Systematic Literature Review on Cultivating Reading Culture in Academic Library Initiatives

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ABSTRACT

Academic library initiatives aim to promote a reading culture among higher education institution patrons to provide support in their learning and excelling in their studies. Changes in library user behavior correspond to the changes in instructional program delivery and information management to meet the academic library users' needs. Few studies have been carried out on academic library research, particularly on initiatives in cultivating reading culture. Thus, a global systematic literature review was conducted using existing literature. There were three main steps involved in this systematic review method, namely identification, screening, and eligibility process. Guided by the Realist and Meta-narrative Evidence Syntheses: Evolving Standards (RAMESES) review method, the systematic literature review identified 18 related studies throughout Dimensions, Scopus, and Web of Science databases. Five main themes were found from the analysis, namely roles, promotions, services and facilities, collections and information resources, and capabilities. Additionally, 23 sub-themes were also identified from the main themes. Based on the in-depth qualitative study on academic library efforts and initiatives in promoting reading culture among library users, the provision of suitable reading materials (leisure reading materials) and the use of readership promotion campaigns by the libraries were recommended. Selected databases used as information searching resources have generated several relevant previous pieces of indexed literature, further research is needed to include non-index literature using the same purpose to obtain a better understanding of academic libraries' initiatives in cultivating reading culture among library users.

Keywords: Reading culture, reading habit, reading practice, academic library, university library systematic literature review.

INTRODUCTION

Reading activity is one of the activities that are known to provide many benefits to the reader. Efforts to improve reading activities or inculcate reading habits among the community remain low despite its importance in literacy levels that influence a country's development. The findings of the previous study also confirmed the relationship was found between reading research, reading promotion, and the role of libraries in lifelong literacy (IFLA, 2019). Correspondingly, many studies were conducted on reading research, especially in reading habits and reading practices, which were obtained from various journals and databases. Globally, most studies focused on reading habits and attitudes such as reading patterns or profiles (Diep, 2016; Annamalai & Muniandy, 2013; Mohamed et al., 2012), effectiveness or effects of reading (Daniel et al., 2017; Owusu-Acheaw & Larson, 2014; Walia &

Sinha, 2014), leisure readings (Fox, 2010; Parlette & Howard, 2010; Watson, 2016), and forms of printed and electronic media (Foasberg, 2014; Cheema, 2013). There were also previous studies on library or librarian role in reading habits but was heavily focused on rural libraries (Samsuddin et al., 2019; Dent & Goodman, 2015), schools (Haslinda et al., 2012; Shabi & Udofia, 2009), and public libraries (Ghuloum & Alyacoub, 2017; Mallik & Nayek, 2018). Recognizing the importance of academic libraries in providing good services and facilities that support reading culture, including to excel in their academics, to achieve the success of their goals, to improve empathy and social relationships, to contribute to wellbeing, to reduce the symptoms of depression and dementia, and others (Alex-Nmecha & Horsfall, 2019; Dean, 2020).

This review study includes information on initiatives and efforts made by academic libraries globally as an evidence-based study that is useful for the future development of academic libraries. This review focuses on academic libraries, university libraries, and libraries categorized as higher institution libraries.

Problem statement

Although many studies were conducted on academic libraries, especially in roles, services, and facilities provided, efforts to systematically review these studies in cultivating reading culture were still lacking. Thus, this study aims to fill the gap by identifying the initiatives and efforts in developing a reading culture based on academic library studies. This specific review is also crucial in addressing the lack of studies globally within the academic library context. In fulfilling the empirical gaps, the domains and variables derived from this study may contribute to new knowledge for future scholarly work. Besides that, this systematic review provides strategic planning and reference for future studies on information provisions in the academic population area. Furthermore, this study may facilitate information providers to understand specific areas to emphasize the provision of information services. If the study was not conducted, similar problems in providing facilities and services are not up to the requirements and needs of users in promoting the habit of reading will always recur. This review may also be beneficial for policymakers and funders.

LITERATURE REVIEW

Academic library

The academic library is one of the places that provide services and facilities to support learning, teaching, and research activities for the academic community. According to the American Library Association (2020), academic libraries served institutions of higher learning such as universities and colleges, which catered to various users such as students, faculty members, and non-academic staff. The establishment also provided users with a place or gateway of knowledge that comprised multiple types of information sources and reading materials to support the reading culture among library users and the local community. Despite the increasing availability of electronic materials available online and offline, the physical academic library remains relevant to this day. Moreover, students still preferred and frequented academic libraries for studying and completing assignments (Rose-Wiles et al., 2020; Kim, 2017). Libraries were also a place for individuals to convene, thus may indirectly prompt individuals to read materials available in the library such as newspapers and magazines (Andrews et al., 2016).

Academic libraries have also contributed to promoting a reading culture among the academic community. "Reading culture refers to habitual and regular reading of books and information materials" according to Ogugua et al. (2015). As a learning center, the academic library has played a significant role in supporting reading culture among higher institution patrons. Besides that, various efforts and initiatives have been implemented to meet the academic library user's needs according to the changes in information services and resources. However, evidence-based studies in this context have remained insufficient.

