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Trends in Libraries, Information Science and Technology

Journal of Nigeria Library Association, Enugu State Chapter

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Trends in Libraries, Information Science and Technology (TLIST) is the official journal of Enugu State Chapter of Nigeria Library Association. As a main line professional journal, it is designed as a major outlet for dissemination scholarly research of librarians, information scientists, information managers, archivists and other professionals in the information industry within Nigeria and internationally. It is a bi-annual journal and accepts well researched empirical and position papers from all areas in Library and Information Science particularly current trends in the profession.

Focus and Scope

TLIST publishes research papers in all fields of Library and Information Science and related research areas. The journals has interest in reports of original research which may include descriptive narratives of successful and failed ventures, thoughtful discussions, empirical research findings in the following but not limited these areas of librarianship:

- Academic and research libraries
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Peer Review Process

As a referred journal, *TLIST* adopts double-blind peer review mechanism. The reviewers do not have any information about the authors and authors do not know the reviewers. So papers are sent to the reviewers as anonymous authors by removing any information including authors' affliations. All papers are first screened by the editor and those found worthy are sent out for peer review process, while paper outside the scope of the journal or do not meet the author guidelines are rejected at the screening stage and authors notified immediately. On the recommendation of the reviewers, manuscripts are accepted, rejected, or sent back to the authors for revision and resubmission. In cases where the feedback is varied or less substantial, the editor-in-chief may either closely review the submission and reconcile the feedback or seek a third reviewer.

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The journal review process last for about six to eight weeks and editor communicates with the author immediately decision has been taken. Authors are not expected to submit the same manuscript to another journal while the review is in progress

Submission of Papers

- Researched articles to be submitted should not be more than 8000 words including references and formatted using 12 font size and Time New Roman font type.
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- Contributors should indicate their full names and institutional affiliations with email address and telephone number in the front page of their papers
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- Tables, figures, and other diagrams must have a title and clearly explained in the text.
- All submitted articles are to undergo blinded peer review process before determination of the suitability of the articles for the journal.

All submissions should be sent to the Editor-in-Chief, Dr. Ifeanyi J. Ezema through this

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Influence of Social Media on the Perceived Academic Performance of Undergraduate Students in Al-Hikmah University, Kwara State, Nigeria

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Abstract

This study examined influence of social media on the perceived academic performance of undergraduate students in Al-hikmah University, Kwara State, Nigeria. Descriptive survey research design was adopted and a sample of 378 students was selected across the seven faculties that make up Al-hikmah University using multi-stage sampling technique. A self-developed questionnaire was used to collect data from 378 respondents, out of which 342 copies of the questionnaire were returned. Frequency counts and percentages were used to analyze the data collected for the four research questions while PPMC was used to test the hypothesis of the study. The study found that WhatsApp; Facebook; YouTube; Twitter; and Instagram are the social media that majority of the respondents used. Also, majority of them spent 4-5 hours on social media per day. The study also showed that majority of the respondents use social media for entertainment; to make new friends; to learn new things; and for research purpose. It was further confirmed that social media has negative effect on the perceived academic performance of the respondents. The result established that there is a significant relationship between the hours spent on social media and perceived academic performance of undergraduate students. The study recommends that since there are some dangerous communities prevailing on the internet, there should be effective technical monitoring while students are browsing these sites. Also, university management should organize seminars that will help the students *to know how to use the social media in an ethical way so as to improve their academic performance.*

Keywords

ICT; Social Networking Site; Social Media; Undergraduate Students;

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Introduction

The advent of Information and Communication Technologies (ICTs) has brought a rapid change to the way people communicate. Most importantly, technologies had positively affected all the sectors including education sector. Among the numerous benefit that ICT offered is that it is used to explore and widen the area of knowledge of people. In addition to this, ICTs had paved way for the introduction of Social Media (SM) which is used in every aspect of life such as advertising, marketing, networking, politics, entertainment, education and entire social life (Singh, 2017). Conceptually, the term social media refers to a form of electronic communication which facilitates the interaction with certain vested interests (El Khatib & Khan, 2017). In other words, social media is a computer-mediated technology that facilitates the creation and sharing of information, ideas, career interests and other forms of expression via virtual communities and networks (Obar & Wildman, 2015). In this 21st century, there

are different social media networking sites that have transformed the thought of global village into a reality whereby billions of people communicate. This means that majority of the people in the world visit different social media networking site or blogging sites for communication or as a connection tool. In support of this statement, Sari, Hayati and Suganda (2019) identified different kinds of social media networking site found and used nowadays such as Blogs (Wordpress, Tumblr, and Blogger), Wikis (Wikipedia), Social bookmarking (Digg), Social network sites (Facebook, WhatsApp and LinkedIn), Status-update services (Twitter), Virtual world content, and Media-sharing sites (YouTube and Instagram). These kinds of social media can be helpful and useful for people especially for the lecturers and students to improve their academic performance if they can use these communication tools effectively. For example, students can follow an Instagram account and watch YouTube channels that provide education contents.

The importance of social media in academic environment cannot be overemphasized. This is because, it has transformed and influenced communication, research and education through the available online tool used for communication. To buttress this statement, Osharive (2015) ascertained that social media are beneficial for the students as it contributes to their learning experiences as well as their academic performance. In most of the developed and developing countries, professors and other lecturers are using social media forums and groups to extend classroom deliberations and some of them usually use Twitter to communicate announcements and information to their students while students also used these mediums to share comment with their lecturers and course mates (Oye, Helou, & Rahim, 2012). This shows that social media networking sites are bi-directional media. In the same vein, the use of social media in academic environment has opened doors for distant learning and remote access of educational material in which both the students and lecturers can communicate virtual. This development is what is called "e-learning", where social media is used as a facilitator of communication, assignment management, and task collaboration in universities (Harb & Abu-Shanab, 2009). Similarly, Ellison, Steinfield and Lampe (2007) postulated that students in tertiary institutions use social media such as Facebook for fun, to kill time, to meet existing friends or to make new ones.

However, despite the fact that social media offered numerous advantages to students, Olubiyi (2012) observed that students of this day are so engrossed in the social media that they are almost 24 hours online. Even in classrooms and lecture theaters, and also observed that some students are always busy pinging, 2going or Face booking while lectures are on. Furthermore, times that students need to be channeled towards learning, academic research and innovating have been used for meeting new friends online and most times busy discussing unimportant issues, and also go online to know the latest updates on their friends' status, to upload photos among others. Therefore, it was against this backdrop that this study was setup to examine the influence of social media on the perceived academic performance of undergraduate students in Al-hikmah University, Kwara State, Nigeria.

Statement of the Problem

The growing rate of the use of social media among the undergraduate students in this 21st century cannot be overestimated. Despite the fact that social media has brought tremendous opportunities to the academic, it is observed that the academic performance of students is facing a lot of neglect and challenges. This is because students devote more of their time and give more attention to social media than they do

to their studies, and instead of studying, they spend their time chatting and making friends on the social media (Aku & Omale, 2020). Because of this, many researchers are curious to know whether grades of students will not be affected by the amount of time they spend on social media. In the same vein, many parents and guardians are worried that students are spending too much time on Facebook and other social media sites and very little time to study (Owusu-Acheaw & Larson, 2015). Similarly, Kimberly, Charles, Nicole, Sittie, Gemeile and April (2009) ascertained that despite the fact that social media offered numerous advantages to students, majority of them spends more time on participating in social networking activities with many students blaming the various social media for their steady decrease in grade point averages. However, in the case of undergraduate students in Al-hikmah University, there is no empirical evidence to show if the use of social media negatively or positively affect the academic performance of the students. Therefore, it is in the light of this that this study was designed to examine the influence of social media on the perceived academic performance of undergraduate students in Al-hikmah University, Kwara State, Nigeria.

Objectives of the Study

The main objective of this study is to examine the influence of social media on the perceived academic performance of undergraduate students in Al-hikmah University, Kwara State, Nigeria. The study will specifically:

1. identified social media mostly used by the undergraduate students in Al hikmah University;
2. determine the level of perceived academic performance of undergraduate students in Al-hikmah University;
3. determine the hour(s) that undergraduate students in Al-hikmah University spent on social media per day;
4. ascertain the purposes of using social media by undergraduate students in Al-hikmah University; and
5. examine the influence of social media usage on the perceived academic performance of undergraduate students in Al-hikmah University.

Research Questions

The study will provide answer to the following research questions.

1. What are the social media mostly used by the undergraduate students in Al-hikmah University?
2. What is the level of perceived academic performance of undergraduate students in Al-hikmah University?
3. How many hour(s) undergraduate students in Al-hikmah University spent on social media per day?
4. What are the purposes of using social media by undergraduate students in Al-hikmah University?
5. Does social media usage have influence on the perceived academic performance of undergraduate students in Al-hikmah University?

Hypothesis of the Study

The following null hypothesis will be tested at 0.05 level of significant

H_{01} There is no significant relationship between the hours spent on social media and the perceived academic performance of undergraduate students in Al-hikmah University.

Scope of the Study

This study focused on the influence of social media on the perceived academic performance of undergraduate students in Al-hikma University, Kwara State, Nigeria. Geographically, the study will be limited to

the undergraduate students in Al-hikma University. Furthermore, sample for the study will be selected from all the undergraduate students across the seven faculties in Al-hikma University. Only questionnaire will be the instrument to collect data from the respondents while frequency counts, percentage and Pearson Product Moment Correlation (PPMC) will be used to analyze the data collected for the study.

Review of Related Literature

The use of social media has surged globally in recent years and several studies had been carried out to examine the influence of social media on the perceived academic performance of undergraduate students. For example Singh (2017) examined the impact of social media on engineering students at the private engineering college in Lucknow, Uttar Pradesh. The study found that social media has an impact on students as it is lowering their concentration level and creating distraction. The study also found that it is not lowering their grades as they are capable of managing their grades along with online participation while they use social media for their educational purpose in linking to subject matter and for discussing their studies and sharing study material. In the same vein, Owusu-Acheaw and Larson (2015) investigated students' use of social media and its effect on academic performance of tertiary institutions students in Ghana with a focus on Koforidua Polytechnic students. The study found that majority of the respondents had mobile phones which also had Internet facility on them and had knowledge of the existence of many media sites, and spend between thirty minutes to three hours per day. The study further revealed that the use of social media sites had affected academic performance of the respondents negatively and that there was direct relationship between the use of social media sites and academic performance. Mingle and Adams (2015) examined social media network participation and academic performance in senior high schools in Ghana. The study revealed that majority of the respondents used WhatsApp and Facebook for making friends and chatting while majority of respondents experienced negative effects such as poor grammar and spelling, late submission of assignment, less study time and poor academic performance due to the heavy participation on social media networks. Also, respondents shared ideas, discussed and shared examination questions among themselves on social media networks.

In another study carried out by Aku and Omale (2020) on the social media effect on the academic performance of students in the Department of Office Technology and Management in College of Business and Management Studies of Kaduna Polytechnic, the results revealed that social media does not always affect students' academic performance negatively but positively. On the types of social media used by the students, finding shows that the students use all the social media stated in the research but they use Facebook, Instagram and WhatsApp more. In the same vein, El Khatib and Khan (2017) examined the implication of social media networks technology in interpersonal skills and academic performances. The study found that majority of them used Facebook, Twitter, Instagram, and WhatsApp. On the hours spent on social media, Aku and Omale (2020) also found that 42.8% of the students spent 1-2 hours daily on social media, 27.8% spent less than 1 hour daily, while the least proportion 12.8% and 16.7% spent 2-4 hours daily and 4 hours above respectively. Furthermore, Khan (2013) explored the impact of social networking websites on students. The study found that students whose age range from 15 to 25 mostly use social networking websites for entertainment while 60% of male students commonly used social networking websites for knowledge. Graduation students generally prefer social networking websites for entertainment. The

study further found that respondents also use social networking websites for social influence. Similarly, Subramani (2015) discussed in research article that only few college students use social media for educational purpose while rest of the students use it for entertainment purpose. There is no gender and age difference in the usage of social media by college students. Also, Jocabsen and Forste (2011) found a negative relationship between the use of various media, including mobile phones, and self-reported GPA among first year university students in the United States.

In addition, Sari, Hayati and Suganda (2019) examined the correlation between the use of social media and academic writing mastery of the English Education Students in Indonesia. The study found that there was a significant correlation between the use of social media and academic writing mastery of students of English education study program (ρ-value 0.048). The contribution of the use of social media to academic writing mastery of the students was 11.4%. Instagram has become one of the social media which is frequently used by them. On the other hands, Ahmed and Qazi (2011) conducted a study on the same topic and the results revealed no correlation between social media and students' academic performance. Similarly, Martin (2009) also conducted a study at Whittemore school of Business and Economic on one thousand, one hundred and twenty seven students revealed that there is no correlation between how much time is spent on social networking sites and grades. Based on the literature reviewed, it can be deduced that majority of the students use social media to some extent and mostly use Facebook and WhatsApp, and they used social media to make new friend, for discussion, entertainment, and to share exam questions. Also, some literature revealed that there is a positive significant relationship between the use of social media and the academic performance of students while some studies revealed that there is negative significant relationship between the use of social media and the academic performance of students. However, on the case of Al-hikmah University, it can be revealed that no study had been carried out on the influence of social media on the perceived academic performance of undergraduate students. Therefore, it is in the light of this that this study intends to examine the influence of social media on the perceived academic performance of undergraduate students in Al-hikma University, Kwara State.

Methodology

Descriptive survey research was adopted for the conduct of this study while the population of the study consists of all the undergraduate students in Al-hikma University, Kwara State. Statistics from 2020/2021 academic session, the number of undergraduate students in Al-hikmah University was 4,521 (Academic Planning Unit). Out of 4,521 undergraduate students, 378 were selected across the seven faculties that made up of the university by using multi-stage random sampling technique (stratified and simple random sampling technique), that is, the population was first divided into strata known as faculty, and in each stratum (faculty) the study used simple random sampling technique to select 378 students. The justification for the selection of 378 is subjected to Krejcie and Morgan (1970) sample size table. A self-developed questionnaire by the researcher titled "Influence of Social Media on the Perceived Academic Performance Scale (ISMPAPS)"was used to collected data from the respondents. According to Mensahand Nizam (2016), questionnaire is used to acquire primary data which is found suitable for researches that are based on experiment, observation and survey. Hence questionnaire was appropriate for the collection of data for this study because it can elicit the actual response from the target respondents. This questionnaire was divided into six (6) sections, that is,

Section A-E. Section A illicit response on demographic details of the respondents while Section B – E contain items to capture information on the four research questions and hypothesis of the study. The instrument was based on Yes or No; 0-5 hours and a four point Likert rating scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD). Furthermore, a self-developed questionnaire was used to examine the academic performance of students which was ranges from Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The instrument was further subjected to both face and content validity by two experts from the Department of Library and Information Science. The questionnaire was trial tested using undergraduate students in University of Ilorin. The data collected was analyzed by using Cronbach alpha method with a reliability coefficient of r=0.78. Three hundred and seventy-eight (378) copies of the questionnaire was administered by the researcher with the help of research assistance to the selected samples in their various lecture room. Out of 378 copies of administered questionnaire, 342 copies were completely filled and returned which was found usable for the study. The data collected were coded into IBM- SPSS version 21 and data collected for the four research questions were analyzed using frequency count and percentages while Pearson Product Moment Correlation (PPMC) was used to test the only null hypothesis of the study.

Data Presentation and Analysis

Table 1: Demographic Details of the Respondents (N=342)

Gender	**Frequency**	**Percentage**
Male	138	40.3
Female	204	59.7
Total	**342**	**100.0**
Age		
16-20	203	59.3
21-25	120	35.1
26-30	13	3.8
31 and above	6	1.8
Total	**342**	**100.0**
Level of Study		
100	19	5.5
200	162	47.4
300	109	31.9
400	52	15.2
Total	**342**	**100.0**

The results in Table 1 present the demographic details of the respondents. The results confirmed that out of 342 respondents, 204 (59.7%) were female while 138 (40.3%) were male. This means that majority of the respondents were female. Based on the age distribution of the respondents, the results showed that out of 342 respondents, 203 (59.3%) fall within the age range of 16-20 while 120 (35.1%) fall within the age range of 21-25. This is followed by the respondents that fall between the age range of 26-30 representing 26-30 (3.8%) while 6 (1.8%) respondents fall between the age range of 31 and above. This means that majority of the respondents fall between the age range of 16-20. Based on the academic level of the respondents, the result showed that majority of the respondents were in 162 (47.4%) were in 200 level while 109 (31.9%) were in 300 level. Next to this are the respondents that were in 400 level representing 52 (15.2%) while 19 (5.5%) were in 100 level. This means that majority of the respondents were in 200 level.

Research Question 1: What are the social media mostly used by the undergraduate students in Al-hikmah University?

Table 2: Social Media Used by Undergraduate Students (N=342)

S/N	Social Media	Yes	No
1	WhatsApp	341 (99.7%)	1 (0.3)
2	Facebook	339 (99.1%)	3 (0.9%)
3	Instagram	214 (62.6%)	128 (37.4)
4	LinkedIn	85 (24.9%)	257 (75.1%)
5	Twitter	328 (95.9%)	14 (4.1%)
6	YouTube	332 (97.1%)	10 (2.9%)
7	Blog	139 (40.6%)	203 (59.4%)

The results in Table 2 confirmed the social media that undergraduate students in Al-hikmah University mostly used. The results revealed that WhatsApp; Facebook; YouTube; Twitter; and Instagram are the social media that majority of the respondents mostly used.

Research Question 2: What is the level of perceived academic performance of undergraduate studentsin Al-hikmah University?

Table 3: Level of Perceived Academic Performance of the Respondents (N=342)

S/N	Statements	SA	A	D	SD
1	I usually contribute to academic discussion in lecture room	115 (33.6%)	97 (28.4%)	86 (25.1%)	44(12.9%)
2	I usually perform excellently in my exam	211 (61.7%)	68 (19.9%)	43 (12.6%)	20 (5.8%)
3	I do form lecture note by myself	74 (21.6%)	149 (43.6%)	82 (24.0%)	37 (10.8%)
4	My CGPA is okay despite using social media	198 (57.9%)	63 (18.4%)	41 (12.0%)	40 (11.7%)
5	I can get good grade in my exams without going to class	106 (31.0%)	116 (33.9%)	98 (28.7%)	22 (6.4%)
6	With my level of academic performance I can organize tutorial for my colleague	110 (32.2%)	118 (34.5%)	75 (21.9%)	39 (11.4%)

Note: SA+A=Agree while D+SD= Disagree

The results in Table 3 revealed the level of perceived academic performance of the respondents in Al-hikmah University. The result showed that the level of perceived academic performance of the respondents is high. This is because majority of the respondents agreed that they usually perform excellently in their exam and with their level of academic performance they can organize tutorial for their colleague.

Research Question 3: How many hour(s) undergraduate students in Al-hikma University spent on social media per day?

Table 4: Hour(s) Spent on Social Media per Day (N=342)

S/N	Hours Spent on Social Media	Frequency	Percentage
1	0-1 hour	87	25.4
2	2-3 hours	112	32.8
3	4-5 hours	134	39.2
4	Above 5 hours	9	2.6
	Total	**342**	**100.0**

Results in Table 4 revealed the hour(s) that undergraduate students spent on social media per day. The results showed that out of 342 respondents, majority of the respondents 134 (39.2%) respondents spent 4-5 hours on social media per day while 112

(32.8%) respondents spent 2-3 hours on social media per day. This is closely followed by the respondents that spent 0-1 hour on social per day representing 87 (25.4%) while 9 (2.6%) respondents spent more than 5 hours on social media per day. In summary, it can be deduced that majority of the respondents spent 4-5 hours on social media per day.

Research Question 4: What are the purposes of using social media by undergraduate students in Al-hikmah University?

Table 5: Purpose of Using Social Media by Undergraduate Students (N=342)

S/N	**Statements**	Yes	No
1	To learn new things	310 (90.6%)	32 (9.4%)
2	Research purpose	213 (62.3%)	129 (37.7%)
3	To make friends	340 (99.4%)	2 (0.6%)
4	To while away time	14 (4.1%)	328 (95.9%)
5	For entertainment	342 (100.0%)	-
6	For class discussion	141 (41.2%)	201 (58.8%)

The results in Table 5 showed the purpose of using social media by undergraduate student in Al-hikmah University. The results confirmed that majority of the respondents 342 (100.0%) use social media for entertainment purpose while 340 (99.4%) use social media to make new friend. Next to this are the respondents that use social media to learn new things representing 310 (90.6%) while 213 (62.7%) use social media for research purpose. In summary, it can be noted that majority of the respondents use social media for entertainment; to make new friends; to learn new things; and for research purpose.

Research Question 5: Does social media usage have influence on the perceived academic performance of undergraduate students in Al-hikmah University?

Table 6: Influence of Social Media on the Perceived Academic Performance of Undergraduate Students(N=342)

S/N	**Statements**	SA	A	D	SD
1	What I watch on social media interferes with my studies sometimes	126 (36.8%)	98 (28.7%)	65 (19.0%)	53 (15.5%)
2	The hours I spent on social media has negative effect on my academic performance	41 (12.0%)	212 (70.0%)	52 (15.2%)	37 (10.8%)
3	My CGPA has fallen due to too much use of social media	228 (66.7%)	39 (11.4%)	46 (13.4%)	29 (8.5%)
4	My unlimited access to social media has affected my academic performance negatively	129 (37.7%)	86 (25.2%)	80 (23.4%)	47 (13.7%)
5	The abbreviation used on social media has effect on my spelling	117 (34.2%)	109 (31.9%)	75 (21.9%)	41 (12.0%)
6	When I'm tempted to use social media when lecture is going on, it will has negative effect on my academic performance	112 (32.8%)	115 (33.6%)	66 (19.3%)	49 (14.3%)

Note: SA+A=Agree while D+SD= Disagree

The results in Table 6 showed the influence of social media on the perceived academic performance of undergraduate students. The results revealed that 224 (65.5%) agreed that their use of social media interferes with their studies sometimes while 118 (34.5%) disagreed with this statement. Furthermore, the results also revealed that 253 (82.0%) agreed that they hours they spent on social media has negative effect on their academic performance while 89 (26.0%) disagreed with this statement. Also, the study showed that

267 (78.1%) agreed that 75 (21.9%) disagreed with this statement. In addition, the study confirmed that 215 (62.9%) agreed that their unlimited access to social media has affected their academic performance negatively while 127 (37.1%) disagreed with this statement. Furthermore, the result showed that 226 (66.1%) agreed that the abbreviation used on social media has effect on their spelling while 116 (33.9%) disagreed with this statement. Lastly, the results revealed that 227 (66.4%) agreed that when they were tempted to use social media when the lecture is going on, it will has negative effect on their academic performance while 115 (33.6%) disagreed with this statement. In nutshell, it can be deduced that social media has negative effect on the perceived academic performance of undergraduate students in Al-hikmah University.

Testing of Hypothesis

H_{01} There is no significant relationship between the hour(s) spent on social media and perceived academic performance of undergraduate students in Al-hikmah University.

Table 7: Relationship between Hour(s) Spent on Social Media and Perceived Academic Performance of Undergraduate Students (N=342)

Variables	Mean	SD	N	DF	R-cal	P-value	Remark
Hour Spent on Social Media	12.39	3.61	342	340	0.63	.000**	Sig.
Perceived Academic Performance	24.70	8.42					

*Source: Field Survey (2021) ** Correlation is significant at the 0.01 level (2-tailed)*

Results in Table 7 revealed the result of the tested hypothesis. The result showed that there is a significant relationship between the hour(s) spent on social media and perceived academic performance of undergraduate students. This is confirmed in the result where the correlation coefficient (r) is = 0.63 while the degree of freedom is 340 and the associated P-value is 0.000 which is lesser than the level of significance (0.05). This means that there is a significant relationship between the hours spent on social media and perceived academic performance of undergraduate students. Therefore, the null hypothesis is rejected and the study concludes that, there is a significant relationship between hour(s) spent on social media and perceived academic performance of undergraduate students.

Discussion of Findings

The advent of Information and Communication Technologies (ICTs) which paved way for creation of social media that changed the world rapidly had become the best medium to explore wide area of knowledge, to connect with different people, to get information, and to share information with others. Social media had also affected all areas of knowledge including educational sector in which both students and lecturers communicate and share ideas with others. Therefore, based on the numerous benefits of social media to students in this 21st century, this study primarily examines the influence of social media on the perceived academic performance of undergraduate students in Al-hikmah University, Kwara State, Nigeria. Firstly, the study examined the social media that undergraduate students in Al-himah University mostly used. The study found that WhatsApp; Facebook; YouTube; Twitter; and Instagram are the social media that majority of the respondents used. This finding is in agreement with the work of El Khatib and Khan (2017) who found that majority of the students used Facebook, Twitter, Instagram, and WhatsApp for their academic. The reason for the use of these social media networking site may be connected to the fact that these site has been useful for them in different ways such

as for collaboration and sharing of idea. Also, these networking sites may be useful for them to facilitate communication between them and their lecturers; and enable them to learn about the announcement made by their lecturers regarding the lectures, homework, assignment, projects among others. In the same vein, the study found that the level of perceived academic performance of the respondents is high. Because, majority of the respondents agreed that they perform excellently in their exam and they can organize tutorial for their colleague. This finding contradicts the findings of Mingle and Adams (2015) who reported that the academic performance of the students understudy is poor.

Furthermore, the study examined the hours that undergraduate students in Al-hikmah University spent on social media per day. The study found that majority of the respondents spent 4-5 hours on social media per day. This finding contradicts the work of Aku and Omale (2020) who found that majority of the students spent 1-2 hours daily on social media. The reason for this contradiction may be subjected to the fact that what the respondents of this present study are doing on the social media make them spend more hours on the social media compare to what the respondents of Aku and Omale doing on social media. Also, the study examined the purpose for which the undergraduate students in Al-hikmah University use social media. The study found that majority of the respondents use social media for entertainment; to make new friends; to learn new things; and for research purpose. This study is in line with the work of Subramani (2015) who found that majority of the students used social media for research purpose and other academic activities. Considering these findings, it can be deduced that the importance of social media cannot be overemphasized in education because of the numerous benefit it offers to both the students and their lecturers in which they can communicate, share ideas, to learn new things about their studies.

Meanwhile, the study examined the influence of social media on the perceived academic performance of the undergraduate students in Al-hikmah University. The findings revealed that social media has negative effect on the perceived academic performance of undergraduate students in Al-hikmah University. The reason for this may be connected to the hours they spent on social media or their addiction to social media. This is because too much of use of social media will contribute to their academic automatically and will have negative impact on their academic performance. This is further revealed in the opinions of the respondents where majority of the respondents claimed that the hours they spent on social media have negative effect on their academic performance and their CGPA has fallen due to too much use of social media. This finding correlate with the work of Owusu-Acheaw and Larson (2015) who investigated students' use of social media and its effect on academic performance of tertiary institutions students in Koforidua Polytechnic, Ghana. The study further revealed that the use of social media sites had affected academic performance of the respondents negatively. In order to determine if there is a significant relationship between the hour(s) spent on social media and the perceived academic performance of the student, the study found that there is a significant relationship between the hour(s) spent on social media and perceived academic performance of undergraduate students in Al-hikmah University. This means that the stated null hypothesis was rejected because the result showed that there is a significant relationship between the hour(s) spent on social media and perceived academic performance of undergraduate students. The result further revealed that the correlation coefficient (r) which is 0.63, the degree of freedom which is 340 and the associated P-value which is 0.000 is less than

the level of significance which is 0.05. This therefore showed that there is a significant relationship between the hour(s) spent on social media and perceived academic performance of undergraduate students in Al-hikmah University. This finding supported the work of Owusu-Acheaw and Larson (2015) who found that there was direct relationship between the use of social media sites and academic performance.

Conclusions and Recommendations

Social media is an important tool in all sectors including the education sector which can be used to communicate, share ideas, learn new things and make new friends. Based on this, it can be concluded that social media has a potential to positively influence the academic performance of the student if it is used in positive and controlled way by the students. However, the negative use or overused of the social media will negatively affect the academic performance of the students. In the light of this, the study suggested the following recommendations:

1. University management should organize a seminar at departmental level that will help the students to know how to use the social media in an ethical and effective way so as to improve their academic performance.
2. Since there are some treacherous communities on the internet. It is therefore, pertinent for the effective and technical monitoring while students are browsing these sites. This can be done through the use of KidsGuard Pro Browsing History Tracker app.
3. Whenever, the student is in the lecture room, students should be restricted from using social media, and their activities in the lecture room should be properly monitor through the use of Close Circuit Television Camera
4. Nigeria Communication Commission (NCC) should provide a strong broadband width so as to improve network connectivity within the school environment which will enable them to control what students are doing on social media platform. Additionally, they can control students' activities on social media by developing a login approvals layer before students can access any social media network in university.

