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Editorial

Hello There!!! With Subsidy removal even before its proposed date, reduced movements, and hike in the cost of everything in Nigeria, we bring you volume 25, Number 1, June 2023 of **COMMUNICATE: Journal of Library an Information Science**. We do this to keep hope alive for a better Nigeria and the need to ensure that our numerous readers and authors are kept current in knowledge and information in the field of library and information science.

The current volume has 19 articles, the first paper is titled: **Staff Training as Determinant of Job Performance of Librarians in Public Universities in Southern Nigeria**. Staff training was found to be an antidote to good job performance by the librarians. Second paper is: **Records Management and Job Performance of Non-Academic Staff of Osun State Tertiary Institutions**. The call is for management of tertiary institutions to invest in modern office equipments which assist in records management and in turn influence increased job performance. **Information Literacy Skills as Factors Influencing Library Service Delivery in Public Universities in South West Nigeria** is the third paper. The conclusion of the study is that information literacy skills are crucial skills for enhancing library service delivery. The fourth paper is; **Social Media Use By 'Infopreneurs' during The Covid-19 Pandemic In Osun, State Nigeria**. In view of the fact that 'infopreneurs' did not possess adequate knowledge of the dynamics of social media, it was recommended that they should transcend beyond personal development in acquiring the knowledge and exploit training avenues.

Health Information Seeking Behavior Of Rural Women In Ekiti State Nigeria: Implications For Librarians is the 5th paper, and it found that the library was ranked among the lowest sources of health information. It was, therefore, recommended that the librarians in public libraries should design information services to meet the health information needs of rural women in their communities. **Awareness, Perceptions And Challenges Of E-Learning Among Faculty Of Science Undergraduates Of Federal University, Oye-Ekiti, Nigeria** is the 6th paper. The study was embarked upon to produce data to help the University management to resolve the challenges hindering the students from using e-learning platforms for academic purposes. **Library Security And Sustainable Service Delivery In Donald Ekong Library University Of Port Harcourt Rivers State Nigeria** is the 7th paper. A number of challenges facing adequate Security services in the library were identified. Maintenance culture was among the recommendations made to ensure sustenance of security in the library. The 8th paper is titled; **Correlating Media Literacy Skills of Library Staff and Service Delivery in Academic Libraries in Taraba State, Nigeria**. This study is a wake-up call to library authorities to intensify efforts in understanding the essence and application of Media literacy skills by their staffs.

Undergraduate Perceptions of the Usefulness of Smartphones in Accessing Electronic Resources in Academic Libraries is the 9th paper. This is a part-gender study. The conclusion is that there's no difference in female and male perceptions of the use of smart phones. Similarly, the subjects were at home in the use of Smartphones in accessing electronic resources for their studies.

Mentoring as correlative of productivity of librarians in universities in South West Nigeria is the 10th paper. The study revealed that there was no significant relationship between

mentoring and productivity, and therefore, sought for more investigation into factors responsible for low productivity of the subject studied. The 11th paper; ***Influence Of Library Environment, Internet Connectivity, Institutional Repositories On Utilization Of Information Resources By Students Of Federal Universities In South-South Nigeria*** revealed significant relationship between some of the variables of the study and subjects utilization of information resources. The 12th paper is: ***Assessment Of Research Outputs Of Academic Librarians In Public Universities In South West Nigeria***. The study revealed moderate output of the subjects which was as a result of poor funding and high cost of publishing. The 13th paper is ***Mis-Shelving And Staff Assaults As Correlates Of Patrons' Use Of Resources In Federal University Libraries In South-South Nigeria***. The study recommended that closed circuit television [CCTV] and other electronic devices should be mounted to track and report criminals who engage in mis-shelving and assaults of library users. ***Utilization Of Cataloguing And Classification Resources By Postgraduates In Library Schools In Two Selected Private Universities In South West Nigeria*** is the 14th paper. The study reviewed low utilization Of the resources. Challenges were identified and recommendations were made to tackle the challenges.

Information Needs And Seeking Behavior Of Farmers In Jere Local Government Area, Borno State, Nigeria is the 15th paper. The study revealed that the farmers sought information from colleagues, friends and family members and relied on best experience. It was recommended that government should provide public libraries and timely information for the farmers. ***Electronic Information Resources [EIRS] Utilization By Students Of Rhema University Library*** is the 16th paper. The study identified lack of ICT skills, frequent breakdown of the system, and difficulty in locating EIRS as the challenges in the utilization of the libraries EIRS. Recommendations were made to arrest the situation. The 17th paper is ***Campaign Billboards As Veritable Source Of Information For The Nigerian Electorate; A Case Study Of Benin City***: The study established that billboards could serve as veritable source of information. It recommended that information managers and Librarians should consider the use of posters and billboards in campaigns. The 18th paper is on the ***Influence Of School Library On Implementing Qualitative Science Education In Nigeria: Impediments And The Possibilities***. The authors extracted data from key stakeholders in the school system to demonstrate the central roles libraries play in implementing school curriculum. The last but not the least is the 19th paper: ***Dress Code Compliance In Academic Libraries: A Survey Of Federal Polytechnic Bauchi Nigeria***. In the face of indecent dressing, which affects the library users' concentration, disrespect, temptation and rape in some cases, the study recommends that the management of the Polytechnic, lecturers, parents e.t.c should strive hard to ensure Strict adherence to decent dressing.

I wish our readers fruitful and fulfilling reading.

Professor Mrs. Elizabeth I Ifidon

Editor-in-chief

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Staff Training as Determinant of Job Performance of Librarians in Public Universities in Southern Nigeria

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Abstract

This study was carried out to investigate staff training as determinant of job performance of librarians in public universities in Southern Nigeria. The survey research design was adopted for this study. The academic librarians in public universities in Southern Nigeria formed the population of the study. Total enumeration sampling technique was used for the study. A total of 571 questionnaires were distributed across the universities with a retrieval success of 464 copies, representing 81.3% return rate. Data were analysed using percentages and linear regression analysis. The findings of this study revealed that there is a high level of staff training in public universities in Southern Nigeria (mean=34.68). It was equally revealed that the level of job performance of librarians in Southern Nigeria was high(mean=84.49) as librarians indicated that their personal discipline, ($\bar{x} = 3.66$), teamwork ($\bar{x} = 3.64$), job specific task ($\bar{x} = 3.62$) and non-job specific task ($\bar{x} = 3.50$) was high. Findings further showed that staff training significantly influenced the job performance of librarians in universities in Southern, Nigeria ($R^2 = 0.502$, $\beta = 0.708$, $t(462) = 21.187$, $p < 0.05$). Staff training serves as a medium to acquire more skills and experience which enable the librarians to be a good performer at work place. It was recommended that the university management should prioritize the training and development of their librarians by providing regular staff training programs, workshops, and seminars. This will enable librarians to acquire the necessary skills and knowledge to improve their job performance by the university management.

Keywords: *Staff training, job performance, university librarians, public universities, Southern Nigeria.*

Introduction

Librarians are information professionals saddled with the responsibility of the provision of library services to library clientele in meeting their information needs. Librarians are expected to play some specific roles in other to help accomplish the purpose of establishing a university

library. Among the roles expected to play by librarians are the selection of information materials, acquisition, organisation, storing of materials, preservation and conservation, administration and dissemination of information materials among others. The level of effectiveness in the provision of the available information resources to library clientele and meeting the objectives of the university could be used as measures for librarians' job performance. Lending credence to this assertion, Okolocha, Akam&Uchehara (2021) asserted that organisational employees play a significant role in accomplishing their mission and vision through their level of performance because no organisation can succeed without the input of human resources.

The performance of librarians can be viewed in terms of competencies, practical skills and cognitive abilities that a librarian possess and demonstrate in discharging his duties. Job performance of university librarians can be defined as the quality and quantity of jobs expected from the librarians. Job quality is the services given or provided that meet certain needs or specifications based on the assigned role of libraries' personnel. While quantity could be measured by the amount of work done per day, week or month (Adekunle, Ikegune&Ajayi, 2022). Many organisations including libraries anticipate meeting their stated objectives through effective performance on the job. However, studies have empirically found that librarians in public university libraries are unable to meet the information needs of their stakeholders which amount to the fact that they are not performing well (Oyeniran&Irenoa, 2021). Also Awoyemi&Odefadehan (2017) confirmed that employers have complained of the low quality of performance of librarians to the low level of the job performance of librarians. This could imply that librarians lack certain competencies which reduce their level of performance. Hence, librarians need to be involved in staff training programmes.

Staff training is inevitable in any organisation. Staff training can be define as the extracurricular activities that librarians are formerly involves in to acquire skills and knowledge relevant to library profession through seminars, workshop and conferences such that would enable them to solve technical challenges and provide effective service delivery to users in the library that will meet their information needs. According to Waqar and Hanif (2013), academic library staff training determines the extent to which a librarian performs certain tasks to promote the image of the library and to provide effective service delivery to library clientele. Training could therefore be referred to as one of the core motivational strategies that library management should not overlook if their focus is to achieve the library's mission and goals. Staff training is one of the schemes of human resource development in the library that is referred to as welfare schemes that motivate employees and enhance their performance. Abdullahi, et al. (2018) noted that almost everyone recognizes the significance of staff training in the success and growth of organizations.

Librarians are the human resource in the library that is responsible for the provision of library services to users. To provide these services effectively, they require competence skills that can be acquired through training. However, Ndibe (2014) noted that despite the effectiveness of an organization, it is one of the most pervasive techniques for improving employees' performance and enhancing the organization's productivity. Training brings about significant changes in terms of the value of the employee on the job rather than at the initial time of

appointment. Staff training is, therefore, necessary to enhance the knowledge, skills, attitude and job performance of librarians. It is on this assertion that this study investigates staff training as a determinant of the job performance of librarians in public universities in Southern Nigeria.

Statement of the problem

The job performance of librarians is essential in meeting the information needs of library clientele. Librarians' job performance in the provision of information services also encourages the library clientele to use the prints, electronic and library databases information materials for academic purposes. However, extant literature has revealed that the job performance of librarians is low (Oyeniran&Irenoa, 2021). Also, an investigation by the researchers to some public universities in Southern Nigeria to find out the causes of low level of job performance of librarians revealed that most of the librarians lack some technical skills required for job performance. Most of the librarian's complaints of inadequate staff training as they are not sometimes considered for conferences, seminars and workshops which could have serve as an opportunity for them to acquire knowledge and skills such that will enable them to provide adequate information services to users in the library.

Objectives of the study

The objectives of the study are to:

- i. ascertain the level of staff training provided to librarians in public universities in Southern Nigeria;
- ii. determine the level of job performance of librarians in public universities in Southern Nigeria;
- iii. ascertain the influence of staff training on the job performance of librarians in public universities in Southern Nigeria.

Research questions

The following research questions were drawn to guide the study

1. What is the level of staff training given to librarians in public universities in Southern Nigeria?
2. What is the level of the job performance of librarians in public universities in Southern Nigeria?

Hypothesis

The null hypothesis was tested in the study at 0.05% level of significance:

H01: staff training has no significant influence on job performance of librarians in public universities in Southern Nigeria.