Systematic review framework on academic library studies

A systematic review aims to comprehensively locate, search, and synthesize literature related to previous studies in a well-organized and transparent process. As suggested by Higgins et al. (2016), a systematic review involves replicable procedures throughout every step. This process allowed multiple and diverse research designs to be reviewed in a single exercise for both qualitative and quantitative research (Wong et al., 2013), which narrative review was unable to replicate (Noble & Smith, 2018). This review was also relevant for researchers in establishing research statements, identifying research gaps, trends, and providing direction for future studies.

The main research question that guided this study was how academic libraries cultivate a reading culture among library users in higher institutions. This review focused on academic libraries because of their regular usage from registered users that consisted of students and staff of the relevant institution, as compared to public libraries that often face a low number of daily users. However, physical attendance for academic libraries has also been affected due to the recent developments of digital materials and online databases. Samsuddin et al. (2019) also stated that the presence of users in the physical library had a significant relationship with one's reading activities.

METHODOLOGY

The RAMESES method was used as a guide to conduct the systematic review while selected databases, namely Dimensions, Scopus, and Web of Science (WoS) were used as information searching resources. There were three main steps involved in this systematic review method, namely identification, screening, and eligibility process.

RAMESES

As the review focused on mixed-method reviews, the authors adopted a publication standard called Realist and Meta-narrative Evidence Syntheses: Evolving Standards (RAMESES), which was practiced by Wong et al. (2013). This standard guide suggested the inclusion of several key points, such as abstract, introduction, methods, results, and discussion sections. This guide also provided additional information needed for each section, namely, the review process, search process, and document selection. RAMESES has been used for systematic reviews of literature in social sciences because of the benefits as follows:
1. RAMESES clearly defines the research questions.
2. RAMESES enables the identification of criteria such as inclusion and exclusion of criteria.
3. RAMESES attempts to examine the main databases of scientific literature within a specific time frame.

Correspondingly, RAMESES allowed for a rigorous search of terms based on diverse research designs related to academic library studies. This method also included the coding of valuable information for future library and information sciences research and reviews. Thus, this method was suitable for monitoring academic library initiatives in cultivating a reading culture among higher institution users. This review adopted an enhanced retrieving process flow diagram from Shaffril et al. (2019) (see Figure 1), which was previously adapted from Moher et al. (2009). This enhancement has eased the authors in the process of removing duplicated articles after the screening stage.

Resources

Two leading indexed databases were used for this review, namely WoS and Scopus. Both databases were considered because of their leading indexing systems for citations. In addition, these databases have advanced searching functions, controlled article quality, and various filter options. WoS is a scientific citation indexing service accessed through institutional subscription-based services and

provides a comprehensive citation search function. The database consists of approximately 12,515 journals on 236 disciplines such as environmental studies, developmental and planning studies, interdisciplinary social sciences, and social issues. Maintained by Clarivate Analytics, WoS gives access to multiple databases that reference cross-disciplinary research, which allows for an in-depth exploration of specialized sub-fields within an academic or scientific discipline. Meanwhile, Scopus is known as one of the most extensive abstracts and citation databases of peer-reviewed literature, with over 75 million records and 24,600 titles from 5,000 publishers worldwide. Scopus consists of diverse subject areas and document types such as scientific journals, books, and conference proceedings. Scopus provides a comprehensive overview of the world's research output in the fields of science, technology, medicine, social sciences, and arts and humanities. Additionally, Scopus features useful smart tools to track, analyze, and visualize research.

This review also utilized Dimensions, a database that offers the most comprehensive collection of linked data in a single platform, which includes grants, publications, datasets, and clinical trials to patents and policy documents as an additional supporting database. Dimensions is a new scholarly search database that focuses on the broader set of use cases that were chosen based on all publications and citations. Dimensions provide usage for personal and non-commercial use that includes rich contextual information. This database offers an opportunity for researchers without access to a subscription database to conduct searches on past studies. Currently, Dimensions contains more than 100 million publications, ranging from articles published in scholarly journals, books, book chapters, preprints, and conference proceedings. Furthermore, Dimensions provides searching features that allow for full-text search, abstract search, and dedicated filters for researchers, categories, Open Access, and many others. Based on the review of each database, these prominent databases were chosen to ensure the quality of the articles reviewed in this paper.

Systematic Review Process

Identification

The first phase in the systematic review process was identification, which was performed in November 2020. The process involved keyword identification for information searching purposes based on several relevant information sources such as encyclopedias, dictionaries, thesaurus, keywords from previous literature, keywords suggested by Scopus and Google for keyword synonyms, possible related terms, and other variations for academic library and cultivate. (see Table 1). This process yielded a result of 155 documents from Scopus, four documents from the WoS database, and five documents from Dimensions.

Table 1: The search string for the systematic review.

Databases	Search string
SCOPUS	ALL (("academic* library" OR "academic libraries" OR "universit* library" OR "universit* libraries" OR "high* education* library" OR "high* education* libraries" OR "high* institution* library" OR "high* institution* libraries" OR "college* and universit* library" OR "college* and universit* libraries" OR "perpustakaan akademik" OR "perpustakaan universiti" OR "perpustakaan kolej") AND ("initiative*" OR "effort*" OR "action taken*" OR "attempt" OR "attempts" OR "endeavor*" OR "undertaking*" OR "increase*" OR "usaha" OR "cultivat*" OR "enhance*") AND ("read* habit*" OR "read* practice*" OR "tabiat membaca"))
WOS	ALL=(("academic* library" OR "academic libraries" OR "universit* library" OR "universit* libraries" OR "high* education* library" OR "high*