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Exploring Entrepreneurship Education and Library and Information Science Students for Employability in Nigerian Universities

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Abstract

The study explores entrepreneurship education and Library and Information Science (LIS) students for employability in Nigerian universities. It adopted descriptive survey research design with four (4) specific objectives. A population of three hundred and thirty-seven (337) final year students in the 2020/2021 academic session was drawn from seven (7) library schools in the South-East zone of Nigeria. A sample of one hundred and seventy (170) representing 50% of the study population was selected for the study using proportionate sampling technique. Data for the study was generated using structured questionnaire with closed-ended questions. The data generation process yielded 86% responses rate from 146 respondents. The descriptive statistical tools of frequency counts and mean scores were used to analyse the data while the results were ranked in descending order to show the range of responses. A 2.50 criterion mean was used to indicate agreement or disagreement with the item statements. The study revealed that LIS students acquire entrepreneurship education for employability through: setting of real small business ventures; seminars, workshops and conferences; study visits; lectures through regular classroom activities; etc. It showed that the entrepreneurship-related courses through which LIS students acquire entrepreneurship skills for employability are: indexing and abstracting of information resources; cataloguing and classification of information resources; entrepreneurial studies; publishing and marketing of information resources; information entrepreneurship, among others. The study further revealed that the entrepreneurship skills possessed by LIS students for employability in Nigerian universities are: information literacy skills; information technology skills; personal entrepreneurship skills to create, innovate, reinvent, take risks and solve problems; etc. It revealed that the challenges of entrepreneurship education of LIS students for employability in Nigerian universities include: lack of entrepreneurship workshops and laboratories; poor infrastructural facilities; unavailability of lecturers that are entrepreneurially conscious with the zeal to pass it on; inadequate funding of LIS schools, etc. Based on these findings, it was recommended among others, that library schools should adopt modern training methods including practical laboratories and workshops for ICT skills acquisition as well as the use of site visits to entrepreneurship firms, mentorship, and coaching in the training of LIS students to boost their employability skills and competencies. The study also recommended that governments should adequately fund library schools to enable them acquire necessary facilities to support practical-based teaching of entrepreneurship courses to reflect contemporary trends for employability in the labour market.

Keywords

Entrepreneurship Education, Library and Information Science, Students, Employability, Nigeria, Universities

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Introduction

In situations where government employment or well-paid-job is no longer guaranteed in most African countries such as Nigeria, entrepreneurship has become a major source of employment. As a matter of fact, high rate of unemployment and the need for instilling entrepreneurship spirit have placed greater

responsibilities on educational institutions in both developed and developing countries. This is to ignite students' entrepreneurial consciousness for the purpose of equipping them for personal, community and national economic development upon graduation. Entrepreneurship education is the engine of today's economic transformation, whereas students' employability, productivity and effective management of resources hinge greatly on the acquisition of sound entrepreneurship skills and knowledge.

Entrepreneurship education refers to a system of education that creates the aptitudes, skills, abilities, willingness and confidence of students to seek out investment opportunities in the society and to be able to establish and run successful business enterprise (Ogueri, Edem & Usoro, 2017). The United Nations Educational, Scientific and Cultural Organization (UNESCO), as cited in Chukwuji and Umeji (2019) observe that entrepreneurship education helps in the orientation of students towards innovation and instills in them the ability to foresee the future needs through new thinking. It promotes students' awareness by emphasizing the need to develop their abilities, change their values and attitudes in order to accelerate the process of development. It enhances students' ability to identify a variety of activities, actions and practices that involve the generation of business ideas, identification of investment opportunities, and decision making towards the exploitation of investment opportunities within their environment. Entrepreneurship education provides relevant skills, needed capabilities, orientation and mindset for business, vocational and professional engagements after university education.

In the Library and Information Science profession, entrepreneurship education is the process of developing in students' practical skills, knowledge, competencies, attitudes, understanding and attributes for innovativeness and creative identification, creation and successful management of personal, community, business and work opportunities in the library and information sector. It is fundamentally very vital in the development of aptitudes and capabilities of Library and Information Science students for employability. Accordingly, Kempster (2021) defines employability as a set of achievements – skills, understandings and personal attributes that makes graduates (such as Library and Information Science graduates) more likely to gain employment and be successful in their chosen occupations for their benefits, and the benefits of the workforce, community and the economy. It is further conceive as the ability of students to graduate and get a satisfying job, while emphasizes that job acquisition should not be prioritized over preparedness for employment to avoid pseudo measure of individual employability (Harvey, as cited in *Healy, Hammer & McIlveen, 2020)*.

Contextually, Library and Information Science students' employability is a process of continuous quality learning for the purpose of acquiring and broadening the skills, experiences, awareness and attributes suitable for the world of works. Library and Information Science students' employability aims at producing employable graduates that are competitively and comparatively marketable. It is concerned with the general skills that are necessary for success in the labour market at all employment levels and in all sectors of the economy. It consists of the skills needed to enter, stay in, and progress in the world of work both privately or in public employment. This is because as potential professionals in the information age, Library and Information Science students need effective training, guidance, mentoring, and motivation to develop their creativity, innovativeness, dependability, self-reliance and enthusiasm for employability. In this wise, the study explores entrepreneurship education as a strategic form of education for the acquisition of

employability skills among Library and Information Science students in Nigerian universities.

Statement of the Problem

The cardinal objective of education generally, is to acquire skills and knowledge for productive living, gainful employment and quality contributions to national development. These expectations propel entrepreneurship education across the globe as the paradigm for training students including Library and Information Science students to acquire entrepreneurship skills necessary for employability by instilling innovative foresight and transformational mindsets for business creation. However, it is saddening that in Nigeria, even with so many discussions and interests in entrepreneurship education, there is still a high rate of graduates' unemployment and underemployment, including Library and Information Science graduates. In fact, with this reality, one is forced to ask how right and effective is the entrepreneurship education of Library and Information Science students in view of the seeming lack of skills for self-reliant and innovative engagements for global competitiveness. Based on this backdrop, the study seeks to explore entrepreneurship education and Library and Information Science students for employability in Nigerian universities with a focus on library schools in South-Eastern zone of Nigeria.

Research Objectives

The study explores entrepreneurship education and Library and Information Science students' employability in Nigerian universities. The specific objectives are to:

i. identify the methods of acquiring entrepreneurship education by Library and Information Science students in Nigerian universities.

ii. examine the entrepreneurship related courses through which Library and Information Science students acquire entrepreneurship skills for employability in Nigerian universities.

iii. find out the entrepreneurship skills possessed by Library and Information Science students for employability in Nigerian universities.

iv. ascertain the challenges of entrepreneurship education of Library and Information Science students for employability in Nigerian universities.

Literature Review

Entrepreneurship is broadly considered as an individual's ability to manipulate ideas and turn them into reality by harnessing personal creativity, innovation, initiative, and risk-bearing ability for profit maximization (Musa & Tsafe, 2019; Onuekwusi & Adama, 2015). It involves creative and dynamic ability, which combines vision, change, and passion towards the creation and implementation of new ideas and creative solutions for the benefit of the society as a whole. Entrepreneurship is a catalyst for economic, social, industrial development, and serves as a powerful engine of economic growth and wealth creation (Ghosh, 2019). The need for entrepreneurship development gives rise to entrepreneurship education as process of preparing students for quality and sustainable employment.

In the light of the above, Nwaka, as cited in Musa and Tsafe (2019) opine that entrepreneurship education is the process of preparing and equipping students for occupational fields and for effective participation in the world of work as well as preparing them for responsible citizenship. It is a sustainable tool for promoting environmentally sound sustainable development and alleviating poverty by equipping students with necessary knowledge and ability to take risks in starting business ventures. Entrepreneurship education is a strategic way of tackling unemployment by providing the opportunity to train, mentor, guide, direct, counsel,

motivate and inspire students to take up business initiatives, nurse the initiatives, take reasonable risks, make necessary investment, manage the process and benefit from the outcome in terms of profit, freedom and independence (Chukwuji & Umeji, 2019). Entrepreneurship education is indispensable for students' employability because it builds skills, promotes initiatives and galvanizes business creation.

Employability is a range of personal qualities and situational factors that promote or constrain graduates' ability to achieve their employment and career goals (Clarke, 2018; Donald, Baruch & Ashleigh, 2019; Monteiro, Leandro, Cristiano & Jorge, 2020). Kempster (2021) defines employability as a set of skills, understandings and personal attributes that makes graduates such as Library and Information Science graduates more likely to gain employment and be successful in their chosen occupations for their benefits, and the benefits of the workforce, community and the economy. It focuses on the individual, institutional and socio-economic factors that influence graduates' immediate employment and long-term career outcomes (Clarke 2018; Holmes, 2013). More so, *Healy, Hammer and McIlveen (2020) posit* that employability is not only a set of skills but a range of experiences and attributes developed through higher-level of continuous learning. It is goes beyond only getting a job but involves a broader set of skills and attributes that enable a graduate such as Library and Information Science graduates to be successful throughout their working life.

However, studies indicate strong relationships between entrepreneurship education and Library and Information Science students' employability. For instance, Aladejebi1 (2018); Udoikut, Akwa, Jimmy and Ekanemesang (2016) in their studies discovered that entrepreneurship education helps students in the identification of business opportunities; creating products and services that satisfy customers; successfully developing a business plan, having the skills to create a new business; successfully identifying sources of business finance; anticipating, tolerating and managing unexpected market changes, setbacks, and risks that may affect business; performing feasibility studies to check if business ideas work; stimulating interest in entrepreneurship; improving knowledge, skills and interest in entrepreneurship adventures; learning about how to start a business as well as stimulating interest in small business management.

Moreover, in drawing a clear line on the methods of acquiring entrepreneurship education for employability, Lackeus (2015) observed that entrepreneurship education is acquired through learning-by-doing or direct observation. This requires that lecturers should give their students assignments to create value (preferably innovative) to external stakeholders based on problems and/or opportunities the students identify through an interactive process they own themselves and take full responsibility for (Lackeus, 2015). It was further discovered in a study conducted by Mwasalwiba (2010) that entrepreneurship education can be obtained actively or passively by students through business/computer or game simulations, video and filming, role models or guest speakers, business plan creation, project works, games and competitions, setting of real small business ventures, workshops, presentations and study visits. Chukwuji and Umeji (2019) revealed entrepreneurship related courses that give credence to entrepreneurship education to include: abstracting and indexing, cataloguing, desktop publishing, internet networking services, etc.

Okpokwasili (2019) in a study on assessment of entrepreneurial skills and competencies expected in library and information science students revealed that lecturers expect students to acquire entrepreneurial skills and

competencies such as: self-confidence skills, communication skills, planning skills, human relationship skills, etc. This was even as Awurdi and Mohammed (2018); Chukwuji and Umeji (2019); Iheanacho (2018); Ugwu and Ezeani (2012) argued that for Library and Information Science students to meet employability requirements, they must necessarily possess such basic entrepreneurship skills as: information technology skills, information literacy skills, managerial skills, personal entrepreneurial skills and technical skills.

Furthermore, studies showed that entrepreneurship education of Library and Information Science students in Nigerian universities is faced with a mirage of challenges. Thus, Anyanwu, Oduagwu, Ossai-Onah and Amaechi (2013); Chukwuji and Umeji (2019); Iheanacho (2018); Molaro (2013); Ugwu and Ezeani (2012) in their studies identified lack of adequate practical entrepreneurship courses, outdated LIS curriculum, unavailability of lecturers with real entrepreneurship consciousness and the zeal to pass it on, poor funding of library schools, lack of encouragement from LIS lecturers, nonchalant and lackadaisical attitude of students as well as poor teaching facilities as factors affecting entrepreneurship education of LIS students for employability.

Methodology

The study adopted descriptive survey research design to examine the opinions and feelings of Library and Information Science (LIS) students from library schools in South-East zone of Nigeria. The population of the study is three hundred and thirty-seven (337) final year (400 level) students from seven (7) library schools in the 2020/2021 academic session. The population comprises eighteen (18) students from Abia State University (ABSU), Abia State; sixteen (16) from Michael Okpara University of Agriculture, Umudike (MOUAU), Abia State; twenty-one (21) from Chukuwemeka Odumegu Ojukwu University (COOU), Anambra State; forty-three (43) from Nnamdi Azikiwe University (NAU), Awka, Anambra State; twenty-eight (28) from Enugu State University of Science and Technology (ESUT), Enugu State; thirty-eight (38) from University of Nigeria Nsukka (UNN), Enugu State; and one hundred and seventy-three (173) from Imo State University (IMSU), Imo State. From the study population, one hundred and seventy (170) sample representing 50% was selected using proportionate sampling technique. The population and corresponding sample across the institutions are shown in the table 1 below. The study adopted structured questionnaire with closed-ended questions, designed on a 4-point rating scale to collect data. A total of 170 copies of the questionnaire were distributed by the researchers and through the help of research assistants to the respondents, while 146 f them who completed and returned with valid information and used for analysis. The data generated were analysed using the descriptive statistical tools of frequency counts and mean scores with Statistical Package for Social Sciences (SPSS) version 25. The results were equally ranked for ease of understanding of the range of responses while a 2.50 criterion mean was used to reach a decision on agreement or disagreement in each item statement.

Table 1: Population Distribution and Sample Selection from the Studied Institutions

Institutions	Population	Sample Selection
ABSU	18	9
COOU	21	11
ESUT	28	14
IMSU	173	87
MOUAU	16	8
NAU	43	22
UNN	38	19
Total	***337***	***170***

Source: Researchers' Field Survey, 2021

The information on table 1 above shows the population distributions and sample selection across the studied institutions. It shows that using 50% proportionately across the seven (7) universities in South-East zone Nigeria with library schools, a total of 170 sample was selected for the study from a study population of 337.

Results

Table 2: Mean Responses on the Methods of Acquiring Entrepreneurship Education by Library and Information Science Students in Nigerian Universities (N = 146)

S/N.	Item Statements	SA	A	D	SD	Mean	Ranking	Decision
1.	Business/computer/game simulations	7	21	74	21	2.14	13th	Disagreed
2.	Video and filming	14	18	67	24	2.18	12th	Disagreed
3.	Competitions	12	25	63	23	2.21	11th	Disagreed
4.	Group discussions	15	63	28	17	2.62	10th	Agreed
5.	Role model and mentorship	33	52	22	16	2.83	9th	Agreed
6.	Case studies in the form of special project works	28	77	13	5	3.04	8th	Agreed
7.	Business plan creation	35	68	11	9	3.05	7th	Agreed
8.	Learning-by-doing activities	26	82	12	3	3.07	6th	Agreed
9.	Direct observations through apprenticeship training	35	69	19	0	3.13	5th	Agreed
10.	Lectures via regular classroom activities	45	78	0	0	3.37	4th	Agreed
11.	Study visits	49	74	0	0	3.40	3rd	Agreed
12.	Seminars, workshops and conferences by guest speakers	53	71	0	0	3.46	2nd	Agreed
13.	Setting of real small business ventures	74	49	0	0	3.60	1st	Agreed
	Grand Mean					***2.93***		***Agreed***

Source: Researchers' Field Survey, 2021 Criterion Mean = 2.50

Table 2 shows the mean responses on the methods of acquiring entrepreneurship education by Library and Information Science students for employability in Nigerian universities. The table shows a grand mean of 2.93 against the criterion mean of 2.50 to indicate the level of agreement to the items of investigation. It reveals that out of the 13 items of investigation ranked in a descending order according to the mean scores, 10 items were agreed upon as the methods through which LIS students acquire entrepreneurship education in the institutions understudy. It specifically reveals that LIS students in Nigerian universities acquire entrepreneurship education via: setting of real small business ventures (3.60); seminars,

workshops and conferences by guest speakers (3.46); study visits (3.40); lectures through regular classroom activities (3.37); and direct observations through apprenticeship training (3.13). Other methods are: learning-by-doing activities (3.07); business plan creation (3.05); role model and mentorship (2.83) and learning through group discussion (2.62). On the contrary, the respondents disagreed with the option of acquiring entrepreneurship education through competition (2.21); business/computer/game simulations (2.18) and video and filming (2.14).

Table 3: Mean Responses on the Entrepreneurship Related Courses through which Library and Information Science Students acquire Entrepreneurship Skills for Employability in Nigerian universities (N = 146)

S/N.	Item Statements	SA	A	D	SD	Mean	Ranking	Decision
1.	Government information sources and services	16	34	42	31	2.28	17th	Disagreed
2.	Production and management of audiovisual resources	29	42	37	15	2.69	16th	Agreed
3.	Seminar on contemporary issues in LIS	19	65	28	11	2.75	15th	Agreed
4.	Information resources development and management	33	54	16	20	2.81	14th	Agreed
5.	Automation in libraries and information centers	32	49	31	11	2.83	13th	Agreed
6.	Archives and records management	30	57	23	13	2.85	12th	Agreed
7.	Information retrieval from the Internet	30	55	31	7	2.88	11th	Agreed
8.	Information technologies	41	52	22	8	3.02	10th	Agreed
9.	Computers and data processing	38	63	17	5	3.09	9th	Agreed
10.	Bibliographic and literature search	34	67	22	0	3.10	8th	Agreed
11.	Information entrepreneurship	39	84	0	0	3.32	7th	Agreed
12.	Research project	43	80	0	0	3.35	6th	Agreed
13.	Students Industrial Work Experience Scheme (SIWES)	44	79	0	0	3.36	5th	Agreed
14.	Publishing and marketing of information resources	52	71	0	0	3.42	4th	Agreed
15.	Entrepreneurial studies	54	69	0	0	3.44	3rd	Agreed
16.	Cataloguing and classification of information resources	57	66	0	0	3.46	2nd	Agreed
17.	Indexing and abstracting of information resources	68	55	0	0	3.55	1st	Agreed
	Grand Mean					***3.07***		***Agreed***

Source: Researchers' Field Survey, 2021 Criterion Mean = 2.50

Table 3 reveals the entrepreneurship-related courses through which Library and Information Science students acquire entrepreneurship skills for employability in Nigerian universities. It shows that the entrepreneurship-related courses for LIS students include: indexing and abstracting of information resources (3.55); cataloguing and classification of information resources (3.46); entrepreneurial studies (3.44); publishing and marketing of information resources (3.42); students industrial work experience scheme (SIWES) (3.36); research project (3.35) and information entrepreneurship (3.32). Other entrepreneurship related courses are: bibliographic and literature search (3.10); computer and data processing (3.09);

information technologies (3.02); information retrieval from the Internet (2.88); archives and records management (2.85); automation in libraries and information centers (2.83); information resources development and management (2.81); seminar on contemporary issues in LIS (2.75); as well as production and management of audiovisual resources (2.69). The result was confirmed by a higher grand mean score of 3.09 against the 2.50 criterion mean to validate the degree of the respondents' agreement on the entrepreneurship-related courses through which Library and Information Science students acquire entrepreneurship skills for employability.

Table 4: Mean Responses on the Entrepreneurship Skills Possessed by Library and Information Science Students for Employability in Nigerian universities (N = 146)

S/N.	Item Statements	SA	A	D	SD	Mean	Ranking	Decision
1.	Leadership skills to guide, direct and motivate	14	23	48	8	1.86	6th	Disagreed
2.	Managerial skills to plan, make effective decisions and control	8	26	53	36	2.05	5th	Disagreed
3.	Technical skills to communicate and relate effectively	29	52	25	17	2.76	4th	Agreed
4.	Personal entrepreneurship skills to create, innovate, reinvent, take risks and solve problems	32	51	28	12	2.84	3rd	Agreed
5.	Information technology skills to use ICT resources and services	42	48	22	11	2.98	2nd	Agreed
6.	Information literacy skills to identify, locate, evaluate, use and communicate information	34	67	12	10	3.02	1st	Agreed
	Grand Mean					***2.59***		***Agreed***

Source: Researchers' Field Survey, 2021 Criterion Mean = 2.50

The analysis on table 4 shows the entrepreneurship skills possessed by Library and Information Science students through entrepreneurship education for employability in Nigerian universities. It reveals that the entrepreneurship skills possessed by Library and Information Science students for employability are: information literacy skills to identify, locate, evaluate, use and communicate information (3.02); information technology skills to use ICT resources and services (2.98); personal entrepreneurship skills to create, innovate, reinvent, take risks and solve problems (2.84); and technical skills to communicate and relate effectively (2.76). The analysis of the data, on the other hand, reveals that Library and Information Science in the university understudy do not possess leadership skills to guide, direct and motivate (1.86); and managerial skills to plan, make effective decisions and control (2.02). The analysis also shows a grand mean of 2.59 as against the criterion mean of 2.50 to confirm the degree of the respondents' agreement on the entrepreneurship skills possessed by Library and Information Science students for employability in Nigerian universities.

Table 5: Mean Responses on the Challenges of Entrepreneurship Education of Library and Information Science Students for Employability in Nigerian universities (N = 146)

S/N.	Item Statements	SA	A	D	SD	Mean	Ranking	Decision
1.	Nonchalant and lackadaisical attitude of students	10	23	67	23	2.16	10th	Disagreed
2.	Falling societal values which diminishes a sense of diligence	24	32	54	13	2.54	9th	Agreed
3.	Poor ICT skills among students and some LIS instructors	16	78	14	15	2.77	8th	Agreed
4.	General fall in the standard of education	12	89	14	8	2.85	7th	Agreed
5.	Lack of mentorship	44	56	13	10	3.09	6th	Agreed
6.	Lack of entrepreneurial spirit and vision by some LIS instructors	41	66	5	11	3.11	5th	Agreed
7.	Inadequate funding of LIS schools	38	85	0	0	3.31	4th	Agreed
8.	Unavailability of lecturers that are entrepreneurially conscious with the zeal to passing it on	47	70	6	0	3.33	3rd	Agreed
9.	Poor infrastructural facilities e.g. poor power supply	49	74	0	0	3.40	2nd	Agreed
10.	Lack of entrepreneurship workshops and laboratories	70	53	0	0	3.57	1st	Agreed
	Grand Mean					***3.35***		***Agreed***

Source: Researchers' Field Survey, 2021 *Criterion Mean = 2.50*

The analysis on table 5 reveals that all the items of investigation except 1, i.e. nonchalant and lackadaisical attitude of students (2.16) were agreed upon by the respondents as the challenges of entrepreneurship education of Library and Information Science students for employability in Nigerian universities. This shows that the challenges of entrepreneurship education of Library and Information Science students for employability in Nigerian universities include: lack of entrepreneurship workshops and laboratories (3.57); poor infrastructural facilities e.g. poor power supply (3.40); unavailability of lecturers that are entrepreneurially conscious with the zeal to passing it on (3.33); inadequate funding of LIS schools (3.31); lack of entrepreneurial spirit and vision by some LIS instructors (3.11); and lack of mentorship (3.09). Other problems are: general fall in the standard of education (2.85); poor ICT skills among students and some LIS instructors (2.77); and falling societal values which diminishes a sense of diligence (2.54). The individual mean scores were confirmed with the grand mean of 3.35 against the criterion mean of 2.50 to validate the challenges of entrepreneurship education of Library and Information Science students in Nigerian universities understudy.

Discussion of Findings

From the analyses of data in tables 2-5 above, entrepreneurship education of Library and Information Science students in Nigerian universities has strong relationship with the students' employability. In other words, it is imperative to note that entrepreneurship education is promoted by the need to enhance skills acquisition for self-employment of LIS graduates.

However, the analysis in table 2 specifically revealed that setting of real small business ventures; seminars, workshops and conferences by guest speakers; study visits; lectures through regular classroom activities; direct observations through apprenticeship training; learning-by-doing activities; etc., are the methods through which LIS students acquire entrepreneurship education in Nigerian universities. This finding partly

agrees with Lackeus (2015); Mwasalwiba (2010), who unfolded that the methods of acquiring entrepreneurship education include: learning-by-doing, direct observation, role models, seminars and conferences through guest speakers, business plan creation, and project works, etc. The implication of this finding is that LIS students in Nigerian universities, especially considering today's economic realities characterized by high rate of unemployment can hardly develop their entrepreneurship consciousness for employability unless these essential methods of acquiring entrepreneurship education are strengthened and sustained across universities. This requires adoption of more practical-based teaching methods than relying on theoretical approach.

Regarding the investigation of entrepreneurship-related courses through which LIS students acquire entrepreneurship skills for employability in Nigerian universities, the finding revealed that the entrepreneurship-related courses for LIS students include: indexing and abstracting of information resources; cataloguing and classification of information resources; entrepreneurial studies; publishing and marketing of information resources; information entrepreneurship; bibliographic and literature search; computer and data processing, etc. This finding partially corroborates earlier study conducted by Chukwuji and Umeji (2019), which disclosed that entrepreneurial skills of Library and Information Science students are acquired through abstracting and indexing, online cataloguing, desktop publishing and internet networking services. This finding further accentuates the areas through which LIS students can build their entrepreneurship skills and knowledge for employability. From a practical realization, most LIS students do not actually have the consciousness that most LIS courses can fetch them a fortune entrepreneurially by creating employment opportunities for them.

On the entrepreneurship skills possessed by Library and Information Science students through entrepreneurship education for employability in Nigerian universities, the study reveals that LIS students information literacy skills (ability to identify, locate, evaluate, use and communicate information); information technology skills (ability to use ICT resources and services); personal entrepreneurship skills (ability to create, innovate, reinvent, take risks and solve problems); and technical skills (ability to communicate and relate effectively). It further showed that the students examined lack leadership skills (ability to guide, direct and motivate); as well as managerial skills (ability to plan, make effective decisions and control). This finding in part aligns with the studies conducted by Awurdi and Mohammed (2018); Chukwuji and Umeji (2019); Iheanacho (2018); Okpokwasili (2019), which revealed that LIS students are expected to possess entrepreneurial skills and competencies such as: self-confidence skills, communication skills, planning skills, and human relationship skills. From this finding, it is quite clear that LIS students do not possess all the important business skills such as managerial and leadership skills for employability. This implies that library schools need to re-strategize their entrepreneurship education and training in order to equip students with leadership and managerial skills because if LIS students lack these essential skills it may be difficult for them to effectively lead and manage successful information business enterprises.

Pertaining to the challenges of entrepreneurship education of Library and Information Science students for employability in Nigerian universities, the study showed lack of entrepreneurship workshops and laboratories; poor infrastructural facilities such as poor power supply; unavailability of lecturers who are entrepreneurially conscious with the zeal to passing it on; inadequate funding of LIS schools; lack of entrepreneurial spirit and

vision by some LIS instructors; lack of mentorship; poor ICT skills among students and some LIS instructors, among others. This finding affirms earlier studies conducted by Chukwuji and Umeji (2019); Iheanacho (2018); Molaro (2013); Ugwu and Ezeani (2012), which highlighted lack of entrepreneurship courses and practical ICT training in the curriculum of Library and Information Science, difficulty to secure the financial support required to start a business venture and lack of confidence and encouragement from LIS lecturers as the obstacles to entrepreneurship education of Library and Information Science students in Nigerian universities. This finding is a further pointer to why most LIS graduates are practically not knowledgeable enough for today's economic and business environment and are unemployable in skilled-based sectors of the economy.

Conclusion

Entrepreneurship education is indispensable in the training and preparing Library and Information Science students for employability. It facilitates the acquisition of entrepreneurship skills, abilities, aptitude, and confidence for business development and wealth creation. In this study, it has been established that entrepreneurship education of Library and Information Science students for employability is acquired through setting of real small business ventures; seminars, workshops and conferences by guest speakers; study visits; lectures through regular classroom activities; direct observations through apprenticeship training, etc. Entrepreneurship education of Library and Information Science students prepare them to become self-reliant and job-creators instead of job-seekers. This is because it enables them to acquire entrepreneurship skills such as: information literacy skills to identify, locate, evaluate, use and communicate information; information technology skills to use ICT resources and services; personal entrepreneurship skills to create, innovate, reinvent, take risks and solve problems upon graduation in the information services sector.

Recommendations

Based on the findings of the study, the following recommendations are made to foster entrepreneurship education of LIS students for employability in Nigeria:

i. Government through the management of universities should equip library schools with adequate infrastructural facilities such as entrepreneurship workshops and laboratories with information and communication technology (ICT) tools in order to facilitate practical-based learning for entrepreneurship skills development.

ii. Library schools should adopt modern training methods through the use of site visits to entrepreneurship firms, mentorship, and coaching in the training of LIS students so as to enable them acquire needed employability skills and competencies.

iii. Library and Information Science lecturers should be effectively trained and retrained through seminars, conferences and workshops in order to enable them acquire relevant skills such as managerial skills, ICT skills, and marketing skills for effective training of LIS students for employability.

iv. Management of universities in Nigeria should provide library schools with adequate funds in order to enable them provide relevant facilities such as: ICT tools and practical entrepreneurship laboratories and workshops to aid practical entrepreneurship education of LIS students for employability.

v. Government of Nigeria should overhaul the entire university educational system by making the much talked about entrepreneurship education practical-based in order to ensure that Library and

Information Science students are well-trained and prepared for global competitiveness in the employment market.

vi. Library schools should consciously teach LIS students managerial and leadership skills through dedicated courses that highlight the processes of establishing and running information entrepreneurship businesses.