Literature Review

Job performance of Librarians

The psychology of job performance reveals that the best of workers can only be seen when they get satisfaction in their job. A librarian that is contented with his job tends to perform job

tasks more than the expectation of the leadership of the library. Job performance represents behaviours that are relevant to the organization's goals; Job performance is the set of worker's behaviours that can be monitored, measured and assessed in terms of achievement at an individual level (Popoola&Farukuoye, 2015). These behaviours must also be in tandem with the organizational goals. The submission of Japheth &Ndoh (2021) supported that institutions need high-performing employees to meet and deliver their products and services in their area of specialization, and achieve their competitive advantage. Job performance of library personnel in the technical services department, for example, is adjudged by the balanced collections built, number of books catalogued, number of books classified, number of books processed, number of damaged books repaired and returned to readers' services department for circulation using the available work tools. On the other hand, the job performance of readers' services personnel is adjudged by the number of loan transactions (the adequate use of information materials on reserved books shelves, and open shelves), arrangement of bookshelves and shelf-reading of bookshelves for easy location of books and reference queries attended. Oyeniran&Irenea, (2021), empirically found that librarians in public university libraries are unable to meet the information needs of the stakeholders which amounts to the fact that they are not performing well, also Awoyemi&Odefadehan (2017) confirmed that employers have complained of the low quality of performance of librarians to the low level of the job performance of librarians. Agada&Tofi (2020) reported in their study on work environment and training on job performance of library staff (Librarian inclusive) in Nasarawa State University Libraries, Nigeria. Two research objectives and hypotheses were formulated for the study with the survey design method. The entire population consisted of 150 library staff in the sampled institutions while the questionnaire was the major instrument used for data collection data collected were analyzed through Means, Standard Deviation (SD) while the Chi-Square statistics were used to test the null hypotheses. The study found that both work environment as well as training have a positive significant influence on library staff job performance. It could be deduced from the above review that a good work environment coupled with training and re-training of staff is expected to enhance and improve the job performance of library staff.

In South-West, Nigeria, Amusa, Iyaro&Olabisi (2013) conducted a study on work environments and public university librarians' job performance. The survey research approach was adopted with a population of 189 academic librarians drawn from both Federal and State Universities in South-West, Nigeria (Ekiti, Lagos, Ondo, Oyo, Ogun, Osun). The questionnaire was the main instrument used for data collection and SPSS was employed for data analysis. The authors reported that the work environment for librarians in terms of physical facilities, open communication, motivation and information resources in the libraries played a crucial role in determining their job performance. The study also established that there was a significant correlation between the work environment, information resources and job performance of academic librarians. Improved physical facilities, personal emolument and constant funding by the government were recommended as means of improving performance within the system.

Yaya (2019) investigated job satisfaction and performance using librarians in Nigerian public universities as a case study. The survey design was adopted and the population consisted of

1,254 librarians in Nigerian public university libraries while a self-developed questionnaire was employed to gather data. Data collected were analysed through descriptive and inferential statistics. The study revealed a high level of job performance and satisfaction among the librarian in sampled public university libraries. The findings were corroborated with that by Alegbeleye&Omotunde (2021) who investigated talent management practices about librarian's job performance in Nigerian university libraries. The study employed a research design of the correlation type, while the census technique was used to study all the 364 librarians in sampled institutions. The questionnaire was the major instrument used for data collection, the instruments were validated through construct and face validity and pretested before the final distribution. Data collected were analyzed using descriptive statistics and Pearson Product Moment Correlation. The study discovered that the majority 63.1% of the respondent agreed that their level of job performance was moderate. The findings also reported that a positive significant relationship between talent management practices and librarians job performance.

Staff training in organizations

Staff training is important to all levels of management in an organization to meet the organizational expectation from the staff. Staff training is a deliberate process undertaken by management to plan programmes aimed at improving librarians' performance on the job, aside from the skills learned in library schools. Studies have shown that librarians acquire training on the job by self-development through attendance at seminars and workshops (Grigas, 2014). The purpose of training in the library is to keep the staff motivated, boost their morale and encourage problem-solving that improves their job performance. Scholars have posited that routine work is done faster and better with training which leads to greater organizational work performance (Maiwada&Obaseki, 2018).

Whitehead (2022) views training and development as a term used interchangeably. However, they have different meanings and scope. The term training is used to indicate the process by which organization staff display their imparted skills and abilities to perform assigned and specific jobs. Staff training as a short-term process refers to a systematic and organized procedure by which non-managerial staff learn technical knowledge and skills for a definite purpose (Akakandelwa&Priti, 2016). Conversely, development means the growth of the workforce in all ratification, and it is a long-term educational process which utilizes a systematic and organized procedure through which managerial staff learn theoretical and conceptual knowledge for general purposes.

Staff Training and job performance of Librarians

Adequate staff training is expected to positively influence information professionals' job performance. It must be noted that the training gained will in turn be ejected to daily routine in the library and eventually improve the librarian's work as well as achieve the goal of the organization. Many studies have been done in line with this subheading, for instance, Karim, Choudhury &Latif (2019) reported on their study on staff training and development of employees' job performance in Bangladesh. The study found that employees are aware of

training in the organization and also motivated through training and that training results in higher employees job performance.

Colombo & Stanca (2014) investigated the impact of training on productivity and performance among librarians in selected Italian university libraries. A survey research design was employed and the population consisted of 109 librarians in the sampled institution, while the questionnaire is the major instrument used for data collection and data collected were analyzed through SPSS. It was found that training has a positive and significant impact on employees' job performance.

In Africa, Oduor & Otuya (2017) reported in their study on strategic staff training, development and organizational performance in Kenya. It was revealed that successful staff training is expected to impact positively on employee job performance. Anyaegbu & Wali (2019) investigated staff training and development on librarian's job performance in federal university libraries in South-South Nigeria. Four research questions and two hypotheses guided this study and employed a survey research design. One hundred and two librarians from six federal university libraries comprised the population and the census method was adopted the study the entire population. The questionnaire was the major instrument used for data collection while the SPSS was used to analyse the data and ANOVA was employed to test the null hypothesis formulated at 0.05 level of significance. It was reported in a study that orientation, computer literacy simulation exercises, in-house workshops and so on were the staff training programme available in the sampled university libraries. Furthermore, it was found that training and development programmes have a positive influence on librarians' job performance.

Gbemi-Ogunleye, Alegbeleye, Unegbu & Babalola (2020) reported a high level of employee job performance, a high extent of staff training and development and a positive relationship between staff training and development and employee job performance in university libraries in Southern Nigeria. Furthermore, a significant combined influence of staff training and development indicators (on-the-job training, off-the-job training and career development) on employee job performance in the sampled institution. On-the-job training and career development were also found to be the only indicators that significantly influence employee job performance in university libraries in Southern Nigeria.

Methodology

The research design adopted for this study was a survey research design. A survey research design is considered appropriate because it permits the collection of primary data at a one-time point from a large audience using a questionnaire as an instrument.

Population

The targeted population of this study consisted of 571 librarians working in the forty-two (42) public university libraries (17 federal and 25 states) situated in Southern, Nigeria. They were

selected for the study because they are academic staff that are often considered for training that will enhance performance and productivity in the library. The population of the respondents is presented in Table 1.

Table 1: List of Public Universities in Southern Nigeria

List of State Universities in Southern Nigeria		No of librarians
	South East, Nigeria	
1	Abia State University, Uturu, Abia State	14
2	Anambra State University of Science and Technology, Uli, Anambra	14
3	Ebonyi State University, Abakaliki, Ebonyi State	13
4	Enugu State University of Science and Technology, Enugu	05
5	Imo State University, Imo	18
	South South, Nigeria	
6	Akwa-Ibom State University of Science and Technology, Uyo	05
7	Ambrose Ali University, Ekpoma, Edo State	10
8	Cross River State University of Science and Technology, Calabar, Cross Rivers State	07
9	Delta State University, Abraka, Delta State	21
10	Ignatius Ajuru University of Education, Rumuolumeni, Rivers State.	10
11	Niger-Delta University, Yenagoa, Bayelsa	26
12	River State University of Science and Technology, Nkpolu, River State	09
	South West, Nigeria	
13	AdekunleAjasin University, Akungba- Akoko, Ondo State	05
14	OlusegunAgagu University of Science and Technology, Okitipupa, Ondo State	04
15	Ondo State University of Medical Science, Ondo, Ondo State.	04
16	Osun State University, Osogbo, Osun state	11
17	Lagos State University, Ojoo, Lagos State	22
18	OlabisiOnabanjo University, Ago-Iwoye, Ogun State	15
19	Ekiti State University, Ado-Ekiti, Ekiti State	14
20	LadokeAkintola University of Technology, Ogbomoso, Oyo State	12
21	Tai Solarin University of Education, Ijebu-Ode, Ogun State	09
22	Oyo State Technical University, Ibadan	03
23	BamideleOlumilua University of education Science and technology, Ikere-Ekiti	07
24	Lagos State University of Education, Lagos	14
25	Lagos State University of Science and Technology, Lagos	10
	List of Federal Universities in Southern Nigeria	
	South East, Nigeria	
26	Federal University of Technology, Owerri, Imo State	16
27	Federal University, Ndufu- Alike, Ebonyi State	12

28	Michael Okpara University of Agricultural Umudike	15
29	NnamdiAzikiwe University, Awka, Anambra State	18
30	University of Nigeria, Nsukka	21
	South-South, Nigeria	
31	Federal University of Petroleum Resources, Effurun, Delta State	09
32	Federal University, Otuoke, Bayelsa	12
33	University of Benin, Edo State	12
34	University of Calabar, Cross River State	14
35	University of Port-Harcourt, River State	23
36	University of Uyo, Akwalbom	22
	South West, Nigeria	
37	Federal University of Agriculture, Abeokuta, Ogun State	25
38	Federal University of Technology, Akure, Ondo State	12
39	Federal University, Oye-Ekiti, Ekiti State	07
40	ObafemiAwolowo University, Ile-Ife, Osun State	25
41	University of Ibadan, Ibadan, Oyo State	26
42	University of Lagos, Lagos State	20
	Total	571

Sampling

The total enumeration technique was used due to the population size as it is manageable in terms of cost and accessibility to the participants of the study. A total of 571 questionnaires were distributed, out of which 464 were returned and found valid for data analysis.

Data collection

The instrument that was used by the researchers for the collection of reliable information and data was questionnaire. The instrument was titled “Staff training and job performance of librarians” Scale (STJPL) contained questions developed into three sections. Section A; demographic information, Section B; level of staff training given to librarians, and Section C; level of the job performance of librarians. The questionnaire on staff training is a self-structured questionnaire. Items used for developing the scale were generated from literature on staff training of library personnel. The scale contained 10 items aimed at measuring the level of staff training given to librarians. The items were accompanied by four point likert scale of Very High (VH), High (H), Low (L), and Very Low (VL). The questionnaire on job performance of librarians is an adapted questionnaire form Campbell (1990). Adaptation was made on the original scale by replacing the word “organisation” with “library” to make the scale context based. Each of the six scales contained four items, which makes the total number of items in the scale 24 items. The items were accompanied by four point likert scale of Very High (VH), High (H), Low (L), and Very Low (VL).

Validity of Research Instrument

Reliability coefficient for the scales was determined using 30 copies of the questionnaire which was pre-tested on librarians of the University of Ilorin and Kwara State University which are not part of the main study and the reliability coefficient for the level of staff training given to

librarians was found to be $\alpha = 0.912$ and the level of the job performance of librarians was found to be $\alpha = 0.861$ respectively. The reliability coefficient between variables was found to be $\alpha = 0.982$.

Method of Data Analysis

The data collected for this study were analysed using simple percentages and linear regression analysis.

Data Analysis

Data were analysed based on the research questions and hypothesis for the study using percentages and linear regression analysis.

