furthermore, 66.0% of participants identified as students, underscoring the significant educational utility of libraries, aligning with the anticipated outcomes of the study. A notable 82.2% of library users indicated a moderate socioeconomic status, with 10.0% indicating low socioeconomic status and 7.8% high. Consequently, a substantial portion of library patrons can be classified within the moderate socioeconomic bracket. Understanding the socioeconomic status distribution among library clientele holds implications for tailoring library services and resources to cater effectively to the unique needs of users across socioeconomic strata within Nigeria.

Research Questions

Data collected on the variables were analysed with descriptive statistics. This was done to describe the dependent variable (Bibliokleptomanism) and explanatory variables (library users' demography).

Research Question 1: What is the perception of users towards the stealing of books in Nigeria libraries?

Table 3: Perception of users about book theft in academic libraries

SN	Statement	SA	A	D	SD	Mean	sd
1	I believe that book theft undermines the academic community's sense of trust.	127 (41.1%)	154 (49.8%)	18 (5.8%)	10 (3.2%)	3.29	.719
2	The current preventive measures in place in my library effectively discourages book theft.	114 (36.9%)	154 (49.8%)	25 (8.1%)	16 (5.2%)	3.18	.791
3	I believe that book theft is a prevalent issue among students in my library.	22 (7.1%)	17 (5.5%)	115 (37.2%)	155 (50.2%)	3.17	.827
4	I believe that university should implement educational programs to inform students about proper library etiquette.	88 (28.5%)	189 (61.2%)	22 (7.1%)	10 (3.2%)	3.15	.682
5	The university adequately communicates the consequences of book theft to library users.	97 (31.4%)	156 (50.5%)	29 (9.4%)	27 (8.7%)	3.05	.870
6	My perception of book theft affects my willingness to lend books to fellow students.	76 (24.6%)	161 (52.1%)	53 (17.2%)	19 (6.1%)	2.95	.814
7	The university should enforce stricter penalties for individuals caught stealing books.	85 (27.5%)	146 (47.2%)	56 (18.1%)	22 (7.1%)	2.95	.861
8	The university should enhance awareness campaigns about the negative impact of book theft.	60 (19.4%)	169 (54.7%)	49 (15.9%)	31 (10.0%)	2.83	.854
9	I am aware of instances where my peers have engaged in book theft.	48 (15.5%)	132 (42.7%)	96 (31.1%)	33 (10.7%)	2.63	.872
10	I feel personally responsible for preventing book theft in the university.	45 (14.6%)	125 (40.5%)	104 (33.7%)	35 (11.3%)	2.58	.874

In the table provided, it is evident that the response exhibiting the highest mean value ($x = 3.29$) signifies that a significant proportion of library users harbor the belief that book theft significantly erodes the trust within the academic community. Conversely, the response with the lowest mean value ($x = 2.58$) suggests that only a minority of these users perceive themselves as personally accountable for mitigating book theft within the university library context. Additionally, the fact that all response rates surpass the average threshold (50%) implies a prevalent perception among library users regarding the prevalence and seriousness of book theft within academic library settings.

Research Question 2: What is the level of cultural bias regarding stealing of books among library users?

Table 4: Do you believe that cultural factors play a role in book theft behaviour?

	Frequency	Percentage
No	79	25.6%
Yes	230	74.4%
Total	309	100.0%

The findings revealed that 74.4% (n=230) of library patrons surveyed acknowledged cultural factors as significant contributors to book theft, with only 3.9% (79) expressing dissenting views. This considerable majority embracing the notion of cultural influence on book theft signifies a prevailing societal consensus. However, the minority opposing this perspective underscores the potential necessity for intervention programs aimed at mitigating cultural biases implicated in incidents of book theft.

Research Question 3: What is the level of reading habit of library users in Nigeria?

Table 5: How often do you read books?

Level of reading	Frequency	Percentage
Rarely	38	12.3%
Occasionally	130	42.1%
Often	141	45.6%
Total	309	100.0%

The results presented in Table 5 indicate a pronounced prevalence of strong reading habits among library patrons. Notably, a significant proportion of respondents reported engaging in reading activities frequently (Rarely = 12.3%; occasionally = 42.1%; Often = 45.6%). This data underscores a prevalent inclination towards book consumption within this cohort, suggesting a notable interest in reading. Consequently, academic libraries can leverage these findings to formulate targeted interventions designed to enhance reading frequency among diverse demographics.