	education* libraries" OR "high* institution* library" OR "high* institution* libraries" OR "college* and universit* library" OR "college* and universit* libraries" OR "perpustakaan akademik" OR "perpustakaan universiti" OR "perpustakaan kolej") AND ("initiative*" OR "effort*" OR "action taken*" OR "attempt" OR "attempts" OR "endeavor*" OR "undertaking*" OR "increase*" OR "usaha" OR "cultivat*" OR "enhance*") AND ("read* habit*" OR "read* practice*" OR "tabiat membaca"))
Dimensions	(("academic* library" OR "academic libraries" OR "universit* library" OR "universit* libraries" OR "high* education* library" OR "high* education* libraries" OR "high* institution* library" OR "high* institution* libraries" OR "college* and universit* library" OR "college* and universit* libraries" OR "perpustakaan akademik" OR "perpustakaan universiti" OR "perpustakaan kolej") AND ("initiative*" OR "effort*" OR "action taken*" OR "attempt" OR "attempts" OR "endeavor*" OR "undertaking*" OR "increase*" OR "usaha" OR "cultivat*" OR "enhance*") AND ("read* habit*" OR "read* practice*" OR "tabiat membaca"))

Screening (inclusion and exclusion criteria)

The screening process was carried out, which involved the eligibility, inclusion, and exclusion of articles according to the criteria determined by the authors with the assistance of specific databases. For the first inclusion criteria, a timeframe was established between the year 2010 to 2019 (10 years period time), which was based on the adequate number of related publications retrieved for review. The second inclusion criteria were document types, particularly article journals with empirical data and reviews were selected. Conversely, other document types such as books, chapters in books, and conference proceedings were excluded because these documents were not considered primary sources in research works. The third criterion for the inclusion and exclusion criteria was language. All non-English language documents were excluded to avoid confusion and difficulties in translation (see Table 2). The identification process resulted in the removal of 81 articles out of the 164 documents that were screened (see Fig. 1).

Table 2: The screening criteria for the systematic review.

Criteria	Inclusion	Exclusion
Publication timeline	2010-2019	2009 and before
Document type	Article (with empirical data and reviews)	Conference proceeding, chapters in a book, book series, book reviews, books, etc.
Language	English and Malay	Non-English and Non-Malay

Eligibility and duplication exclusion (manual screening)

Eligibility was conducted to include or exclude articles manually according to the specific criteria determined by the authors. Before that, the documents were screened for duplication, and four articles were removed. The remaining 79 articles were manually screened for literature that focused on academic libraries and criteria, as mentioned in the screening processes (inclusion and exclusion criteria).

Data Abstraction and Analysis

The remaining articles were evaluated, reviewed, and analyzed based on the review context and research question. The articles were then extracted, and relevant themes and sub-themes were identified by analyzing the research titles, abstracts, and the full text. Furthermore, an integrative review was conducted to synthesize the different types of research designs, namely, qualitative, quantitative, and mixed methods. This study used qualitative analysis for the integrative review (Whitemore & Knafl, 2005). Besides that, a thematic analysis was carried out to identify themes related to academic library roles in cultivating reading culture among students in higher education institutions. Initially, the authors analyzed the remaining 18 articles to extract the statements and data that responded to the study's research question. The authors then developed meaningful groups using a coding technique in the next phase.

The extracted data were transformed into useful data by the authors, which was guided by the identification of themes, ideas, and meaningful concepts to ensure a comprehensive and related set of data (Patton, 2002). Finally, this process resulted in a total of six themes, namely roles, promotions, facilities, services, collections and information resources, and capabilities. In each of the created themes, a similar process was repeated to generate sub-themes, in which 24 sub-themes were identified from the six main themes.
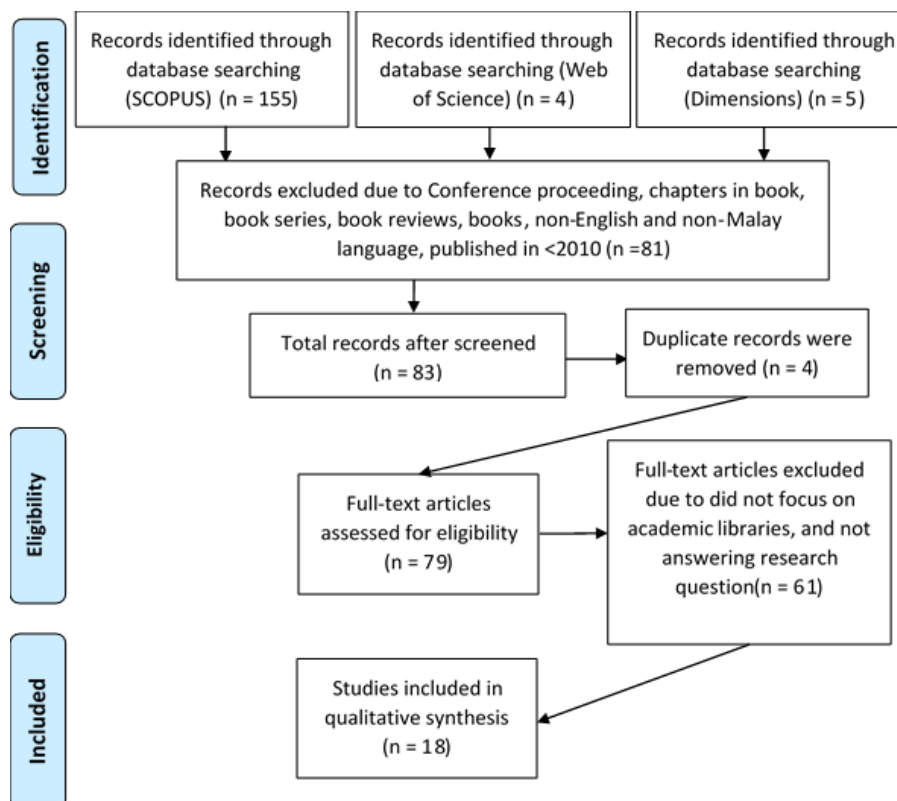