Demographic Information of the Respondents

Table 2: Librarians' demographic information

Demographic Variables	Frequency (n)	Percent (%)
Gender		
Male	237	51.1
Female	227	48.9
Total	464	100
Age		
20- 29 years	1	0.2
30 - 39 years	31	6.7
40 - 49 years	165	35.6
50 - 59 years	206	44.4
60 – 69 years	61	13.1
Total	464	100.0
Work experience		
1-5 years	10	2.2
6-10 years	76	16.4
11-15 years	73	15.7
16-20 years	186	40.1
21-25 years	29	6.3
26-30 years	75	16.2
31 years and above	15	3.2
Total	464	100.0
Designation		
University Librarian	31	6.7
Deputy Librarian	74	15.9
Senior Librarian	200	43.1
Librarian I	92	19.8
Librarian II	60	12.9

Assistant Librarian	7	1.5
Total	464	100.0
Academic Qualification		
PhD	112	24.1
Masters	293	63.1
PGD	53	11.4
Bsc	6	1.3
Total	464	100.0

Source: Researcher’s Field Survey, 2022

The results of the study on gender are shown in Table 2. Two hundred and thirty-seven (237, 51.1%) of the respondents were males, while 48.9% were females. This suggests that there are more male librarians than females in public universities in Southern Nigerian. Therefore, one can be right to say that librarianship in public universities in Southern Nigerian is a male-dominated profession. The result on Table 2, revealed that (371, 80%) of the respondents are between the age range of 40 and 59 years. These are usually the active working ages. From the result, therefore, it could be concluded that librarians in Southern Nigerian is a young workforce, which is the age noted for useful contributions to the organization or institution.

The scores on work experience as shown in Table 2, revealed that more than (305, 60%) of the respondents have had 16 or more years working experience in the library. Also, Table 2, revealed that more responses were received from senior librarian status (200, 43.1%) compared to other responses gotten from other ranks in the library. The field of librarianship as a matter of policy expects librarians who are well trained with minimal level of supervision to work in the library.

Considering the importance of education in the growth of any organization, Table 2, also showed that (293, 63.1%) had Master’s degree and (112, 24.1%) had PhD academic qualification. This shows that most librarians in Southern universities Nigeria is a highly educated workforce. The implication of this is that the librarians were adequately trained and qualified to administer and run the library.

Research questions

Research question 1: What is the level of staff training by librarians in universities in Southern Nigeria?

Table 3: Staff training of librarians

Staff training of librarians	Very high (4)	High (3)	Low (2)	Very low (1)	Mean	Std.
On-the-job training					3.47	0.631

The tendency that job rotation has improved my performance in my present unit is ...	346 (74.6%)	93 (20.0%)	25 (5.4%)	-	3.69	0.567
My perseverance in the apprenticeship I undergone in my profession to improve my performance is...	267 (57.5%)	147 (31.7%)	48 (10.3%)	2 (0.4%)	3.46	0.695
My ability to perform well in my profession because of the coaching I received from my superior is...	225 (48.5%)	214 (46.1%)	25 (5.4%)	-	3.43	0.595
My perseverance in the orientation I underwent as a fresher in my present unit to improve my job performance is ...	201 (43.3%)	254 (54.7%)	8 (1.7%)	1 (0.2%)	3.41	0.539
The tendency that the job instructions I received guided me to perform well on my duties is...	247 (53.2%)	147 (31.7%)	65 (14.0%)	5 (1.1%)	3.37	0.761
Off-the-job training					3.46	0.619
The tendency that the industrial training I had improve my performance is...	358 (77.2%)	94 (20.3%)	11 (2.4%)	1 (0.2%)	3.74	0.502
The tendency that the training programmes I have benefited from has improves my job performance is...	332 (71.6%)	111 (23.9%)	17 (3.7%)	4 (0.9%)	3.66	0.591
My perseverance in attending seminars in order to improve my performance in my profession is ...	207 (44.6%)	238 (51.3%)	18 (3.9%)	1 (0.2%)	3.40	0.576
I gain a lot in the conference I attended, the tendency that it will improve my job	197 (42.5%)	195 (42.0%)	70 (15.1%)	2 (0.4%)	3.27	0.724

performance in the library is...						
The tendency that the practical knowledge I acquired from the workshop has improved my job performance is...	185 (39.9%)	208 (44.8%)	71 (15.3%)	-	3.25	0.702
Grand Mean					3.47	0.625
Overall Mean = 34.68					34.68	

Source: Researcher's Field Survey, 2022

Decision rule: if mean ≤ 1.49 = Very low level; 1.5 – 2.49 = Low level; 2.5 – 3.49 = High level, 3.5 – 4.0 = Very high level.

Table 3 presents the result of the level of staff training in university libraries in Southern Nigeria. The results showed that the level of staff training of librarians in university libraries in Southern Nigeria is high a grand mean of ($\bar{x} = 3.47$, SD = 0.625) on a Likert-type scale of 4. Staff training was considered under four indicators of On-the-job training and Off-the-job training. The result from the analysis showed that both indicators were rated high with on-the-job training having the higher rating of ($\bar{x} = 3.47$, SD = 0.631) and off-the-job having the lower rating of ($\bar{x} = 3.46$, SD = 0.619) both on a 4-point Likert-type scale. This result could suggest that on-the-job training improves the librarians' job performance in their various units. Also, training programs which the librarians attended and benefitted from improves their job performance.

A test of norm was further conducted to determine the level of staff training by librarians. The scale between 0-13.3 shows that the level of staff training is low, the scale between 13.4 -26.7 indicates that the level of staff training is moderate, and the scale between 26.8-40 shows that the level of staff training by librarians is high. Thus, the overall mean for the level of staff training by librarians as indicated by the responses of the librarians is 34.68 which fall between the scales "26.8-40". Therefore it could be deduced that the level of staff training in university libraries in Southern Nigeria is high (Table 2).

Research Question 2: What is the level of job performance of librarians in universities in Southern Nigeria?

Table 4: Job performance of librarians

Job Performance	Very high level (4)	High level (3)	Low level (2)	Very low level (1)	Mean	Std.
Personal discipline					3.66	0.530
My desire to be punctual at work is ...	334 (72.0%)	122 (26.3%)	8 (1.7%)	-	3.70	0.494

My plan to be loyal to the library management is...	333 (71.8%)	118 (25.4%)	11 (2.5%)	2 (0.4%)	3.69	0.538
My ability to perform work schedule on time is ...	308 (66.4%)	151 (32.5%)	4 (0.9%)	1 (0.2%)	3.65	0.508
My desire to respect the library rules is ...	295 (63.6%)	155 (33.4%)	10 (2.2%)	4 (0.9%)	3.60	0.580
Teamwork					3.64	0.538
My ability to come up with creative solutions for team problems is ...	337 (72.6%)	122 (26.3%)	3 (0.6%)	2 (0.4%)	3.71	0.495
My ability to work with co-workers is...	325 (70.0%)	126 (27.2%)	12 (2.6%)	1 (0.2%)	3.67	0.535
My ability to manage the assigned time well is ...	291 (62.7%)	160 (34.5%)	12 (2.6%)	1 (0.2%)	3.60	0.553
My desire to encourage the training of my subordinate is...	275 (59.3%)	177 (38.1%)	9 (1.9%)	3 (0.6%)	3.56	0.570
Job specific task					3.62	0.497
My plan to finish my work on time is...	373 (80.4%)	91 (19.6%)	-	-	3.80	0.397
My plan to carry out my work efficiently is ...	316 (68.1%)	134 (28.9%)	13 (2.8%)	1 (0.2%)	3.65	0.545
My desire to keep in mind the work result I need to achieve is ...	251 (54.1%)	205 (44.2%)	8 (1.7%)	-	3.52	0.533
My ability to set priorities to the information requests by users is...	241 (51.9%)	220 (47.4%)	3 (0.6%)	-	3.51	0.513
Non-job specific task					3.50	0.597
My plan to take extra responsibilities is...	323 (69.6%)	134 (28.9%)	7 (1.5%)	-	3.68	0.498
My desire to keep my job-related knowledge up-to-dates is...	263 (56.7%)	198 (42.7%)	3 (0.6%)	-	3.56	0.510
My plan on my own initiative to start a new task when my old tasks were completed is...	263 (56.7%)	194 (41.8%)	7 (1.5%)	-	3.55	0.527
My desire to complain about minor work-related issues at work is...	207 (44.6%)	165 (35.6%)	73 (15.7%)	19 (4.1%)	3.21	0.852
Communication proficiency					3.40	0.558
My desire to use my communication skills to conduct library services is...	253 (54.5%)	201 (43.3%)	9 (1.9%)	1 (0.2%)	3.52	0.549

My ability to use information technology tools to send message to library users is...	244 (52.6%)	200 (43.1%)	19 (4.1%)	1 (0.2%)	3.48	0.588
My ability to clearly communicate with colleagues and clients is...	164 (35.3%)	289 (62.3%)	11 (2.4%)	-	3.33	0.519
My ability to make oral presentation is...	151 (32.5%)	288 (62.1%)	22 (4.7%)	3 (0.6%)	3.27	0.574
Supervision					3.31	0.550
My ability towards supervising the work performed by my subordinate is...	175 (37.7%)	272 (58.6%)	16 (3.4%)	1 (0.2%)	3.34	0.554
My desire to monitor the staff under my supervision is ...	166 (35.8%)	282 (60.8%)	16 (3.4%)	-	3.32	0.537
My ability to work through people is...	156 (33.6%)	290 (62.5%)	16 (3.4%)	2 (0.4%)	3.29	0.550
My desire to seek for new challenges in my work is ...	153 (33.0%)	290 (62.5%)	19 (4.1%)	2 (0.4%)	3.28	0.557
Grand Mean					3.52	0.545
Overall Mean = 84.49					84.49	

Source: Researcher's Field Survey, 2022

Decision rule: if mean \leq 1.49 = Very low level; 1.5 – 2.49 = Low level; 2.5 – 3.49 = High level, 3.5 – 4.0 = Very high level.

The level of job performance of librarians in Southern Nigeria was explained and the result revealed the following. Inferring from the Grand mean of ($\bar{x} = 3.52$, $SD = 0.545$) on a 4point Likert-type scale, it could be said that the job performance of librarians in university libraries in Southern Nigeria is very high. The findings further revealed the average mean of the following indicators to be very high: personal discipline ($\bar{x} = 3.66$), teamwork ($\bar{x} = 3.64$), job specific task ($\bar{x} = 3.62$) and non-job specific task ($\bar{x} = 3.50$).

A test of norm was further conducted to determine the level of job performance of librarians. The scale between 0-32 shows that the level of job performance of librarians is low, the scale between 33-65 indicates that the level of job performance of librarians is moderate, and the scale between 66-98 shows that the level of job performance of librarians is high. Thus, the overall mean for the level of job performance of librarians as indicated by the responses of the librarians is 84.49 which fall between the scale "66-98". Therefore it could be deduced that the level of job performance of librarians in Southern Nigeria is high (Table 4).

Hypothesis

Ho1: There is no significant influence of staff training on job performance of librarians in universities in Southern Nigeria.

Table 5: Simple linear regression analysis of staff training and job performance

Predictors	B	Beta (β)	T	P	R ²	Adj. R ²	F	ANOVA (Sig.)
(Constant)	1.892		24.524	.000				
Staff Training	.469	.708	21.187	.000	0.502	0.500	448.880	0.000
Dependent Variable: Job Performance Predictor: (Constant), Staff Training DF (F-Statistic) = 1, 463 DF (T-Statistic) = 462								

Source: Field Survey Results, 2022

Table 5 shows that staff training significantly influenced the job performance of librarians in universities in Southern, Nigeria ($R^2 = 0.502$, $\beta = 0.708$, $t(462) = 21.187$, $p < 0.05$). The model shows that staff training explains 50.2% ($R^2 = 0.502$) variation in job performance of librarians in universities in Southern, Nigeria. The established simple linear regression model is:

$$JP = 1.892 + 0.469ST + u \dots\dots\dots\text{Model 1}$$

Where:

JP = Job performance

ST = Staff training

u = Stochastic error term (Those variables that can influence JP but are not captured in the study)

The regression model 1 shows that holding staff training constant at zero, job performance would be 1.892. This implies that in the absence of staff training, job performance would still be effective since other vital factors (denoted by u) not investigated in the study can still improve job performance without staff training. The model also shows that improving staff training by one unit on a measurement scale will increase job performance by 0.469 (46.9%). This result showed that staff training is a significant predictor of job performance of librarians in universities in Southern, Nigeria. Therefore, the null hypothesis (H_0) which states that there is no significant influence of staff training on job performance of librarians in universities in Southern Nigeria was rejected. The implication to be drawn from this is that an improvement in staff training would lead to a corresponding improvement in job performance in university libraries in Southern Nigeria.