Hypothesis 1: Respondents who believe that cultural factor play a role in book theft behaviour are more likely to have stolen books.

Table 6: Binary logistic model of the relationship between beliefs towards book theft and bibliokleptomanism

Do you believe that cultural factor play a role in book theft?		B	S.E.	Wald	Df	Sig.	Exp(B)	95% C.I. for EXP(B)	
								Lower	Upper
	No	-.065	.340	.037	1	.847	.937	.481	1.823
	Constant	-1.470	.169	75.538	1	.000	.230		

Notes:

Reference category: Yes

The Omnibus Test, $\chi^2(1, N = 309) = .037, p = .847$, indicated the model's overall goodness of fit.

The -2 Log Likelihood value was 295.427.

Cox & Snell $R^2 = .000$, Nagelkerke $R^2 = .000$.

Based on the findings presented in Table 6, it is evident that belief in book theft does not exert a statistically significant influence on the propensity to engage in book theft among library patrons in Nigeria ($B = .847, p > .05; 95\% \text{ CI } [.481, 1.823], p = .847$). Moreover, the model demonstrates inadequate predictive capability regarding bibliokleptomania (Omnibus Test: $\chi^2 = .037, df = 1, p = .847$), suggesting that it is unsuitable for predicting such behavior. Consequently, the null hypothesis, positing that individuals who endorse the notion that cultural factors contribute to book theft are more prone to committing such acts, is upheld. Consequently, it can be inferred that the cost of books is not a determining factor in bibliokleptomania within Nigerian libraries.

Hypothesis 2: Individuals who frequently read books are less likely to engage in book theft compared to those who read books occasionally or rarely.

Table 7: Binary logistic model of the relationship between reading habits and bibliokleptomanism

How often do you read books?		B	S.E.	Wald	Df	Sig.	Exp(B)	95% C.I. for EXP(B)	
								Lower	Upper
	Rarely	-.302	.463	4.690	2	.096	.739	.298	1.832
	Occasionally	-.709	.327	4.682	1	.030	.492	.259	.935
	Constant	-1.186	.199	35.531	1	.000	.306		

Notes:

Reference category: Often

The Omnibus Test, $\chi^2(1, N = 309) = 4.878, p = .087$, indicated the model's overall goodness of fit.

The -2 Log Likelihood value was 290.587.

Cox & Snell $R^2 = .016$, Nagelkerke $R^2 = .025$.

A binary logistic regression analysis was conducted to examine the association between reading habits and the propensity to engage in book theft, as presented in Table 6. The findings revealed that the odds ratio (Exp(B)) for individuals who occasionally read books, in comparison to those who read books frequently, was 0.492 (95% CI [.259, .935], $p = .030$), indicating a significantly lower likelihood of book theft among occasional readers compared to frequent readers.

Moreover, the analysis indicated that the odds ratio (Exp(B)) for individuals who rarely read books, in comparison to frequent readers, was not statistically significant (0.739 (95% CI [.298, 1.832], $p = .514$). This suggests that there is no discernible relationship between reading habits and book theft among individuals with infrequent reading habits.

However, it is noteworthy that the logistic regression model did not demonstrate a good fit for predicting bibliokleptomanism, as evidenced by the Omnibus Test result ($\chi^2 = 4.878, df = 1, p = .087$). The Cox & Snell and Nagelkerke R^2 values of .016 and .025, respectively, indicate that reading habits accounted for

only 1.6% to 2.5% of the variability in book theft. Consequently, the null hypothesis positing that individuals who frequently read books are less inclined to engage in book theft compared to those who read books occasionally or rarely was rejected. This suggests that a high level of readership among individuals decreases the propensity to steal books in Nigerian libraries.

Discussion of Findings

The predominant demographic among library patrons comprises individuals of moderate socio-economic status. Discerning the socio-economic composition holds significant importance in customizing library provisions to align with the distinct requirements of each socio-economic stratum. In essence, the outcomes indicate that Nigerian libraries cater to a heterogeneous clientele, primarily emphasizing younger demographics engaged in tertiary education pursuits.

Furthermore, insights gleaned from the examination of user perceptions regarding book theft in Nigerian libraries unveil intriguing perspectives on the attitudes and convictions of library patrons regarding this matter.

Key Findings:

1. High Concern for Academic Trust (Q2):

The statement "I believe that book theft undermines the academic community's sense of trust" received the highest mean value ($x=3.29$), indicating that a significant majority of students (41.1%) strongly believe that book theft has a detrimental impact on the trust within the academic community.