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Inclusive Librarianship for Learners with Special Needs: rethinking the public and academic library system

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Abstract

This paper is a discourse on inclusive librarianship for learners with special needs in the era of inclusive education with emphasis on public and academic library systems. The paper presents highlights on: libraries and the principle of inclusive librarianship, a synopsis of the current situation in public and academic libraries, rationalization for inclusive library services in public and academic libraries, the analysis of people with special needs. There are expectations and challenges of librarians towards driving inclusive librarianship for inclusive education such as lack of well-defined policy for inclusive librarianship, low level of technological development, low level of funding, dearth of skilled librarians, poor understanding of the concept of inclusive librarianship, low level of ICT literacy skills and poor interpersonal communication skills. These were identified as challenges to effective inclusive library services in support of inclusive education. The paper concludes that a nexus between inclusive librarianship and inclusive education are inseparable entities of inclusion theory that fosters development in any society.

Keywords

Inclusive Education, Inclusive Librarianship, Special Needs, Public Library, Academic Library System

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Introduction

From the time of creation to this very day, different people have lived in the various ages with some classes of persons being at advantage when compared to others. Right from the primitive age till modern age, there are classes of people who unless they are provided with specialized services, could not meet up with their expectations in the society. In other words, these set of persons must be given due attention in order to have a sense of belonging in the society or environment where they belong. This has brought about the principle of all inclusiveness. In every sector of contemporary society, the principle of inclusiveness is gradually becoming the norms. Today, we hear of "Association of Disabled Persons". In a recent development, there was agitation for certain number of employment slots to be given to the physically challenged persons and this is a pointer of having the need to be part and parcel of the society where they belong. Also, in the area of sports, there have been series of competitions organized for these set of people with special needs and this has a way of giving them sense of belonging in the society where they find themselves. Undoubtedly, in every setting, there are people who either by act of omission or providence seems to be at disadvantage position, even when they are highly gifted. In which case, their contributions and relevance in societies may be undermined. This therefore points to the need for providing library services to meet the demand of people with special needs.

Libraries work as service organizations, which facilitate all their users without discrimination, including persons with special needs as well (Bashir *et al,* 2017). Libraries are natural supports for individuals with developmental disabilities, and can be developed to increase community capacity, thereby enhancing the inclusion of individuals with developmental disabilities in

the communities where they live, work and learn (Moisey, 2007). Access to library resources has been seen as a valuable resource. It is a key element of inclusion, which involves much more than placement in a particular setting. The relationship of access and inclusion may not be obvious to individuals who are not familiar with the educational and social impact of vision loss (Zaid, 2018). Various libraries have been acting in line with this principle which is aimed at ensuring that all have access to education and information resources. Prominent among these libraries ensuring compliance with this principle is the public library.

Public libraries can encourage social inclusion and increase life quality for everyone including persons with disabilities (Ekaputri & Susetyo-Salim, 2017). As righty noted by Zaid (2018), inclusive library services have educational implications on students with visual impairment. More so, realizing the challenges that students with physical challenge face, various government have enacted laws that guarantee equal access for students with special needs.

Inclusive education has been internationally recognized as a philosophy for attaining equity, justice and equality for all children, especially those who have been traditionally excluded from mainstream education for reasons of disability, ethnicity, gender or other characteristics. Inclusive education is not a new idea. Communities have practiced inclusion for centuries and it is important to acknowledge and build on this wherever possible, so that inclusion becomes sustainable, with community ownership and involvement (Stubbs, 2008). It is in line with this, that this paper is presented under the following sub-headings:

- Libraries and the principle of inclusive librarianship;
- A synopsis of the current situation;
- The place of inclusive librarianship in the context of inclusive education;
- An analysis of people with special needs;
- Inclusive librarianship for inclusive education: expectation of librarians; and
- Challenges to effective inclusive library services in support of inclusive education

Libraries and the Principle of Inclusive Librarianship

Inclusion can mean different things to different people. An inclusive library is a vital community resource, addressing the diverse information needs of all members in the community (Ezeabasili & Umeji, n.d.). Undoubtedly, the subject of equality and inclusion has been on the international agenda for a number of decades now. This according to Samkange (2013) has been confirmed by the different frameworks for action in order to address the different forms of inequality and disparities in education. In the words of Oladele, Ogunwale & Dawat (2016), inclusionary practices are anchored on the principle of fundamental human rights and fundamental human rights here implies all students, irrespective of their abilities or disabilities have a right to be educated in the same classroom setting where possible. There are people in our society that are at disadvantaged by virtue of being physically challenged or otherwise. However, despite that these set of people are classified as physically challenged, there is need for public institutions such as the library to make room for such people. A major role of libraries serving the physically challenged is the development of the standards for fully accessible, highly functional information systems that is effective in meeting their information and educational needs (Igwebuike & Agbo, 2015). Evidently, inclusive librarianship aligns with the principle of social inclusion; Social inclusion

according Ekaputri & Susetyo-Salim (2017) is the core of social development, which is expected to produce similar social life and to be included in the welfare of all communities. As aptly captured by Fourie (2007), social inclusion refers to all efforts and policies to promote equality of opportunity to people from all circumstances and from all socially excluded categories. Inclusion therefore, implies that students with special needs meet in a mainstream education system that embraces a wide diversity of learners. It is a process of addressing and responding to the diverse needs of all children, youth, and adults through increasing participation in learning cultures, and communities, and reducing and eliminating exclusion within and from education (Mugambi, 2017).

Inclusive library service means the library having users living with disability in mind during the conceptualization of its service. This however, starts from the construction of the library building by putting them into consideration as well as adding some aids like lifts and flat climbing steps for wheel chairs, acquisition of their information resources and employment of trained staff specifically for them. Inclusive librarianship is about ensuring all library users have the same opportunities, and this requires an analysis of the state of library facilities services, activities, collections and programmes on offer through the prism of users with disabilities.

Libraries sit at the heart of our communities every day, people of all ages visit their local library for reading, learning conducting research, communication with others, or for just socializing with others (Moisey, 2007). Provision of equitable access to information in whatever format is critical to creating an inclusive environment in the university libraries (Zaid & Zaid, 2017). According to Malenia Abdullah, Dube & Chaura (2018), inclusive academic libraries provide services that enhance access, increase meeting the needs of all library users and improve use of information for their academic tasks. Also, inclusive academic libraries provide service that enhance access, increase meeting the needs of all library users and improve use of information for their academic tasks (Malemia *et al*, 2018.). According to Ezeabasili & Umeji (n.d.), there are so many inclusive services libraries provide to help meet the information needs of students with disabilities.

Looking at the need to give people with special needs an inclusive education, it is imperative that there should be a rethink towards the public and academic library system;, this rethink will help in repositioning the public and academic library system for inclusive library services.

A Synopsis of the Current Situation in Public and Academic Libraries

Libraries and information centres around the world have developed specialized information services to meet the library and information needs of their clients that are challenged (Malenia, Abdullah, Dube & Chaura, 2018). For instance, the visually impaired clientele needs Braille books, which is a system of reading and writing whereby raised dots are use to represent letters which are read by touch, talking books, which are audio versions of books that could be recorded on cassettes, CD- ROM, DVD and on the internet as e-books and are preferred by majority of the visually impaired, talking newspapers, large printed materials in form of documents printed in large fonts for use by partially sighted users; and electronic texts, in form of computer text-files (Rayini, 2017 as cited in Aramide, Lawal & Odunlade, 2018).

Chaputula & Mapulanga (2016) citing Nassimbem & De Jager (2014), Mayinge & Stilwel (2013) affirmed that libraries in developing countries are beginning to provide assistive technologies as well as reading materials to people with disabilities.

More so, libraries have put in place working lifts and ramps to assists with the mobility of people with disabilities. Whereas, information resources in Braille and large print are being procured to enable people with disabilities to access information sources more easily. According to Benson, Onuoha & Mbagwu (2018), public libraries as a social institution in Nigeria just like most developing countries hardly meet up to the expectations of school children, especially those with special needs such as being physically challenged or internally displaced.

From the above, there is a clear indication that there is a paradigm shift in the provision of information services, whereby efforts is being made to ensure that people from different stratum of the society are being catered for in the educational sector as well as in the delivery of library and information services.

Rationalization for Inclusive Library Services in Public and Academic Libraries

Promoting inclusion is the key for reducing or removing barrier affecting the provision of library and information services. Libraries, as the providers of information should be at the forefront of removing the barriers hindering access to information and must be designed to be universally accessible, and universal access should be the norm, access for people with disabilities should not be an add on to exiting service (Aramide, Lawal & Odunlade, 2018). According to Ezeabasili & Umeji (n.d.), promoting inclusion is the key for reducing or removing several barriers facing students with disabilities, and common disabilities include blindness, deafness, dumbness retardation, muscular, nervous, and sensory disorders. Igwebuike & Agbo (2015), posit that every person, be it normal or challenged is to be given free access to information. In other words, users living with any form of disability have the same or similar information needs as every other member of the community that host the library.

More so, Iroeze, Umunnakwe & Eze (2017) contend that libraries as centre of knowledge, whose basic role is to educate the population cannot leave out the physically challenged. In which case, the physically challenged needs special library service to limit their obvious inhibition in the use and exploitation of the information contents of the library. This is because people with disabilities are not able to access library services in the same way as others. Moisey (2007) further contend that for people with developmental disabilities, like other citizens, access to and the ability to use web-based information and communication technology is important for inclusion and social participation as well as for both formal and informal online learning.

Similarly, Sambo & Bwoi (2015) as cited in Benson, Onuoha & Mbagwu (2018), affirmed that children with disabilities like all children are individuals and have their own needs and abilities, while boys and girls with mobility impairments may have trouble entering inaccessible school building, children with sensory impairment may primarily face communication issues. Children with disabilities have a right to access public libraries; however, there are barriers to the reality of this for children with disabilities and their families (Kaeding, Velasquez & Price, 2017). Given the importance of equal access to information by all members of society for education, civic participation, employment, interaction with the government, and many other vital functions, it is essential to frame the study of information in the most inclusive terms possible (Jaeger *et al,* 2011).

However, Zaid (2018) argues that placing a student with visual impairment in a regular academic setting does not, necessarily, provide access to library services, and the student is not, necessarily, included. A student with visual impairment who does not have access to library service to support learning and research activities because of

visual impairment, is not included, regardless the physical campus setting.

No doubt, the issues of social inclusion cannot be divorced from library services in relation to inclusive education. The inclusive libraries project according to Cruz (2018) seeks to respond to one of the major objectives of public libraries, providing a service, being accessible to all citizens and giving an opportunity for present and future development for everyone, particularly for persons with a disability, whether it be physical, intellectual and/or sensory. As righty noted by Ekaputri & Susetyo-Salim (2017), library services, especially public library service is universal and such services can be enjoyed by anyone without any exception. Public library services should be able to accommodate the information needs of all users, including person with disabilities, likewise, academic libraries.

Disability in this context is broadly defined to include physical, perceptual, and development challenges; this is a phenomenon of the interface between personal characteristics of the individual and the specific design of the social and physical environment that the individual inhabits. Disabilities are "long term physical, mental, intellectual or sensory impairments which, in interaction with various attitudinal and environmental barriers, hinders full and effective participation in society (Hill, 2013). Todaro (2005) in Chaputula & Mapulanga (2016) defined disability as a physical or mental condition that in some way prohibits an individual from performing daily tasks.

People with disabilities are not able to access library service in the same way as others (Chaputula & Mapulanga, 2016). Library services delivery for students with visual impairment has continued to be a challenging task in Nigeria (Aramide, Lawal & Odunlade, 2018). Persons with visual impairment have long suffered exclusion in the provisions made in different types of libraries to satisfy the needs of users, through service and structural designs.

Enhancing the accessibility of local public libraries helps build social capital, increasing the capacity of the community to meet the needs of all its citizens including those with disabilities and particularly those with developmental disabilities, the focus of the project reported herein (Moisey, 2007).

The Place of Inclusive Librarianship in the Context of Inclusive Education

The inclusion movement believes that children with special needs should be placed in the regular school classroom which they would have otherwise attended, if they had been normal children. In other words, each child belongs to the regular classroom and therefore, there should be no condition imposed, to exclude him/her from that environment (Garuba, 2003). Garuba noted further, that inclusive education promotes a sense of cooperation and the feeling of togetherness in the learning; promotes favourable completion among school children of different abilities, endowment and background; it also provides a means of building a cooperate school community, where all are accommodated and able to participate. As noted by Akinbola (2011), given the importance of education in any society, it would be a great disservice to exclude a segment of society from this benefit.

Ajuwon (2008) affirmed that supporters of inclusion use the term to refer to the commitment to educate each child, to the maximum extent appropriate, in the school and classroom he/she would otherwise attend. It involves bringing the ancillary services to the child, and requires only that the child will benefit from being in the class (rather than having to keep up with the other students). Soriano, Watkins & Ebersold, (2010) conceptualized inclusive education as a process for increasing participation and reducing exclusion, in a way that effectively

responds to the diverse needs of learners. Inclusive education system means that the whole education system considers the measures it must take to be able to provide an appropriate education with all children learning together. Mitchell (2015) views inclusive education as a multifaceted concept that requires educators at all levels of their systems to attend to vision, placement, curriculum, assessment, teaching acceptance, access, support, resources and leadership. According to Nandini & Taji, (2014), inclusive in education is an approach to educate students with special educational needs and under the inclusion model, students with special needs spend most or all their time with non-disabled students. The objective of inclusive education is to allow every student the chance to learn and participate in a class that provides challenges and opportunities for success (Dipace, 2013). Dipace (2013) further averred that inclusive education represents a significant change in the world of school and more generally of all the educational settings, with the core aim of promoting the integration of students with special needs in the group of their peers; therefore, schools are required to adapt to accommodating a heterogeneous group of students with a variety of needs.

The library serves a bridge for people with special needs to obtain information and education as well as a space for social interaction between persons with disabilities with other communities (Ekaputri & Susetyo-Salim, 2017). Librarianship long ago made the commitment to diversity and inclusion as foundational elements of the profession (Jaeger *et al*, 2011). Iroka & Ndulaka, (2018), acknowledge that libraries have since ages been associates with education and that they serve as tool for sustainable development through the support they offer to the educational sector.

Ekaputri & Susetyo-Salim (2017) pointed out that there are still many public facilities which do not accommodate the needs of person with disabilities because of the lack of thorough understanding of person with disabilities, its limitation as well as their needs. In the view of Igwebuike & Agbo (2015), every person, be it normal or challenged is to be given free access to information and those users with disabilities face various challenges in the quest to satisfy their information needs.

Promoting inclusion is the key for reducing or removing several barriers facing students with disabilities (Ezeabasili & Umeji, n.d.). They further conclude that students living with disability have the same information needs as every other student in the academic environment, but they need a more convenient format to access that information from the library.

Libraries as centre of knowledge, whose basic role is to educate the population cannot leave out the physically challenged. In which case, the physically challenged needs special library services to limit their obvious inhibitions in the use and exploitation of the information contents of the library (Iroeze, Umunnakwe & Eze, 2017). According to Chaputula & Mapulanga (2016), people with disabilities face numerous challenges when it comes to using different types of libraries. The challenges include access to the physical library buildings, access to information resources, and lack of services that are tailor made for them. Aramide, Lawal & Odunlade (2018), opined that the category of handicapped people are often excluded from social activities and are not treated in the same way as their able-bodies equals.

Inclusive education becomes important for every community member to access education as this will lead to an increase in social and political awareness, heightened aspiratory self-assurance and assertiveness (Olofunke & Oluremi, 2014). Olofunke & Oluremi noting further, contend that it is also discovered that when put into proper practice, in inclusive education, all students attend and are welcome by their

neighborhood schools and are supported to learn, contribute and participate in all aspects of the life of the school. Therefore, the provision of an inclusive education to all is necessary because it is linked to human, economic, and social development goals (Mugambi, 2017).

An Analysis of People with Special Needs

In the context of providing library services for persons with special needs, it is important to explain the various categories of people with special needs that library services should be provided for in line with the principle of social inclusion or inclusive education. Abdelrahman (2016) in Benson, Onuoha & Mbagwu (2018) explained the term "Special needs" in the context of library services as relating to the need of people who cannot make use of conventional libraries, library materials and services. There are different categories of library users with special needs. They are:

Physically challenged persons - these are those who are disabled by physical, intellectual or sensory impairment, medical conditions or mental illness and these impairments being permanent or transitory in nature. Physically challenged is the term used to describe those individuals with various forms of disabilities like: blindness, deafness, loss of weakness of limbs and mentally retardation etc. The major role of libraries serving the physically challenged is the development of the standards for fully accessible, highly functional information systems that is effective in meeting their information and educational needs (Igwebuike & Agbo, 2015)

Handicapped: within the context of libraries the handicapped are defined as those whose health problems interfere with learning to such an extent that special services, training equipment, materials or facilities are required (Iroeze, Umunnakwe & Eze, 2017).

People with visual impairment: Visual impairment is a severe ophthamological challenge that some people are born with or develop sometime in life due to a number of diverse causes. As noted by Aramide, Lawal & Odunlade (2018), of all the physiological and related morbidities, many people consider visual impairment as one that presents the most handicapping threats because it limits physical movement and the perception of information through sight. They noted further that there are various categorisations that have emerged for persons with visual impairment, basically aiming at differentiating those whose vision loss is total, final and absolute from those who have some impaired form of vision acuity. Also, it can be categorised into people who are partially-sighted or completely blind as well as the fully certified blind, individuals with low vision, astigmatic patients and the partially sighted. Whichever they are categorized, the truce remain that they are part of the society and despite their challenges, there is need to recognize them and make provisions for them in the overall scheme of activities of both private and public institutions. Visually impaired category are often excluded from social activities and are not treated in the same way as their able-bodied equals (Aramide, Lawal & Odumlade, 2015).

Library service to persons with visual impairment in libraries refers to the specific professional assistance and other various forms of guidance given to them in the process of serving their information need (Aramide, Lawal & Odunlade, 2018).Exclusion of persons with visual impairment for virtual environment has become more pronounced in the digital era unlike the situation in pre-electronic era when the university library environment was described in terms of its location, quality of collections, services, operating hours and attitude of personal in the library (Zaid & Zaid, 2017.

Providing equal access to library resources and service for students with special needs such as visual impairment involves much

more than providing ramps. Zaid (2018) noting further averred that students with visual impairments will not assume to be included unless their unique information needs are addressed by specially trained library personnel, and granted equal access to library service through alternative formats.

Internally displaced adolescents: Another category of people with special needs are internally displaced adolescents who are faced with various educational problems and these include inaccessibility to library/laboratory facilities (Durosaro & Ajiboye, 2011). These children with special needs must be given sense of belonging in the society by giving them educational opportunities among other privileges (Benson, Onuoha & Mbagwu, 2018).

From the above, one could see the different categories of people with special needs that public and academic libraries should provide inclusive library services for, as part of the inclusive education process.

Inclusive Librarianship for Inclusive Education: Expectation of Librarians

Library and information professionals can adopt different strategies in ensuring that the drive for inclusive library services towards sustainable inclusive education is achieved. Some of which include but not limited to the followings:

a. ***Intensive lobbying and advocacy:*** effective library service delivery for people with special need is dependent on fund, which is required for the acquisition of tools and facilities needed to provide all inclusive library services. Heads of libraries could harness lobbying and advocacy initiatives in engaging management of public and academic libraries into ensuring that all inclusive library service is delivered. No wonder, Ekaputri & Susetyo-Salim (2017) posit that social inclusion for person with disabilities also requires comprehensive cooperation between various lines of the wider society and it can be accomplished by promoting disability awareness to give explanation about the different characteristics of the disability to the public.

b. ***Reviving of handicapped library services in public libraries:*** Handicapped library services are activities or programmes undertaken in order to satisfy the information needs of the handicapped. According to Iroeze, Umunnakwe & Eze (2017), the handicapped within the context of libraries are those whose health problems interfere with learning to such an extent that special services, training equipment, materials or facilities are required. There is need to fully revive the handicapped library services section of public libraries. There is need to give this section of public library system a new face through the integration of ICT to the services provided in the handicapped section of the library.

c. **Collaborating *with non-governmental organizations/other specialised agencies.*** If librarians are to fully drive inclusive librarianship to full reality, it is pertinent that library and information professionals collaborate with non-governmental agencies /organizations or other agencies with similar objectives or areas of interest

d. ***Organizing of special activities for groups of people with disabilities:*** It is pertinent that special activities should be organized for group of persons with special needs in both public and special libraries. Cruz (2018) suggested the following as special activities for group of people with disabilities:

- Book club for people with intellectual/vision disability with regular meetings in the library
- Activities to normalize disability
- Family reading and writing workshop in Braille given by a blind person
- Story telling in sign language and signing classes for babies aged 0-2
- Story telling interpreted in sign language
- Author's presentation of boos featuring main characters with disability.

e. ***Matching inclusive library service with needs of people with special needs:***Through the provision of innovative creative library services, libraries can adopt a strategic approach towards modelling inclusive library services with the needs of people with special needs. Igwebuike & Agbo recognized that different types of disability require different types of specialized library services. For instance, Watson as cited in Igwebuike & Agbo (2015), articulated the ways of improving access and services provided by libraries for the physically challenged, which include:

- Physical access to buildings, service counters, workstations, reading rooms, and shelves where possible
- Intellectual access to the content of information carriers, including the availability of alternative format materials, adapted workstations and special software.
- Training for library staff members in helping physically disabled.
- Virtual access to library services for those not able to visit the actual building.

Most library staff is not aware of talking books, braille books, sign language and telecommunication, devices for deaf persons (Bashir *et al,* 2017).

Furthermore, library service to persons with visual impairment in libraries refers to the specific professional assistance and other various forms of guidance given to them in the process of serving their information need (Aramide, Lawal & Odunlade, 2018). They noted further that because of their peculiarities of being totally sightless or partially sighted, the media formats used to satisfy the information needs of persons with visual impairment differ in formats. Here, the provision of media formats has to be done taking cognizance of the fact that their handicapping condition makes it impossible for them to read "ink print" that is usually on paper. According to Ezeabasili & Umeji (n.d.), there are so many inclusive services libraries provide to help meet the information needs of students with disabilities. Some of the services include inclusive circulation services, inclusive reference services. Also, the doors to the library should be wide enough to ensure that clients using wheel chairs and walkers are able to access the library.

Malemia, Abdullah, Dube & Chaura (2018) averred that libraries can engage in the following as part of inclusive librarianship

1. Provision of materials in different formats like Braille, large print materials and audio textbooks so that the visually and learning impaired can use whenever they are using the library.
2. Provision of shelves, table and chains of good height especially for the mobility of impaired and those with short height.

3. Provision of policies that will guide the provision of library services to physically challenged students.
4. Allocate enough money in the budget for the procurement of equipments and resources for the physically challenged students

Challenges to Effective Inclusive Library Services in Support of Inclusive Education

The tasks of implementing inclusive library services in support of inclusive education are not without challenges. Outlined below are some of the challenges to inclusive library services in both public and academic libraries

a. ***Lack of well-defined policy for inclusive librarianship:*** Though there is an existing principle of public libraries providing inclusive library services as defined in several documents but the reality is that most public libraries in Nigeria and other developing countries do not have an internally well-defined policy to guide the provision of inclusive library services.

b. ***Low level of technological development:*** Most public and academic libraries do not have the necessary technologies that can be incorporated into meeting the needs of people with special needs. Technological devices that will assist the visually impaired library users are hardly available in both public and academic libraries. The popular Braille resources are not available, in few instances, where such is available, it is usually outdated.

c. ***Low level of funding:*** over the years, funding of libraries has been a continuous recurring challenge. Most state governments in Nigeria hardly pay librarians in public libraries, let alone to provide for equipment or training of staff. The academic libraries are under the same situation, as the parent institution. More often than not, monies released for library development are often diverted to other projects. Adequate funding of libraries is a must, if libraries are to contribute significantly to the success and sustainability of inclusive library service delivery.

d. ***Dearth of skilled librarians:*** Most library staff in public and academic libraries lack the prerequisite skills necessary to deliver inclusive librarianship. Alemma (1995) as cited by Ezeabasili & Umeji identified the problems of inclusive library services as lack of skilled manpower to produce materials needed by the handicapped. This may result in poor production of the materials. Lack of properly trained library personnel importation often poses the problem of obtaining material that do not relate to the culture and background of the students as well as architectural barriers.

e. ***Poor understanding of the concept of inclusive librarianship:*** the poor perception of inclusive education and role of libraries among librarians is an inhibiting factor to all round inclusive education. This has led most librarians and libraries towards not making necessary provision for people with special needs.

f. ***Low level of ICT Literacy skills:*** The low level of ICT literacy among most librarians is an inhibiting factor to the realization of inclusive library services for sustainable inclusive education. In line with this***,*** Benson, Onuoha & Mbagwu (2018) pointed out that there are several challenges limiting the extent public libraries can fully provide library services to children and young people with special needs. These include lack of trained librarians in provision of specialized library services, low level of ICT literacy skills and low level of the technological facilities.

g. ***Poor interpersonal communication skill:*** The absence of good interpersonal communication skill is a hindrance to the fulfillment of inclusive education. As aptly captured in Ekaputri & Susetyo-Salim (2017), library staff must be equipped with interpersonal communication skills that can be useful in order to know the needs of persons with disabilities.

Conclusion

Libraries over the years have served as instrument of knowledge acquisition as well as instrument for all round education. The paper has discussed inclusive librarianship for learners with special needs in the era of inclusive education. It is the position of the paper therefore for a nexus to exist between inclusive librarianship and inclusive education; they are inseparable entities of inclusion theories that foster development in any society.

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The Effect of COVID 19 Pandemic on Library Services in Nigeria

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Abstract

This research seeks to determine the effect of COVID 19 on library services. It is a survey of four academic libraries in the FCT, Abuja. Participants comprise of all the 50 academic librarians and 156 students that were randomly selected from all the four universities used for the study. The instrument for data collection was a structured questionnaire. Data was analysed using simple frequencies, percentages, tables, charts and graphs. Results revealed that library users had need of information in the following areas during the period of COVID 19: how to curb the spread, where to get treatment, welfare relief; information for personal development, research, work, and academic purposes. Libraries employed the following media in disseminating information to their users: Text messages, Social media and Print media. Students searched the following sources for their information needs: Google, Facebook, WhatsApp and Instagram. The following suggestions were made: creating awareness of available online resources; increasing free e-book collections; improving library websites to be more attractive, friendly, effective and efficient; and engaging more social media platforms for disseminating information. It was recommended that internet providers should improve on their networks, reduce cost of data and ensure steady power supply in Nigerian university libraries.

Keywords

COVID 19; library services; digital library services; libraries and COVID 19

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Introduction

There have been pandemics and each time these pandemics occur, nations, organisations are devastatingly affected because they are met unprepared. Corona virus generally known as COVID 19 which originated from Wuhan, China is not an exception. Unprecedented number of deaths was recorded across countries and continents. It got to a point of total lockdown of activities to curb the spread of the virus. Nigeria Centre for Disease Control (NCDC) in October 2020 reported 476 deaths. United states alone recorded 754,000 deaths and UK recorded 142,000 deaths in October, 2020 (WHO, 2019). The total number of deaths round the globe was placed over 5 million (WHO, 2019). Other pandemics that were equally devastating were HIV/AIDS, Flu cholera, the Black Death and plague of Justina (Masters in Public Health Online, 2020). It is important to get prepared and not be taken unawares. Moreover, COVID 19 pandemic seems to be lingering on and may still be in existence in another year or two. COVID 19 affected all the levels of educational system (Lindzom, 2020). The world may still experience another pandemic apart from COVID 19. UNESCO (2020) reported the closure of schools by 138 countries leaving about 1.37 billion students and about 60 million teachers at home due to the pandemic. The fact that they were forced out of school due to the pandemic does not mean that they no longer have need of information. There was an overwhelming information resources constraints during the period of the pandemic (Zar et al.,2020). Libraries were equally affected leading to restriction in their services. Since the information needs of the populace still need to be met despite the total lockdown at some points, the libraries

provided skeletal services and individuals found other ways of meeting their information needs on how to keep safe, get medical and welfare assistance, work from home etc. In response to these constaints, there was a paradigm shift by libraries to online services. Libraries employed several media such as facebook, Instagram and whatsapp amongst others in disseminating information. Technology was employed in bridging the gap between teachers/educational insitutions/libraries and learners (Obiako & Adeniran, 2020). For rural areas in developing countries such as Nigeria, that lack access to internet and still suffer unstable power supply, access to information was severely hindered. There is the need to investigate the impact of COVID 19 on teaching and learning in general. Eze, Sefotho, Onyishi, & Eseadi (2021) noted that not much has been done in this area. It is in this light that this research seeks to determine the effect of COVID 19 on library services. This paper is timely and the aim is to get the library prepared to serve their patrons in the face of any crisis or pandemic so that their patrons can get information they can trust. There were common cases of fake news as reported by the president of IFLA (IFLA, 2020). There is a need for libraries to mobilize and strengthen their online services. It was reported that some libraries provided services through their social media networking platforms (National Digital Library of India, 2020). The library's role of information dissemination must not be disrupted for whatever reasons. Results of this research will serve as a yardstick for the re-evaluation of library services. It will also serve as basis for further research in this area as not much has been covered by researchers in this area.