Discussion of findings

The aim of this study was to investigate staff training as determinant of job performance of librarians in public universities in Southern Nigeria. The study found that majority of the librarians who were male 237(51.1%) constitutes the large respondents while others were female 227(48.9%). The study found that librarians that were between the ages of 50 and 59 years constitutes the large respondents, which showed that they are matured adult while, a large number of 186(40.1%) of the respondents have 16-20 years of work experience. As far as the designation of the respondents is concerned, majority 200(43.1%) were senior librarians. The respondent's, by their academic qualification, master degree were of higher number indicating that they are qualified librarians.

Findings revealed that there is high level of staff training in public universities in Southern Nigeria. The study provides insight into ways to facilitate better staff training for librarians by paying attention to all the constructs captured in the study. Also, training is essential for librarians because librarians must be versatile in the profession and understand the new trends in which library operate in providing services to users. This finding is consistent with the findings of Karim, Choudhury and Latif (2019) who found that employees are aware of training in the organization and also can be motivated through training that results to higher employees' job performance. This finding is supported by the findings of Oduor and Otuya (2017) who reported in their study on strategic staff training, development and organizational performance in Kenya. It was revealed that successful staff training is expected to impact positively on employee job performance.

Findings revealed that the level of job performance of librarians in Southern Nigeria was high. However, it is expected that librarians put in more interest and their best in the profession so as to maintain the standard of the library. They are expected to be productive and efficient at work. This finding corroborated the findings of Japheth (2021) who asserted that institutions need highly performing employees in order to meet and deliver their products and services in their area of specialization, and achieve their competitive advantage. Study by Alegbeleye and Omotunde (2021) is also in support of this finding as they investigated talent management practices in relation to librarian's job performance in Nigerian university libraries and discovered a positive significant relationship between talent management practices and librarians job performance.

Findings also revealed that staff training has a significant positive influence on job performance, indicating that librarians who receive more training tend to perform better on the job. This finding is consistent with the findings of Anyaegbu and Wali (2019) that evaluated staff training and development on librarian's job performance in federal university libraries in South-South Nigeria and found that training and development programs have a positive influence on librarian's job performance. There is correlation between this study and the findings of a research by Agada and Tofi (2020) that reported in their study on work environment and training on job performance of library staff (Librarian inclusive) in Nasarawa State university libraries, Nigeria and found that both work environment as well as training have a positive significant influence on library staff job performance. It could be deduced from the above review that good work environment coupled with training and re-training of staff is expected to enhance and improve job performance of library staff.

Conclusion

Job performance of librarians can be used to measure the librarians work productivity or output in terms of the services they rendered to users in the library. That is, performances of librarians are needed in the provision of adequate library services to meet user's information needs and to achieve the university objectives and goals. However, to achieve this librarians are expected to have undergone training in other to be effective and efficient. This is because training serves as a medium to learn and to acquire more skills as well as to gather more

experience based on the profession which will enable the librarians to be a good performer at work.

Recommendations

The following recommendations were made based on the findings of this study:

1. University management should prioritize the training and development of their librarians by providing regular staff training programs, workshops, and seminars. This will enable librarians to acquire the necessary skills and knowledge to improve their job performance by the university management.
2. The library management in public universities in Southern Nigeria should endeavoured to always commend the efforts of the librarians towards their job. This will serve as encouragement for the librarians to put in their best in any assigned task.
3. The library management should endeavoured to welcome opinions and suggestions from the librarians based on the type of training to acquire and ways to implement the knowledge gain into the library system such that will improve their job performance.

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Records Management and Job Performance of Non-Academic Staff in Osun State Tertiary Institutions

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ABSTRACT

This study investigated the influence of records management on job performance of Non-academic staff in Osun State Tertiary Institution. The study adopted a descriptive and cross-sectional survey design. The population of the study was 2,861 non-academic staff of Osun State tertiary institutions. The sample size for this study was 338 non-academic staff of the institutions. The sample size was determined by Krejcie and Morgan sampling technique. The study adopted a structured questionnaire. Validity of the instrument was done by the supervisor and other experts in the field. The reliability test of the questionnaire yielded Cronbach's Alpha value of 0.710. 338 questionnaires was administered and 252 was recovered which represent 75% response rate. Data were analysed using frequency counts and percentages to answer research questions and hypotheses were tested using correlation statistics of SPSS package at 0.05 level of significance. The study found significant correlation ($R=0.657, p<0.05$) between records management and job performance of non-academic staff. This study concluded that RM significantly influences JP of non-academic staff. The study recommended that the management of the institutions should consistently invest more on modern office equipment to enhance job performance of the non-academic staff.

Keywords: Records Management, Job Performance, Tertiary Institutions

Introduction

Job performance refers to an organization's real outcome or results as measured against its stated goals and objectives. It is the overall expected value of an arrangement of discrete behavioural episodes carried out by an individual over a given time period (Motowidlo, 2003). The relevance of work performance can be seen in the formation of value for an institution's employees, which may be equal to or greater than the expected value by those who provide the assets, allowing the organization to continue to exist. Individual job performance is essential for both institutions and individuals. Job performance is defined as the Behaviours displayed or something done by an employee. It is worth noting that individual job

performance is sometimes linked to work habits that are important for accomplishing institutional goals and are controlled by the respective job holder.

Performance management in the workplace has become a crucial indicator of job performance because of this everyday awareness. Job performance is measured in a variety of ways. First and foremost, as a means of achieving an objective or a series of objectives within a profession, function, or institute, rather than as the actual outcomes of job actions (Conway & Huffcutt, 2017). Organizations have long strived to improve their productivity and efficiency in order to achieve higher levels of performance. For a corporation to attain high levels of performance progress, it must have a happy workforce. Worker satisfaction motivates employees to put up a greater effort in their employment, resulting in their working harder and better. As a result, in order to maintain the company's well-being, every organization strives to create a happy workforce. Individual employee efficiency and effectiveness, on the other hand, are vital to the overall effectiveness of the company. As a result, every corporation places a premium on individual employee performance in order to achieve high organizational productivity.

Job performance refers to the total expected value derived from employees' actions during a specified time period. Non-academic staff of tertiary institutions in Osun state are not creative in executing their job and this has resulted in decline in job performance.

Motivation is a set of energetic focus that originates both within as well as beyond an employee's being to initiate work-related behaviour. As a non-academic staff or administrative, it's important to understand how long it takes one to complete specific tasks, and if there are any roadblocks or distractions along the way that you could devise another method to overcome it. In a case where employees are creative and motivated to work, it will be easy for such employee to use all available innovative and creative methods to arrive at a positive result so as to be productive while working with time. This is lacking among non-academic staff of tertiary institutions in Osun state.

Literature Review

Theory and Hypotheses Development

The Ability Motivation Opportunity model arose out of a long-running scientific debate between industrial psychologists, who believe that hiring and training determine performance, and social psychologists, who acknowledge that motivation is required to achieve performance (Gaby, *et al.* 2018). Vroom's works contain the seeds of Ability Motivation Opportunity, since he believes that performance is a role of both strength and motivation (Zhao, *et al.* 2019). This strategy, on the other hand, ignores the impact of the external environment and focuses only on internal (individual) characteristics. The opportunity component was introduced to this model by a scholar, who took into account working circumstances, equipment, resources, leader Behaviours, processes, and time. Individual performance, according to these authors, is a result of capacity (C, i.e. talents), willingness (W, i.e. motivation), and opportunity (O) (Cortez, *et al.* 2015). Suppose we suppose that $P = f$, all three factors are required for performance (P) ($O \times C \times W$). Furthermore, a low level of these dimensions would have a significant, detrimental impact on individual

performance. Bailey offered the Ability Motivation Opportunity framework for eleven (11) years after Blumberg and Pringle's work was published, and Applebaum later urbanized it.

More recently, a researcher argued that tertiary institutions should focus on investing in modern office equipment, which will eventually lead to improved capability and ease of workers job while producing opportunities by giving them the required sovereignty, tools, and authority to make decisions (Bigliardi, 2013). According to a researcher, these three steps aid in translating employee innovation and creative thinking into improved job performance (Antokonis, *et al.* 2013). There are also different perspectives on non-academic employee handling of office equipment in enhancing their record keeping and cycling process.

A scholar proposed the ability-motivation-opportunity (AMO) hypothesis, which focuses on assisting in selecting human resource management methods that enhance organizational performance. Worker capabilities (i.e. variety, employment, and training), incentive (for example, performance-related pay), and opportunities to act must all be consciously shaped via the use of novel record management procedures (emphasizing teamwork or suggestion systems) (Fayol, 1949). Human resource practices that improve employees' knowledge, ability, and skill levels are intended at helping employees to execute their jobs properly (Schermerhorn, 2015). This study therefore tested the following hypothesis.

H₀1: Records management will have no significant impact on the job performance of Osun State tertiary institution non-academic staff.

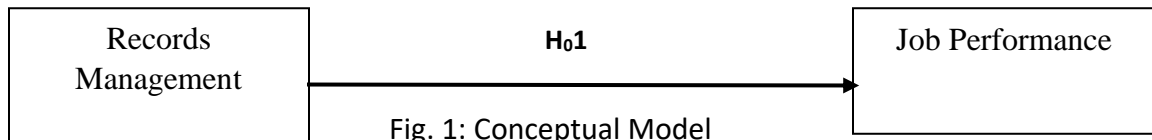


Fig. 1: Conceptual Model
Source: Researcher's Model 2022

Record Management and Job Performance

According to the findings of a study on the investigation of records organization and administrative performance in a polytechnic in Nigeria, records management in the institution is complete, as there are records management plans and manuals in place that are used. This necessitates proper record-keeping procedures (Wang, *et al.* 2019). Another study on Student Records Maintenance at Koforidua Polytechnic observed that there is no such policy regulating the management of student records. Polytechnics lack the mandate and direction for creating, using, and preserving records in the absence of such a policy (Child, 2016).

Empirical studies have found that an enriched and motivating job design allows employees to use a variety of skills and talents to complete tasks, to associate or identify them closely with

the study concluded, to feel empowered in performing the job due to job autonomy, and to receive adequate feedback from the job completed. In other words, enriched and complex employment is linked to good attitudes. This status determines the incumbents' job performance. When taken collectively, job factors are thought to have a considerable and favourable impact on employee performance (David, 2014). Self and supervisory ratings linked moderately ($r = 0.35$), as were self and peer ratings ($r = 0.36$), but correlations between the peer and supervisory ratings were more significant ($r = 0.62$), according to another meta-analytic review (Derwin, 1992). When comparing the dependability of peer and supervisor ratings, researchers discovered that various supervisors' judgements of the same people have a stronger correlation than different peers' ratings of the same individual (Englewood & Drucker, 2000). The effect of the dimension (e.g., technical knowledge, integrity, and leadership) and rating source (e.g., peer, self, and supervisor) and the degree of measurement equivalence across sources are investigated.

According to the findings, the influence of the underlying performance factor appears to be equivalent across different rating sources (Engel *et al.* 2016). As a result, the conclusion was reached that ratings from various sources are comparable to some extent. There is, however, no perfect convergence of ratings across sources, and it is unclear whether this is due to systematic or random error components (Govindarajan, 2018). According to research on the impact of contextual performance on managerial evaluations, manager ratings should include contextual performance ratings in addition to task performance ratings, and the effects of contextual performance on organizational performance and success are at least as significant as task performance (Graham, 1971). Because it is not always possible to measure numerous performance dimensions in practice, it is helpful to know whether job performance assessments are based on a single aspect. The researchers used a meta-analytic methodology to investigate this question, and their findings imply that there is one significant general factor (Grover, *et al.* 2017).