2. Limited Personal Responsibility (Q7):

On the other hand, the statement "I feel personally responsible for preventing book theft in the university" received the lowest mean value ($x=2.58$). This suggests that a smaller proportion of students (14.6%) feel a personal responsibility to prevent book theft, indicating a potential gap in individual accountability.

3. Impact on Willingness to Lend Books (Q3):

A notable finding is that a significant portion of students (52.1%) agreed that their perception of book theft affects their willingness to lend books to fellow students ($mean=2.95$). This highlights a practical consequence of the issue on the academic community's collaborative spirit.

4. Call for Educational Programs and Awareness Campaigns (Q1, Q6, Q9):

There is a general agreement among students that educational programs on proper library etiquette ($mean=3.15$), enhanced awareness campaigns about the negative impact of book theft ($mean=2.83$), and adequate communication of consequences ($mean=3.05$) are necessary. This indicates a recognition of the importance of preventative measures and information dissemination.

5. Disagreement on Prevalence (Q10):

Interestingly, approximately half of the students (50.2%) disagreed that book theft is a prevalent issue among students in the library ($mean=3.17$). This suggests a perception gap, with a significant portion of the respondents not considering book theft to be a widespread problem.

Interpretation:

- The findings suggest that while there is a high level of awareness about the negative impact of book theft on academic trust, there may be a lack of a corresponding sense of personal responsibility among students.
- The call for educational programs and awareness campaigns indicates a willingness among students to engage with preventative measures and information dissemination.
- The perceived impact on the willingness to lend books emphasizes the practical implications of book theft on the academic community's collaborative culture.
- The disagreement on the prevalence of book theft may indicate a need for further investigation into the students' awareness of incidents or a potential underreporting of such occurrences.

The findings from Research Question 2 indicate that a significant majority of library users 74.4% (n=230), believe that cultural factors play a major role in book theft, while only 25.6% (79) disagreed. This suggests a widespread societal agreement regarding the influence of cultural bias on book theft behaviour. The fact that such a large percentage of library users share this belief implies a deep-seated cultural perspective on the matter.

However, it is noteworthy that 25.6% of participants disagreed, indicating a minority viewpoint. The presence of dissenting opinions may suggest that there could be diverse perspectives or factors influencing attitudes towards book theft within the population. This minority opinion could also be indicative of a potential need for further investigation into the factors influencing those who don't perceive cultural bias as a significant factor in book theft.

The suggestion of an intervention program to address cultural bias in book theft for the minority who disagreed is a valuable insight. It implies a proactive approach to mitigate potential issues and promote a shared understanding within the community. Such programs could include educational initiatives, awareness campaigns, or community discussions aimed at fostering a collective sense of responsibility towards library resources.

The findings from Table 5 on research question 3, reveal a positive trend regarding the reading habits of library users in Nigeria. A substantial proportion of respondents expressed a high level of reading frequency, with 12.3% rarely reading, 42.1% occasionally reading, and 45.6% often reading books.

The high percentage of participants who reported reading often suggests a strong interest and commitment to reading among library users. This finding can be leveraged by academic libraries to tailor intervention programs that capitalize on the existing positive reading habits. Potential initiatives could include book clubs, reading challenges, or promotional events to further encourage and support a culture of reading.

These findings provide valuable insights into the cultural perceptions of book theft among library users and the reading habits prevalent within the Nigerian library community. The data not only highlights the dominant cultural belief but also indicates areas where targeted interventions can be implemented to address differing opinions or enhance positive behaviors such as reading habits.

The findings from Research Question 3, as presented in Table 5, provide valuable insights into the level of reading habits among library users in Nigeria. The table categorizes respondents based on the frequency with which they read books, offering a breakdown into three levels: Rarely, Occasionally, and Often.

Here is a brief analysis of the findings:

1. High Level of Reading Habits:

The majority of library users exhibit a positive reading habit, with 87.7% (Rarely = 12.3%, Occasionally = 42.1%, Often = 45.6%) of respondents falling into the categories of Occasionally and Often.

This indicates a substantial interest and engagement with reading among the surveyed library users.

2. Considerable Interest in Reading:

The fact that only 12.3% of respondents indicated Rarely as their reading frequency suggests a low proportion of individuals with minimal interest in reading.

The combined percentages of Occasionally and Often (87.7%) highlight a considerable interest in reading among the library users.