Objectives of the Study

The following are the objectives of the study:

1. The ascertain the information needs of library users during the period of COVID 19
2. Determine the media of information dissemination during the period of COVID-19 lockdown?
3. Determine the information sources employed by library users to satisfy their information needs
4. Ascertain the level of satisfaction of information seekers
5. Determine how the library can improve its services to handle future pandemics

Research Questions

The following research questions were formulated in order to achieve the above stated objectives:

1. What were the information needs of library users in the period of COVID 19?
2. What were the media for disseminating information during the period of COVID-19 lockdown?
3. What information sources were used by library users to satisfy their information needs?
4. What was the level of satisfaction of the library users with the resources available?
5. How can library improve its services to handle future pandemics?

Methodology

The study is a survey of academic libraries in Abuja to ascertain the effect of COVID 19 on their services during the period of the pandemic but not exclusive to the period of total lockdown. The sample of the study comprised of all the 50 professional librarians in four academic libraries in FCT. Out of the nine universities in FCT, Abuja, four were randomly selected, three private and one federal university as the sample for the study, while 156 students were randomly

selected across all programmes in the four selected universities. In all, 206 respondents participated in the study. The instrument for data collection was a well -structured questionnaire, validated (Content, construct and face) by experts in the field of librarianship. The questionnaire was distributed to all the professional librarians and students in the four institutions used for the study. Data was analysed using simple percentages, tables, charts and graphs.

Literature Review

Covid 19 affected all levels of educational system (Lindzom, 2020) and the library is the heartbeat of any serious academic institution. Ogunode (2020) and Adelakun (2020) reported that the closing down of schools as a result of the pandemic affected the academic programmes of schools, led to suspension of examinations, teaching and extra-curriculum activities in secondary schools. Eze, Sefotho, Onyishi, & Eseadi (2021) studied the impact of COVID-19 pandemic on education in Nigeria and concluded that it generally had a negative impact on education, the library inclusive. The pandemic led to poor learning as a result of poor teaching/ learning methods, challenges faced by libraries in the provision of digital resources and services, problems associated with online assessment of learners. Educational technologies bridged the gap caused by the pandemic and helped to enhance teaching and learning but not without challenges such as poor internet connectivity, feelings of isolation, lack of ICT skills to mention a few (Ebohon, Obienu, Irabor, Amadin & Omoregie, 2021)

Library services in COVID era is a relatively new topic because the pandemic itself which evolved in late 2019 is new. The implication is that not much research works has been done and most researchers are battling to bridge this gap. All library users especially information experts and researchers needed as much information on the COVID pandemic as possible. There was massive death and everyone wanted to know what to do in order to keep alive besides other needs. The pandemic necessitated a total lockdown at some point except for essential services at some designated points and places. Individuals needed to know how to get information not just on health-related issues but on daily living, self-development, for their jobs mostly virtual, for academic pursuit and for research amongst others. It is imperative to ascertain how these various information needs were met and perhaps to improve on some to strengthen library services and prepare for any crisis in future. In the mist of all these, some libraries provided online services, using various online resources. For instance, IFLA (2020) listed key resources that libraries may need to satisfy users information needs and how to get them during COVID era. For information on latest cases, tests, infections and consequences, national authorities and WHO were suggested for such data.

IFLA gave an insight on what obtained in the provision of library services globally during the Covid-19 era but not much was documented on libraries in Nigeria. Some centres such as The Centre for Systems Science and Engineering at Johns Hopkins University supplied data on the pandemic (IFLA, 2020). In fact, libraries weren't sure of what services to offer at this time, the government themselves were confused on what to do, whether to completely close down activities or continue life as usual.

According to ITHAKA (2020) institutions of higher learning made substantial changes in their mode of teaching, from traditional face-to-face to online learning. It was discovered that students and staff of various faculties had needs in the following areas: support, communication, research and teaching. Activities of the library in the face of COVID 19 were listed by IFLA (2020) as follows:

1. Just like most establishments professional and para-professional librarians worked from home and

observed social distancing on rare occasions they were called upon as matter of urgency.

2. Librarians that were working from home were not rigid as other duties were assigned to them.
3. Librarians maintained Communication chain with users
4. Reading activities such as storytelling were organised online
5. Ensured that digital libraries were efficient and effective

For some libraries such as those in Trinidad and Tobago packs of digital resources were created for their users to enable them study at home. Library services such as information literacy and lending services were basically online. Job-search supports were given online by libraries to their users for free. Digital collection of electronic books on tropical issues was promoted by librarians to help reduce stress, worries, negative thoughts and depression. Several libraries set up online Ask-a-Librarian reference service. In order to support research, some academic libraries provided online access to theses to their users and also library consortium was intensified to encourage resource sharing by members. Libraries also provided consultation services through various social media such as WhatsApp, twitter, Facebook etc. Some libraries also provided access to academic materials on COVID for free. In some areas in US bookmobiles equipped with Wifi routers were provided for areas without internet connectivity. Ojobor, Babarinde & Ezeh (2021) studied the role of librarians in disseminating information resources on Public Health issues in the post-covid-19 in Enugu State and findings revealed that NCDC, WHO, radio and television were the most reliable sources of information on COVID -19.

Results

This chapter presents Descriptive Analysis of the Respondents and Descriptive Analysis of Research Questions.

Descriptive Analysis of the Respondents

Table 1: Percentage analysis showing demographic variable of the respondents

S/N	Demographic Variable	Grouping	F	%
1	Designation	Staff (Professional Librarians)	50	24.3
		Students	156	75.7

In Table 1, it could be observed that item 1 indicated that 24.3% of the respondents were professional librarians while 75.7% of them were students.

Descriptive Analysis of Research Questions

The five research questions earlier raised in the study were answered descriptively.

Research Question 1: What were the information needs of library users in the period of COVID-19?

Table 2: Percentage analysis showing information needs of professional librarians during the period of COVID-19

S/N	Item	Staff Responses		Students' Responses	
		F	%	F	%
1	Personal hygiene	9	18.0	6	3.9
2	Medical centers	2	4.0	8	5.1
3	Welfare relief	3	6.0	22	14.1
4	Symptoms	6	12.0	10	6.4
5	Curbing the spread	15	30.0	51	32.7
6	Government decision on management of COVID-19	6	12.0	19	12.2
7	Spread of COVID-19 globally	3	6.0	12	7.7
8	Resources on COVID-19	2	4.0	10	6.4
9	Online Journal for research work	4	8.0	18	11.5

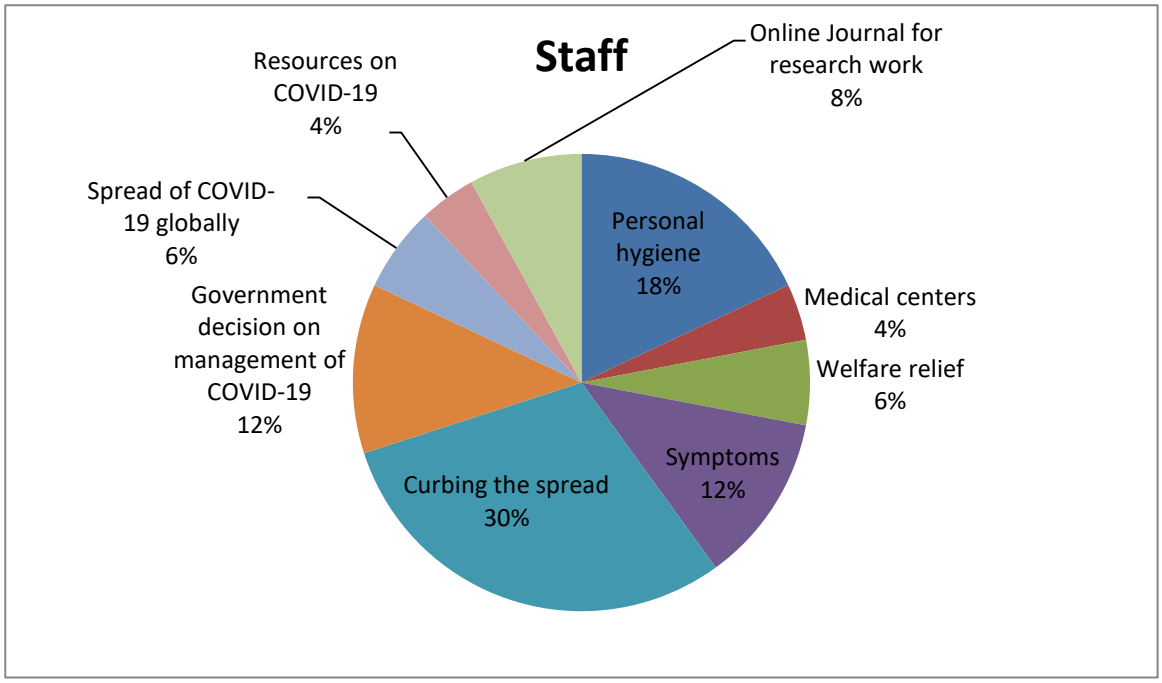


Figure 1: Pie chart analysis showing the Information needs of professional librarians during the period of COVID-19

Figure 1 revealed that 9(18%) of professional librarians needed information on personal hygiene, 2(4%) needed information on medical centers, 3(6%) needed information on welfare relief, 6(12%) needed information on symptoms, 15(30%) needed information on curbing the spread, 6(12%) needed information on Government decision on management of COVID-19, 3(6%) needed information on spread of COVID-19 globally, 2(4%) needed information on resources on COVID-19 while, 4(8%) needed information on online journal for research work.

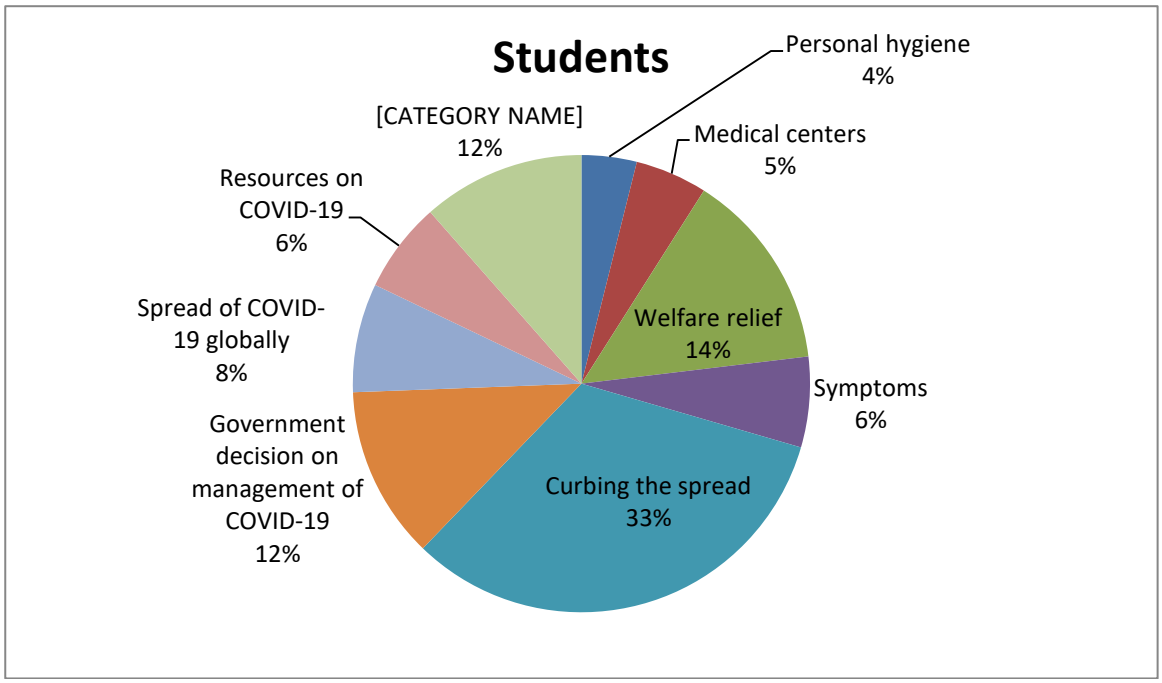


Figure 2: Pie chart analysis showing the Information needs of students during the period of COVID-19

Figure 2 revealed that 6(4%) of students needed information on personal hygiene, 8(5%) needed information on medical health, 22(14%) needed information on welfare relief, 10(6%) needed information on symptoms, 51(33%) needed information on curbing the spread, 19(12%) needed information on government decision on management of COVID-19, 12(8%) needed information on spread of COVID-19 globally, 10(6%) needed information on resources on COVID-19 while, 18(12%) needed information on online journal for research work.

The information needs of both staff and students during the period of the pandemic were similar. Basically, there was a general need for survival from the virus. However, staff need for research was higher than that of students. Academic librarians seized the opportunity of the lockdown to conduct personal researches for their professional growth while students' research works were slowed down due to the pandemic.

Research Question 2: What were the media for disseminating information during the period of COVID-19 lockdown?

Table 3: Percentage analysis showing different media for disseminating information during the period of COVID-19 lockdown

S/N	Item	COVID-19		Personal Development		Research		Work		Academic Purpose	
		F	%	F	%	F	%	F	%	F	%
1	Ask a Librarian	30	14.6%	40	19.4%	52	25.2%	28	13.6%	56	27.2%
2	Frequently asked questions	41	19.9%	28	13.6%	50	24.3%	27	13.1%	60	29.1%
3	Library websites	22	10.7%	63	30.6%	65	31.6%	22	10.7%	34	16.5%
4	OPAC	30	14.6%	49	23.8%	48	23.3%	29	14.1%	50	24.3%
5	Professional platforms	36	17.5%	54	26.2%	22	10.7%	40	19.4%	54	26.2%
6	Text Messages	98	47.6%	15	7.3%	21	10.2%	40	19.4%	32	15.5%
7	Print Media	73	35.4%	30	14.6%	40	19.4%	12	5.8%	51	24.8%
8	Multimedia	72	35.0%	18	8.7%	40	19.4%	26	12.6%	50	24.3%
9	Social Media	90	43.7%	23	11.2%	23	11.2%	31	15.1%	40	19.4%
10	E-mail	29	14.1%	20	9.7%	39	18.9%	68	33.0%	50	24.3%
11	Blogs	50	24.3%	42	20.4%	52	25.2%	28	13.6%	34	16.5%
12	Repositories	21	10.2%	49	23.8%	55	26.7%	35	17.0%	46	22.3%

Table 3 and Figure 3 revealed that 30(14.6%) got information on COVID-19 via, "**ask a librarian**", 40(19.4%) got information on personal development through the same medium, 52(25.2%) got information on research, 28(13.6%) got information on work, while 56(27.2%) got information for academic purpose all through 'ask a librarian'.

On information dissemination via, "**frequently asked questions**": 41(19.9%) of the respondents got information on COVID-19, 28(13.6%) got information on personal development, 50(24.3%) got information on research, 27(13.1%) got information on work, while 60(29.1%) got information for academic purpose.

On information dissemination via, "**library websites**": 22(10.7%) got information on COVID-19, 63(30.6%) got information on personal development, 65(31.6%) got information on research, 22(10.7%) got information on work, while 34(16.5%) got information for academic purpose.

On information dissemination via, "**OPAC**": 30 (14.6%) of the respondents got information on COVID-19, 49(23.8%) got information on personal development, 48(23.3%) got information on research, 29(14.1%) got information on work, while 50(24.3%) got information for academic purpose.

On information dissemination via, "**professional platforms**": 36(17.5%) of the respondents got information on COVID-19, 54(26.2%) got information on personal development, 22(10.7%) got information on research, 40(19.4%) got information on work, while 54(26.2%) got information for academic purpose.

On information dissemination via, "**text messages**": 98(47.6%) of the respondents got information on COVID-19, 15(7.3%) got information on personal development, 21(10.2%) got information on research, 40(19.4%) got information on work, while 32(15.5%) of the respondents got information for academic purpose.

On information dissemination via, "**print media**": 73(35.4%) of the respondents got information on COVID-19, 30(14.6%) got information on personal development, 40(19.4%) got information on research, 12(5.8%) got information on work, while 51(24.8%) got information for academic purpose.

On information dissemination via, "**multimedia**": 72(35.0%) of the respondents got information on COVID-19, 18(8.7%) got information on personal development,

40(19.4%) got information on research, 26(12.6%) got information on work, while 50(24.3%) of the respondents got information for academic purpose.

On information dissemination via, "**social media**": 90(43.7%) of the respondents got information on COVID-19, 23(11.2%) got information on personal development, 23(11.2%) got information on research, 31(15.1%) got information on work, while 40(19.4%) got information for academic purpose.

On information dissemination via, "**email**": 29(14.1%) got information on COVID-19, 20(9.7%) got information on personal development, 39(18.9%) got information on research, 68(33.0%) got information on work, while 50(24.3%) of the respondents got information for academic purpose.

On information dissemination via, "**blogs**": 50(24.3%) of the respondents got information on COVID-19, 42(20.4%) got information on personal development, 52(25.2%) got information on research, 28(13.6%) got information on work, while 34(16.5%) of the respondents got information for academic purpose.

On information dissemination via, "**repositories**": 21(10.2%) of the respondents got information on COVID-19, 49(23.8%) got information on personal development, 55(26.7%) got information on research, 35(17.0%) got information on work, while 46(22.3%) of the respondents got information for academic purpose.

The various media helped to meet the information needs of the respondents at health, personal development, research, work and at the level of academic purposes. Libraries should begin to consider incorporating and upgrading these media for the provision of digital resources and services to their users.

Research Question 3: What information sources were used by library users to satisfy their information needs?

Table 4: Percentage analysis showing different information sources used by library users to satisfy their information needs

S/N	Item	COVID-19		Personal Development		Research		Work	
		F	%	F	%	F	%	F	%
1	WHO (World Health Organization)	96	46.6%	26	12.6%	35	17.0%	49	23.8%
2	Federal Ministry of Health	92	44.7%	18	8.7%	45	21.8%	51	24.8%
3	National Center for Disease Control (NCDC)	79	38.3%	12	5.8%	52	25.2%	63	30.6%
4	Google	103	50.0%	14	6.8%	69	33.5%	20	9.7%
5	Facebook	100	48.5%	26	12.6%	35	17.0%	45	21.8%
6	WhatsApp	95	46.1%	56	27.2%	8	3.9%	47	22.8%
7	Instagram	97	47.1%	64	31.1%	15	7.3%	30	14.6%
8	Telegram	86	41.7%	50	24.3%	42	20.4%	28	13.6%
9	Twitter	80	38.8%	44	21.4%	35	17.0%	46	22.3%
10	YouTube	93	45.1%	36	17.5%	42	20.4%	34	16.5%
11	Online (others)	103	50.0%	20	9.7%	55	26.7%	28	13.6%
12	Print	84	40.8%	21	10.2%	78	37.9%	23	11.2%
13	Databases	62	30.1%	43	20.9%	55	26.7%	46	22.3%

Table 4, item 1 revealed that 96(46.6%) of the respondents satisfied their COVID-19 information needs through sources from **WHO**, 26(12.6%) satisfied their personal development information needs through same source, 35(17%) satisfied their research information needs and 49(23.8%) satisfied their work information needs.

Item 2 revealed that 92(44.7%) of the respondents satisfied their COVID-19 information needs through sources from **Federal Ministry of Health**, 18(8.7%) satisfied their Personal development information needs through same source, 45(21.8%) satisfied their research information needs and 51(24.8%) satisfied their work information needs.

Item 3 revealed that 79(38.3%) of the respondents satisfied their COVID-19 information needs through sources from **National Centre for Disease Control (NCDC)**, 12(5.8%) satisfied their personal development information needs through same source, 52(25.2%) satisfied their research information needs and 63(30.6%) satisfied their work information needs.

Item 4 revealed that 103(50.0%) of the respondents satisfied their COVID-19 information needs using **Google**, 14(6.8%) satisfied their personal development information needs through same source, 69(33.5%) satisfied their research information needs and 20(9.7%) satisfied their work information needs.

Item 5 revealed that 100(48.5%) of the respondents satisfied their COVID-19 information needs via **Facebook** , 26(12.6%) satisfied their personal development information needs through same source, 35(17%) satisfied their research information needs and 45(21.8%) satisfied their work information needs.

Item 6 revealed that 95(46.1%) of the respondents satisfied their COVID-19 information needs through **Whatsapp**, 56(27.2%) satisfied their personal development information needs through same source, 8(3.9%) satisfied their research information needs and 47(22.8%) satisfied their work information needs.

Item 7 revealed that 97(47.1%) of the respondents satisfied their COVID-19 information needs using **Instagram** , 64(31.1%) satisfied their personal development information needs through same source, 15(7.3%) satisfied their research information needs and 30(14.6%) satisfied their work information needs.

Item 8 revealed that 86(41.7%) of the respondents satisfied their COVID-19 information needs using **Telegram** , 50(24.3%) satisfied their personal development information needs through same source, 42(20.4%) satisfied their research information needs and 28(13.6%) satisfied their work information needs.

Item 9 revealed that 80(38.8%) of the respondents satisfied their COVID-19 information needs using **Twitter** , 44(21.4%) satisfied their personal development information needs through same source, 35(17%) satisfied their research information needs and 46(22.3%) satisfied their work information needs.

Item 10 revealed that 93(45.1%) of the respondents satisfied their COVID-19 information needs using **YouTube** , 36(17.5%) satisfied their personal development information needs through same source, 42(20.4%) satisfied their research information needs and 34(16.5%) satisfied their work information needs.

Item 11 revealed that 103(50.0%) of the respondents satisfied their COVID-19 information needs using **Online(others)**, 20(9.7%) satisfied their personal development information needs through same source, 55(26.7%) satisfied their research information needs and 28(13.6%) satisfied their work information needs.

Item 12 revealed that 84(40.8%) of the respondents satisfied their COVID-19 information needs using **Print** , 21(10.2%) satisfied their personal development information needs through same source, 78(37.9%) satisfied their research information needs and 23(11.2%) satisfied their work information needs.

Item 13 revealed that 62(30.1%) of the respondents satisfied their COVID-19 information needs using **Databases** , 43(20.9%) satisfied their personal development information needs through same source, 55(26.7%) satisfied their research information needs and 46(22.3%) satisfied their work information needs.

There is an indication that respondents know where to get reliable information on COVID-19 such as WHO, Federal Ministry of Health and National Centre for Disease Control (NCDC) websites. Also, Google is a common search engine which students should be encouraged and trained to use. Social media platforms have been proven to be indispensable tools for information dissemination and libraries should not be reluctant to embrace them. Libraries should continuously increase their online presence. Libraries should ensure that their users can access the various subscribe databases via their websites.

Research Question 4: What was the level of satisfaction of the library users with the resources available?

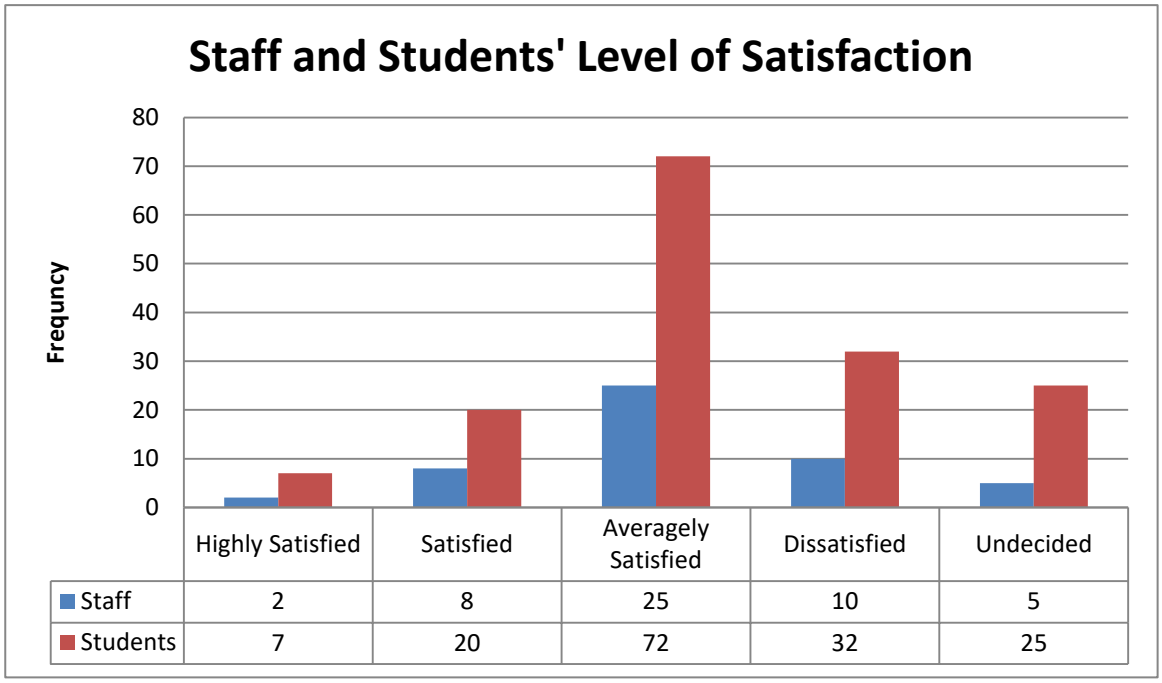


Figure 3: Bar chart analysis showing the level of satisfaction of library users with the resources available

Figure 4 revealed that 2(4%) of the staff and 7(4%) of the students were highly satisfied, 8(16%) of the staff and 20(13%) of the students were satisfied, 25(50%) of the staff and 72(46%) of the students were averagely satisfied, 10(20%) of the staff and 32(21%) of the students were dissatisfied, while 5(10%) of the staff and 10(16%) of the students were undecided.

Libraries should endeavour to improve their users' satisfaction through making available quality digital resources and creating awareness of such resources. Quality digital library services should not also be compromised. In fact, quality should be the watchword of every library online.

Research Question 5: How can library improve its services?

Table 5: Percentage analysis showing suggestions for improvement of library services

a) Staff

S/N	Item	Respondents' Level of Agreement			
		Yes		No	
		F	%	F	%
1	Creating awareness on the online resources available in the library	50	100.0	-	-
2	Increasing the collection of free e-books available for staff	50	100.0	-	-
3	By improving the effectiveness and efficiency of library websites.	50	100.0	-	-
4	By engaging more social media platforms in disseminating information.	50	100.0	-	-
5	Improving generally on internet connectivity in the nation.	50	100.0	-	-
6	Improving generally on power supply in the nation	50	100.0	-	-
7	Subsidy by the government on data	50	100.0	-	-

b) Students

S/N	Item	Respondents' Level of Agreement			
		Yes		No	
		F	%	F	%
1	Creating awareness on the online resources available in the library	50	100.0	-	-
2	Increasing the collection of free e-books available for staff	50	100.0	-	-
3	By improving the effectiveness and efficiency of library websites.	50	100.0	-	-
4	By engaging more social media platforms in disseminating information.	50	100.0	-	-
5	Improving generally on internet connectivity in the nation.	50	100.0	-	-
6	Improving generally on power supply in the nation	50	100.0	-	-
7	Subsidy by the government on data	50	100.0	-	-

In Table 5, item 1 revealed that all (100.0%) respondents agreed that creating awareness of available online resources can improve its services. Item 2 revealed that all (100.0%) respondents agreed that making free e-books available on library websites for staff and students can improve its services. Item 3 revealed that all (100.0%) respondents agreed that improving the effectiveness and efficiency of library websites can improve its services. Item 4 revealed that all (100.0%) respondents agreed that engaging more social media platforms in disseminating information can help improve library services. Item 5 revealed that all (100.0%) respondents agreed that improving generally on internet connectivity in the nation can help improve library services. Item 6 revealed that all (100.0%) respondents agreed that improving generally on power supply in the nation can help improve library services. Item 7 revealed that all (100.0%) respondents agreed that if the federal government can help to subsidize cost of data, it will lead to improvement of library services.