Most institutions are constantly implementing integrated records management to improve decision-making and service delivery quality. It is also widely acknowledged that a lack of records management capacity is at the root of many complicated university issues (Haeckel, 2018). The basic objective of records management, according to a scholar, is to support the free movement of records across an organization, ensuring that information is available quickly where and when it is required (Hair, *et al.* 2017). This function necessitates the implementation of an efficient and effective records management program. The records manager benefits the firm by assisting users in performing their tasks more effectively and efficiently. A researcher referred to an organization's record management as both a "corporate hidden weapon" and a "winning strategy" that gives it a competitive advantage. Despite this, few businesses, including colleges, pay attention to corporate resource management (Hambrick & Mason, 2015). According to Holzner & Marx, J. (2017), competent records management aids universities in managing information, efficiently fulfilling their mandate, protecting themselves from litigation, preserving corporate memory, and fostering accountability and good governance. In order to improve the efficacy and efficiency of universities in carrying out their missions, the information included in university records must be managed in an orderly manner. Almost all universities, when describing their objectives,

emphasize their commitment to academic quality, research innovation, and critical engagement with society.

Methodology

This study used descriptive and cross-sectional survey research to examine a subset of the population at a specific point in time and analyse the impact of records management on the job performance of non-academic employees in Osun State's tertiary institutions. The design's benefit is its resilience in terms of data distribution; it's simple to compute the detailed information gathered from the test; it's utilized in studies where parametric assumptions can't be met, and its flexibility in the data processing. More so, researchers consider cross-sectional survey design ideal since it is cheaper and require less time compared to a longitudinal study (Hoppe, Van &Coenen, 2018).

The population of this study is made up of 2,861 non-academic staff from Osun State tertiary institutions, including Osun State University, Osun State Polytechnics, Ire, Osun State College of Education, Ila-Orangun, and Osun State School of Nursing and Midwifery. The respondents are these tertiary institutions' registrars, administrative officers, secretaries, admission officers, receptionists, and bursars involved in record administration. The rationale for this is to be able to obtain the required input to fulfil the objective of this research.

Table 1: Population of the Study

S/N	Name of Institution	Number in each Institution
1.	Osun State University	856
2.	Osun State Polytechnics, Ire	715
3.	Osun State College of Education	790
4.	Osun State School of Nursing and Midwifery	500
	Total	2861

The sample size for this study includes 338 people, all of whom are non-academic personnel from higher institutions in Osun State, Nigeria. The Stratified sampling approach was found to be valuable by this researcher because it is adaptable, cost-effective, and enables the researcher to split the general population into smaller groups or sample frames from which primary data may be gathered, analysed, and conclusions derived. A structured questionnaire in accordance with existent research was prepared and utilized as the instrument of data collection.

Data Estimation Technique

To test null hypothesis one, multiple linear regression analysis was used. In the analysis, the values of job performance were regressed on the values of records management sub-variables. The data for records management (independent variable) was generated by summing responses of all variable items respectively while that of job performance of non-academic employees (dependent) was generated by adding responses of all items used to measure the variable. The regression test results are presented in Tables 2a-c.

Tables 2a-c: Summary of Regression Analysis for the Influence of Record Management on Job Performance of Osun State Tertiary Institution Non-Academic Employees

a. Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.657 ^a	.431	.424	.31955		
a. Predictors: (Constant), Effectiveness, Efficiency, Storage Security of Record						
b. ANOVA^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	19.196	3	6.399	62.664	.000 ^b
	Residual	25.323	248	.102		
	Total	44.519	251			
a. Dependent Variable: Job Performance						
b. Predictors: (Constant), Effectiveness, Efficiency, Storage & Security of Record						

c. Coefficients^a

Model		Unstandardised Coefficients		Standardized Coefficients		T	Sig.
		B	Std. Error	Beta			
1	(Constant)	.987	.167			5.917	.000
	Storage Security of Record	.151	.051	.183		2.962	.003
	Efficiency	.316	.053	.360		5.978	.000
	Effectiveness	.222	.050	.252		4.422	.000

a. Dependent Variable: Job Performance

Source: Field Survey Data (2022)

From the results in Table 2a, records management has strong positive and statistically significant relationship with the job performance of non-academic employees in Osun State tertiary institutions. ($R = 0.657$). The coefficient of determination ($Adj. R^2$) of 0.424 shows that records management explain 42.4% of the changes in job performance of non-academic employees in Osun State tertiary institutions, while the remaining 57.6% variation in job performance of non-academic employee is explained by external factors other than those examined. Table 2b presents the results of ANOVA (overall model significance) of regression test which revealed that records management has a significant influence on job performance of non-academic employees in Osun State tertiary institutions. This can be explained by the F-value (62.664) and low p-value (0.000) which is statistically significant at 95% confidence interval. Hence, the result posited that records management system in use in Osun State

tertiary institutions significantly influenced the job performance of non-academic employees working therein.

Furthermore, the results of regression coefficients in table 2c, revealed that at 95% confidence level, a unit change in Storage and Security of Record will lead to a 0.151 increase in the job performance of non-academic employees in Osun State tertiary institutions, given that all other factors are held constant. Also, a unit change in Efficiency will lead to 0.316 increases in the job performance of non-academic employees in Osun State tertiary institutions, given that all other factors are held constant. Lastly, a unit change in Effectiveness will lead to 0.222 increases in the job performance of non-academic employees in Osun State tertiary institutions, given that all other factors are held constant.

Given the record management sub-variables examined, record management efficiency has the highest relative influence (Beta=0.316). In second position is record management effectiveness training (Beta=0.222) and followed by Storage and Security of Record (Beta=0.151). All the relative influence was positive and statistically significant at probability values less than 0.05. On the strength of this result (Adj. $R^2= 0.424$, $F(3,248)= 62.664$, $p= 0.000$), this study rejects the null hypothesis one (H_01) which states that records management will have no significant impact on the job performance of Osun State tertiary institution non-academic employees.

Discussion

The findings of hypothesis one posited that records management system in use in Osun State tertiary institutions significantly influenced the job performance of non-academic employees working therein. Prior empirical studies backed up the conclusions of hypothesis one. For example, the outcomes of a study conducted on the analysis of records management and organizational performance in a polytechnic in Nigeria revealed that records management in the institution is thorough, as there are records management policies and manuals in place. This necessitates proper record-keeping procedures. The findings of another study on Student Records Maintenance at Koforidua Polytechnic found that there is no such policy regulating the management of student records. Polytechnics lack the mandate and direction for the creation, use, and preservation of records in the absence of such a policy (Omeluzor&Oyovwe-Tinuoye, 2016).

Empirical studies have found that an enriched and motivating job design allows employees to use a variety of skills and talents to complete tasks, to associate or identify them closely with the task completed, to feel empowered in performing the job due to job autonomy, and to receive adequate feedback from the job completed. In other words, enriched and complex employment is linked to good attitudes. The incumbents' job performance is determined by this status. When taken collectively, job qualities are thought to have a large and beneficial impact on employee performance (Oyedokunet *al.*, 2018).

Another meta-analytic study found that self and supervisory evaluations were marginally connected ($r = 0.35$) as were self and peer ratings ($r = 0.36$), but that peer and supervisory ratings were significantly correlated ($r = 0.62$) (Safahieh&Asemi, 2012). When comparing the

reliability of peer and supervisor ratings, researchers discovered that various supervisors' judgement of the same individual have a stronger correlation than different peers' ratings of the same individual (Seena& Pillai, 2015). The effect of the performance dimension (e.g., technical knowledge, integrity, and leadership) and rating source (e.g., peer, self, and supervisor), as well as the degree of measurement equivalence across sources, are being investigated.

Conclusion

The influence of the underlying performance factor appears to be equivalent across different rating sources. As a result, the conclusion was reached that ratings from various sources are comparable to some extent. There is, however, no perfect convergence of ratings across sources, and it is unclear whether this is due to systematic or random error components (Siddiq, Scherer &Tondeur, 2017). According to research on the impact of contextual performance on managerial evaluations, manager ratings should include contextual performance ratings in addition to task performance ratings, and the effects of contextual performance on organizational performance and success are at least as great as task performance (Talab &Tajafari, 2012). Because it is not always possible to measure numerous performance dimensions in practice, it is useful to know if job performance assessments are based on a single aspect. The researchers used a meta-analytic methodology to investigate this question, and their findings imply that there is one significant universal factor (Bourgeois, 2017).

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Information Literacy Skills as factors Influencing Library Service Delivery in Public Universities in South-West, Nigeria

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Abstract

Library service delivery will continue to be desired due to the diversity of information demands of patrons and the academic community. This study investigated information literacy skills as a factor influencing library service delivery of librarians in public universities in South-West, Nigeria. The survey research design was used in this study. The population for the study is one hundred and seventy-four (174) professional librarians from seventeen (17) public universities (federal and state) in South-West, Nigeria. The total enumeration method was used for comprehensive coverage of the librarians in the study. The questionnaire was employed as the research instrument for data collection. The data collected was analyzed using Statistical Package for Social Science version 25. The data collected was analyzed using descriptive and inferential statistics. The findings revealed that the level of information literacy skills among librarians was very high on a scale of 4. The findings further revealed that information literacy skills influenced library service delivery among librarians in public universities in South-West, Nigeria. The study concluded that information literacy skills are a crucial factor that enhanced library service delivery. However, the study recommended that the level of information literacy skills among librarians in public universities in South-West Nigeria was high, appraising the librarians will ensure that the factors that make library service delivery effective are continually in place.

Keywords -Information Literacy Skills, Professional Librarians, Library Service Delivery and Nigeria

Introduction

Service delivery is the interaction between a provider and a customer where the provider offers assistance that is to be delivered effectively, reliably, and in a customer-friendly approach. For service to be effective it is necessary to take into cognizance the influencing factors of service delivery which are customized based on the necessity of the customers (Sala et al, 2019). This means that service delivery is solely to make an impact on the well-being of customers, giving them value for whatever assistance is needed geared towards positive outcomes, efficient operations, and consumer satisfaction. Library services then become very essential because it plays an important role in the attainment of success both for the library and the parent organization. According to Kumar and Balaj (2021), the library is seen as an avenue of information access and equality for learning. Optimal satisfaction and commitment to meeting the plight of patrons in the university library largely depend on the service delivery of librarians. Maria (2019) has established that service delivery of librarians in university

libraries means packages of activities that the library renders to the users to enhance and achieve the goals of the parent institution. For libraries to gain the justification for their establishment and face the ever-changing competitive environment, it becomes necessary that the services of the libraries be improved at all levels through effective and efficient service delivery.

Library services are assistance rendered by a librarian to users in the form of assistance that enables clientele to get the information he/she wants from the library (Edom & Edom, 2019). Library service delivery is an essential duty that is mandated to discharge by librarians to the library clients which could be physically based on face-to-face contact or virtual. Library services entail all activities performed both technically and those that take place behind the scene to facilitate the use of the library. Ogar et al.(2018)defined library service delivery as the organization of how information is retrieved, communicated, and disseminated to meet the needs of the library community.

Therefore, for any library to provide effective and efficient services, the level of library services must be high especially in aspect that is related to information literacy of librarians. Information literacy is a phenomenon that exists in every organization due to the quest for information. According to CILIP (2018), information literacy skills is the ability to think critically and make a balanced judgment about any information found and used which empowers citizens to reach and express informed views and to engage fully with society. Hence, it is viewed as skills relevant to individuals to take decisions in the information society. It consists of identification, location, evaluation, and use of information ethically. Spisak (2018) describes information literacy as a set of skills and knowledge that not only allows us to find, evaluate and use information needed but allows us to filter out unwanted information. Information literacy skills are conceptualized in different ways by different scholars. It is, therefore, critical to state that when the literacy skills of librarians are lacking, it thereby retards the effectiveness and efficiency of library services. Therefore, for effective service delivery librarians must be highly skilled in information literacy. Studies have proved that information literacy skills with respect to identification, location, evaluation, organization and use of information by librarians could be an influencing factor for library service delivery.