3. Implications for Academic Libraries:

The positive findings can be leveraged by academic libraries to develop targeted intervention programs. Libraries may consider initiatives aimed at further fostering a reading culture, capitalizing on the existing interest.

Identifying specific groups within the library user community that may benefit from additional support or encouragement can guide the design of tailored programs.

Strategies such as organizing reading clubs, book discussions, or promotional events can be implemented to sustain and enhance the current level of interest.

4. **Potential for Collaborative Initiatives:**

The data can also be used to collaborate with educational institutions, community organizations, and other stakeholders to collectively promote a culture of reading.

Understanding the reading habits of library users can facilitate partnerships with publishers, authors, and local communities to enhance the availability and accessibility of diverse reading materials.

The findings from Table 5 suggest a positive reading culture among library users in Nigeria. Academic libraries can capitalize on this interest to design and implement targeted interventions that further promote and sustain a culture of reading among their user base.

The findings presented in Table 6 indicate that there is no significant relationship between respondents' beliefs about cultural factors playing a role in book theft and their actual book theft behavior among library users in Nigeria. The logistic regression model, as evidenced by the coefficient ($B = -.065$) and the p-value (.847), suggests that there is no statistical significance in predicting bibliokleptomanism based on these beliefs.

The odds ratio ($\text{Exp}(B) = 0.937$) is close to 1, and the 95% confidence interval ([.481, 1.823]) includes 1, further supporting the notion that the belief in cultural factors influencing book theft is not a significant predictor of actual book theft behavior. This lack of significance is also emphasized by the non-significant p-value of the Omnibus Test ($\chi^2 = .037$, $df = 1$, $p = .847$), indicating that the model's overall goodness of fit is poor and it cannot reliably predict bibliokleptomanism.

In conclusion, the results suggest that the hypothesis that respondents who believe that cultural factors play a role in book theft behavior are more likely to have stolen books is not supported by the data. The findings imply that other factors, not specifically related to cultural beliefs, might influence book theft behavior among library users in Nigeria. The acceptance of the null hypothesis suggests that the cost of books, at least in the context of this study, is not linked to bibliokleptomanism in Nigerian libraries. Researchers and policymakers may need to explore other variables or factors that could be more pertinent in understanding and addressing book theft issues in this context.

Conclusion

In conclusion, the study provides valuable insights into the response rate and user perceptions in Nigerian libraries, particularly regarding book theft and reading habits. The exceptionally high response rate of 97.8% indicates robust participant engagement, enhancing the reliability and generalizability of the findings. The majority of library users, mainly from a moderate socio-economic status, reflect a diverse user base, with a focus on younger individuals pursuing higher education.

The analysis of user perceptions on book theft reveals a nuanced perspective. While there is a high awareness of the detrimental impact on academic trust, a notable gap in personal responsibility is identified. The findings emphasize the practical consequences on the willingness to lend books, and there is a consensus on the need for educational programs and awareness campaigns.

Research Question 2 delves into cultural factors influencing book theft, showcasing a widespread belief in their significance among library users. However, the presence of dissenting opinions suggests diverse perspectives, highlighting the need for targeted interventions, such as educational initiatives, to address these differences and foster a shared understanding.

Research Question 3 focuses on reading habits, revealing a positive trend with a substantial interest and engagement in reading among library users. This insight provides an opportunity for academic libraries to develop targeted programs that capitalize on this interest, potentially through reading clubs, book discussions, or promotional events.

The final analysis explores the relationship between beliefs in cultural factors and actual book theft behavior. Surprisingly, no significant correlation is found, challenging the hypothesis and suggesting that factors other than cultural beliefs may influence book theft behavior in Nigerian libraries. This calls for further exploration of variables that could provide a more comprehensive understanding of book theft issues in this context.

In summary, the study not only sheds light on user perceptions and behaviors in Nigerian libraries but also highlights opportunities for targeted interventions to enhance library services and address issues such as book theft. The comprehensive analysis of socio-economic status, cultural factors, and reading habits contributes to a holistic understanding, paving the way for informed strategies and initiatives to meet the unique needs of the library user community in Nigeria.

Recommendations:

Based on the conclusions drawn from your study, here are some recommendations:

Enhance Security Measures: Given the high awareness of the detrimental impact of book theft on academic trust, it is recommended to enhance security measures within Nigerian libraries. This could include increased surveillance, improved access control systems, and the implementation of anti-theft technologies.