Discussion

Information is a basic need because every individual needs information to survive. Information needs varies from a person to another through time and circumstances. For

instance, due to COVID 19 pandemic information needs of most people shifted to curb the spread of the disease. The dichotomy existing between staff and students was bridged as they both had very similar information needs. Everyone needed information, whether staff or students on how to curb the spread of the disease. The pandemic caused much fear and anxiety, however, in the midst of all these, individual still needed information for self-development, research and work indicating that life cannot be static and information is vital to life.

The pandemic brought to limelight the importance of social media in information dissemination. As a result of the lockdown individuals resorted to social media platforms and other online sources to meet their information needs corroborating IFLA (2020) statement on why there is a need for libraries to mobilize more free online resources and strengthen their online presence. In particular, Google is again found useful for research and self-development while e-mail has been very useful for work purposes.

The health sector globally worked tirelessly to curb the pandemic and for safety of citizens. This explains why they (WHO; Federal Ministry of Health and National Centre for Disease Control) became the major sources of information on the pandemic

Before this time very few libraries in Nigeria had online presence. With a very fast speed library services is shifting towards online through their websites which is one major effect of the pandemic.

Conclusion and Recommendations

It is a common saying that if you fail to plan for the future you planned to fail. Libraries in general failed to plan against any pandemic, therefore COVID 19 took them unawares. Their operations were interrupted leading to poor user services. However, libraries are now reinforcing and shifting towards providing their services online. At this rate it will come to a point when libraries will become paperless. Online library platforms are been created for resources and service delivery. This calls for acquisition of sophisticated equipment for smooth transition to website based library services. Central to this development is improved funding to accommodate all the technologies needed for this paradigm shift. Finally, all stakeholders must deliberate on how to reach the rural areas with ICT for inclusive and holistic library services.

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Management of Information Resources through Integrated Emergent Technologies in Nigerian Libraries

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Abstract

The world has evolved and still evolving in all spheres of human existence. Digital technology is one of the world's fastest evolutionary industries that have gainfully improved tasks and activities. Digital technology has revolutionised basic life's activities such as buying and selling, communication, law enforcement, feeding and professional task in all fields of engagement. Libraries are not left out of the technological evolution. However, the realities of emergent technologies through electronic devices and equipment, proliferation of applications and software has placed libraries, librarians, information centers and organizations in Nigeria on their toes in challenging the traditional library practices and services to integrated technology application need of providing fast and effective resources.

Keywords
Technology; Libraries; Library services; Library management; Information management

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Introduction

The world has evolved and still evolving in all spheres of human existence. Digital technology is one of the world's fastest evolutionary organisms that have improved tasks and activities. Digital technology has revolutionized basic life's activities such as buying and selling, communication, law enforcement, feeding and professional task in all fields of engagement. Libraries are not left out of the technological evolution. However, the realities of emergent technologies, electronic devices and equipment, proliferation of applications and software has placed libraries, librarians, information centers and organizations in Nigeria on their toes in challenging the dire need of providing fast and effective resources.

Libraries are established for information preservation and at the same time, retain, and preserve their print resources for generations to come because libraries are some of the essential agents for fostering human capital and social development. Fostering social development amongst members of the society especially in academic libraries can be promoted through provision and management of information materials and resources in various disciplines of human existence. These materials could be print and non-print materials such as books, serials, periodicals, artifacts, cartographic, audio and visual materials (Aguolu and Aguolu, 2002).

These materials are procured by libraries as a result of a need to satisfy the information interests of their patrons. They are being acquired, collated, organised, preserved and disseminated through various procedures, routines, and activities which are manually dependent especially for older libraries. According to Marchionini and Maurer (1995), a library is fundamentally an organized set of resources, which include human services as well as the entire spectrum of media (e.g., text, video, hypermedia). Libraries have physical components such as space, equipment and storage media; intellectual components such as collection policies that determine what materials will be included and organizational schemes that determine

how the collection is accessed; and people who manage the physical and intellectual components and interact with users to solve information problems. Digital technology software such as TINLIB, INMAGIC, KOHA etc. are some of the digital technology software meant to address service deliveries in libraries. It is evident that most libraries in Nigeria, especially some of the age-long established libraries are still struggling in adapting completely the use of technology in providing key services such as cataloging and classification, reader's services activities. These services are manually operated and hence, expose library staff to frequent errors, omissions and inaccuracies in offering satisfactory services to their clientele. These age-long libraries are likely to boast of large volumes of print and other non-electronic resources such as books, serials, periodicals, artifacts, cartographic, audio and visual materials which could pose a tasking challenge in beating the electronic revolution in Nigerian libraries. The last two decades have experienced a surge in technological advancements which has transformed the library and hitherto, her services. The innovation in library services has in its package an offshoot of technological inclusiveness in most library units, tasks and activities.

Overview of technology integration of services in Nigerian libraries

Beginning from staff management; collections development and acquisitions; cataloguing and classification; reference services; reader's services (circulation); among other, for efficient and more effective and inclusive service delivery. Most Nigerian libraries are partially compliant in the use of technology in managing routine task and activities and even relating with clientele. According to Das (2008) the technical services section of the library is one section which will benefit thoroughly from integrated digital technologies in libraries especially with the use of the Machine Readable 5 Catalogue of the 21st century (MARC 21) in cataloguing and classification. It is imperative that libraries and library professional rise up to the challenges and dynamism in integrating digital technology for routine activities in the library. Jan and Sheikh (2014) also assert that librarians in the 21st century should be encouraged to develop requisite technological skills in matching up with emerging technologies.

In Nigerian educational sector especially libraries, financial paucity in meeting up with basic official tasks are not strange phenomenon bedeviling the information institution especially as libraries are low in profit generation compared to other arms of the educational institutions. The severity of this condition however can be felt from the incessant strike actions by the university lecturers under auspices of the Academic Staff Union of Universities (ASUU) insisting on a basic bench mark for government to fund the all sectors of universities including libraries and science laboratories. Kenechukwu (2020) reported ASUU's response to the Nigerian Federal Government's instruction for tertiary institutions to adopt the use of E-learning platforms during the lockdown as a result of the COVID 19 pandemic; the union through their University of Ibadan branch blamed poorly equipped libraries, poor E-library services and non-subscription to online materials and a total blackout on library services due to power shortage, internet connectivity inadequacies, lack of effective library systems with seamless access to global online resources as inhibitors to the E-learning directive by the federal government (Kenechukwu, 2020). Therefore, shrinking finances, lean staff and skyrocketing cost of print information resources are factors which are meant to propel library management in developing affordable and sustainable library management software for effective library services (Eze, Eze and Bello, 2018). In libraries, print resources are cardinal point where all the strengths and peculiarities in

libraries are evident. Integrating digital technology in carrying out routine task and activities does not jettison the place of print resources rather it should be used symbiotically to create harmony in the discharge of services. Digital technology has made quintessential duties and activities much easier and faster.

Most activities in almost all spheres of our current existence have become technologically manipulated. In libraries however, accessing, retrieving, recording and managing of information materials have become even more challenging, cumbersome, and time consuming. These challenges are inevitable for some whose collections and routine systems are still being manually or partially technologically operated. But with the presence of digital technology, libraries both new and older ones can maneuver these challenges and as well as evolve better and smarter approaches to information management and services. IFLA (2018) stressed that „Equal access to the cultural and scientific heritage of mankind is every person's right and helps promote learning and understanding of the richness and diversity of the world, not only for the present generation, 6 but also for the generations to come".

The benefits of integrating digital technologies in libraries far outweigh the cost of not having it done at all. Integrating digital technology in library routines would boost confidence of staff and users in the library and improve the security of both print and user facilities in the library. Technologies like the Radio Frequency Identification (RFID) machine, barcodes etc. in some Nigerian libraries through use of electronic media in disseminating relevant educational and social information links to their clientele and members of the public has promoted better attitude towards library use amongst clientele and also boost the confidence and morale of library staff towards service delivery. Khana (2014) corroborated the stance that students feel comfortable and excited while using modern library technologies especially with the use of Radio Frequency Identification system (RFID), a modern library technology which functions with chips and barcodes inserted in books and identification materials.Fadiya, Odeh and Sopuru (2015) describes RFID as a technology which alerts library staff of any incident of fraud either of books or library user through the aid of radio frequency identification. Accessibility to information resources and materials are key responsibilities of libraries. Similarly, Edwards and Orukpe (2014) buttressed the efficiencies of RFID in aiding library services; they assert that RFID technology is able to track book information in the library and the number of people that access the library. The device consists majorly of a RFID reader, a Bluetooth module, a microcontroller and the materials to be tracked are tagged with a RFID (a transponder). The unique IDs are stored in a PC running an application with other information on the materials into a database.

Through these processes, books, library users with their information as well as their tag ID can easily be used for cataloging and user authentication. The device is designed to be mobile so that mixed books on shelves can easily be sorted out as the RFID reader moves across them. A model of the system was built, tested with several data and the result showed satisfactory improvement in the efficiency of the library management system. However, accessing, retrieving and managing resources and materials in libraries, especially in libraries whose establishment have spanned decades from the 1960"s to the present day 21st century has become a source of concern and challenge to Librarians and library administrators. The purpose of a technologically driven library operations is to provide orderliness in resource organisation for easy access and also to sustain library relevance to her teeming users.

A digital library is an integrated set of services for capturing, cataloguing, storing, searching, protecting, and retrieving information.

- Digital library services bring order where data floods and information mismanagement have caused much critical information to be incoherent, unavailable, or lost.
- Digital library architecture emphasizes organization, acquisition, preservation, and utilization of information.
- Digital library systems are realizations of architecture in a specific hardware, networking, and software situation.

Library unit and services that most requires integrated technology management

There are 3 important units in a library that demands the attention of integrating technologies in order to provide more efficient and effective services to patrons. These units and the services it offers without technological integration can be very tasking, time consuming, cumbersome and boring for both library staff and patrons. These under listed units do not represent the whole unit in a library or makes other units not listed here less tasking or irrelevant to technological integration. These units are:

- Cataloguing and classification
- Collection development and acquisition
- Circulation

Cataloguing and Classification

Cataloguing and classification is the soul of every library. Classifying books based on their appropriate subjects is what defines orderliness in any library. However, this activity can be very tasking, physically, mentally and time consuming especially as it requires the use of multiple tools such as the Subject Headings, AACR2 (Anglo American Cataloguing Rules), thesaurus, dictionaries and cataloguing schemes. With the use of technology however, these activities can be easier and less time consuming. This can be achieved through the use of web connectivity to launch into online catalog databases of most schemes such as the LC, DDC, UDC, MARC21 online catalogs where most collections have been pre-catalogued and subjects as well as author cuttered. Use of online catalogs to copy catalog resources is quite easier and saves time for the cataloguing and classification unit. Similarly, if the library has a ready library management system where all books catalogued are keyed, online search and cataloguing makes filling database interfaces much easier. Equipment needed for enabling electronic cataloguing are: fast internet connectivity, computer and the right human resource personnel.

Collection Development/Acquisition

Collection development and acquisition is that unit of a library that is charged with responsibilities of acquiring resources for the library. The unit is also responsible for assigning accession numbers to procured resources and determining the appropriate location (stack room, reference, reserve, short-term loans) resources are to be shelved. Oghenovo and Ivwighreghweta (2012) succinctly put that the primary role of acquisition has traditionally been to serve the library rather than individual readers; as long as the library's collection is being built efficiently, the library as an organisation becomes satisfied. However, these activities can be more effective with the aid of technology. The fascination of automation in the collection development unit includes inclusion of order record in the library acquisition register and direct loading of new titles announcement; as potential order records gives library users enhanced access to available study materials. With automation of collection development unit, accession list and numbers can easily be produced through electronic generation and users can easily be notified of new titles and approval as they appear, by using file

transfer protocol, loading of approval and exchange data on local systems can be processed in minutes.

Through the use of internet connectivity, various publishers could be reached. These publishers share their catalogs with librarians through mails of which the librarians dispatch these online catalogs to the various departments for selection and compilation of selected materials. This list is then being compiled and returned to the publishers with the purchasing order forms already filled for purchase. According to Ifidon (2006), there are three main steps - ordering, receiving and invoicing. The system then will allow the acquisition process to run, using its reporting system and order transmission. These steps with automation ensure accuracy and speed as well as efficiency in service delivery.

Circulation Unit

The circulation unit is that arm of the library which deals with patrons. The circulation unit meets with the information needs of the patrons either through reference services or in-use of resources. The circulation unit ensures orderliness, regulates and supervises the maintenance of library rules and regulations by patrons. Also, the unit is responsible for providing patrons with relevant resources and information through book loans, serials and other library resources. Integrating technology in this unit will ensure that the following services are efficient:

- Providing electronic file record for each patron with important biodata details
- By easily electronically programming the maximum number of books to be loaned
- By revealing identities of patrons through the upload of passport photo on the database
- It enables the circulation librarian to have knowledge of the total number of registered patrons from a particular department or the institution in general
- It provides summary of resources available for loans for a particular field or all the resources in the library.
- It makes it easier to reach out to patrons via email or mobile contact
- It provides accurate status of patrons in the institutions (whether active or inactive, registered or unregistered with the library)
- It enables librarians and patrons have idea about the availability of a material and how to trace loan records.

Technological equipment and facilities that supports management of library services

Speedy internet connectivity: a speedy internet connectivity buffers connectivity through the web. This can be enhanced by installing a router which has cable or wireless enablement to function:

Computer programmer: it is the computer programmer that designs, creates and programmes the library information emanating from the services offered by each library unit. This information is designed and created with the aid of software which enables the information created in form of tables, windows and interfaces to run and obey commands electronically.

Network specialist: a networker is a person who interconnects two or more computers and other devices to achieve exact communication and response from all the connected devices. A networker sets or arranges the devices based on topologies most suitable to a particular library. It is the networker that determines what type of device to use as a Server. It is also the networker that prescribes the required disk or RAMs size of devices needed. The networker is usually responsible for troubleshooting or search for network signals should the network become poor or should the database become faulty.

Computers (Desktop, laptop, tablet, smart phones): These are equipment and devices that enables web connectivity, information searching, typing, records keeping and management etc.

Scanners (barcode or document scanners): scanners provide a photographic copy of written or photographic documents which are usually used for reference purposes. (E.g.: passport photograph of a patron).

Laminators: laminators are film heating machines that heat up plastic bags placed over a document for the purposes of preserving the inscription quality on the document from wears and tears in the future (E.g. laminating student's library cards).

Photocopiers: Photocopiers are reprographic machines that reproduce copies of documents for use.

Binding machine: A binding machine is equipment that preserves wears and tears from taking toll on books. Binding promotes the physical security and strengths of a book by repairing damaged book covers and replacing it with a better cover. Binding provides and ensures sequence and orderliness of carelessly handled resources.

Hard-disk, Hard-drive, Flash-drive: these are external data saving devices that aids in preserving information and they are also very flexible for use. These devices aid transfer and access of information from one device to another. The capacity of these devices usually is enabled to accommodate very huge files that can preserve, sustain and retain very important information. Most importantly, these devices are used for backup of database files.

Adequate number of personnel (depending on the size of resources to be integrated): The belief that technology has come to replace human workforce if integrated in library management activities is unrealistic. Without human resources, technology will have no value or place. It is the human workforce that promotes and beautifies technology through integrating its services to hitherto manual activities. In the library system, human resources are required to man and operate machines by feeding the computers with the relevant information.

Activities such as scanning, photocopying, typing, binding, laminating etc. are all technological oriented activities, but none of these activities can independently operate itself without the input of human input. It is evident that the world is rapidly going post-human and trans-human technology wise. But in Nigeria today, libraries are yet to assume such level of operations because as it is today, most libraries are yet to be fully technologically compliant and integrated-some Nigerian libraries are yet to grapple with the mystery of technology and innovations. However, for technology integration in library management in our today's Nigeria without the human resource workforce being at the frontline, would be difficult if not impossible.

Merits of technology integration of library services

Assures efficiency

Promotes accuracy

Saves time and space

Assures reliability

Promotes accountability

Provides clarity

Reveals loopholes and weakness in the collection

Promotes security of resources

Promotes confidence in staff and patrons

Demerits of technological integration of library services

It is capital intensive

Dependent on human resource personnel

Heavily dependent on trainings and retraining of staff and patrons

Heavily dependent on electricity (for countries with poor power generation)

Requires high level of attention (in the care and security of information keyed in)

Requires constant updating and upgrading of information

Requires constant services of technicians (programmers, networkers and hardware engineers)

Problem of technological inclusiveness in Nigerian Libraries

In the past, libraries in not only Nigeria but also Africa as a whole were the guardians and distributors of "books, journals, maps and other materials that are used by students and teachers in the learning process" (Pavani, 2016). But today, library administrators, patrons and the society are concerned about the diminishing role of libraries to their information needs and this role increasingly points at in-exhaustive technology adaptation in libraries.

Researchers such as Kenechukwu (2020), ASUU (2020), Eze, Eze and Bello (2018), Edwards and Orukpe (2014), Fadiya, Odeh and Sopuru (2015) and a host of others recommended that there is a need for propagation awareness of technological data management within institutions with academic and research libraries taking a leading role in personnel trainings and technical support needed for recording and retrieving information materials. Chiware and Becker (2018) in their research distributed a questionnaire to fifty-nine university librarians and library directors in university and research libraries in eight southern Africa countries in Botswana, Lesotho, Malawi, Namibia, South Africa, Swaziland, Zambia, and Zimbabwe.

The results show that research data management services are still in their early stages of development with various countries and institutions at different levels of readiness for service provision and with some countries and institutions not yet ready to implement any type of services. A small number of institutions have policies in place or are planning to implement some in the near future. Existing institutional repositories are also seen as a possible extension of data management services in such a way that these institutional materials or documents can be scanned and digitized in order to build an institutional database.

Technology has come to stay, and has taken the lead in servicing old and traditional information institutions including libraries. The response of libraries in Nigeria and Africa as a whole to the current challenge has been to establish virtual links and consortiums with developed libraries in Europe and America or procure and adapt to commercialized databases for managing their resources. According to Hermosa and Anday (2008), Libraries support learning by offering carefully selected information resources and a variety of ICT supported services to facilitate access to their holdings which include learning material as well. These services include: online bibliographic instructions, computerized library catalogs, digital libraries, distance learning services, e-databases and instant messaging services, inter library loan and document services, ready references, virtual classrooms, virtual references, etc. (LI, 2006).

Attempts towards technology inclusiveness in Nigeria Obviously in some academic libraries attempts have been made by some library administrators towards beating the technological trends in resource management and service delivery. For example, the collaboration with the Mc Arthur Foundation to fund and establish a library consortium using the Machine-Readable Catalogues of the 21st Century (MARC 21) by the Kenneth Dike Library University of Ibadan. Similarly, some other academic libraries in Nigeria has also made unsuccessful attempt to adapt the use of some commercial library management

software and databases such as INMAGIC, TINLIB, KOHA ILS, L4U, OPALS, DESTINY LIBRARY MANAGER, HANDY LIBRARYMANAGER, INSIGNIA LIBRARY SYSTEM, ACCESS-IT LIBRARY, MODERNLIB, ATRIUUM, LIBRARIAN, READERWARE (Capterra, 2017), to mention but a few. The proliferation of the commercial software in Nigeria is yet to achieve a fully technological conformed library in academic university libraries. There is a likelihood that reasons behind full technologically conformity in operations and services of most academic libraries may not be unconnected to some perennial issue of finance, managerial apathy, poor technological knowhow, staffing amongst other issues bedeviling academic libraries (Kenechukwu, 2020;ASUU, 2020; Eze, Eze and Bello, 2018; Edwards and Orukpe, 2014; Fadiya, Odeh and Sopuru, 2015). It may be right to posit that the state and level of technological conformity in academic libraries is an African problem, which requires an African approach. In order to attain an Eldorado in service delivery and meeting world best standard practices library managers must devise a means to cut corners from technological impediments by they themselves designing and developing a unique library management schema peculiar to their services and operations. One sure way to begin technological revolutions in academic libraries is by building library technological architectures which would be based on the libraries local operations, activities and routines uniquely harmonized and specifically built to run on a particular library system.

However, it is evident that technology has come to jettison and replace manual operations in libraries, as this assertion may be assumed by many to be correct, however, manual operations in libraries cannot be jettisoned. The beauty of infusing technology in library operations becomes more dependable, reliable and smart when operations and activities are being synchronized alongside the manual approach. The objectives of most libraries could be similar, but no two libraries can be exactly same in all functions and services. To this end, for an efficient service delivery in the use of technology in the management of library resources, every library is supposed to establish an 'Authority Control". By Authority control, libraries can effectively manage her resources technologically based on its peculiar approach in running her affairs. Therefore, it becomes crucial for every library management to adopt a more inclusive approach in determining the right kind of library management software in achieving a technological balanced library service delivery system.

Factors to consider when designing a self-schema or template for library management system

Personal view as a library manager suggest that there are key factors to put into consideration when designing or setting up your template, framework or architecture for a library management system.

1. Identify what areas your library is constrained in service delivery
2. Your library's goals and objectives (Mission and vision statement)
3. What aspects of your units/ sections needs technological attention more (scale of preference) 4. Design a diagram of sequence, procedure and channels of activities in your library section by section
4. Identify and access resources availability needed to achieve
5. Identify, access and contact a programmer
6. Educate, instruct and enlighten your programmer on how you want the system to run
7. Evaluate the pros and cons of establishing the technology
8. Involve the institutional managers of your interest
9. Convince and defend your proposal for technology infusion

10. Get managerial approval
11. Set the templates into programs
12. Achieve your technological infused library.

How to work around the 15 rules before designing a template

Identify what your challenges are: every library is unique it its operations and as such would also require unique solutions to her problems. For instance, some libraries could have a big challenge retrieving materials on the shelves, while some may not have defined method of charging and discharging books, thereby keeping track of information resources and materials in the library would be difficult. Some libraries could be unable to track or rate the extent on patronage to their library, or even have the identities of their users known. This is where the need use of technology and database creation to solve some of these problems comes into play. And in designing or instructing the designer on how the template should run, curbing these major challenges should be key.

Your library's goals and objectives (mission statement): a clear definition of your objectives will guide you in drawing out a template for your library. You need to set out a clear mission statement which could span years before achieving. This implies whether your collections are bibliographically electronised (having bibliographic details of all your collections typed out) But then, if that is not in place, then a need to technologically set the machinery in place to achieve your goals should take effect- by making available equipment's such as computers, alternative electrical power source, information preservation devices such as flash drives, hard disk, hard drive, etc. most of all adequate and capable human resource personnel and funds at the long run. All these aforementioned is a necessity if as a library administrator you desire your library to be placed ahead of other libraries in terms of efficient service delivery which could consequently necessitate inter-library cooperation in building and managing consortium, hence the need to place your services on a technological driven practice.

What aspects of your units/ sections needs technological attention more (scale of preference): Identification of core units and aspects in need of technological aid is very crucial. It is important to place all sections and services on a scale in order to weigh the 12 aspects that need more attention. For instance; charging out books could be a challenge, or cataloguing and classifying books could be most cumbersome. The right thing to do is to channel more designs and instructions to those areas such as adding hyperlinks for any classification schemes you wish to adopt, for easier classification and also classifying materials for easy retrieval and discharge.

Design a diagram of sequence, procedure and channels of activities in your library section by section

After making your decisions on how you want your library to operate. Designing an organogram of activities and procedures are very important. This will enable the programmer to have an insight of what task and unit comes first designing an organogram of activities brings about orderliness and consistency in operations. It provides a guide to your library operations in such a way that work flow goes seamlessly with or without and administrator. Below is a step by step sample of how an interface of a library management database should appear: Example, for Collections Development Unit an interface can be designed in such a way that it contains the following fields:

Collection dev. / acquisition unit

- Name of vendor:
- Address of vendor:
- Update of vendors:
- Title of book supplied/no. of copies:
- Author:
- Publisher:
- Date of publication:

- Date of acquired books:
- Accession number:
- Location (reference/stack/ reserve) :
- Update of ref. materials; reserve; stack:
- Move to the cataloguing unit:

All these steps with the aid of technology and database can be made easier.

Identify and evaluate access to required resources:

There are factors to consider in achieving your technological goals. First it is important to identify what is needed. First of all, the library budget must be put into consideration. Can the allocated budget accommodate the cost? Equipment like computers and the required number, personnel with requisite tech-know-how (their number will depend on the enormity of tasks you expect), Power availability and sustainability; internet services availability.

Identify access and contact a programmer: in choosing a programmer, proximity is more important than the cost of recruiting such programmer. This is because, in case of modifications and issues, the programmer would always be handy. It is important to also access the programmers' previous works in the aspects you want him to work on. The programmer's credibility and integrity also determines the seamless success of your database. Where the programmer is unreliable, your effort and dream could suffer.

Educate, instruct and enlighten your programmer on how you want the system to run

As the administrator, you alone understand better what you want from the database. It's the duty of the library administrator to instruct and guide the programmer while configuring your designs. For instance, you can decide that every field of entry like the "Add Book" button should have certain subfields which should disable the window the luxury to save an entry without a particular item or clause. For instance, since every book is supposed to be unique in terms of identification number, you could choose that without an accession number or a unique book identification number keyed in, the entries for a "New Book" shouldn't save. There could also be the choice of disabling the circulation unit window for "Add New User" when the users' identification number is not entered.

Evaluate the prospects and constraints of establishing the technology. It is important to evaluate the sustainability of the proposed database. Is it going to sustainable? How will the pros of this programme elevate us while in use? How does it alleviate our most difficult task? This can be done by running it on your personal PC first, in order to make a trial version to see how workable, flexible for change and sustainability the system would be if implemented. Troubleshooting the trial version is enable you observe some issues that can be encountered during use and how to forestall or solve the issues. As an administrator, you are supposed to be a master in the use of the programme because this mastery will enable you instruct, educate and carry other staff along while it's in use in your establishment.

Involve the institutional managers of your interest: since the library is part of an institution, it is very important to involve the parent body on your decision or choice to establish technological driven services.

Convince and defend the proposal for technology infusion

This can be done through presenting proposals for your intentions. The Onus is on you the administrator to defend your proposal. You must emphasize and explain reasons why such capital-intensive project should be approved, of what benefit the project will be to the institution if such huge funds are committed to it. As an administrator, you carry your employers along with detailed information about what

you intend to do. And this means you really have to be knowledgeable in that regard to be able to defend your intentions.

Get managerial approval: after defending your proposal with your employers.

Its either your proposal gets approved or rejected. Either way, your mastery and clear understanding of your intentions would be the major determinant factor. If it gets approved, you take your time to ensure all resources needed to execute the project is available.

Set the templates into programs:

The templates already designed should at this point be set into programs and motion. The speed of programmers varies and also depends on the enormity of task to be done, but regardless it is important to work on a stipulated time frame, this also will enable your employers applaud your competency and professionalism.

Achieve your technological infused library: when this task is completed, a new library method and approach is born. A new face of the library is and efficiency is seamless. It would be nice to have a mini launch of the database with the employers and all unit heads present, when unveiling the methods and workings of the library's database. It is also very doable and possible to link the database with the institution's information systems.

Recommendation

This chapter recommends that technological equipment should be an integral part of a library. Similarly, effective integration of technology in traditional library services should be the primary objective of any library administrator in the 21st century. Paucity of funds is a commonly a denominating factor for most Nigerian institutions especially libraries; this is likely because the library is perceived by institutional management to always receive or demand huge investments but slow in generating funds in return. However, in achieving this goal, the library administrator has to be tactful and smart in changing the perception of the management towards the library by ensuring that other services such and programme are organized frequently by the library. These programmes can be organized with the librarian sourcing for external funds. This step could perhaps change perception of the management towards the library and thus, provide reasonable support for this venture. In getting this dream to reality, internally generated funds such as overdue fines, external service charge, facility usage, etc. if put to good use can get a step further. Also, organizing a Go Fund Me project from patrons and alumnus could also add up to achieving this goal. Similarly, reaching out to partners and prospective partners of the institution could also bring closer the dream of integrating

Conclusion

In conceiving these ideas, it will remain only ideas if it doesn't get into work. Beautiful ideas could sometimes take time to materialize especially when huge capital would be involved. But in the case of likely impossibilities of establishing this to reality due to certain constraints, as an information manager, your ability to be resourceful comes into play. You could source for fund through certain avenues.

It is good to know that a technological driven library in the 21st century would outsmart the ones who are not. A technological woven library services would place your library on a digital footprint of time while those who are not could go into extinct. Yes, it could take years especially for age long establish libraries to input the bibliographic details of all their resources on the database, but as they say slow and steady wins the race. With daily and weekly targets and with the aid of ad-hoc staff this can be realized in the shortest possible time.