Figure 1: The flow diagram of the study (Adapted from Shaffril et al., 2019).

FINDINGS AND DISCUSSIONS

Table 3 below illustrates the themes and sub-themes identified from the systematic review. Each paper involved is indicated by different colors based on the topic covered by the research question.

Table 3: Findings from the systematic review.

#	Author	Year	Country	Mt.	Roles (EDC ENC AWR ORG COL)	Promotion (TRN CMP PRG)	Services & Facilities (IFR ICP SPT SPC CON OPR)	Collections (REC RLV INT LSR CLD)	Capability (CMP EXP RDS)
1	Dali K., McNiff L.	2019	USA	MM					
2	Odewole M.O.	2019	Nigeria	QT					
3	Krishnan R., Jayaprakash M.	2019	India	QT					
4	Kumara B., Sampath Kumar B.T.	2019	India	QT					
5	Brookbank E., Davis A.-M., Harlan L.	2018	USA	QT					
6	Kuzmičová A., et al.	2018	Sweden	QL					
7	Raynard M.	2017	Canada	QL					
8	Wang P., et al.	2016	Hong Kong	QT					
9	Hobbs K., Klare D.	2016	USA	MM					
10	Soroya S.H., Ameen K.	2016	Pakistan	QT					
11	Watson E.M.	2016	Canada	QT					
12	Nicholas A.J., Lewis J.K.	2013	USA	QL					
13	Adiah O.A.	2012	Ghana	QT					
14	Massis B.E.	2012	USA	QL					
15	Miller R.E.	2011	USA	QL					
16	Cull B.W.	2011	Canada	QL					
17	Edem M.B., Ofre E.T.	2010	Nigeria	QT					
18	Dewan P.	2010	Canada	QL					
	Total				4 3 3 4 4	1 5 3	1 4 4 2 2 1	3 7 4 1 4 6	3 4 1

Educate – EDC	Library Program – PRG	Interesting Materials – INT	Training – TRN
Encourage – ENC	Reading Campaign – CMP	Infrastructure – IFR	Leisure Reading – LSR
Aware – AWR	Specific Services – SPE	Operation Hours – OPR	Competency – CMP
Organize – ORG	Service Conditions – CON	Collection Development – CLD	Expertise – EXP
Variation – VAR	ICT – ICT		
Readiness – RDS	Space – SPC		
Relevancy – RLV	Recency – REC		
Collaborate – COL			

● Not covered; ● moderately covered; ● highly covered

Out of 18 reviewed articles, four articles were published in 2019, two were in 2018, one was published in 2017, four articles in 2016, an article published in 2013, respectively, and two papers were published in the year 2012, 2011, and 2010 (see Figure 2). In terms of methods of each paper, nine articles applied quantitative method, while seven articles applied qualitative study. The remaining two articles adopted mix-methods. Overall, six papers originated from the United States of America, while four papers were from Canada. Two papers originated from India and Nigeria, respectively. Lastly, one paper that was included in this review was from Sweden, Pakistan, Ghana, and Hong Kong, respectively. The reviewed articles were from various journals, namely Reference Services Review, Library Philosophy and Practice, Reference and User Services Quarterly, Literacy, Journal of Academic Librarianship, Health Information and Libraries Journal, Journal of Electronic Resources Librarians, Pakistan Journal of Information Management, International Journal of Information Systems in the Service Sector, African Journal of Library Archives and Information Science, New Library World, Public Services Quarterly, College and Undergraduate Libraries, and First Monday.
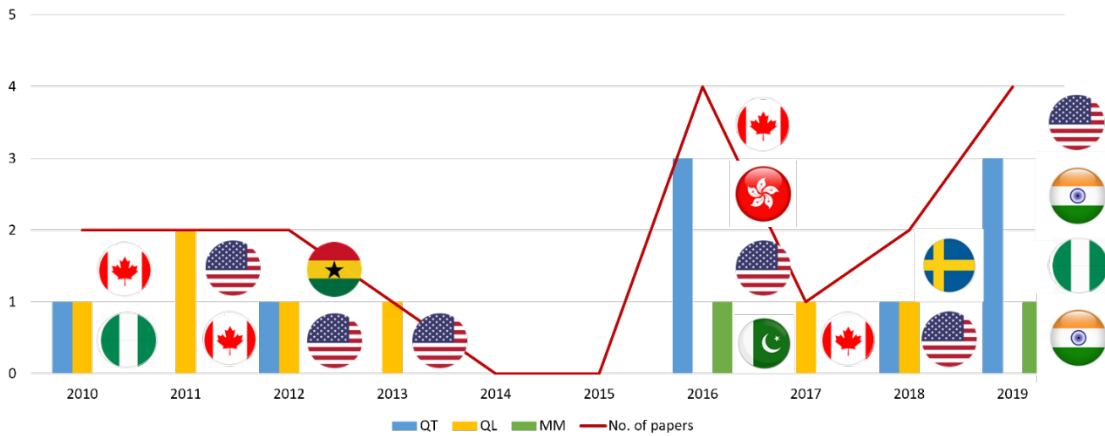
Figure 2: Distribution of documents based on year of publication.