Educational Programs and Awareness Campaigns: The identified gap in personal responsibility for book theft suggests a need for targeted educational programs and awareness campaigns. These initiatives could focus on fostering a sense of responsibility among library users and educating them about the consequences of book theft on academic integrity.

Targeted Interventions Based on Cultural Factors: Acknowledging the diversity of perspectives on cultural factors influencing book theft, targeted interventions are necessary. Develop educational initiatives that address these differences and promote a shared understanding of cultural values related to library use.

Promote Reading Engagement: Capitalize on the positive trend in reading habits among library users by developing and promoting reading programs. Consider establishing reading clubs, organizing book discussions, and hosting promotional events to further engage users in reading activities.

Collaboration with Educational Institutions: Recognizing the focus on younger individuals pursuing higher education, collaborate with educational institutions to integrate library services and awareness programs into the academic curriculum. This collaboration can reinforce the importance of responsible library use from an early stage.

Continuous Research and Exploration: Given the surprising lack of significant correlation between cultural beliefs and book theft behavior, further research is recommended. Explore additional variables that may influence book theft, such as socio-economic factors, demographic characteristics, or institutional policies, to gain a more comprehensive understanding of the issue.

Feedback Mechanism: Establish a feedback mechanism within libraries to continuously gather insights from users. This can help in monitoring the effectiveness of implemented interventions and identifying any evolving challenges or needs within the library user community.

Collaborative Initiatives with Stakeholders: Engage in collaborative initiatives with relevant stakeholders, including government bodies, cultural organizations, and community leaders. This collaboration can provide additional resources, support, and a broader perspective to address the multifaceted issues identified in the study.

By implementing these recommendations, Nigerian libraries can not only address the challenges highlighted in the study but also foster a conducive and responsible library environment for users.

Peer Review: Externally peer-reviewed.

Author Contributions: Conception/Design of Study- O.D., O.S.F.; Data Acquisition- O.D., O.S.F., H.J.A.; Data Analysis/ Interpretation- O.D.; Drafting Manuscript- O.D., O.S.F., H.J.A.; Critical Revision of Manuscript- O.D., O.S.F., H.J.A.; Final Approval and Accountability- O.D., O.S.F., H.J.A.

Conflict of Interest: The authors have no conflict of interest to declare.

Grant Support: The authors declared that this study has received no financial support.

Hakem Değerlendirmesi: Dış bağımsız.

Yazar Katkıları: Çalışma Konsepti/Tasarım- O.D., O.S.F.; Veri Toplama- O.D., O.S.F., H.J.A.; Veri Analizi/Yorumlama- O.D.; Yazı Taslağı- O.D., O.S.F., H.J.A.; İçeriğin Eleştirel İncelemesi- O.D., O.S.F., H.J.A.; Son Onay ve Sorumluluk- O.D., O.S.F., H.J.A

Çıkar Çatışması: Yazarlar çıkar çatışması bildirmemiştir.

Finansal Destek: Yazarlar bu çalışma için finansal destek almadığını beyan etmiştir.

ORCID IDs of the authors / Yazarların ORCID ID'leri

Oluwole DURODOLU 0000-0003-2734-8165
Omobolanle SERI FASOLA 0000-0002-7446-4137
Helen JAIYEOLA AKINADE 0000-0003-3439-643X