Statement of the Problem

The library is the nerve center on which the parent institution relies to achieve approved programs, learning, teaching, research as well as advancement in the community. Librarians then become the most important person to help achieve these aims. It is evident from the literature that librarians have become ineffective in their primary responsibilities which have led to low service delivery in libraries. It is mentioned by Awujoola and Omorinkoba (2021) that librarians' impatience, unwillingness to assist information seekers, and harsh and unpleasant attitude while interacting with users which have led to a decline in library patronage are dispositional factors that have led to low service delivery among librarians. In the library, these factors disrupt the effectiveness of library services in the public universities in South-West, Nigeria. Highly skilled librarians with the ability to identify, locate, evaluate, organize, and use information may influence service delivery in university libraries. Therefore,

the goal of this study is to investigate the influence of information literacy skills on library service delivery in public universities in South-West, Nigeria.

Objectives of the study

The following objectives guided the study

1. To determine the level of information literacy skills of librarians in public universities in South-West, Nigeria.
2. To investigate the relationship between information literacy skills and library service delivery in public universities in South-West, Nigeria.

Research Question

1. What is the level of information literacy skills of librarians in public universities in South-West, Nigeria?

Research Hypothesis

H₀1: Information literacy skills have no significant influence on the service delivery of librarians in public universities in South-West Nigeria.

Scope of the Study

The study is limited to public (federal and state) university libraries in South-West, Nigeria. Respondents were restricted to librarians in the federal and state university libraries that were spread across the South-West geopolitical zone of Nigeria. The researchers measured the specific indicators of information literacy skills such as the ability to identify, locate, evaluate, organize, and use information against library service delivery.

Review of Related Literature

Library Service Delivery

The essence of service delivery is solely to make an impact on the well-being of customers, giving them value for whatever assistance is needed. The library is also an organization that is responsible for meeting the needs of patrons through service delivery. Service is often regarded as the fundamental value or basic competency for librarians, Professional service enhances quality and reliability in the minds of patrons because service is the hallmark of professionalism (Hicks, 2016).

Service delivery has also been viewed and anchored on some elements of service quality namely, reliability, responsiveness, guarantee-knowledge and courtesy, empathy, and tangible (Prakoso et al., 2017). Ayolugbe et al. (2021) postulated that the success of every academic library in the present digital library environment largely depends on the quality of information service delivery offered to meet the changing and dynamic information needs of library users. Library service delivery encompasses activities, services, and interfaces

performed by librarians who constitute the creation, storage, retrieval, and appropriate dissemination of information. Therefore, it is important to note that service delivery is aimed at meeting the information demands and needs of users at the right time, in the right format, and at the shortest possible time, this further indicates that library service delivery is concerned with the provision of a solution to customers need and is the central crux of a library's existence. Likewise, Uyar (2019) submitted that librarians need to provide optimal library services to create quality services. SCONUL (2020) stated that good quality library services attract and retain academic high flyers and contribute to the prestige of an institution. The library service delivery focuses on the five dimensions of SERVQUAL which have been used to identify service delivery of librarians which are tangibles, reliability, responsiveness, assurance, and empathy. Agoh and Omekwu, (2021) library and information service deliveries are essential library processes and activities deployed by libraries to deliver information services and resources to library users, intending to enhance productivity.

Information Literacy Skills

Information literacy is a prerequisite for remaining active in the information society and a basic human right of lifelong learning. The ability to learn, and use information both formally and informally at work, at home, or in an educational setting is a result of information literacy. Information literacy is, therefore, the set of skills and knowledge needed to be able to access both printed and technological resources and assess their accuracy, reliability, and credibility (Gwori & Padma, 2018). Skilled librarians literally could contribute to effective service delivery because among the factors that make librarians deliver effective services are the ability to identify, locate, evaluate, organize, and use information. Based on the assertion of Eje and Dushu (2018) librarians are expected to brace up for the demand of their work by improving their skills, knowledge, and attitude to enable them to provide appropriate library service delivery. Librarians are expected to be expert searchers and therefore, should develop information literacy skills to navigate the vast world of information (Saunders et al., 2015). Information literacy skills describe one's discrete ability to find, access, use, communicate and share information effectively (Babalola & Umar, 2021, Soltani & Shahrokh, 2020). Information literacy encompasses the need for information, the availability of information resources, the need for evaluation, ethics recognition, responsibility use, and communication or sharing of one's findings (Yebowaah, 2018).

Information literacy helps librarians with the capacity to know when information is needed or required and how to seek the information. It incorporates assessing, combining, and utilizing information properly, morally, and lawfully once it is gotten from any media, including electronic or print sources (Diseiye, 2018). In brief, librarians who possess information literacy skills will be able to access, evaluate, filter, and extract necessary information from diverse sources of information and make use of it judiciously. Bello (2022) examined the information literacy and ICT skills of library staff in federal polytechnics in Nigeria and found that library staff possessed high information literacy skills, which include the ability to recognize a need for information resources, distinguish potential information resources, construct strategies for locating information, compare and evaluate information obtained from different sources, locate and access information resources, organize, apply and communicate information, and

ability to synthesize and build on existing information among others. Ebiri (2021) investigated the information literacy skills of librarians and service delivery at the University of Calabar library and stated that information literacy skills are elemental to quality library services, the knowledge of which improves the service delivery and attracts the members of the academic community to the library. Likewise, in South-West Nigeria, Onanuga et al. (2019) *assessed the information literacy skills of library and information science professionals in academic libraries in Southwestern, Nigeria, and revealed that the majority of library professionals acquired their information literacy skills through self-development, training, and seminar.* Scholars such as Durodolu and Adekanye (2017) researched the perception of information literacy skills among the librarians in the University of Lagos library. It was also reported that librarians in the University of Lagos library possess the requisite information literacy skills hence they can be said to be information literate.

Methodology

The study is a survey research design. The population of the study comprised 174 professional librarians from 17 public universities in South-West, Nigeria. The total enumeration method was used to give comprehensive coverage of all librarians in the public universities in the study area. Questionnaire was the main research instrument for this study. The scale of information literacy skills was adapted from Kurbanoglu et al. (2004) and Adamu (2022). Few modifications were made to reflect the context of the study. The data from the research questionnaire was analyzed using version 25 of the Statistical Package for Social Science (SPSS). The data collected were analyzed using descriptive statistics such as frequency distribution, percentages, mean and standard deviation, especially for research questions. The hypothesis was tested using simple linear regression analysis. The result was used to attest to the influence that existed between information literacy skills and library service delivery.

Table 1

Figures of university libraries and Librarians in South-West, Nigeria

Demographic Variables	Frequency Retrieved Questionnaire (N)= 174	Percentage (%)
Name of University		
Adekunle Ajasin University, Akungba	4	2.3
Bamidele Olumilua University of Education, Ikere-Ekiti	4	2.3
Ekiti State University	9	5.2
Federal University, Oye-Ekiti	7	4.0
Federal University of Agriculture, Abeokuta	24	13.8

Federal University of Technology, Akure	10	5.7
Ladoke Akintola University of Education	10	5.7
Lagos State University (LASU)	19	10.9
Obafemi Awolowo University (OAU)	18	10.3
Olabisi Onabanjo, University (OOU)	5	2.9
Olusegun Agagu University of Science and Technology	4	2.3
OSUTECH	6	3.4
Oyo State Technical University	2	1.1
Tai Solarin University of Education (TASUED)	7	4.0
University of Ibadan (UI)	24	13.8
University of Lagos (UNILAG)	13	7.5
University of Lagos, Medical Library	4	2.3
University of Medical Sciences, Ondo	4	2.3
Total	174	100

Source: Administration Office records of each University listed above, (2023)

Results

Research Question 1: What is the level of information literacy skills of librarians in public universities in South-West, Nigeria?

Table 2

Information literacy skills of librarians in public universities in South-West Nigeria

Information Literacy Skills	Very high level (4)	High level (3)	Low level (2)	Very low level (1)	Mean	Std.
Ability to identify an information need					3.46	0.623
My ability to determine my need for information is	123 (70.7%)	47 (27.0%)	3 (1.7%)	1 (0.6%)	3.68	0.537

My ability to identify a variety of potential sources of information is	99 (56.9%)	57 (32.8%)	17 (9.8%)	1 (0.6%)	3.46	0.694
My ability to define concepts of a topic request made by a library patron is	82 (47.1%)	87 (50.0%)	4 (2.3%)	1 (0.6%)	3.44	0.573
My ability to identify diverse types of information that will best meet the information needs of my users is	65 (37.4%)	93 (53.4%)	12 (6.9%)	4 (2.3%)	3.26	0.686
Ability to locate information					3.44	0.611
My skills to locate information from different sources is	110 (63.2%)	60 (34.5%)	4 (2.3%)	-	3.61	0.535
My ability to search information resources by subject, title, author, and date is	106 (60.9%)	58 (33.3%)	8 (4.6%)	2 (1.1%)	3.54	0.642
My expertise to discover the scope and access information requirement of my user is	91 (52.3%)	77 (44.3%)	5 (2.9%)	1 (0.6%)	3.48	0.586
My skills to select the appropriate electronic resources to meet information needs is	62 (35.6%)	105 (60.3%)	5 (2.9%)	2 (1.1%)	3.30	0.583
My capability to make a selection of appropriate information search tools to access information is	67 (38.5%)	86 (49.4%)	18 (10.3%)	3 (1.7%)	3.25	0.707
Ability to use information					3.36	0.701
My ability to choose an appropriate format to communicate with my audience is	116 (66.7%)	48 (27.6%)	5 (2.9%)	5 (2.9%)	3.58	0.690
My ability to use information technology applications to perform a task is	101 (58.0%)	60 (34.5%)	12 (6.9%)	1 (0.6%)	3.50	0.652
My ability to recognize the issues of copyright of information sources is	109 (62.6%)	43 (24.7%)	19 (10.9%)	3 (1.7%)	3.48	0.758

My ability to apply the digital text as needed is	59 (33.9%)	101 (58.0%)	14 (8.0%)	-	3.26	0.596
My ability to filter relevant information for use from diverse sources of information is	72 (41.4%)	73 (42.0%)	15 (8.6%)	14 (8.0%)	3.17	0.894
My ability to make citations using referencing styles is	48 (27.6%)	109 (62.6%)	15 (8.6%)	2 (1.1%)	3.17	0.618
Ability to organize					3.30	0.646
My expertise to apply information resources to the problem at hand is	69 (39.7%)	95 (54.6%)	8 (4.6%)	2 (1.1%)	3.33	0.619
My ability to sort out relevant information from different information sources is	82 (47.1%)	70 (40.2%)	17 (9.8%)	5 (2.9%)	3.32	0.766
My ability to synthesize information to avoid plagiarism is	53 (30.5%)	113 (64.9%)	7 (4.0%)	1 (0.6%)	3.25	0.553
Ability to evaluate information					3.16	0.792
My skills to evaluate the authenticity of an information source is	107 (61.5%)	53 (30.5%)	10 (5.7%)	4 (2.3%)	3.51	0.711
My ability to evaluate information resources obtained from the internet is	95 (54.6%)	70 (40.2%)	6 (3.4%)	3 (1.7%)	3.48	0.651
My ability to make conclusions based on the information I got from the printed information sources is	46 (26.4%)	71 (40.8%)	41 (23.6%)	16 (9.2%)	2.84	0.921
My ability to criticize the relevance of information resources found on the internet is	36 (20.7%)	87 (50.0%)	33 (19.0%)	18 (10.3%)	2.81	0.883
Grand Mean					3.34	0.675

Decision Rule: 1.0-1.74 = Very low level; 1.75-2.49 = Low level; 2.50-3.24 = High level; 3.25-4.00 = Very high level

The findings in Table 2 revealed the level to which librarians possess information literacy skills in public universities in South-West Nigeria. The grand mean ($\bar{x} = 3.34$, $SD = 0.675$) on a 4-point Likert-type scale indicates that the level of information literacy skill of the librarians is

very high. This implies that to a very high extent, librarians can identify information needs, locate information, evaluate information, organize information, and use information ethically. Among all the measures of information literacy skills, the ability to identify information need was considered highest ($\bar{x} = 3.46$), the ability to locate information ($\bar{x} = 3.44$), the ability to use information ($\bar{x} = 3.36$), the ability to organize information ($\bar{x} = 3.30$) and ability to evaluate information ($\bar{x} = 3.16$) were also considered to be high among the five constructs. This implies that librarians were skilled to adequately deliver the services expected of them and this would enhance their sense of responsibility.