Figure 3 shows the initiatives taken by academic libraries in cultivating a reading culture among academic library users over ten years, including identified main themes and sub-themes. This systematic review explored various academic library roles, collections, and information resources that may be used as a guide for future scholars to support reading culture in academic library settings. There were 5 main themes and 23 sub-themes were found for this current systematic literature review.

Figure 3: Distribution of analyzed themes.

Roles

The role was the most widely mentioned method in promoting reading culture among students of higher learning institutions. Arguably, the role in this context may refer to the role of the academic library itself as well as the role of librarians or library employees as operators of academic library services. Among the sub-themes discussed under this theme were educate, encourage, aware, organize and collaborate.

i. Educate

Kumara and Sampath Kumar (2019) stated that there were various types of information sources available in the library besides textbooks, such as gazetteers, bulletins, encyclopedias, and other reading materials. These reading materials assisted students in better obtaining relevant information and providing a more in-depth understanding of their studies (Wilders, 2017; Durant & Horava, 2015). In addition, educating users on appropriate reading materials helped them obtain more relevant and accurate information, as compared to solely relying on information available online. As information providers in institutions of higher learning, Adjah (2012) recorded that it was their responsibility to educate on various information related to learning, particularly on offline resources. Adjah (2012) also emphasized the importance of a balance between printed and online material usage, including reading and Internet-based activities (Edem and Ofre, 2010). Although the Internet provided users with diverse forms of information, the over-dependence on online materials led to an imbalance of online and offline material usage. Therefore, Adjah (2012) stated that librarians should educate users on how to evaluate information from the Internet. This evaluation prioritized the level of information reliability obtained from the Internet based on factors such as sources obtained, facts, date published, and confirmation from a particular organization (Samsuddin et al., 2019; Lederer, 2016). Cull (2011) also argued that it was crucial in exposing students to in-depth reading techniques, which required readers to invest their time in reading. Graduates who practiced in-depth reading skills were reported to be lifelong learners.

ii. Encourage

In this context, librarians or library staff should encourage users to practice good reading habits. Encouragement to use reading materials that were appropriate to the reader's needs increased the effectiveness of reading. Encouragement also addressed the needs and achieved the level of satisfaction desired by the reader (Adjah, 2012). In addition, this also helped students in their lifelong learning even after they completed higher learning education (Cull, 2011). Apart from students, reading encouragement was also applied to faculty members (Kumara and Sampath Kumar, 2019) and other university staff. The community of higher learning institutions that practiced reading culture as a whole provided a positive impact on the surrounding environment (Samsuddin et al., 2019; Olasehinde et al., 2015). Arguably, a reading society will lead to a thriving community; hence it is vital to cultivate a reading culture among library users.

iii. Aware

Awareness was also one of the critical roles for every librarian and academic library in providing effective services and facilities to its users. This statement was also agreed by previous studies regarding identifying suitable reading materials, such as sources of reference materials (Kumara and Sampath Kumar, 2019) and services that were appropriate to consumers (Adjah, 2012). Additionally, Edem and Ofre (2010) also stated that current awareness of the variety of existing and new information resources and services attracted users to the frequent library and further cultivated interest in reading. Ogunniyi et al. (2018) agreed that environmental conditions that provided reading materials influenced a user's reading habit. Thus, although places such as libraries were initially meant for meeting and socializing with friends, it has indirectly influenced users to access the reading materials available.

iv. Organize

Although organizing was a fundamental element in the formation of any organization such as the academic library, it was often neglected. To promote consumer interest in reading, the need for proper planning in the development of collection and service provision was crucial (Rose-Wiles et al., 2020), especially in terms of yearly allocations and expenses (Massis, 2012). Efficiency and determination in managing the collection's development of the academic library, such as the acquisition of popular and light reading materials (Hall, 2010) and digital reading materials (Massis, 2012) should be well managed. Soroya and Ameen (2016) asserted that the role of libraries and library professionals should be in line with the current changes and preferences of young students to support the position of physical libraries such as academic libraries. Hence, academic libraries would be frequented, and

reading encouragement initiatives could reach the target users or young age readers. Besides that, Watson (2016) suggested that it was essential to ensure the ease of access and utilization of library collections by users, which was closely linked to bureaucracy and consumption.