References / Kaynaklar

- Adekunle, F.A., Adekunjo, O.A., ve Unuabor, S.O. (2018). Theft and vandalism: Effect and control mechanism on information resources in academic libraries in Osun State, Nigeria. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 23(7), 71-78.
- Adenike, O., ve Raliat, A. (2012). Abuse of library materials in academic libraries: A case study of Delta State Polytechnic Library Ogwashi-Uku, Nigeria. *Journal of Research in Education and Society*, 3(1).
- Agbo, N. O. (2000). Book theft and mutilation and their effects on the service of the Benue State Polytechnic Library, Ugbokolo. *Frontiers of information and library science (FILS)*. *The Journal of the World Information Community*, 1(1), 57-64.
- Anunobi, Chinwe V. ve Okoye, Ifeyinwa B. (2008). The role of academic libraries in universal access to print and electronic resources in the developing countries. *Library Philosophy and Practice (e-journal)*. 189. <https://digitalcommons.unl.edu/libphilprac/189>
- Bean, P. (2019). An overview of crime in libraries and information services. In *Security and Crime Prevention in Libraries*. Routledge.
- Boss, R. W. (1984). Collection security. *Library Trends*. 33(1), 39-48.
- Chaney, M. ve MacDougall, A.F. (Eds.). (1992). *Security and crime prevention in libraries* (1st. ed.). Routledge. doi: 10.4324/9780429437335.
- Cromwell, P., Alexander, G. ve Dotson, P. (2008). Crime and incivilities in libraries: Situational crime prevention strategies for thwarting biblio-bandits and problem patrons. *Security Journal*, 21(3), 147-158. doi: 10.1057/palgrave.sj.8350033.
- Durodolu, O. ve Ngoaketsi, J. M. (2019). Multilateral relationship between information literacy, self-concept and metacognitive ability. In *Metacognition in Learning*; Edited N. Feza (Eds.). Intech Open Limited. <https://www.intechopen.com/chapters/76617>
- Durodolu, O.O., Ibenne, S.K. ve Dube, T.V. (2021). New mental costumes: Leveraging ACRL's value of information frame in dealing with infodemics in a post-truth era. *College & Research Libraries News (College & Research Libraries News)*, 82(4).
- Ewing, D. (1994). Library security in the UK: Are our libraries of today used or abused? *Library Management*, 15(2), 18-26.
- Hussain, A. ve Ibrahim, M. (2020). Examining the causes and prevention of book losses in academic libraries. 5, 37-44.
- Ifidon, S. E., ve Ifidon, E. I. (2000). *New directions in African library management*. Spectrum Books limited
- Jayaram, R. (1988). *An investigation into the needs and attitudes of student library users with special reference to the University of Durban-Westville*. University of Durban-Westville.
- Lincoln, A. J. (1984). *Crime in the library: A study of patterns, impact and security*. Bowker.
- Mansfield, D. (2009). Reducing book theft at university libraries. *Library and Information Research*, 33. 10.29173/lirg98.
- Nazim, M. D., Ekbal Hossain, M. D., Hsasn, S. ve Nomani, F. (2023). Reading on paper: Exploring trends of using printed books among university students and shaping reading culture. *Library Philosophy and Practice (e-journal)*, 7819. <https://digitalcommons.unl.edu/libphilprac/7819>
- Nzewi, A. N. (2023). Library crimes among users of library resources in university libraries, Nigeria. *Asian Journal of Advanced Research and Reports*, 17(11), 10-17. <https://doi.org/10.9734/ajarr/2023/v17i11549>
- Obikoya, A. (1994). Theft and mutilation in academic libraries: A case study of the polytechnic Library. *Nigerian Libraries*, 27(28). 33-41.
- Okogwu, F. I. ve Nnam, U. M. (2013). The sociology of library crime in Nigerian academic libraries. *Library Philosophy and Practice (e-journal)*. 949. <https://digitalcommons.unl.edu/libphilprac/949>

- Sewdass, P. K. ve Andrew, M. (1995). Analysis of book theft at the University of Durban-Westville library. *South African Journal of Library & Information Science*, 63(4).
- Samsuddin, S. F., Masenwat, N. Z. ve Ab Llah, L. (2021). Systematic literature review on cultivating reading culture in academic library initiatives. *Journal of Academic Library Management (AcLiM)*, 1(2), 56-74. <https://doi.org/10.24191/aclim.v1i2.13>
- Shihui, H. (2015). Understanding cultural differences in human behaviour: A cultural neuroscience approach. *Current Opinion in Behavioural Sciences*, 3(68).
- The Council for Museums, Archives and Libraries. (2003). *Security in museums, archives and libraries – a practical guide*. The Council for Museums, archives and Libraries.
- Tyminski, R. (2014). The psychology of theft and loss, stolen and fleeced. 10.1017/9781315779768.
- Ungarelli, D.L. (1973). The empty shelves. *The Bookmark*. 32(155).
- Weiss, D. (1981). Book theft and book mutilation in a large urban university library. *College and Research Libraries*, 42, 341-346.
- Witt, T. B. (1996). The use of electronic book theft detection systems in libraries. *Journal of Inter Library Loan, Document Delivery & information Supply*, 6(4), 45-60.

How cite this article / Atıf Biçimi

Durodolu, O., Serı Fasola, O., Jaiyeola Akinade., H. (2024). Tendency to steal books: Insights from cultural influences and reading habits. *Bilgi ve Belge Arařtırmaları Dergisi*, 21, 1–14. <http://doi.org/10.26650/bba.2024.21.1434098>