Testing of Hypothesis and Interpretation

The only hypothesis for this study was tested using simple linear regression analysis which was used to assess the influence of the independent variable and the dependent variable. The result generated was used to attest to the relationship that existed among the variables (information literacy skills and library service delivery) in this study.

Decision Rule

The level of pre-test significance for this study is 0.05. It is presumed that there is no significant relationship between the variables under consideration if the p-value is seen to be less than or equal to 0.05 ($p \leq 0.05$) then the hypothesis is rejected.

H₀1: Information literacy skills have no significant influence on the service delivery of librarians in public universities in South-West Nigeria.

Table 3

Simple linear regression analysis of information literacy skills on library service delivery (n=174)

Predictors	B	Std. Error	Beta (β)	T	P	R ²	Adj. R ²	F	ANOVA (Sig.)
(Constant)	2.032	0.190		10.668	.000				
Information literacy skills	0.422	0.057	.494	7.461	.000	0.244	0.240	55.661	0.000
Dependent Variable: Information Literacy Skills Predictor: (Constant), Library Service Delivery DF (F-Statistic) = 1, 173 DF (T-Statistic) = 172									

Sig. at $p < 0.05$,

Note: β = Standardized coefficient

The result in Table 3 indicated that information literacy skills influence library service delivery in public universities in South-West Nigeria ($R^2 = 0.244$, $\beta = 0.494$, $t(172) = 7.461$, $p < 0.05$). This showed that the predictor variable (information literacy skills) accounts for 24.4% ($R^2 = 0.244$) of the variation in library service delivery in public universities in South-West Nigeria. Therefore, the null hypothesis (H_01) which states that information literacy skills have no significant influence on service delivery is rejected. This result suggests that improved information literacy skills of librarians in public universities in South-West Nigeria lead to the improvement of library service delivery.

Discussion of Findings

Findings on research question one revealed a high level to which information literacy skills are evident among librarians in public universities in South-West. In other words, librarians in the study context possess information literacy skills. The results were supported by the submission of Durodolu and Adekanye, (2017), Onanuga et al., (2019) who noted that librarians in the South-West region of Nigeria had a very much understanding of information literacy skills and are said to be information literate. The implication is that librarians are not only saddled with responsibilities to discharge services but also have the responsibility of teaching library patrons requisite skills in information literacy.

The finding of research question one was further buttressed by the findings of Bello (2022) established that library staff possessed high information literacy skills, which include the ability to recognize a need for information resources, distinguish potential information resources, construct strategies for locating information, compare and evaluate information obtained from different sources, locate and access information resources, organize, apply and communicate information, and ability to synthesize and build on existing information among others. It can be well said that when a librarian possesses all the five dimensions of information literacy skills it tends to make librarians perform optimally based on the above claim.

Furthermore, as revealed from the findings of the hypothesis tested in Table 3, the null hypothesis which states that information literacy skills have no significant influence on library service delivery was rejected. This indicates that there was a significant relationship between information literacy skills and library service delivery by librarians in public universities in South-West, Nigeria. The result agreed with Ebiri (2021) who claimed that information literacy skills are elemental to quality library services, the knowledge of which improves the service delivery and attracts the members of the academic community to the library.

Conclusion and Recommendations

Library service delivery is very crucial in any organization, particularly in public university libraries. However, to achieve effective service delivery, a high level of information literacy is expected from librarians in particular. In this study, librarians showed a high level of information literacy skills in library service delivery. It also showed that information literacy skill is an influencing factor in the effective discharge of services in the library. The result of this study can be generalized for librarians in public universities in South-West, Nigeria.

In line with the findings, the study, therefore, recommends that library service delivery should continuously be sustained by highly skilled information literate librarians; this can only be achieved when librarians are permitted to update their requisite skills through training and workshops.

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Social Media Use by Infopreneurs during the COVID-19 Pandemic in Osun State, Nigeria

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Abstract

The study investigated the use of social media marketing strategies among infopreneurs in Osun State, Nigeria during the COVID-19 Pandemic. The aim of this study was to investigate the effect of social media marketing strategies on the businesses of infopreneurs during the COVID-19 pandemic. Four research questions guided the study. The study adopted a survey research design and online survey form was used as instrument for data collection. The population of the study comprised all the members of the Nigeria Library Association in Osun State in Nigeria and convenience sampling was used to sample 38 infopreneurs. This was largely due to the fact that lockdown banned activities across the states and the only way they could be reached was online. The study showed that there was a marked difference in the impact of social media on the businesses of infopreneurs before and during the COVID-19 pandemic. The study also showed that infopreneurs do not possess adequate knowledge of the

dynamics of social media that will assist them in increasing sales in their businesses. The study recommended that infopreneurs should transcend beyond personal development in acquiring knowledge of social media and exploit avenues of training that will equip them with the necessary practical skills to drive and increase sales in their businesses.

Keywords: Infopreneur, Social media, marketing strategies, COVID-19 Pandemic

Introduction

Nowadays, Information and Communication Technologies (ICT's) play a vital role in the social, economic, and cultural development of a country. The rapid pace of the development and adoption of technology is bringing about a change in social dynamics. Of all the ICTs, the Internet is the tool that has transformed all aspects of life. Through it, Social Media is leading major revolutionary trends, whereby the societal values, culture and norms are changing their narratives and businesses are making paradigm shifts. There are various and diverse organizations trying to establish customer engagement through relationship management with their customers by migrating to the new platforms where clients reside. Thus, there is an increasing demand for digital content and networking skills used as marketing tools for improving business outcomes. According to Clement (2019), in 2018, there were approximately 29.3 million social network users in Nigeria, and this figure is projected to grow to 36.8 million in 2023. This means that the growth of the Social Media sites in people's life tends to keep going up, getting into an essential way to penetrate into markets.

Consequent to the rise in the number of affected cases of coronavirus in Nigeria, the President of Nigeria, Muhammadu Buhari in his speech, on 30th March 2020, had ordered a lockdown in Abuja, Lagos and Ogun – the three most affected states in Nigeria. Many governors followed suit by implementing the lockdown order in their various states. The lockdown was further extended by another two weeks which was to take effect from 14th of April, 2020. The implication of this lockdown directive on businesses will be total or partial close down of operations especially those who rely on traditional models to run their businesses. In lieu of this, it has become pertinent to investigate the use of social media adopted by infopreneurs to run their businesses in the face of the ongoing Covid-19 Pandemic.

Objectives

1. To determine the Social Media commonly used by infopreneurs during the COVID-19 Pandemic in Osun State, Nigeria
2. To determine the sources of knowledge on Social Media by infopreneurs during the COVID-19 Pandemic in Osun State, Nigeria
3. To determine the ratings of Social Media on businesses by infopreneurs during the COVID-19 Pandemic in Osun State, Nigeria
4. To determine the challenges faced by infopreneurs in using social media during the COVID-19 Pandemic in Osun State, Nigeria

Research Questions

1. What are the Social Media commonly used by infopreneurs during the COVID-19 Pandemic in Osun State, Nigeria
2. What are the sources of knowledge on social media by infopreneurs during the COVID-19 Pandemic in Osun State, Nigeria
3. What are the ratings of Social Media on businesses by infopreneurs during the COVID-19 Pandemic in Osun State, Nigeria
4. What are the challenges faced by Infopreneurs during the COVID-19 Pandemic in Osun State, Nigeria?

Literature Review

Infopreneurship

According to Weber (2012), an infopreneur refers to an entrepreneur who makes profit by collecting, creating, developing, repackaging, disseminating and selling information products and services usually via the Internet. Heidenreich cited in Stanley (2017) opines that generally there are two categories of infopreneurs; those who sell the information they create (info-creators) and those who earn commission by selling the information they collected from diverse sources. This category of infopreneurs is referred as information traffickers. Heidenreich further stated that information trackers create virtual stores by taking advantage of the many opportunities that the internet presents through blogs and web pages. Infopreneurship development in Nigeria encompasses all forms of businesses that are related to the provision of information products and services. Such information products and services as highlighted by Philip and Ogwu (2013) include: publishing of newspapers, journals, and other periodicals, book publishing, and other publications, printing, reproduction and publishing of multi-media, publishing of music, telecommunications, computer-enhanced activities, publishing software, data processing, database management, online marketing, online electronic content distribution, electronic entertainment, online cultural and sporting activities, production and distribution of video, radio and television activities, various online publishing, activities of news agencies, library and archiving activities such abstracting and indexing services, current awareness, reprographic, document delivery, book trade services among others. Information has become an integral part of economic growth and as such it is

being given priority because of its role in nation-building in both developed and developing countries of the world.

Aregbesola et al. (2019) stated Nigeria as the largest economy in Africa in which the information sector accounts for one of the twelve industrial sectors in Nigeria. Infopreneurship has become an important means of survival for practitioners in the information sector. According to Aregbesola et al. (2019), many youths that would have been roaming the streets of Nigeria are gainfully involved in the business of blogging, thereby reducing the rate of unemployment in Nigeria. Don-Solomon and Tاتفeng (2019) assert that infopreneurship like other entrepreneurial activities in Nigeria faces some challenges that hamper its development. Some of them include: high level of illiteracy, poor internet connectivity, inadequate ICT skills, high cost of running business, inadequate awareness of business opportunities in the information sector, over dependence on white collar jobs among others. Adewoyin et al (2017) in their study discovered that the major constraints that librarians face in the use of social media for service delivery are erratic power supply, lack of finance and poor internet access.

Social Media Use in Business

Currently, businesses are dependent on the consumers. Nyekwere et al (2014) citing Thirushen (2013) state that popular websites such as Facebook, Twitter and Youtube have close to five million visitors daily and thus have to be considered as very important avenues for marketing; promoting a business via these social networking sites serves as a very lucrative business proposition due to the huge amount of steady traffic daily. With a change in consumer behavior driven by Social Media it is inevitable that businesses have to adapt their strategies to the new norms. According to the 2012 Social Media Marketing Industry Report, 94% of all global businesses use Social Media to advance their digital marketing efforts. Social Media can be used effectively in so many ways to create awareness about products and services, connect with customers, gather customer preferences, and also serve as customer service and support. Many businesses are constantly looking for best practices in Social Media so they may be able to apply them in order to achieve the previously stated objectives. In lieu of this, it becomes pertinent to choose correctly the person in charge of the Social Media Marketing strategy of the company. Igbeka (2008) outlined the five basic elements for successful infopreneurs. These include intelligence, strong personality, good general education, skilled in computer knowledge and being internet savvy. Similarly, Richard (2012), enumerated good spoken and written communication skill, high level of accuracy and attention to details, high level of computer literacy, especially with database and internet; the ability to work with people at all levels and from different backgrounds, an awareness of what information users really need, an awareness of data protection and copyright laws, attentiveness as the prerequisite skills an infopreneur must possess.