v. Collaborate

Collaboration or good relations with users were vital in identifying their needs and desires in line with the efforts carried out by the academic library. This statement was also agreed by Edem and Ofre (2010), which stated that meeting and getting insights from students were useful in the identification of the growing demand for electronic resources. Meanwhile, Adjah (2012) mediated the collaboration with the faculty through several activities and programs such as forums, seminars, and academic committee meetings that promoted a reading culture among students and instructors. The researcher argued, to some extent, that such collaboration reduced readout that was vital for collaboration. By collaborating with the faculty, the academic library also assisted in efforts to improve the teaching and learning methods (pedagogy) of the institution by making reading a fun daily activity, thus contributing towards lifelong learning (Samsuddin et al., 2019; Nuryana et al., 2020). Correspondingly, it was pertinent to ensure understanding between service providers and consumers to bridge the gap between local knowledge and the culture of a knowledgeable society through a "community of practice" approach (Miller, 2011). Samsuddin et al. (2019) and Olasehinde et al. (2015) also agreed that efforts of any organization in improving reading habits were challenging to achieve without the support of the local community, including the academic library. Collaboration with book publishers and vendors was also essential in providing optimal reading support services (Hobbs and Klare, 2016). Among the stakeholders listed by Adjah (2012) in her previous study, the most suitable stakeholders in cultivating reading culture were education policymakers, related government agencies or ministries, non-governmental agencies, and media. Hence, ongoing engagements with these stakeholders were essential in this collaboration.

Promotions

Promotions were the second theme of this review paper, and four sub-themes were identified aimed at improving reading culture among academic library users, namely reading programs, reading campaigns, and activities.

i. Library program

Library programs consisted of one of the academic library initiatives. Although the average academic library users were educated and literate, the interest rate in reading was still at a satisfactory level (Rose-Wiles et al., 2020). Programs such as book clubs that involved the participation of various groups of students advocated for reading habits and influenced academic learning (Dali and McNiff, 2019). According to Edem and Ofre (2010), the library program at the University of Nigeria promoted a balanced program that consisted of reading and Internet usage activities. Monitoring and evaluation of implemented such programs were critical to understanding and identifying the desires, usage, and behaviors of users, which was also agreed by Raynard (2017).

Various activities were implemented and discussed in previous studies, such as study circles, debate clubs, essay competitions, quiz competitions, seminars, academic committee meetings, and book fair events (Adjah, 2012; Kumara and Sampath Kumar, 2019). These activities listed required the involvement and support from every level of users, namely students, faculty members, and university staff. Dewan (2010) also proposed to promote light reading material through several other community channels, such as discussion groups and blogs which may attract academic library users primarily from the youth group. Additionally, two-way interaction through social media channels was highly encouraged to engage with groups that used social media platforms (Wee et al., 2019; Teleha et al., 2017).

ii. Reading campaign

Reading campaign was the most popular suggestion and action in any study to promote reading habits (Samsuddin et al., 2019). Apart from the purpose of promoting reading habits among the university community, the campaign also aimed at cultivating a reading culture. These reading culture initiatives and support were translated through various additional services, such as reading clinics and fast reading techniques that were useful even after their tertiary level studies completion (Adjah, 2012). In the aim of promoting reading to academic library users, a variety of methods. Furthermore, the various approaches taken by other libraries could be implemented, including as a benchmark for campaign post-mortem. Kumara and Sampath Kumar (2019) also suggested involving more influential or inspiring personalities during reading campaigns to attract more users directly or indirectly towards cultivating reading habits.

iii. Training

Meanwhile, Krishnan and Jayaprakash (2019) also suggested the implementation of proper training and workshops to academic library users regarding the practical usage of materials. Nowadays, the trend of attaining in-house and outsourced training through invited speakers and participants does help in terms of promoting the visibility value of the physical library spaces to the communities.

Services and Facilities

Services and facilities provided to users of academic libraries were one of the factors in efforts to encourage interest in reading among the community of higher learning institutions. The sub-themes identified were infrastructure, information and communications technology (ICT), space, specific services, service conditions, and operation hours.

i. Infrastructure

Odewole (2019) stated that academic libraries that provided necessary infrastructural facilities attracted users to frequently use the library. This, in turn, directly and indirectly, encouraged users to surround themselves in an environment that encouraged reading practice (Olasehinde et al., 2015).

ii. ICT

In meeting the demand and optimal level of customer satisfaction, the provision of good ICT facilities was crucial for an organization's function. Wang et al. (2016) recorded that necessary arrangements with Internet service providers were vital to accommodate a high number of users with high-speed Internet access and achieve user expectations. The research also stated that the skills and preparation of in-house IT personnel were necessary for this process. In addition, a sufficient number of computers and the ease of Internet access should be provided and highly considered in ICT facilities (Edem and Ofre, 2010).

ICT services were among the services with the highest demand in libraries and various sectors, such as restaurants and cafés. Customer expectations for ICT services were often regarded as receiving fast navigation and without any interruption of connection. This was agreed by Wang et al. (2016), where these ICT services must be provided with exceptional service to meet customer satisfaction. In addition, online services that supported reading habits and accommodate usage for academic purposes, leisure, and relaxation (Hall, 2010) should be considered. The balance between print media, electronic media, and social media should also be reviewed to avoid users heavily depending on Internet sources with questionable information authenticity and accuracy (Samsuddin et al., 2019; Lederer, 2016).

iii. Space

Most academic libraries currently provide special reading rooms for their patrons. In a space aspect, these criteria should still be considered in the provision of facilities and services in academic libraries in the future (Kuzmičová et al., 2018). Similarly, Cull (2011) expressed that the library reading room and study halls provided users with the space that led to the independent and cognitively intensive activity of in-depth reading, such as reviewing and reading complex notes for their learning.