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Management of Public Library Collections: A Case Study of Abia State Library Board, Umuahia, Nigeria

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Abstract

The study investigated the management practices of public library collections in Abia State Library Board, Umuahia with focus on the management strategies adopted by the Abia State Public Library, tools for managing library collections, impacts of management of library collections, and the challenges facing the management of public library collection. Five research questions were raised from a corresponding number of specific purposes. Survey research design was adopted and the population of the study was all the 71 staff in the Library. Questionnaire constituted the instrument for data collection, while descriptive method (frequency table and mean) were used to analyze the collected data. The findings of the study showed that Abia State Library Board, Umuahia have strategies for managing their collections such as applying collection development policy in building its collection, it adopts acquisition of up to date collections, placement of ownership stamp on materials, cataloguing and classification of materials, binding and weeding of its collection. Another finding revealed that most of the respondent disagree that the library board has adequate finance. Based on the findings, the study recommends that for effective management of the library board collection, government should fund the library adequately, it also recommends that: appropriate staff members of the Abia State Library Board, Umuahia should be sent for more professional training programmes and workshops on management of library collection; Librarians in the Library Board should be sponsored locally and abroad for higher education at Masters and Ph.D degree levels in Library and Information Science, library users and staff should be sensitized on the importance and the need to properly use and manage library collections.

Keywords

Library administration, library management practices, Public Library.

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Introduction

Public libraries are made for the public and designed to serve the general masses irrespective of age, race, whether poor, rich, literate or illiterate, black or white, young or old. It houses information resources both in print and non-print that help in satisfying the people's information needs. Public library is a library established to provide unrestricted access to information resources free of charge to all the residents of a given community. Akanwa (2017) sees public library as an organization that provides information resources, services and recreational outlets for the generality of the citizenry, namely, the young, old, literate and non-literate. Unlike other types of library, the public library is not restricted to any group of users and the collections are developed to reflect the diversity of their clientele. Its services, resources and facilities should suit the local needs of its communities and users.

Onyenachi (2012) notes that through public libraries, people can discover knowledge, learn new skills, get informed about personal health and well-being, find out about government and local authority service and seek information about employment and

business development. Akanwa (2017) states that management refers to the effort put into the administration of an organization by a group of individuals who ensure the survival and achievement of the organization's goals. Ogbonna (2019) highlights the transformation in the public libraries already taking place in Nigeria and Africa as follows:

a. People now go to the public library to hear lectures and musical performances or attend workshops, conferences, skill acquisition, and book clubs;

b. Public libraries digitize their collections and network their catalogues, extending the range of materials users could access;

c. Public libraries have introduced e-books or e-resources;

d. They mount screens to watch movies (cinema) or to play videos such as video games;

e. They install computers and provide free internet access which is helpful especially to the many that do not have access to the internet. The internet has become the major source of information, yet in Nigeria, millions of people who need it do not have access to the technology or the skills needed to get online. Some Nigerian public libraries address this challenge.

f. Public libraries wire up their spaces with free Wi-Fi, providing extra power-points so that users could plug in their own devices;

g. Besides offering new technologies and services, public libraries offer people a welcoming and safe space to gather without spending money. By investing in attractive, versatile furnishings, they have actively encouraged people to dwell in their spaces to read a newspaper, complete a job application online, to study, etc. In a digital age where communication technologies create both efficiency as well as forms of isolation, such spaces assume a renewed social importance. However, many public libraries in Nigeria do not have welcoming space.

Statement of the Problem

The practice of librarianship is becoming tedious and cumbersome. This is due to increase in information demand, and how to effectively manage their collections for the purpose of giving information to their users. This researcher has visited many public libraries in the country and noticed that the collections in these libraries are not properly managed. This problem is evident in disarranged shelves, improper shelving and shelf-reading, torn and mutilated library books, book theft, inefficient search and retrieval devices, etc. Published researches in library and information science have identified some of the other problems in managing the collection of public libraries to include: wrong cataloguing and classification, poor shelving and shelf-reading, poor preservation and conservation, lack of collection development policy, lack of qualified staff, poor remuneration and salaries and deliberate theft of library documents by patrons (Nnadozie, 2007, Ifidon & Ifidon, 2007). These issues no doubt, affect the quality of service delivery to patrons of these public libraries.

The uniqueness of each public library means that there could be differences in the kind of challenge they face in managing their collection. This necessitates the study of the Abia State Library Board, Umuahia, Nigeria in order to identify the specific problem they face to avoid generalization.

Objective of the Study

The objective of this study is to investigate the management practices of public library collections in Abia State Library Board, Umuahia.

The specific objectives are:

1. To identify the strategies adopted by Abia State Library Board, Umuahia for the management of its collection.
2. To ascertain if there are working tools for the management of collection in Abia State Library Board, Umuahia.
3. To examine the impact of management of library collection on service delivery in Abia State Library Board, Umuahia
4. To determine the challenges facing the management of library collections in Abia state Library Board, Umuahia.

Research Questions

The research provided answers to the following research questions;

1. What are the strategies adopted by Abia State Library Board in managing its collection?
2. What are the working tools provided for the management of collection in Abia State Library Board, Umuahia?
3. What are the impacts of library collection management on service delivery in Abia State Library Board, Umuahia?
4. What are the challenges facing the management of library collections in Abia State Library Board, Umuahia?

Review of Related Literature

Management refers to planning, organizing, controlling, leading, and supervising practices or functions in organizations or institutions such as the public libraries. There are several interpretations of the term "supervision," but typically supervisors oversee the productivity and progress of employees who report directly to them. For example first level supervisor supervise entry level employees (Kaufman, 2017). Library management involves functions such as planning, organizing, leading, and controlling.

Planning, a management practice in a public library is about assembling and coordinating human, financial, physical, informational, and other resources needed to achieve library goals. Leading is about functions that involve efforts on the part of the librarian to stimulate high performance by employees, and controlling function is about monitoring various library operations and services. These management functions are highly integrated, but libraries that excel in organizing material and human resources are known to provide better service.

Preservation can be defined as the sum total of deliberate steps taken by libraries to ensure that books and other information sources survive in usable physical or electronic form for as long as it is humanly possible, according to Feather (1996) in Olatokun, (2008). Preservation involves maintaining an object or information in a format that ensures the continued use and accessibility of the information provided, halting the deterioration of materials by providing a stable environment and proper equipment for storage. Preservation also includes preparing for potential disasters such as floods, fires, tornadoes, and earthquakes.

However, with many collections having a digital component, space is no longer an issue for serious concern in some libraries. This does not mean that weeding is not necessary in digital collections. "Clearing out unused materials makes a patron's searching experience better by reducing the number of old and irrelevant records the patron must wade through in their search results to find what they really want. The digital collection like the physical collection should be kept current and easily accessible (Lehman, 2016).

Collection management is the process of information gathering, communication, coordinating, policy formulation, evaluation, and planning. These processes, in turn, influence decisions about the acquisition, retention, and provision of access to information sources in support of the intellectual needs of a given library community. National Universities Commission (2012) states that collection management not only involves the selection and acquisition process, but also the organization and use of all materials in all formats to the level required to support research, lifelong learning and public service. Collection management also includes leasing, renting, de-selection, providing access to other collections, planned resource-sharing and cooperate storage and electronic access to databases.

Looking at the benefit attached to the library if properly managed with a good strategy which ranges from availability of numerous collections to quick retrieval and long-time storage, each task of management would be carried with maximum enthusiasm (Gani, 2014). Those who practice collection management are called variously: selectors, bibliographers, collection librarians, subject specialists, subject liaisons, collection development librarians, collections managers, and collection developers (Johnson, 2009).

Collection development is a logical and systematic process of promptly and continuously building of library collection (Udo-Anyanwu and Wegwu, 2017). Every public library should have a collection development policy that should be supported by the requirements of the library legislation. The policy is meant to define the purpose, scope and content of the collection. The policy should aim at ensuring that the library collection grows steadily and is accessible. The policy should also have room for accessing materials outside the library walls through the use of mobile libraries and information technologies such as, the internet, databases, CD-ROMs, etc.

Library collections are managed through varieties of library activities such as the acquisition of needed library materials (through purchase, gift, exchange, and legal deposit), cataloguing and classification of library materials, and use of collection development policy (Abdulsalami, and Awolowo, (2019).

Bell (2022) identified the use of ownership stamp as a tool in managing library collection. Placing ownership stamp on library materials and thereby discouraging theft is an important strategy in collection management. In addition to the use of magnetic strips and other anti-theft technological devices, use of ownership stamp is one of the major ways a library could secure the materials from being stolen. Furthermore, Smith, Kinash and Brand (2013) noted the usefulness of library shelves in the management of the library collection. They observed that even in the digital environment in many libraries, the 'public' space is still dominated by the library bookshelves. Akidi and Omekwu (2019) also identified cataloguing and classification as tools in managing library collection. Cataloguing and classification of information resources in a digital environment is fundamentally required to enhance effective bibliographic control and bring about universal access to information resources.

The management of library collection improves service delivery in various ways such as in making the library materials accessible and usable by the library patrons. Locating information or materials would be a herculean task if the materials are misplaced on the shelves or never shelved. Shelf work and shelving are critical to the efficiency and effectiveness of any library. The important role of library shelves in service delivery cannot therefore, be overemphasized (Living in the Library World, 2009).

Adams, Church, and Hanson (2020) stated that libraries are confronted with the limitations of space, budgeting, staffing, and other factors in the management of their collections. They further stressed that despite the challenges, libraries must maintain their collections responsibly.

Methodology

The research design that was adopted for this study is descriptive survey. Nworgu (2015) explained descriptive survey as studies which aim at collecting data and describing it in a systematic manner, the characteristics, and facts about a given population. Structured questionnaire was used as a data collection instrument. All the questionnaires distributed were returned, representing one hundred percent return rate. The population of the study comprises of seventy one (71) library staff of the Abia State Library Board, Umuahia headquarters. The 71 staff were made up of all the librarians, library officers, library assistants and attendants that serve at the main library/headquarters of the State Library Board located at Umuahia. This method of research design was used because it helped elicit relevant information regarding the management of library collections of Abia State Library Board, Umuahia**.**

Research Finding Results

Research Question One: What are the strategies adopted by Abia State Library Board in managing its collection?

Table 1: Strategies Adopted by Abia State Library Board in Managing its Collection

S/No.	Strategies	SA 4	A 3	D 2	SD 1	Mean	Decision
1	Collection development policy	35	19	12	5	3.18	Accept
2	Acquisition of up to date collections	33	19	13	6	3.11	Accept
3	Placement of ownership stamp	25	27	18	1	3.07	Accept
4	Cataloguing and classification of material	48	23	0	0	3.68	Accept
5	Binding	44	27	0	0	3.62	Accept
6	Weeding	71	0	0	0	4.00	Accept
	Grand Mean					**3.44**	**Accept**

Source: Field Survey, 2021

The criterion mean for this study is 2.5. Hence, mean response equal to or above the criterion mean (2.5) indicates acceptance region whereas mean response below the criterion mean (2.5) denotes rejection region. The analysis on table 1 above which seeks to investigate the responses of library staff on the strategies adopted by the Abia State Library in managing its collection, shows that the mean response for the items surpassed the criterions mean. This implies that the library adopts collection development policy in building its collection (Mean = 3.18), it adopts acquisition of up to date collections (Mean = 3.11), imparting of ownership stamp (Mean = 3.07), cataloguing and classification of materials (Mean = 3.68), binding (Mean = 3.62) and weeding (Mean = 4.00). Meanwhile, the grand mean of 3.52 surpassed the criterion mean (2.5). This implies that Abia State Library Board adopts the strategies stated on table 1 for managing its collections.

Research Question Two: What are the working tools provided for the management of collection in Abia State Library Board, Umuahia?

Table 2: Tools for Managing Library Collection

S/No.	Tools	SA 4	A 3	D 2	SD 1	Mean	Decision
1	Shelves	14	25	23	9	2.62	Accept
2	Book stands	30	15	12	14	2.86	Accept
3	Spacious stack areas	15	27	16	13	2.58	Accept
4	Catalogue cabinet	26	24	16	5	3.00	Accept
5	Kardex card	38	24	5	4	3.35	Accept
6	Adequate Finance	11	8	21	31	1.01	Reject
7	Index cabinet	20	18	31	2	2.79	Accept
8	Catalogue cards	31	19	19	3	3.12	Accept
	Grand Mean					**2.66**	**Accept**

Source: Field Survey, 2021.

Table 2: reveals the responses of the respondents as it concerns research question 3 which seeks to investigate if the staff of Abia state Library are provided with adequate working tools for the management of their library collections. A critical look at the mean response of the respondents to each of the items shows that the respondents agreed that the library has shelves (Mean = 2.62), book stands (Mean = 2.86), spacious stack areas (Mean = 2.58), Catalogue cabinet (Mean = 3.00), Kardex card (Mean = 3.35), meanwhile, the respondents disagreed that the library has adequate finance for managing its collection (Mean = 1.01), index cabinet (Mean = 2.79) and catalogue cards (Mean = 3.12).

Research Question Three: What are the impacts of management of library collection on services delivery in Abia State Library Board?

Table 3: Impacts of Management of Library Collection on Service Delivery

S/No.		SA 4	A 3	D 2	SD 1	Mean	Decision
1	It gives quick access to materials	31	17	13	10	2.97	Accept
2	It makes library resources available to library users	26	19	21	11	3.01	Accept
3	Materials are provided	20	28	23	6	2.79	Accept
4	Library users feel satisfied after using the library	20	22	20	9	2.75	Accept
5	It helps library user to locate and retrieve library materials	30	18	11	12	2.92	Accept
	Grand Mean					**2.88**	**Accept**

Source: Field Survey, 2021.

A critical look at the mean response of the respondents to each of the items on table 3 above which investigates the impact of management of library collection on service delivery, shows that all the items raised were accepted as their mean exceeded the criterion mean (i.e. 2.97, 3.01, 2.79 and 2.75 > 2.5). Hence, it can be concluded that the impact of management of library collection on service delivery are: It gives quick access to materials, it makes library resources available to library users, materials are provided and library users feel satisfied after using the library.

Research Question Four: What are the challenges facing the management of library collection in Abia State Library?

Table 4: Challenges facing the Management of Library Collection in Abia State Library

S/No.	Challenges	SA	A	D	SD		
		4	3	2	1	Mean	Decision
1	Poor funding of the library	43	28	0	0	3.61	Accept
2	Lack of security management	27	26	11	7	3.03	Accept
3	Inadequate preservation and conservation of library materials	25	20	23	3	2.94	Accept
4	Inadequate trained personnel	39	21	10	1	3.38	Accept
	Grand Mean					**3.24**	**Accept**

Source: Field Survey, 2021.

Table 4 seeks to investigate the responses of the Abia State Library Board staff on the challenges facing the management of library collections of Abia State Library Board. The general conclusion from Table 4 above is that all the challenges listed were accepted by the respondents as the challenges facing the management of library collections. The challenges are poor funding of library (Mean = 3.61), lack of security management (Mean = 3.03), inadequate preservation and conservation of library materials (Mean = 2.94) and inadequate trained personnel (Mean = 3.38).

Discussion of Findings

The responses given by the respondents on the strategies adopted by the Abia State Library Board, Umuahia inmanaging their collections shows that Abia State Library Board adopts collection development policy in building its collection, it adopts acquisition of up to date collections, placement of ownership stamp, cataloguing and classification of materials, binding and weeding of its collection. This finding agrees with the position of Bello (2022) and Abdusalami and Awolowo (2019).

Response from the respondents on the provision of working tools for the staff of Abia State Library Board, Umuahia for the management of their library collections agrees with the submissions Smith, Kinash and Brand (2013) that the library has shelves, book stands, spacious stack areas, catalogue cabinet, Kardex card, index cabinet and catalogue cards which are tools for managing library collection. It also agrees with the position of the research work titled Living in the Library World (2009).Meanwhile the respondents disagreed that the library has adequate finance in the management of its collections.

On the impact of management of library collection on service delivery, the finding of this work shows that library collection management: facilitate quick access to materials, makes library resources available to library users, enhances user satisfaction. Management of library collection ensures timely and adequate access to, retrieval and utilization of information resources. This finding agrees with the work of Akidi and Omekwu (2019).

The challenges facing the management of library collections in Abia State Library Board, Umuahia cannot be overemphasized. The findings of this study showed that the challenges facing the management of library collections are poor funding of library, lack of security management, inadequate preservation and conservation of library materials and inadequate trained personnel. These findings differs from the findings of Peggy, (2009) who found out that the challenges facing the management of library collections include selection of new material, weeding of less important items, storage off-site, and preservation in various formats. It, however, agrees with the work of Adams, Church, Hanson, and Larsen (2020).

Conclusion

It can be concluded that the strategies adopted by Abia State library board in

managing its collection include collection development policy in building its collection, it adopts acquisition of up to date collections, imparting of ownership stamp, cataloguing and classification of materials, binding and weeding of its collection.

Analysis on the provision of tools for the management of library collection at Abia State Library Board, Umuahia shows from the grand mean that the working tools provided for the management of its collections. The respondent agreed that the library has shelves, book stands, spacious stack areas, catalogue cabinet, Kardex card, index cabinet and catalogue cards. Meanwhile the respondents disagree that the library has adequate finance for managing its collection.

Analysis further shows that the impact of management of library collection on service delivery are quick access to materials, it makes library resources available to library users, materials are provided and library users feel satisfied after using the library. It further shows that the challenges facing the management of library collections are funding of the library, lack of security management, inadequate preservation and conservation of library materials and inadequate trained personnel.

Recommendations

The following recommendations are made based on the findings of this study;

- It is recommended that Abia State Library Board, Umuahia should review and update their collection development policy
- The state government should provide the public libraries with adequate funds for the management of their library collections.

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Administration Practices and Challenges of Multi-Campus Libraries in a Digital Environment: The Experience of Osun State University

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Abstract

This paper examines the administration of Osun State University Library as an academic library that is operated in a multi-campus university. The paper discussed the pattern of administration practices of the library and also the challenges the library has to face in its operation especially in today's digital environment. The myriad of challenges include: breakdown and poor maintenance of ICT infrastructure, irregular e-library services and epileptic power supply, among others which have grossly slowed down developmental progress of the digitization process of the university library, especially with the peculiar nature of each of the college libraries in the University. The paper made some recommendations based on the findings.

Keywords

Administration, Multi-campus, Challenges, Digital environment, ICT, University library

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Introduction

The academic library is tasked with the responsibility of helping the parent institution to mediate between the world of information and the end users of information in such a way as to ensure that the user gets the needed information at the appropriate time. In the university system the responsibility is more challenging. This is as a result of the multifaceted nature of the university which is the highest educational institution where information needs of diverse users are to be met, on the one hand. On the other hand, the responsibility is challenging for the library system because it is operating in a digital age where technological change is the norm and the library has to follow the trend in order to keep pace and satisfy the technology-inclined user community which cut across teaching and non-teaching staff as well as students. In a multi-campus university system, the situation is not different but the challenge is such that technological innovations and adaptation have to be replicated on every satellite campus in order to satisfy user needs on an equal footing.

The University Librarian stands at the apex as the academic and administrative head in the university library and undertakes several management roles geared towards achieving specific objectives of the library. The Edwin H. Mookini Library of the University of Hawaii in the USA, highlights the responsibilities of her University Librarian to include: administration of library programs and services; budget planning and administration; organizational planning and coordination; staffing and personnel appraisal; communication with the university community and the general public; participation in library services; and a few other salient activities (University of Hawaii Hilo, 2021). According to Indeed Career Guide (2021),management refers to the coordination and administration of duties in order to achieve a goal. The administrative activities include setting the organization's strategy and coordinating the responsibilities of staff to accomplish these objectives through the application of available resources. Ekoja (2020) highlighted the role

of the university librarians as not just the administrative heads in the library, but also have the professional knowledge to manage it. Hence, university library administrators play the role of managers. University library managers are also assisted by other professional staff who are librarians responsible for important professional duties in the library like Technical division management, Serials management, Collection Development section, E-resources section management and the Readers' Services division. They are also representatives of the University Librarian and are expected to coordinate the day to day activities in their sections of the libraries and college libraries in any part of the university and give feedbacks to the University Librarian as and when due.

The role of managing the modern library is enormous as players must make efforts to ensure that libraries change in response to the changes in their parent institutions and any university's high ranking status is expected to be a reflection of a rich library.

An obvious reflection of what the modern university system should look like therefore is one that adapts to the use of Information and Communications Technology (ICT). The 2015 United Nations (UN) Sustainable Development Summit held in New York submitted that the 2030 Agenda for Sustainable Development will need ICT to meaningfully facilitate the development of human beings and enable the bridging of the digital divide as well as construct knowledge communities. For the university system accessibility to global information is a key factor in bridging the digital divide. Effective deployment of ICT infrastructural facilities in bridging the digital divide is therefore necessary in meeting best practices.

The university library is expected to provide the required ICT infrastructure for information service delivery in a digital environment. However, funding and expertise needed to invest in some of these provisions remain a great challenge. For Nigerian university libraries to be technologically ready, Akintunde (2021) posited that the library will among other thingshas enabling ICT infrastructure such as electricity, internet connectivity, and computers with their accessories that will facilitate information service delivery. In a study by the author, 79.2% of Nigerian university libraries claimed that they are internet ready, but only 31.3% of them have 24/7 electricity supply to their libraries. Findings from the study also showed that 75% claimed they have power back-up, which may only be switched on during working hours of the day. The author concluded that to be internet ready , the connectivity should be seamless, electricity should be constant and there is availability of other facilities that can be considered basic infrastructure which also results to a standard digital learning environment. Baker & Ellis (2021) study on the impact of COVID-19 on libraries, showed that physical library space for reading and study as important as they are, are no longer enough without employing very crucial options of off-site working and study, in addition to online access to information. Atkinson (2021) has already predicted that e-delivery of not just lectures is likely to increase in various institutions. Akintunde (2021) study revealed that just 9% of a representative sample of Nigerian undergraduates from 38 institutions could access their libraries during the COVID-19 pandemic. This shows a need for Nigerian university libraries to commit more towards the emerging digital environment.

Anyanwu (2020) has highlighted several problems that militate against libraries to include: poor state of the economy, infrastructure problems, inadequate information resources in the library, corruption and lack of skills and expertise among librarians. Sadly several of these challenges have remained. The responsibility for driving a developmental synergy in the

current digital dispensation also lies with the administrative leadership in the university library. The author advocated for provision of infrastructure and embracing ICT, among other remedies for improving library services in Nigeria and other developing countries.

In a developing country like Nigeria, innovation is strategic. This is reflected in the operation of multi-campus university system currently embraced by several universities. Even though this practice is evident in other parts of the world, in Nigeria, one of the reasons for this practice is borne out of the need to decentralize administration to effectively reach and meet the educational needs of various regions and geo-political zones and bringing higher education closer to the grassroots. The challenges to these endeavors however abound.

In Osun State, the government feel more obliged to ensure government presence and therefore makes effort to ensure that every part of the state feel considered as part-owners of the established institutions, especially the state-owned university and indigenes are encouraged to be responsible to it.

Brief History of Osun State University

Following the approval by the National Universities Commission on 21st of December, 2006, Osun State University (UNIOSUN) became the 30th State University and 80th in the Nigerian University system. Osun State University is a conventional university envisioned to be a center of excellence through the provision of highly qualitative teaching and learning experiences which will engender the production of well-rounded entrepreneurial graduates capable of impacting positively on their environments while also being globally competitive. Hence, the mission of UNIOSUN is to create a unique institution committed to the pursuit of academic innovation, skill-based training and a tradition of excellence in teaching and learning, research and community service, a multi-campus institution operating collegiate system. There are seven colleges in six campuses located in the six geopolitical zones of the state. These are:

1. Osogbo (Main Campus) comprising: College of Health Sciences and College of Science, Engineering and Technology;
2. Okuku Campus comprising: College of Management and Social Sciences;
3. Ikire Campus comprising: College of Humanities and Culture;
4. Ejigbo Campus comprising: College of Agriculture;
5. Ifetedo Campus comprising: College of Law; and
6. Ipetu-Ijesa Campus: College of Education

Osun State University was able to commence local and overseas staff training before the commencement of academic work at inception. Also as a public university, it was able to take off within a year from its permanent sites and is the first university in South-western Nigeria to enjoy planned local government contribution to the funding of the University. In its first three years of existence, UNIOSUN recorded a phenomenal growth in infrastructural development, of all the Universities in Nigeria. According to Okebukola (2010) Osun State University has ranked very highly in terms of international visibility. The multi-campus system of Osun State University was showcased at the world conference on higher Education held in Paris from 4th-9th of July, 2009. The selection of the theme for exhibition was a rigorous process that involved more than four hundred universities in Africa.

Consequently, the establishment of the University has impacted positively on the economic status of the communities where the campuses are sited. The campus sites which were hitherto thick jungles have now became centers of attraction and beehives of

activities, while also engendering telecommunications interconnectivity. UNIOSUN has broken the jinx that three years is too short a time to assess a nation, institution or any human being. The magnitude of physical and academic development that have taken place in all six campuses of the University is the outcome of the dream, political will and commitment of the then visitor and former governor of Osun State, Prince (Dr) Olagunsoye Oyinlola, and the visionary leadership of the council. The positive and enabling environment has been matched by the "We can attitude" that pervaded the mentality of the pioneer and indeed current leadership of the institution. Osun State University experience offers a lesson for those aspiring to positions.

Telecommunications Infrastructure in the University

The university has put in place a centralized internet distribution system. A fiber optics or microwave internet access was envisaged for the whole university to be provided and managed by a single internet service provider. Consideration was given to the peculiar nature of some of the branch campuses of the university which were remotely situated. However, the option of fiber optics was reconsidered when there were challenges on internet facilities on each of the campuses. The microwave connectivity system was adopted using a single internet service provider to make distribution across campuses. The university library is connected to the overall university telecommunications infrastructure that is put in place by the ICT department.

Administration of Osun State University Library as a Multi-campus University Library

Osun State University operates a collegiate system and the library system is decentralized. There is a library in each of the six campuses of the university. The main campus library located in Osogbo, is referred to as the central library and the activities of all the other five satellite campuses earlier highlighted are coordinated from there. The central library also serves as the image of the university library. The physical structure of the library is not only bigger than that of the other college libraries it also has the full complement of all the normal sections and units of a standard library. The general administration of the library is led by the University Librarian and efforts are made to maintain a very good working relationship with other units in the university in order to engender the right prospects for the library. The library has enjoyed meaning university support in the area of staff training and retraining.

The college libraries on the other hand, has the College Librarian and the staff doing most of the work The library has created a virtual and physical learning environment to support teaching and learning, as well as research in the university. The university library was established simultaneously with all other departments and units of the university at the commencement of operations in the university. The library is run by the University Librarian who oversees the affairs of the library from the main campus library in Osogbo with the assistance of other librarians who are in charge of several sections of the library also in the central library. These sections include: Acquisition, Technical, Readers Services, Circulation and Serials sections. The College Libraries are run by other librarians who are referred to as College Librarians.

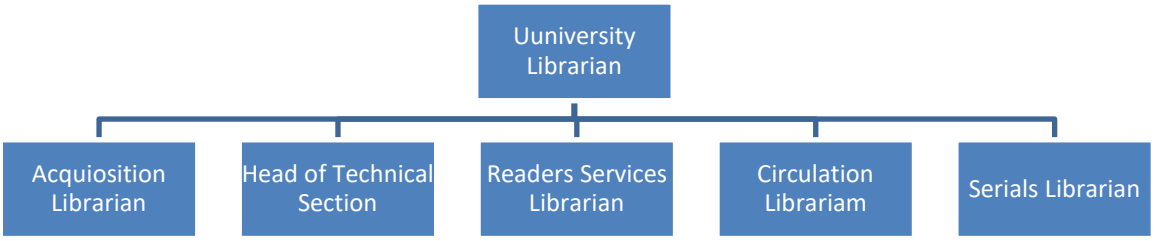


Figure 1: 1: Organization structure of the central library in the main campus

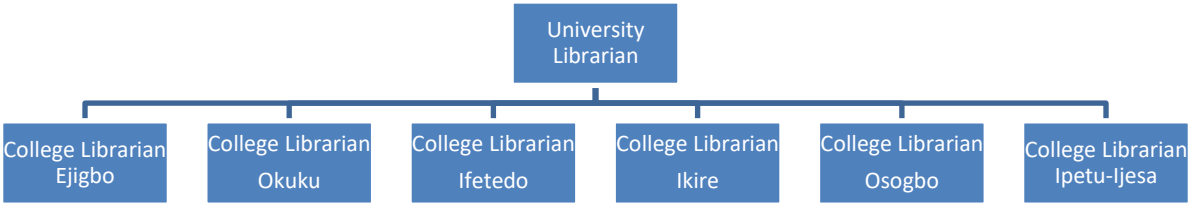


Figure 1: 2: Organization structure of all the libraries in Osun State University

The central library works towards ensuring that all the libraries work together to achieve the mission and vision of the university. As shown in figure 1, the librarians in charge of the sections of the library in the central library report directly to the University Librarian. They also independently carry out routine tasks usually assigned to their section of the library. Each sectional head have at least one support staff, a Library Assistant, attached to their section. However, the central library has a few Library Officers who attend to several duties assigned to them from any of the sections. Duties may also be delegated to the sectional heads, from the University Librarian's office in response to matters that affect college libraries in areas that has to do with their sections of the library. There are also a number of library porters in the central library.

Essentially all the sections in the central library play coordinating roles to ensure that services rendered in the College Libraries are according to library policy standards. The technical section of the library coordinates all matters relating to cataloguing of resources and all other processes for the resources to be placed on the shelves or released on the Online Public Access Catalogue (OPAC). Although each College Library does their own cataloguing and classification of resources, the technical section in the central library is expected to supervise their work and ensure that the processes are in order. The same process is reflected in the acquisition section. However, all lists for book/equipment purchases are sent to the University Librarian who verifies and validates the lists and collaborates with the acquisition section to make necessary purchases. Book purchases on arrival are sent directly to the colleges concerned while other materials and equipment are first sent to the central library for assessment of quality and other considerations.

As shown in figure 2, the College Librarians report directly to the University Librarian on all matters that affect their libraries. The College Librarians are the representatives of the University Librarian in all college meetings, including College Board Meetings, occasions and ceremonies like the matriculation ceremonies that may be held on college basis from time to time. They also

report to their College Provosts on certain matters as deem fit by the University Librarian, but also carry the Provosts along on activities of the library were necessary especially when they need to make crucial inputs. The College Librarians however independently undertake every other routine task assigned to their office. They are also able to take the initiative in attending to many issues without involving the University Librarian except when it may involve finances where they may need the support of the University through the University Librarian. The College Librarians can lobby support from their college when the need arises. They are also encouraged to have a good working relationship with the College Provosts, Deans, Heads of Departments, as well as lecturers generally in order to ensure that the College Library has a good image in the college. This will engender progress for the College Libraries. Each College library has one additional librarian apart from the College Librarian and support staff which may include at least one library officer, one library assistant and one porter.

Osun State University Library has a Systems Analyst who oversees and maintains the ICT infrastructure, including the e-library services of all libraries. Even though the College Library e-libraries are managed by the Librarians there, when in need of technical expertise, the university library Systems Analyst is called upon. The Systems Analyst also works closely with the university ICT department (also called Information Management Technology Centre, IMTC) which is in charge of ICT infrastructure in the university. The Systems Analyst reports directly to the University Librarian. Sectional heads and College Librarians however relate with him directly when they are in need of his services. He reports peculiar cases in any Section or College Library to the University Librarian.

The University Library Development in a Digital Environment

University management recognizes the library as a significant player in its academic affairs and the pivot on which all academic activities revolve. The University management also recognizes that running the institution is better facilitated with the installation and effective deployment of ICT infrastructure in all its units and departments. The library is therefore not left out. College Libraries on all campuses had to be developed simultaneously due to the multi-campus nature of the university. The Library started operations in 2007 with a collection of 520 volumes acquired from different sources including personal donations, gifts from other institutions, purchases from publishers, book agents and vendors. The library has continued to grow her resources. The library also started to develop a virtual library, making subscription to a number of electronic resources including databases in order to make available online journals, books, magazines and other reference and research materials. The e-resources of the library are acquired centrally. In November, 2010, the design of the library's website was already completed, hosted and ready for use. The website has facilities and features that include E-Resources, Library Catalog, College Libraries Home Page, Social Media Plug-In like Face book and Twitter, Link to Uniosun Home Page, Library Staff Login Page, among others. UNIOSUN library currently operates a combination of print and electronic-based resources. The library also has internet connectivity across campuses. Internet connectivity is possible via a "Router" that uses subscription of some internet service providers. Also available are static content of various documents on the Local Area Network in the e-library like the e-granary server. The library has enjoyed previous subscriptions to databases such as: Sage, ScienceDirect, Research4Life, Questia, Springer, Emerald insight, EbscoHost and

LexisNexis. The library currently subscribes to Research4Life, Hein, Jstor, Hinari, Agora, and a few others. There are also the Internet connection-based open access databases some of which are: CORE, Education Resources Information Center, PudMed, Semantic Scholar, Zenodo, JURN, BioMed Central, and others. The university's centralized internet distribution, also include the libraries across campuses. All the college libraries are linked to the internet and are able to provide access to electronic resources. The library had a goal to provide full automation services for its patrons from the onset. Its automated services are however currently provided alongside manual services.

Also, the library started the digitization of its services in the 2009/2010 Session with the purchase and installation of the KOHA Library Management System software and this made the library holdings partially visible and accessible. So far, UNIOSUN library has successfully incorporated the use of a few of the KOHA modules for its services. The library has a website link on the university website: www.uniosun.edu.ng/library. The OPAC is accessible within and outside the campus at http://opac.uniosun.edu.ng. Features on the library OPAC include search engines catalog, past questions, free books, e-past questions and so on. The library also has free access to a number of essential journals and other journal resources without the need of internet connection. All university staff including all library staff has institutional email addresses.

Challenges in Administering Osun State University Library as a Multi-campus University Library System in a Digital Environment

The laudable efforts made so far in moving Osun State University up to attaining best practices not withstanding a number of challenges still subsist. The university library management has endeavored to consistently relate cordially with other university departments so as to facilitate developmental synergy for the library. This has been the case during the tenure of respective university librarians who tried to improve the fortunes of the library to move it closer to realizing best practices. The university library has also enjoyed funding from TetFund especially in the area of equipment and information resources acquisition. However, myriad of challenges still plaque the library's growth efforts especially because of its multi-campus nature. Some of these major challenges include the following:

Poor funding

Irregular funding in the university system has greatly affected the smooth process of services provision and maintenance of equipment and the library in general. Among these setbacks is the slow pace of the library's digitization process. Acquisitions of books, websites, journals, and so on, in collections such as e-Granary is not cheap. The university being a government-owned institution explains the fact that many capital-intensive projects are subject to the availability of funds.

Towering cost resulting in poor distribution of ICT infrastructural facilities

Funding of ICT infrastructure was generally high for the library. This has also resulted in inadequate distribution of the supplies. Maintenance has also been slow when there is a breakdown of ICT infrastructure. General acquisition is usually made at the main campus library for all equipment acquisition in the library before distribution to college satellite campus libraries.

Poor maintenance of ICT infrastructural

The university library also has problems with breakdown of infrastructure being put in place. The problem sometimes stems from poor maintenance from the central ICT department in the university where their facilities also suffer setback because of pressure and also inadequate funding. The

library official website may also be down. This situation often affects the smooth operation of the university library as users are unable to access available electronic resources online.

Low Internet connectivity

The library suffers from low internet connectivity and slow download rate of the internet. Adequate internet connectivity for all campus libraries remains among major challenges. The inability of Internet Service Providers patronized over the years, to have their infrastructures substantially in all the colleges of the institution is a barrier to effectively deploying library services that are Internet dependent. In such cases, the cost of provision of Internet service becomes very high, often with limited bandwidth options. The institution having considered a failed attempt at using fiber optics options with microwave links. These options were meant to improve the quality of the library services provided across the campuses in order to enhance collaborative learning.

Limited Bandwidth

Centralized distribution system being adopted by the university has resulted in an imbalance and other networking problems. The library has suffered inadequate bandwidth bearing in mind its unique services provision. Even when the bandwidth was increased at bargain prize from a willing internet service provider, it was not yet enough to address the cross campus situation of the university library. The problem of low internet connectivity invariably results in slow access to internet resources as well as limited bandwidth**.**

Hardware and Software costs

The high cost of computer hardware, with accompanying peripherals, copyrighted software and networking devices like routers and switches have hindered the smooth functioning of the e-libraries of the college libraries. This is especially when they are needed to be provided afresh or replaced when they are faulty. The storage systems such as hard disks are expensive, especially since information stored on Compact Disks and DVDs cannot be for a long period when compared to hard disks.

Cost-prohibitive subscription to databases

The high-cost of databases subscription has made it difficult for the university to consistently subscribe to a number of good databases. Hence, subscription is made to a few at a time, while awareness campaign for usage of free access databases is usually created among the library patrons.

Irregular e-library services

Already highlighted challenges of low internet connectivity, slow download rate of the internet, limited bandwidth, and limited and slow access to internet resources, all constitute part of the problems leading to irregular e-library services. Some other problems include erratic power supply, and e-library environment inconveniences that is subject to respective campus conditions. Almost all the campuses operate heavily on alternative power supply through the generating set. This means not only a need for regular fuel supply costs but also maintenance cost for the generating sets.

Setback due to damage to KOHA server

Even though the university library information management system, KOHA, started quite early, a year's (2011) damage to the KOHA server caused a major setback and this also led to data loss. This damage was due to electricity fluctuations. On the recommendation of the ICT department, a new replacement was put in place. This occurrence has necessitated careful insistence on regular maintenance and backup especially since the university library still relies heavily on alternative power supply.

Base station problems

Different campuses of the university experience localized networking problems

often not traceable to internet supply even from the supply chain. This problem is however sometimes due to fluctuations in electricity supply or damage and breakdown of infrastructure. The situation therefore will differ from college to the other. Due to bureaucratic problems in the hierarchy of reporting such issues, resolving them may take time.

Epileptic public/government electricity supply

The host town to the main university campus, Osogbo, is a major power supply town in Osun State. Hence, only the main campus of the university enjoys moderate supply of public electricity, with backup of alternative power supply. However, all other satellite campuses of the university rely heavily on alternative power supply.

High cost of maintenance of alternative power supply

While the university is gradually experimenting on adopting other alternative supply of power for institutional operations, it currently relies on generating sets as alternative power supply and this, as said earlier comes with the financial burden of fuel purchases and generating sets maintenance.

Inadequate maintenance and irregular provision of ICT equipment

Library equipment maintenance sometimes suffers setback due to bureaucratic delays in reporting and resolving issues that bother on provision of funds maintenance and purchases bearing in mind that the university library operates a centralized funding system with other university departments. This affects matters as little as replacing cables for connecting PCs to the internet. Other major costs include computers (both desktop and laptops), printers, copier maintenance and so on.

Inadequate manpower

Osun State University has endeavored to encourage periodic library staff training in order to ensure proper human capacity development. However, there is still inadequacy of manpower in the library e-components sections maintenance especially considering the multi-campus nature of the university. This is an area that requires proper attention in order to ensure that the university does not derail in its pursuit of excellence and attaining best practices.

Recommendations

Based on the identified challenges of the study it is thereby recommended that:

1. The University Librarian take advantage of the position as principal officer of the university and step-up more advocacy efforts by way of lobbying for better funding.
2. The University Librarian and College Librarians must recognize the ICT department of the university as a driving force they must not ignore in order to achieve success at establishing a digital library environment. It is important that they relate properly with the ICT director and his assistants at the college level so that attention can be sourced and sustained for the library.
3. Also, there should be employment of competent library staff to manage technology in the library while regular training of existing staff must be given priority in order not to create a set-back on progress already made in building and sustaining a digital library environment.

Conclusion

The ever constantly high expectations in library and information services provision in academic institutions especially the university is not being lowered because information needs of information users will

continue to increase. The digital environment has become an ideal environment to deploy in meeting user needs in university libraries. Multi-campus library administration even when it is meant to help dis-centralize management efforts still comes with its own myriad of challenges. The experience in Osun State University Library has helped to highlight some of these challenges that grossly hinder speedy attainment of best practices especially in a developing country such as Nigeria.This paper therefore concludes that the study may serve as guide where establishment of multi-campus institutional libraries such as Osun State University library may be considered, while this documented case of challenges may be useful for further study.

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Trends in Libraries, Information Science and Technology:
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Library and Information Services for Nursing Education: A Study of Faculty of Nursing, Ladoke Akintola University of Technology Ogbomoso, Oyo State, Nigeria

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Abstract

This study investigates the use of library resources for qualitative and quantitative education among part-time nursing students in the Faculty of Nursing, Ladoke Akintola University of Technology, Ogbomoso, Oyo State. Descriptive survey design was employed in conducting the study. Questionnaire was the instrument for data collection. Data collected were analyzed using frequency count, percentage and mean calculation. Data analyzed revealed that the part-time students need information on curriculum activities. The findings also revealed that information resources mostly consulted include textbooks, journals, newspapers, magazines, project work and internet service. It was also discovered that the barriers to access information sources include lack of basic information skills, unavailability of current sources of information and poor user's education. The study recommended provision of adequate and relevant information resources in all university libraries, provision of current information material, provision of easy access to material and library education for part-time students for their advancement and expansion of knowledge.

Keywords

Information needs, Resources utilization, Nursing student, Respondents nursing student, Education: Qualitative and Quantitative, Library.

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Introduction

Nursing education programmes support development of the knowledge, skills and attitudes required to be fit to practice as a qualified nurse. These programmes are considered to be challenging and time-intensive, and for some students, they can be both emotionally and academically stressful (Banks, Kane, Rae, & Atkinson, 2012; Barkley, 2011). In many settings, significant expectations are placed on students (Emanuel & Pryce-Miller, 2013) as they have to master detailed anatomical and pathological curricula at the same time as completing a minimum number of placement hours specified by their accrediting professional body.

Education takes place both in the clinical and university environment, and is split equally between the two. This split is similar to programmes across Europe and other countries such as the USA and Australia (Saarikoski, Marrow, Abreu, Riklikiene, &Ozbicakci, 2007).This dual role as both student and "worker" can be a difficult one, and students' exact status as "learners" within both university and practice environments can be problematic. Nurse educators in the academic setting might be chosen for their clinical rather than their teaching experience and some might have limited preparation for classroom teaching, which could have an impact on their enthusiasm and ability to teach (Wolf, Bender, Beitz, Wieland, & Vito, 2004). Academic staff does not model the "actual practice of nursing" in contrast to practice base colleagues (Felstead, 2013: 225). However, they might have influence over student learning by the way they carry out their university business. For example, the practice of replying to emails during evenings and weekends models unrealistic expectations of how a professional should

behave (Felstead, 2013). If academic staff have limited scope to consciously model clinical behaviours, they have opportunities to model professionalism by the way they go about their business. Further, students in this study valued academic staff who were viewed as developing new nursing knowledge through research and publications. This is one way to show enthusiasm for the subject, an important personal quality for a role model (Wright & Carrese, 2002).

Role modeling is an excellent way to transmit positive values and attitudes (Aniah kugbar 2011). The students in this study felt supported when they received compassion and respect from both clinical and academic staff as it was when these personal qualities were shown that the students felt able to ask for help and support with their work. Modeling can also serve as a means to display leadership qualities such as the ability to be non-judgmental, encourage teambuilding and be able to inspire others (Wright & Carrese, 2002).

The importance of clinical leadership cannot be underestimated in the nursing - profession, and role modeling can reinforce positive approaches (Price & Price, 2009; Jack, Hamshire, Chambers (2017).). However, this study shows that there were times when students were exposed to uninspiring models, which were unwilling to teach, and concerned with ritualistic and depersonalizing practices. This leads students to feel anxious about their role, especially as they approach qualification, and might leave them feeling like burdens and ill prepared to adopt a leadership role themselves. Whilst some students enter the world of nursing with unrealistic expectations, effective role models can provide support during the period of transition during which students begin to come to terms with what is actually achievable in the real world of nursing practice (Illingworth, 2009). Indeed, staff might model the real world of nursing practice, showing the ability to priorities care and meet challenges in difficult situations. There are considerable opportunities to model leadership capabilities although our study suggests that at times staff show poor leadership, for example, when dealing with other staff members.

Nurses, as the largest group of healthcare professionals, have a critical role in the healthcare system and thus in promoting individual and social health. It is obvious that the growth and development of nursing largely depends on the effectiveness of information resources utilization and library services to enhance continuous nursing (quantitative and qualitative) education. Nurses' knowledge regarding utilization of information resources and library services are limited. There is virtually no disagreement with the suggestion that there is low utilization of information resources and library services to enhance nursing continuous education. Also, an understanding of students' perception and its evolvement during the course of study can assist the educators and medical librarians in evaluating the educational programme strength and weaknesses. This understanding can enhance curricular development towards a caring and holistic (relating to a study of the whole instead of separation into part) paradigm of nursing and this could boost the effectiveness of information resources utilization and library services. Moreover, it will add to the body of knowledge of nursing education, especially in relation to teaching, learning and research by examining specific personal factors that influence students' perception. Given the foregoing, this study sets out to examine the factors for the effectiveness of information resources utilization and library services.

A library is a collection of sources, resources, and services, and the structure in which it is housed; it is organized for use and maintained by a public body, an institution, or a private individual. It can mean the

collection itself, the building or room that houses such a collection, or both. The term 'library 'has itself acquired a secondary meaning: "a collection of useful material for common use. Over the years, many libraries have supported nursing educational efforts by providing teaching resources, information and referral services. A more active approach has been taken by libraries offering educational classes or one-to-one tutoring programs. Many libraries have outreach programs designed to meet the needs of specific groups of people with limited educational skills. Library resource materials are distributed to the institutionalized, including those in prisons, hospitals, rehabilitation centers, and group homes for the elderly and disabled. In addition, some libraries offer programs for groups at risk for education-related problems. Above all, libraries play a significant role in nursing education across all levels from basic nursing education to doctoral level of education in Nursing.

Statement of the Problem

The need to understand the impact of information resources utilization and library services to enhance qualitative and quantitative education in Nigerian tertiary institutions remain a mere abstraction, but very imperative. Information resources serve as a veritable tool for showcasing the achievement of Nigerian universities along lay down indices. Universities remain the highest human resources development institute in the world. They are critical in developing a high-level manpower to drive the economy. Given the foregoing, this study sets out to examine the factors for the effectiveness of information resources utilization and library services.

Information Resources is the scientific protocol that guides nursing continuous education. Despite the progress recorded by National Universities Commissions (NUC), a number of challenges still persist, particularly with funding. The National Universities Commission (NUC) will urge the universities to explore avenue for internally generating revenue, in order to boost their economic resources base and augment proprietary subvention, by intensifying research and development efforts.

Research Questions

The following questions are designed to guide the course of this study to the recognized needs.

1. What are the information needs of part-time students of Ladoke Akintola University of technology Ogbomosho, Oyo State, Nigeria?
2. What types of information materials are consulted by nursing part-time students?
3. For what purpose do the nursing part-time students use library materials or resources?
4. To what extent do nursing part-time students in social science utilize the library resources?
5. What is the level of satisfaction derived from utilizing the available resources?
6. What problem do they encounter in the utilization of the library resources?
7. What strategies could be adopted in overcoming these problems?

Review of Related Literature

Education can be defined as the process of acquiring knowledge or habit through instruction or study. Education is the process of bringing desirable change in the behaviour of human beings. The behavioural changes must be directed towards a desirable end. There should also be changed in Knowledge, attitude, skills and understanding. With the growing need of society, education has converted to many shapes such as adult, child, physical, health and technical education. The common types of education are worth mentioned below those are formal education, non-formal education and informal education. Formal education is that

type of education in which the learner is involved in institution activities which based on hierarchal structured grading, uniform subjects and required full time and leads to some certificates, degree or diploma etc.

Non Formal Education is learner oriented and life environment. The learners are free hand and built on learner participation. This type of education is flexible and don't have the level of curriculum and syllabus. This form of education is dependent on expert and qualified teacher. It depends on the skill and capacity of individual some example of non-formal educations is swimming class, sports program and Seminar etc. In Informal education process the individual is learning from his daily experiences and environment where an individual is working. This type of education in a lifelong process and people can learn from the experiences of other individuals some examples are how to deals with complex situation in home or outside.

Nurses has been working in the field of informatics near four decades, the term "nursing informatics" has been considered a specialization in nursing resources since 1984 (Guenther, 2006).A lot of studies on nursing education have been conducted among scholars. Although nursing organizations have addressed the importance of education and advocacy, many nursing students are not adequately prepared regarding the health impacts of climate change and nursing profession response (Barna et al., 2012). Additionally, many practicing nurses are not formally educated in climate-related health and care delivery (Leffers, McDermott-Levy, Smith,(2015) & kumar, singh, 2009).

Educating health professionals to address climate change– related health threats and outcomes is paramount to this goal (Bryce, Foley, & Reeves, 2016; library user (2005). Currently, no reported competencies are available to guide curriculum development for the integration of climate change into nursing education (Osuola in tutor, tutor (2001); Maxwell &Blashki, 2016). However, many health professions' organizations have disseminated statements about expected environmental health competencies (Olowu (2004); Maxwell &Blashki, 2016). Despite the lack of climate change competencies for nursing education, earlier work in other disciplines advocate for climate change competencies (Bell, 2010; Maxwell &Blashki, 2016; Rabinowitz, Natterson-Horowitz, Kahn, Kock, & Pappionau, 2017). Challenges to the development and implementation of climate change competencies and content into nursing education predominately relate to the lack of engagement around climate change in nursing practice. There is also limited knowledge among many faculty and nurse leaders regarding the relationship between nursing practice and climate events. There may also be resistance to inclusion of climate health issues in curricula that are already burdened to meet program standards.

Furthermore, much of climate change education includes the science of climate change, GHG sources, and mitigation strategies, which have not been commonly addressed in nursing education (Afoi, Anita Inusa, Emmanuel, Gimba). Currently, there is limited focus on nurses' roles in adaptation and resilience strategies. It is essential that these challenges be addressed to facilitate effective climate change inclusion in nursing education and practice. In addition, competencies must be developed to facilitate the educational needs of nursing students and practicing nurses (Benmo state university 2010). Nurse leaders currently engaged in climate and healthrelated issues urge nurses to address climate impacts in education and practice curricula (Anderko, Chalupka, & Afzal, 2012; Barna et al., 2012; Richardson, Grose, Doman, & Kelsey, 2014; Richardson, Grose, Jackson, et al., 2014). Nursing education has a model for the development of competencies and specific curriculum insertion points for integrating environmental health content into pre-professional and graduate education (Leffers

et al., 2015) that could be applied to educational design for climate change curricula. Despite arguments that nursing curricula and professional development offerings are too content burdened, nursing educators should move forward to develop competencies and integrated curriculum recommendations. For example, information related to air pollution and climate change can be inserted into educational content about respiratory and cardiac pathology already included in nursing education. Risks and vulnerability specific to pregnant women, infants, and children can be inserted into family or parent–child nursing education. Each challenge to climate change education for nursing can and should be addressed to assure competency for practice in a climate-changing world (Barkley 2011).

Library (institution) plays a significant role in educational attainment across disciplines. It helps in the collection of books and other informational materials made available to people for reading, study, or reference. Contemporary libraries maintain collections that include not only printed materials such as manuscripts, books, newspapers, and magazines, but also art reproductions, films, sound and video recordings, maps, photographs, microfiches, CD-ROMs, computer software, online databases, and other media. In addition to maintaining collections within library buildings, modern libraries often feature telecommunications links that provide users with access to information at remote sites.

The central mission of a library is to collect, organize, preserve, and provide access to knowledge and information. In fulfilling this mission, libraries preserve a valuable record of culture that can be passed down to succeeding generations. Libraries are an essential link in this communication between the past, present, and future. Whether the cultural record is contained in books or in electronic formats, libraries ensure that the record is preserved and made available for later use. Libraries provide people with access to the information they need to work, play, learn, and govern.

People in many professions such as Nursing use library resources to assist them in their work. People also use library resources to gain information about personal interests or to obtain recreational materials such as films and novels.

Nursing students use libraries to supplement and enhance their classroom experiences, to learn skills in locating sources of information, and to develop good reading and study habits. Public officials use libraries to research legislation and public policy issues. One of the most valued of all cultural institutions, the library provides information and services that are essential to learning and progress as well as treatment of diseases and health care services.

Overview of Bachelor of Nursing Science (B.NSc) Programme at LAUTECH

The Bachelor of Nursing Science (B.NSc) programme is a generic nursing programme developed in response to the societal needs and demands for nurses who are educated in an institution of higher learning. The current trends in nursing also justify a higher academic level of scientific involvement in nursing practice that can cope with innovations and advancement in technology. Since there is a yearning for a higher education in nursing, the Ladoke Akintola University of Technology has decided to provide training in this area. In accordance to the National University Commission, candidates with relevant qualifications are admitted for the five-year degree program. The first sets of students were admitted into the university 2000/2001 session.

The Department of Nursing functions within the Faculty of Basic and Clinical Sciences, College of Health Sciences, to provide liberal and advanced preparation for prospective professional Nurses. Believing that professional education should be based in

the university, the programme was established as a response to the national need of nursing manpower development. This is in line with the objective of LAUTECH, which is to provide academic and professional programmes for advancement of learning suited to the Nigerian environment. In the global training of nursing, the trend is towards the development of polyvalent nurses who will play leadership roles in health care delivery. Health care requires sound knowledge and professional efficiency, hence the program. Health is determined by many factors, which are dynamic both at individual and community levels. Health care delivery requires sound knowledge and professional effectiveness and efficiency. The products of the programme will be nurse clinicians.

Brief History of Nursing programme

The program commenced in 2001, a decade after the Departments of Anatomy, Physiology and Biochemistry were established in the Faculty of Basic Medical Sciences of the College of Health Sciences of the University. The B.NSc programme started as a fall out in the agreement between LAUTECH and Oyo State Government. The Nursing and Midwifery Council of Nigeria directed that Oyo State College of Advanced Nursing (OYSCANS) be affiliated with the University before the College programme could be accredited. As a result, the Oyo State Government initiated the process affiliation/assimilation, but this was later reserved. During the initial stage of discussion, the Academic Staff of OYSCANS developed the B.NSc curriculum and also prepared for the takeoff, of the B.NSc programme. Thirty five students (35) interested in the program in 2001 became the first set of Nursing Degree student. The curriculum was reviewed and approved by the senate of LAUTECH. When the agreement was reversed, LAUTECH employed her own staff to take over and Dr. R.A. Salawu was appointed as the first Head of Department.

Units and Course under Each Unit

S/N	Units	Course Taught Under Each Unit
1.	Basic Nursing/ Foundation unit	Foundations of Professional Nursing and Practice
		Development Psychology
		Perspectives in Nursing
		Fundamentals of Nursing
2.	Medical Surgical Unit	Medical Surgical Nursing I, II, III, IV
		Medical Surgical Nursing Practice
		Ethics and Philosophy in Nursing
		Health Economics/
		Management of Healthcare Services and Practice
3.	Maternal and Child Health Nursing	Maternal and Child Health Nursing I, II, III,1V
.4.	Community Health Nursing	Community Health Nursing I, II, III, IV.
		Entrepreneurship in Nursing.
		Environmental Health.
		Nutrition and Dietetics.
		Epidemiology.
5.	Psychiatric/Mental Health Nursing.	Fundamentals of Human Behavior In Health and illness.
		Sociology I and II.
		Psychiatry and Mental Health Nursing.
		Research Methodology.
		Seminar in Nursing.
		Research Projects.

Sources: LAUTECH Prospectus for 2017- 2020

The objectives of the program me (LAUTECH for 2017-2020) are to:

Prepare graduates of this programme as Nurse Clinicians, who through their practice will provide quality care to clients.

Educate nurses who will be able to carry out research aimed at improving the quality of nursing care.

Produce graduates with academic training that will enable them undertake postgraduate degree program in Nursing and careers in nursing education at the university level.

Educate nurses who can set up their own practice.

Educate nurses who can provide advancement in knowledge and generate ideas in the practice of Nursing.

Produces competent professionals that will be able to formulate and interpret policies relevant to Nursing.

Equip nurses with skill to be effective team players with other Health professionals.

To produce nurses with the ability to use critical thinking and decision making skills effectively.

Methodology

The study adopted descriptive research design. The target population of the study consisted of 6011 registered part-time nursing students of the Faculty of Nursing, Colleges of Health Sciences, Ladoke Akintola University of Technology Ogbomosho, Oyo State. The questionnaire was administered to 230 students who registered in the library and are available in the library during the period of the survey. A total of 199 copies of questionnaire were adequately completed and returned for analysis given a return rate of 86.5%. The data collected were analyzed using the descriptive statistics such as the frequency counts and percentage distribution as well as calculation of mean scores where applicable.

Analysis and Presentation of Data

This section presents the analysis of the data collected through the questionnaire on information resources utilization and library services on nursing education program.

Table 1: Distribution of questionnaire to the nursing students (part-time) in Ladoke Akintola University of Technology Ogbomosho, Oyo State

S/N	Faculty of Nursing	Distribution = 230		Retrieved=199	
		Male	Female	Male	Female
1	Nursing Student (Part-time)	62	168	39	160

Table 1 shows the distribution of questionnaire at the faculty of nursing, Ladoke Akintola University of technology Ogbomoso Oyo State. It revealed that (230) copy of questionnaire were distributed and 199 were retrieved. This represents 86.52% response rate.