Correspondingly, the adequacy of this library reading room facility should be studied by service providers in the aspect of the availability of appropriate spaces. In other words, a good facility should provide access and accommodate the students' needs. Furthermore, Teleha et al. (2017) found that there were academic libraries that provide lounge areas or leisure space, which was previously offered by most public libraries. The need for this leisure space began to be highlighted when the academic library recognized the importance of providing a relaxing space for its users after studying for long hours. This statement was also supported by Adjah (2012), that the provision of a leisure space enhanced the image of the library as a second place in providing conducive facilities for users to relax and unwind with friends.

Adjah (2012) also stated the importance of providing appropriate types of equipment, such as specific furniture (sofa, bench, and bean bag) to give a sense of leisure space further. These improvements were useful in elevating users' moods and providing comfort for them to access light reading materials. It is important also to provide adequate space for computers with Internet access. In agreement, that the provision of sufficient physical and virtual space in the library that supported essential activities promotes a sense of leisure and relaxation to users (Dewan, 2010). This can further facilitate the purpose of the academic library in encouraging the interest in reading to be achieved.

iv. Specific services

Several studies suggested that specific services should be offered by academic libraries to support users' reading habits in the institutions (Samsuddin et al., 2019). Similarly, Adjah (2012) also emphasized extension services, such as reading checks and a monthly guided reading plan to encourage users to choose appropriate material without heavily depending on the Internet. These additional services encouraged reading, improved existing weaknesses, and increased users' interest in accessing light reading materials (Adjah, 2012). Nevertheless, the provision of focused services such as subject guides and web-based guides was also one of the initiatives implemented by academic libraries to encourage reading interest among users (Miller, 2011). Although these services were available in most academic libraries, the participation was still low because of the misleading program name and embedment with other services. Thus, it is critical to ensure that these specific services were independent of other services and advertised as advisory services, usage strategies, tools, and information resources repackaged based on specific subjects and websites. Additionally, content must be maintained and updated for the continuity of service provision.

v. Service conditions

Apart from various services provided in the academic library, service conditions were also one of the sub-themes found in this study. Rose-Wiles et al. (2019) recorded that every academic library required careful planning in the collection development and provision of services that addressed the expenditures and returns of an organization. In other words, an organized planning process was necessary for satisfactory service conditions. The high demand for digital reading materials collection and rapid technological changes required the provision of the latest services and current development trends (Massis, 2012; Edem and Ofre, 2010). Thus, academic libraries and librarians must ensure satisfactory service conditions to support the reading culture. Edem and Ofre (2010) also highlighted user-friendly services which influenced users' impression and experience about the services provided. Samsuddin et al. (2019) also mentioned that the users' impression and experience about the services offered might be shared with their peers and affect the libraries' image.

vi. Operation hours

Kumara and Sampath Kumar (2019) presented that the extension of library operating hours was required, which may increase reading interest among users. Correspondingly, a correlation was found between time spent at the library and reading interest from a previous study (Samsuddin et al., 2019). However, the extension of library hours was still dependent on library capacity and capability.

Collections and Information Resources

The next theme from this review was collections and information resources. Six sub-themes were identified to encourage reading culture among academic library users under this theme, namely recency, variation, relevancy, interesting material, leisure reading, and collection development.

i. Recency

Academic libraries were required to provide the latest and updated information materials in supporting the learning environment and encouraging reading interest among students (Edem and Ofre, 2010; Adjah, 2012; Odewole, 2019; Wee et al., 2019). According to previous literature (Adjah, 2012), outdated and unused collection and information resources discouraged readers from using them it thus may influence users reading habits.

ii. Variation

In addition to academic materials such as textbooks and journals, the diversity of collections and information resources was also crucial in providing a complete source of information such as reference materials, namely gazetteers, bulletins, and encyclopedias can be included (Kumara and Sampath Kumar, 2019). Additionally, light reading materials such as comics, graphic novels, drawn books, and independent magazines were provided for leisure reading and were suitable for the majority of young users in the academic library (Hall, 2010). According to Durant and Horava (2015), these various reading materials attracted library users to spend time in the library and occupy their time with reading. In terms of the diversity of information resources, some past researchers argued about the importance of providing information resources in both forms, namely printed and online (Nicholas and Lewis, 2013; Cull, 2011; Hobbs and Klare, 2016; Soroya and Ameen, 2016). Although online material acquisition costs were lower, more compatible for users (Wu and Yuan, 2003), and environmentally friendly, some users preferred printed materials (Nicholas and Lewis, 2013), particularly for light reading materials that were not large and heavy in weight. Thus, identifying existing and new information resources was vital in planning and purchasing resources (Edem and Ofre, 2010). In addition, Dewan (2010) added that the consideration of existing and future library users, such as their profiles, needs, and expectations, must be included in resource planning.

iii. Relevancy

The next sub-theme identified was relevancy, referred to as the suitability of each material and information resource for users. Studies have presented that materials (online and printed form) needed to be prioritized and related to teaching and learning scopes (Massis, 2012; Kumara and Sampath Kumar, 2019). Similarly, the information resources provided should be appropriated according to current and necessary needs (Hall, 2010; Odewole, 2019). Among the approaches that were implemented to overcome the acquisition of irrelevant materials was to involve students and faculty members during the selection of library materials (Samsuddin et al., 2020) as users were more knowledgeable in their respective fields and the intended consumers of the materials. Significant with the suggested sub-theme, a study conducted by Potnis et al. (2018) has identified several activities that libraries need to undertake to increase the use of e-books which indirectly will cultivate the reading habits among students.