Research Question 1: What are the information needs of nursing part-time students?

Table 2: Information needs of Respondents

S/N	Information Needs	Respondents Rate	Percentage (%)
1	For subject work and general reading	195	96%
2	For assignment	196	96.1%
3	For preparation of exams and test	190	93.1%
4	For class group discussion	169	82.84%
5	For preparation of seminar for workshop	143	70.1%
6	For tutorial presentation	158	77.1%
7	Co-curricular activities	178	87.3%

Table 2 shows the information needs of nursing part-time student. It was revealed that (96.1%) need information for Assignment, (96%) need information for subject work/ general reading, (93.1%) need information for examination preparation, (87.3%) need information for co-curricular activities, (82.84%) need information for class-group discussion, (77.1%) need information for tutorial preparation and last (70.1%) needs information for preparation and seminar workshop This finding implies that information need of the respondent were identified and should be caterd for adequately According to the findings from Adeoye and Popoola (2011s). The finding corroborates Adegun, Oyewumi, Oladapo and Sobalaje (2015) on impact and effect of information needs on the resources.

Research Question 2: What types of materials are consulted by nursing part-time students?

Table 3: Types of resources consulted by nursing students

S/N	Information resources	Available	Not Available
1	Textbooks	182 (91.4%)	17 (8.5%)
2	Journals	188 (94.4%)	11 (5.5%)
3	Refrence	145 (72.8%)	54 (27.1%)
4	Abstract & indexes	163 (81.9%)	36 (1.8%)
5	Newspaper	185 (92.9%)	14 (7.0%)
6	Magazines	160 (80.4%)	39 (19.5%)
7	Projects	177 (88.9%)	22 (11.0%)
8	Internet/ Databases	126 (63.3%)	73 (36.6%)
9	Computer facilities	171 (85.9%)	28 (14.0%)
10	E- Journals/ Books	136 (68.3%)	63 (31.6%)

Table 3 revealed the following information resources provided for nursing part-time students which include Journals (94.4%), Newspaper (92.9%), Textbooks (91.4%), Project (88.9%), Computer facilities (85.9%), Abstracts& Indexes(81.9%), Magazines(80.4%), Reference materials (72.8%), E-journals/ Books (68.3%) , Internet/Databases (63.3%). This implies that the library put a great effort in providing information resources to the Nursing part-time students which is line with the findings of (Aina, 2004) and Adeoye (2011). This also corroborates the findings of Majid and Ai (2002) and Ugah (2001) who found out that textbooks and other printed sources of information account for most of the information sought after in libraries.

Research Question 3: For what purpose do the nursing students use library material tools?

Table 4: Purpose for using library resources of nursing per time students

S/N	Purpose for Consulting Library Resource	Response	Percentage
1	General reading to enhance lecture note	196	96.1%
2	Assignment	190	93.1%
3	Class Presentation	160	78.4%
4	Research Project / co-curricular activities	181	88.7%
5	Seminars and preparation	143	70.1%
6	Presentation For Examination and Text	162	79.4%
7	Tutorial Presentation	182	88.7%

From Table 4, it is evident that 196 respondent representing 96.1% indicate their use of library resources of general reading 190, (93.1%) said that they use library resource to do assignment 181 (88.7%). They use them for research project and tutorial presentation respectively. Also, 162 (79.4%) said they used it for preparation and test 160 (78.4%), use the library resource for class preparation for workshop. This finding agrees with Towolawi and Alpha (2009), Nwokedi (2006); Adeoye, Popoola (2011) which pointed out that most Nursing part-time student to use library resources to do assignment in preparing for exam and research.

Research question4: To what extent do nursing students utilize

Table 5: Extent of utilization

S/N	Information Resources	A	S	O	NA	X
1	Textbooks	146	31	9	18	3.50
2	Journals	18	102	34	50	2.56
3	Reference	11	27	38	128	1.61
4	Abstracts & Indexes	9	36	35	124	1.66
5	Newspaper	37	52	89	26	2.50
6	Magazines	31	32	91	25	2.58
7	Project	32	87	52	33	2.58
8	Internet/database	18	43	21	122	1.79
9	Computers facilities	15	40	60	89	1.91
10	E-journals&Books	12	12	20	160	1.39

Table 5 shows that only textbooks were always used with mean value of 3.50. Also, respondents indicated that they used projects, magazines and journals with mean value of 2.58, 2.50 and 2.56 respectively while the use of computer got a mean score of 1.91.

Research question 5: what is the level of satisfaction derived from utilization of the library resources?

Table 6: Level of satisfaction

S/N	Information Resource	S	MS	FS	NA	X
1	Textbooks	98	61	30	15	3.19
2	Journals	50	60	55	39	2.60
3	Reference sources	51	45	62	46	2.50
4	Abstracts& Indexes	26	33	47	98	1.94
5	Newspaper	82	62	39	21	2.20
6	Magazines	62	76	48	18	2.97
7	Projects	81	69	34	20	3.03
8	Internet/ database	32	37	29	106	1.93
9	Computer facilities	29	54	47	74	2.19
10	E-journal/ Books	13	19	31	141	1.53

Table 6 revealed that respondents were moderately satisfied with textbooks, project, magazines, journals and indexes; with mean value of 3.19, 3.03, 2.97, 2.60 and 2.50 respectively they are fairly satisfied with newspapers, computers, internet, abstract and e-journal with mean value of 2.20, 3.19, 1.98, 1.94 and 1.53. This finding agree with (Oladapo 2009) by the Nursing Per-time student which they satisfied when reading textbooks in collection of newspaper and magazines.

Research question 6: What problem do they encounter in utilization of the library resources?

Table 7: Problems encountered in utilizing library resources of nursing per time students

S/N	Statement	Agree	%	Disagree	%
1	Insufficient copies of materials	128	62.7	76	37.3%
2	Poor conduct of user education	134	65.7	70	34.3%
3	Inaccessibility problem[in where and how to locate]	138	67.6	66	32.4%
4	Non-availability of current journals	144	55.9	90	44.1%
5	Lack of interactive search facilities	131	64.2	73	35.8%
6	Poor storage and retrieved system	120	58.8.	84	41.2%

Table 7 shows that respondents for the Nursing Per-time student, 128(67.7%) respondent agree with inaccessibility problem as the most outstanding problem. Other is poor conduct of user education 134 (65.7%) lack of interactive search facilities 131(64.2%), insufficient copies of materials 128(58.8%) few respondent disagreed with the above which mention of the factor of the following percentage 66(32.4%), 70(34.3%), 73(35.8%), 76(37.3%) and 84(41.2%) respectively.

The findings revealed that below factors constitute problems that hinders Nursing Per-time student from utilizing library resources in the faculty of the effect of the library as the most of the respondent agree with the factor listed out as seen in the percentage of those who agreed as against those disagreed this finding corroborate the work of Agulu (2002)

Research question7: What strategies could be adopted in overcoming these problems?

Table 8: Strategies to overcome identified problems

S/N	Statement	Frequency	Percentage
1	Provision of adequate information resources	166	81.4%
2	Provision of current journals	170	83.3%
3	User education [Library Journal]	165	80.9%
4	Provision of easy access	164	80.4%
5	More computers to be provided	171	83.8%

Table revealed that 81.45% of respondents to 83.8% in each department of the library in nursing Part-time students indicate that provision of adequate information resources provision of easy access to materials and more computers to be provided should be the strategies evolved in overcoming the problem of underutilizing library resources. This is in line with the findings of Bassey (2006) which recommended that library authorities should create easy access point to encourage them to visit the library more.

The findings of this study corroborate that of Adeoye and Popoola (2011) that information resources should possess all characteristics which include relevant, current, reliable, and adequate among others, whether in form of print or non-print resource. Also, the findings of this study are in line with that of Adigun, Oyewumi, Oladapo and Sobalaje (2015) that enabling information structure assists in efficient information services delivery.

Futhermore, the findings of the present study relates with the position of Aniah, et. al (2011), Afoi, et al (2018) and Banks et al (2012), that access to needed information promotes teaching, learning and research. Hence, the provision of the information resources in the library will enhance qualitative and quantitative nursing education. Therefore, library will serve as an indispensable tool for standard part-time education, when they have good access to information resources both print and electronic resources remotely (Olowu, 2014; Taiwo- lawi & Apah, 2015)

Recommendations

Based on the study above, it is recommended that, information resources should be provided based on the needs assessment of the users of the library. The library should provide sufficient copies of information material for the population users. There should be relevant and current information resources.

Bibliographic tools such as bibliographies, indexes, abstracts, should be provided to users to enable them access information and information materials.

The above recommendations are imperative to the part-time nursing programe because library is as an indispensable tool support qualitative and quantitative education globally.

Conclusion

It was discovered that the source of obtaining their reading materials for nursing education are borrowing books from friends, gift for pleasure. The respondent develop new idea new skills when reading important abstract, index, journals, and newspaper in the library they will gain more knowledge in them. The Nursing Part-time student prefer to read world news, educational news, newspaper s, and journals that will make them to understand what is going on around them, and to know what they are learning in the classroom.

The libraries contribute to educational transformation to achieve its objectives. Libraries also promote social inclusion. In general, the subsidies granted to the libraries are too low. This highlights the importance given to the effect of the library by the respondent that grants that are barely questioned because the library services are available to large number of nursing Part-time students. The innovation and restructuring of the library section that must be implemented in years to come demands the authorities to take different view of their role. This will have a positive effect on the involvement of their satisfaction, increase their innovation and ensure that services are discharged effectively.

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Trends in Libraries, Information Science and Technology:
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Undergraduate Students' Use of the University Library and Access to Information in Madonna University, Okija, Nigeria

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Abstract

The purpose of this research is to determine how access to information can be facilitated for undergraduate students of Madonna University. The global change in the roles of libraries and in the ways students access information in this modern era, in the COVID 19 pandemic has ushered in the need for regular review of students access to information. A case study research design was adopted for the study and out of a population of 1537 students in the faculty of social sciences, 200 were selected through stratified random sampling to participate in the study. Questionnaire was the instrument for data collection. Data was analyzed using simple percentages, frequency and tables. The findings revealed that most of the undergraduate students visit the library occasionally, the appropriateness of the academic library resources available were ascertained, majority prefer using the library for assignment, examination and research purposes. Constraints in the use of academic library for academic and relevant purposes were; poor power supply, inadequate reference sources, inadequate reading space among others. It was recommended that a standard main library, equipped with necessary physical facilities and adequate reading space be made available. It was also recommended that the university management should as a matter of priority, provide alternative power supply to the library and enhance the reference sources and funds.

Keywords

Keywords: Information Access, Library Use, Academic Library, Madona University, Private University.

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Introduction

There are quite a number of universities in Nigeria, about 170 accredited universities made up of 43 Federal universities, 48 state universities, 79 private universities (NUC, 2022). Also, there are polytechnics and colleges of education and they all have academic libraries are established to support teaching, learning and research which are the core mandates of these institutions.(Akporhonor, 2005). These are libraries designed to provide and accumulate recorded knowledge (published or unpublished), book and non-book materials relevant to prescribed academic discipline of tertiary educational institutions. They are usually situated conspicuously within the campus of such academic institutions. Hence, the libraries of universities, polytechnics, colleges of technology, advanced studies and education etc., are therefore known as academic libraries. Academic libraries provide support for teaching and learning which require wide range of resources for the purpose of academic reading and writing students research papers (Ifidon, 2008). The importance of academic libraries in any academic institution cannot be overemphasized. They play the significant role of disseminating information and knowledge. It is on this premise that regulatory bodies of educational institutions refuse to accredit programmes of tertiary

institutions that fail to provide standard libraries for their students (Omolayole, 2016). Academic libraries differ greatly in range and size but possess certain common characteristics which differentiate them from public libraries. Whereas the public libraries are preoccupied with self-education, recreation and public information, the academic libraries are concerned with providing materials for the lecturers and students to satisfy their educational, research and information needs arising from academic course studies in the educational institutions (Benson and Allen, 2009). Academic libraries on campus can be centralized or decentralized or even both in which case there exist departmental libraries apart from the main library and other faculty libraries (Reitz, 2010). The main function of academic libraries is to support research and educational activities in universities, institutions and other academic organizations.

Benson and Allen (2009) stressed that preservation and access to knowledge and information are the main mandate of academic libraries alongside supporting the mission of their parent institutions which is teaching and research. Academic libraries are at the forefront in the provision of information services to their respective communities which comprises of students, lecturers and researchers in order to support their teaching, learning and research needs. Scholars have emphasized on the crucial role of academic libraries in research and scholarship in institutions of higher learning. Mosttimes, academic libraries are referred to as the heart or nerve centers of institutions of higher learning where all academic activities are revolved (Ifidon, 2008).

Academic libraries in Nigeria are at a crossroads and this is because they are operating in era of dwindling finances where resources (financial and materials) are not forthcoming (Ishola, 2014). Nigerian academic libraries derive the greater part of their funds from the government (both federal and states) (Okey, 2005). He notes that, of all the different types of libraries in Nigeria, only university libraries have a clearly defined policy of funding, because they are allocated 10% of the recurrent annual budget of their parent institutions. However, it is regrettable that such money is hardly released by University administration (Okey 2005 &Yetunde 2011). The situation in private universities also tends to portray a gloomy picture as the story seems to be the same. In fact, most private universities have their board of trustees to determine their library's financial allocation which is grossly inadequate (Yetunde, 2011). This ugly situation affects the efficiency and effectiveness of their functions. Besides this is the difficulty in the importation of books and journals from abroad due to the high rise in foreign exchange. This has deterred many academic libraries from acquiring current and relevant titles that will support the academic programmes of their parent institutions (Yetunde, 2011). Thus, the efforts of most academic libraries in providing modern information services are thwarted by the existence of the aforementioned problems whose genesis is that of inadequate funding.

Ugah (2007) listed obstacles to information access and use in developing countries as lack of awareness, crime, inaccessibility, staff, information explosion, declining budget and rising costs, cost for users, environment and poor infrastructure. According to this researcher, availability of resources is a key factor to information accessibility. However, information explosion hinders access to an extent because users cannot definitely access all the overwhelming resources available in their field.

Information technology (IT) literacy among academic librarians in most libraries is still at the peripheral level. Nok (2010) observed that many staff of university libraries are not computer literate as such they find it difficult

to cope with the requirements of the electronic age. The inability to use modern technologies by library users can hinder access to electronic resources. It is in this light that this research seeks to investigate how to facilitate access to resources in Madonna University Library.

Purpose of the Study

The purpose of this study is to investigate how academic library of Madonna University can facilitate access to information among undergraduate students. Specifically, the study objectives are:

1. Determine how often the undergraduate students of Madonna University make use of the academic library.
2. Find out the appropriateness of the academic library resources available.
3. Find out the problems students face in accessing information from the academic library.
4. Determine ways through which academic library resources and services can be improved for a better academic experience?

Literature Review

Adetola and Adewale (2018) noted that the massive turnout of users to patronize the library is an indication that the students are using the resources and that their information needs are being met. Also, Sivakumaren (2019) indicated that most users prefer print resources to e-resources and still borrow them to satisfy their information needs. On the contrary, researchers (Bakare, Bamigboye and Chiemenem, 2015) noted that electronic resources are gradually replacing print resources because of their usefulness in research, availability and ease of use. Erich (2013) analysed the role played by the university library in increasing the efficiency of access to electronic resources, and observed that access to online catalogues, access to online databases, e-mail reference services, Internet access were some of the roles that can enhance efficiency of access to e-resources.

Ala (2010) observed that consistent use of the library improved user's ability to identify, retrieve and access information. Libraries are central to research activities and are responsible for the researchers' improved efficiency in their research works. According to Ala (2010) libraries have a fundamental role to play in quality education and research products of any university. Tertiary institutions on their own part can enhance efficiency of access by providing students with psychological peace and security along with necessary conditions and facilities.

The provision of necessary resources acilityes in the library has been hindered by prevalent cuts in library budgets resulting in the reduction of services, most notably by closure, shorter opening hours, staff cuts and the replacement of library staff with typically unsustainable and fragmented volunteer-run services (Lietzau, 2004). For many people, the word library conjures up images of books and nothing more. Book collections however, remain a core feature of a library but libraries have much wider and more significant roles than just books collection.

Hecoin (2014) emphasized the need to design information provision mechanisms to increase usage and French (2012) observed that proliferation of information provision is a cumbersome task. He therefore advocated for speedy document delivery system and a greater need for partnership with users to shape collections for maximum satisfaction.

Consequently, the university library system must ensure closer relationship with its clientele and even among the library clients themselves. To achieve this laudable goal, library personnel should provide specialized information services which will compel students and lectures as well as other university community members to make

contacts with the library. Librarians must be convinced on the significance of library information products and services to their work. The library personnel must continuously ensure that the information products and services they offer to their users are fully utilized. If faculty staff and students are to make maximum use of library information products and services and derive greater benefits, they must first be informed of their availability and how these may be useful to their teaching and research activities. However, university libraries in Nigeria have not been taking user education programme very serious as a means of stimulating the use of library information products and services (Idoko, Asogwa & Ugwuanyi, 2015). In view of the fact that the library is one of the university educational resources and a sophisticated information system, faculty, staff and students can derive maximum benefit from it, only if they are taught how to sharpen their information handling skills.

Okey (2010) reported that students and faculty staff in Delta State University Abraka Nigeria made use of book material (Newspaper, Journals, Textbooks, Magazines, Projects, Dictionaries, Encyclopedias and Government documents). Also, Popoola (2000) found that academic social scientists in the Nigerian Universities utilized the following library information services, current awareness, photocopying, referencing, statically data analysis, E-mail, selective dissemination of information and on-line database searching in support of their research activities. Kemoni (2002) also studied the utilization of archival information by researchers in the University of Nairobi, Kenya and found that they utilize maps and atlases, gazettes, theses and dissertations newspapers, statistical abstracts, video films, political, record books, journals and conference papers.

Owalabi and Ojedokun (2003) investigated internet access competence and use of internet for teaching and research activities by university of Botswana academic staff and reported that the respondents used internet facilities for literature search and to improve their teaching of students. Jagbora and Joj-ade (2015) found that academic staff in Obafemi Awolowo University, Ile-Ife, Nigeria used subject catalogue in the library to locate and retrieve their needed information materials. Aguolu (2009) noted that the university library is the heart of the University because, the academic health, intellectual vitality and effectiveness of any University depends largely upon the state of health and excellence of its library which is its lifeblood. There are various methods of imparting the skill on the use of library. Aina (2004) asserted that "it could be one-to-one session approach in which case the reference librarian takes a new user round the various sections of the library where the librarian will explain the activities that go on in the different sections of the library without necessarily distracting the staff of the various sections. During the section the user is exposed to the basic services of a library, example how to use the catalogue to search for documents of interest, location of shelves etc.

Okey (2010) stated that "the library is an important academic sector of the university and that a university is as good as its library". When students use quality library materials, their academic performances are enhanced and the image of the institution is also promoted. A well-equipped academic library really has the welfare of the students and the entire institution in mind. Onyesiku (2010) emphasized that effective use of resources of the library by staff and students are expected to be the principal objective of establishing libraries in the university. It is equally a place to seek information and to supplement material and knowledge already provided in the classroom.

The philosophy of an academic library focuses on the provision of an active learning

space and diverse services to meet the various needs of students, faculty, staff and parents. Services such as 24/7 access to print and online resources, individual and group interaction and literature promotion offer students the opportunity to become lifelong readers, learners and leaders. By providing students and faculty with current resources and services, the librarians can enrich and expand the frontiers of learning and teaching. Also, by actively reaching out beyond request for materials and assistance, by anticipating needs and by maintain a high profile of the school, the librarians are active participants of the educational process. The academic libraries of higher education aim for advancement in learning and acquisition of knowledge.

Methodology

There searcher employed a case study research design. This is because a case study allows for a detailed analysis of a situation such as this. The research is an in-depth study to gather information from the respondents on the use of academic libraries among undergraduate students in Madonna University, Okija Library. Faculty of Social Sciences was selected for this study and it has nine (9) functional departments while five (5) out of the nine have a functional departmental library in their various departments and a functional faculty library. Total of one thousand five hundred and thirty-seven (1,537) students, made up the population of the social science faculty (Madonna University, 2021). A desired sample size of 200 respondents which presents approximately 13% of the target population of students in the selected faculty from various departments drawn using proportionate stratified random sampling techniques, thus: Sample/ Population = n/N i.e. 200/ 1537 = 0.13% or 13% Therefore: 13% was used to determine the sample size in each department which make up the faculty. It was used to select respondents from each of the Department to represent the sample due to the large population of students that use the various libraries in the faculty. The population was grouped strata and from this stratum, respondents were randomly selected from the nine (9) departments in the faculty of Social Science. A structured questionnaire was used to collect data. Data was analyzed using descriptive statistics the of frequency and percentage and presented tables due to its simplicity of data presentation and conformity with social science research.

Results

Research Questions 1: How often do undergraduate students of Madonna University make use of the Academic library?

Table one: Response on how often undergraduate students of Madonna University make use of the Academic library.

S/N	Items	Frequency	Percentages %
1	Daily	30	15
2	Weekly (at least once in a week)	70	35
3	Monthly (at least once in a month)	20	10
4	Occasionally (anytime they like)	80	40
	TOTAL	**200**	**100**

Source: Field survey 2018.

The table above revealed that 80 (40%) respondents visited the library occasionally, 70 (35%) visited the library at least once in a week, 30 (15%) respondents visited the library daily and 20 (10%) respondents visited the library on monthly basis.

Research Questions 2: What is the appropriateness of the academic library's available resources?

Table two: Response on the appropriateness of the academic library's available resources

S/N	Items	Frequency	Percentages %
5	Very satisfied	63	31.5
6	Satisfied	77	38.5
7	Not very satisfied	55	27.5
8	Never satisfied	5	2.5
	TOTAL	**200**	**100**

Source: Field survey 2018.

The response in the Table above shows the appropriateness of the academic library's available resources. From the respondents 63 (31.5%) student respondents indicated that they were very satisfied, 77 (38.5%) student respondents indicated that they were satisfied, 55(27.5%) respondents indicated that they were not very satisfied and 5(2.5%) respondents indicated that they were never satisfied.

Research Questions 3: What are the problems students face in accessing information from the academic library?

Table three: Response on the problems students face in accessing information from the academic library

S/N	Items	Frequency	Yes%	frequency	No%
9	Poor library staff/user relationship	10	5	190	95
10	Inadequate reference sources	180	90	20	10
11	Lack of adequate ICT services, e.g. (the Internet, email services, etc.	160	80	40	20
12	Erratic power supply	170	85	30	15
13	Lack of current and relevant materials	190	95	10	5
14	Inadequate reading space	20	10	180	90
15	Inadequate staff strength	10	5	190	95

Source: Field survey 2018.

In relation to the problems students face in making use of the academic library, from the responses in the table, 180(90%) respondents indicated in adequate reference sources,160 (80%) was for lack of adequate ICT services, e.g. (Internet, email services, etc), 170 (85%) indicated erratic power supply and 190 (95%) lack of current and relevant materials. This finding showed that major constraints inhibiting the effective utilization of library resources are lack of current and relevant material, inadequate reference sources, erratic power supply, lack of adequate ICT services, e.g. (Internet, email services in that order.

Research Questions 4: What are ways through which academic library resources and services can be improved for a better academic experience?

Table four: Response on ways academic library resources and services can be improved for a better Academic experience

S/N	Items	Frequency	Yes%	Frequency	No%
36	Cordial library staff-user relationship	160	80	40	20
37	Adequate reference sources	170	85	30	15
38	Regular power supply	180	90	20	10
39	Availability of current and relevant materials	186	93	14	7
40	Adequate reading space	154	77	46	23
41	Availability of ICT services e.g. Internet, e-mail	160	80	40	20
42	Adequate staff strength	130	65	70	35

Source: Field survey 2018.

Table four revealed the suggestions from respondents on how to improve resources of the library for a better academic experience. 160 (80%) respondents went for cordial relationship between library staff and library users, 170 (85%) respondents suggested adequate reference sources, 180 (90%) respondents suggested regular power supply, 186 (93%) respondents suggested availability of current and relevant materials, 154 (77%) suggested adequate reading space, 160 (80%) suggested availability of ICT services e.g. Internet, e-mail, and 130 (65%) respondents suggested adequate staff strength. This result revealed that majority of the respondents said that the above are ways to ensure improvement of library resources for academic purpose, a few respondents (20%, 15%, 10%, 7%, 23%, 20% and 35%) respectively admitted that the above are not the ways to ensure improvement of library resources for academic purpose. This result revealed that the above are the ways to ensure improvement of library resources.

Discussion of Findings

The result indicated that majority of the respondents visited the library occasionally. This reflected the statement of Amkpa (2016) who stated that many students do not spend more than two hours daily in the library and also that students study without using library materials. In view of this, the use of academic library for academic purposes should be considered a routine exercise and there should be facilities that will enhance frequent access to the academic facilities.

The result obtained, revealed that undergraduate students of Madonna University were satisfied with library services and resources. This shows that the library is living up to the expectations of students and well-equipped to cater for their information needs. This is in line with Okey (2010) who stated that the library is an important academic sector of the university and that a university is as good as its library. When these library materials are used by the students, their academic performance is improved and the image of the institution is also promoted.

The result obtained, revealed that major problems undergraduate students face in making use of the academic library resources include: lack of current and relevant materials, poor electric power supply, inadequate reference sources among others. These problems are rooted in dwindling budgets due to poor funding of libraries. The library needs money to consistently furnish their collections with current titles and to provide alternative source of power for effective access to e-resources amongst others (Yetunde, 2011).

The result obtained from research question four revealed ways academic library can improve access as: Availability of current and relevant materials, regular power supply, adequate reference sources, and availability of ICT services, cordial library staff-user relationship and adequate staff strength. This is in accordance with the recommendation of Ifidon, (2012) who stated that more emphasis should be placed on the provision of online access and services such as OPAC, e-journals, e-books and networked information services, improvement on ICTS such as the interment, hardware and software as well as internet bandwidth, the need for the Nigeria Library Association to be proactive in the 21st century, improvement on ICT training for academic libraries, the need for the communities of university libraries and their counter parts in polytechnics and colleges to sensitize their respective institutions administrations on the central role of academic libraries in teaching, learning and research activities in academic communities. Hence, if these suggestions are put into consideration, there shall be better access to library resources and services among undergraduate students, thereby enhancing their academic performance.

In summary, data collected provided deep insight to the subject matter. In trying to investigate how often undergraduate students of Madonna University make use of the library. It was clear that majority of the undergraduate students were satisfied with appropriateness of services and resources available in the library. Findings also showed that lack of current and relevant materials, lack of adequate power supply, inadequate reference sources among others are the major problems students face in making use of the academic library. Finally, the findings indicated ways access to academic library resources and services can be improved for a better Academic experience which identified; cordial library staff-user relationship, regular power supply, availability of current and relevant materials, availability of ICT services e.g. Internet, e-mail and adequate staff strength among others.

Conclusion

The study was carried out to investigate how to facilitate access to information by examining academic library use among undergraduates students of social science faculty, Madonna University Nigeria, Okija Campus. Key findings revealed that majority of students make occasional use of the library. Result showed that respondents visited the library mostly to read for test and examination, to browse the internet, consult relevant textbooks and read their lecture notes. The findings revealed that students expressed satisfaction with the cleanliness, lightening, services rendered by staff of the library and the opening hours.

Recommendations

Based on the findings of this study, the following recommendations were made.

1. Students should be allowed to make input in the selection of library resources through the use of the suggestion box provided by the library.
2. The university management should, as a matter of priority, provide alternative power supply to the library, as that would aid easy accessibility to both physical and e-resources in the library. As a result, students will be satisfied with physical and e-resources as well as lighting system in the library.
3. The library materials (books and non-books) are not adequate in numbers, therefore, there should be aggressive acquisition of books on various programmes available/propose in the university.
4. The federal government through the parent institutions should provide adequate funds for the library for adequate maintenance of available facilities like computers, printers, etc.
5. Lecturers should give assignments to students that will require them to use library resources in the library and the University Librarian should consider organizing a “library week” once in a session to sensitize students on the various resources available in the library and their importance.
6. There is a need for the communities of university librarians and those of them in polytechnics and colleges to create awareness on their roles in teaching, learning and research.
7. More emphasis should be placed on the provision of online access and services such as OPAC, e-journals, e-books and networked information services.
8. ICT facilities should be improved on, such as the Internet, hardware and software as well as internet bandwidth.
9. Nigerian Library Association should be proactive in fund seeking and collaboration with other institutions for resource sharing. They should play the politics in tertiary institutions that will be beneficial to the growth of the library.
10. ICT training for academic librarians should be enhanced.

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