iv. Interesting materials

Interesting material in academic libraries refers to content suitability that meets the current need of users, reflected in the reading materials. Apart from obtaining interesting academic material, the acquisition of light reading material should also be considered under interesting content. Adjah (2012) conducted a study in the Ghana academic library and found that books that were identified as least interests or unattractive, influenced users' perception of the library. This indirectly influenced their decisions when choosing a place for reading or obtaining knowledge. Ogunniyi et al. (2018) also asserted that the maintenance of old and new reading

materials, also known as the weeding process affected user evaluation of an academic library. It is supported that reading culture can be enhanced through the provision of suitable reading materials and the use of readership promotion campaigns by the libraries (Ogugua et al., 2015).

v. Leisure reading

Many academic libraries provided a collection of light reading materials as part of their collections. This change was supported by the need for a balance in providing good services to consumers. This statement was also agreed by some previous researchers, where "popular reading collections" or "recreational reading collections" became an essential provision for library users (Hall, 2010; Miller, 2011; Watson, 2016; Brookbank et al., 2018). As a result, this trend had successfully fostered an interest in reading among academic library users. Samsuddin et al. (2019) also asserted the importance of providing ancillary needs for library users that formed the human capital and self-sensitivity of a reader. Hence, this initiative may further influence and cultivate a culture of reading towards lifelong learning for library users.

vi. Collection development

Massis (2012) stated that the planning and selection of information resources were crucial to address every library users' demand and need. Material maintenance through the process of stock-taking and weeding process (old and new materials) were also one of the elements in the evaluation of materials available in the academic library (Adjah, 2012). Based on these studies, it can be asserted that the preparation for a strategic collection development policy was necessary for collection development. Additionally, Cull (2011) and Nicholas and Lewis (2013) agreed that academic libraries needed to determine the cost of procurement of materials for both printed and online materials to ensure the return of investment and efficient use of space. Thus, librarians needed to be aware and adapted to changes to meet the current needs of users in the procurement of relevant and appropriate materials (Edem and Ofre, 2010; Bold and Wagstaff, 2017).

Capability

The capability theme presented three sub-themes, namely competency, expertise, and readiness to encourage reading interest among academic library users.

i. Competency

Competency refers to the existing and new knowledge of a librarian or library staff in providing outstanding library services. Hobbs and Klare (2016) found that good employees used the knowledge and skills they had to meet the specific needs of users. Consequently, Dali and McNiff (2019) argued that academic librarians themselves are required to possess relevant knowledge such as reading techniques and suitable reading materials to encourage reading interest among users. Competencies in the form of knowledge and skills could be formed and improved through continuous training over time (Krishnan and Jayaprakash, 2019), apart from attending regular and specific training to enhance the value of the staff's ability and the quality of services provided to users. Furthermore, academic librarians should also be updated with current developments and meet customer requests. With the existence of optimum competencies among staff, it can produce a competitive work environment in achieving a better academic library.

ii. Expertise

Possessing different expertise among staff in academic libraries would complement the overall services provided. Among the areas of expertise that must be attained to support the culture of reading in the academic library was the ability to teach or educate users, such as informing about the proper balance between offline and online information (Edem and Ofre, 2010; Adjah, 2012). In the provision of subject guide services, the need for expertise in specific areas was significant to ensure content relevancy for users (Samsuddin et al., 2019; Olasehinde et al.,

2015). Miller (2011) also found that education subject specialists were appointed to develop web-based guides and support reading culture among academic library users. Furthermore, expertise such as conducting research or evaluation on the effectiveness of services and facilities provided were crucial as it helped service administrators identify usage and understand user behavior towards the provision of digital reading materials (Raynard, 2017).

iii. Readiness
For service providers, readiness referred to preparedness for future events and keeping updated with current events in the library. Apart from the need to provide services to consumers, librarians were also required to prioritize transferable teaching skills, reading skills and committed to motivating students (Cull, 2011; Olasehinde et al., 2015). Although these preparations were often overlooked, they may influence the academic libraries' reputation and service.

CONCLUSION AND RECOMMENDATION

Based on this review paper, an in-depth qualitative study was conducted on academic library efforts and initiatives in promoting reading culture among library users. This study was crucial in facilitating libraries, particularly academic libraries, as their primary role in providing information services. Each detail on these findings could increase or at least sustain the reading habits among library users and provide trust in the existence of physical libraries. Indirectly the initiatives that have been practiced can be followed by other types of libraries. Furthermore, this study was relevant for policymakers and funders in ensuring adequate facilities and services provided while enhancing the efforts of academic libraries on students' interest in reading. This may also influence the reputation and long-term function of the academic library itself especially to the users who are reluctant to visit the physical library.

Discovered themes from the reviews can be the variables and dimensions to be measured when considering libraries as a scope of study on information service providers or libraries as a second-place for future studies. This effort was to make sure the facilities and services provided by the government paid, in terms of return of investment. Selected databases, namely Dimensions, Scopus, and Web of Science (WoS) used as information searching resources have generated several relevant previous pieces of indexed literature. However, further research is needed to include non-index literature using the same purpose to obtain a better understanding of academic libraries ' initiatives in cultivating reading culture among library users. Besides a practical approach, this paper also recommended underpinning specific theories on reading habit or reading attitude that could be more valuable in developing a new model or research framework for the new body of knowledge for future studies.

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