Ekwueme & Okoro (2018) revealed that lack of technical know-how poses a serious challenge to the adoption of online advertising by online businesses in Nigeria, even though the steps may seem direct and unambiguous, some technicalities still come to bare in areas of copy writing, graphic designing, photo editing and page layout. Otugo et al (2015) identified Facebook as the most popular platform among users and advertisers alike. Nyekwere et al (2014) study revealed that 70% of business organizations in Nigeria are embracing social media to communicate with their customers. 35% of businesses surveyed acknowledged success with the use of social media advertising. Ekwueme and Okoro (2018) discovered that social media

advertising is frequently used by online businesses in Nigeria with the weekly frequency followed in close succession by the monthly frequency .This implies that businesses advertise on social media at least once a week or at most once a month. Also, the use of social media as a marketing tool allows companies to mingle with fellow professionals, conduct research, connect with the community and get business opportunities (Smith& Taylor, 2004).

Social Media Marketing Strategy

Social Media Marketing is a strategy that has great potentials to improve products and services, therefore business owners must effectively use social media to engage customers (Constantinides, 2014). Staying competitive and relevant in today's fast-moving business world requires a solid social media strategy (Erdogmus &Çiçek 2012). Hence, for a marketer, it is imperative to be able to identify the benefits each of the social media sites offer, and select only the ones that are suitable to reach the company's set goals and objectives.

Adegbuyi et al (2015) revealed that social media provides businesses the opportunity to engage their audience on many different levels including personal. It also states that at the onset (of social media marketing efforts by businesses), it is important for a business to focus on building relationships with consumers. In the same vein, Dijkmans et al. (2015) discovered a positive relationship between social media customer engagement, increased sales, return-on-investment, profitability, perceived reputation, and customer retention. Likewise, Kajalo and Lindblom (2015) discovered that direct, close contact with customers enabled small businesses to be more flexible in improving market position. Similarly, Fang et al. (2015) discovered that interested customers were more likely to click advertising links, which increased traffic and other business-related activities. Moreover, satisfied customers were more likely to view a company positively, spread word-of-mouth content, and repeat business transactions with the company (Chen & Chen, 2014). Ekwueme and Okoro (2018) found that businesses subscribe more to the use of facebook and Instagram for social media advertising. According to them, the implication of this finding is that most online businesses using social media advertising in Nigeria are focusing on generalized audience rather than targeted audience , meaning that Facebook and Instagram users are more heterogenous in nature when compared to LinkedIn users who are basically comprised of professionals seeking to connect with other professionals. Ekwueme and Okoro (2018) further discovered that most advertisers prefer to advertise on Facebook or Instagram simply because these social networking sites are perceived to be more popular. Otugo et al (2015) also mentioned that these media are being used without regarding the suitability for the product to be advertised. Thus, while Social media presents widest reach and connection to potential audience for engagement, it is important that users understand the architecture of the various social networking sites so as to use them meaningfully to achieve desired outcomes and goals.

Methodology

Research Design

The survey research method was adopted for this study. This is because survey research are procedures in quantitative research where a survey is administered by researchers to a sample or to entire population to describe the characteristics or the behaviors of the population. The

population of this study connotes all members of the Nigerian Library Association in Osun State. Thirty eight (38) online survey forms were submitted which made up the sample size for this study. Convenience sampling technique was employed, because as the time of administration of the research instrument, lockdown activities were totally enforced because of the COVID-19 Pandemic and hence online distribution of the instrument was considered most effective

Data Analysis

Table 1: Demographic Characteristics and use of Social Media Marketing Strategies of Infopreneurs

Items	Frequency	Percentage
Age		
25-34	4	10.5
35-44	20	52.6
45-54	9	23.7
55-64	5	13.2
Total	38	100
Gender		
Male	20	52.6
Female	18	47.4
Total	38	100
Does your business use Social Media?		
Yes	38	100
Social Media Channel Most Used		
Nil	6	15.8

Facebook	18	47.4
Instagram	2	5.3
Google+	6	15.8
Pinterest	1	2.6
LinkedIn	5	13.2
Total	38	100
Total	47	100
Rate the impact of Social Media on your business before COVID-19		
0	1	2.6
Poor	1	2.6
Fair	4	10.5
Good	9	23.7
Very Good	21	55.3
Excellent	2	5.3
Total	38	100
Rate the impact of Social Media on your business during COVID-19		
0	2	5.3
Poor	3	7.9
Fair	4	10.5
Good	6	15.8
Very Good	15	39.5
Excellent	8	21.1
Total	38	100
How do you acquire knowledge for Social Media		
Personal Development	30	52.6
Paid Online Training	6	10.5

Professional meetings	11	19.3
Family and Friends	10	17.5
Total	57	100

The demographic characteristics of the respondents showed that 52.6% of the respondents were between the ages of 35-44. This age bracket falls within the youth strata in the society. 9 respondents which represents 9.2% are between the age range of 25-34. 9 respondents are within the age range of 45-54. 4 respondents are within the age range of 55-64. From the results, it is clear that infopreneurship has provided employment for both the youths and young adults. This agrees with the view of Aregbesola et al. (2019) which states that many youths that would have been roaming the streets of Nigeria are gainfully involved in the business of blogging, thereby reducing the rate of unemployment in Nigeria.

To determine the ratings of social media on businesses, two questions were posed for respondents to rate Social Media on their businesses before and during the COVID-19 Pandemic. Fig.1 .showed that 21 respondents representing 55.3% of the respondents rated good before COVID-19 while 2 respondents which represents 5.3% rated social media as excellent . 15 respondents which represents 39.5% rated Social Media as very good while 8 respondents representing 21.1% rated social media as excellent during the COVID-19 pandemic. This marked difference may be attributed to the lockdown activities whereby infopreneurs can devote extra time and effort for customer engagement on Social Media.



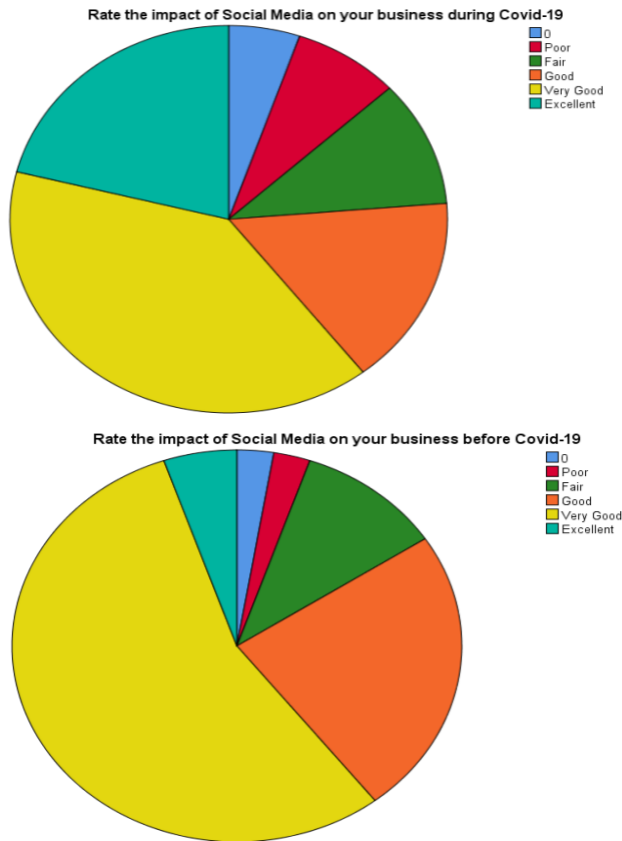


Fig. 1: Impact of Social Media on businesses before and during COVID-19

A question was asked whether infopreneurs used social media for their businesses and 38 respondents which represents 100% of the sample population answered “Yes”. This result is in sync with Nyekwere et al (2014) who revealed that 70% of business organizations in Nigeria are embracing social media to communicate with their customers. Also, according to the 2012 Social Media Marketing Industry Report, 94% of all global businesses use Social Media to advance their digital marketing efforts.

A question was asked on the Social Media Channel commonly used by infopreneurs. 18 people which represents 47.4% chose Facebook, 6 people which represents 15.8% chose Google+ while 5 respondents which represents 13.2% of the population chose LinkedIn. This result supports the study of Ekwueme and Okoro (2018) who stated that businesses subscribe more to the use of Facebook and Instagram for social media advertising. The study also discovered that the preferred platform for advertising by online businesses in Nigeria is Facebook, Twitter, Instagram and LinkedIn .

A question was posed on how infopreneurs acquired knowledge to operate social media for their businesses. 30 respondents representing 52.6% of the population said through Personal development, 6 people which represents 10.5% said through Paid online trainings, 11 people representing 19.3% said through Professional meetings while 10 people which represents chose Family and friends.

Discussion of Findings

Research Question 1

What is the rating of Social Media Strategies on the businesses of infopreneurs in South-West Nigeria?

To determine the effect of Social Media on businesses, two questions were posed for respondents to rate the impact of Social Media on their businesses before and during the COVID-19 Pandemic. 21 respondents representing 55.3% of the respondents rated the impact as very good while 2 respondents which represents 5.3% rated the impact excellent before COVID-19. 15 respondents which represents 39.5% rated the impact of Social Media as very good while 8 respondents representing 21.1% rated the impact of Social Media as excellent during the COVID-19 pandemic. This marked difference may be attributed to the effect of the lockdown activities whereby infopreneurs can devote extra time and effort for customer engagement on social media. Ekwueme and Okoro (2018) discovered that social media advertising is frequently used by online businesses in Nigeria with the weekly frequency followed in close succession by the monthly frequency. This implies that businesses advertise on social media at least once a week or at most once a month. Also, the use of social media as a marketing tool allows companies to mingle with fellow professionals, conduct research, connect with the community and get business opportunities (Smith & Taylor, 2004).

Research Question 2

What are the commonly used Social Media Sites by Infopreneurs in South-Western Nigeria?

The findings of the study revealed that 47.4% chose Facebook, 6 respondents which represents 15.8% chose Google+ while 5 respondents (13.2%) of the population chose LinkedIn. This result corroborates with the findings of Ekwueme & Okoro (2018) which shows that the preferred social media for advertising by online businesses in Nigeria are Facebook, Twitter, Instagram and LinkedIn but more of Facebook and Instagram for social media advertising. Conversely, the result of this study does not show Instagram as a preferred or commonly used site by the respondents. Perhaps this may be attributed to the fact that the respondents were informational professionals and hence belong to the more professional LinkedIn sites for networking. This finding corroborates with Smith and Taylor (2004) who states that the use of social media as a marketing tool allows companies to mingle with fellow professionals in the field, conduct research, connect with the community and get business opportunities. One can deduce from this that Information Professionals may prefer professional sites to other general social networking sites.

Research Question 3

What are the knowledge sources on social media by infopreneurs in South-West Nigeria?

The results of the study showed that 52.6% of the respondents acquired knowledge to operate their businesses through personal development while only 10.5% acquired knowledge through

paid online trainings. The implication of this statement may be that infopreneurs would rather teach themselves rather than pay to be taught online. This is supported by Ekwueme & Okoro (2018) who revealed that lack of technical know-how poses a serious challenge to the adoption of online advertising by online businesses in Nigeria, even though the steps may seem direct and unambiguous, some technicalities still come to bare in areas of copy writing, graphic designing, photo editing and page layout.

Research Question 4

What are the challenges faced by Infopreneurs in South-West Nigeria?

Question on what challenges infopreneurs faced when using social media was asked. Top on the list was poor internet connectivity and inadequate electricity supply with 26.5% and 22.4% respectively. This study corroborates that of Adewoyin et al (2017) in their study which discovered that the major constraints that librarians face in the use of social media for service delivery are erratic power supply, lack of finance and poor internet access. This is also corroborated in the study of Don-Solomon and Tاتفeng (2018) which stated that infopreneurship like other entrepreneurial activities in Nigeria faces some challenges that hinder its development. These include high level of illiteracy, poor internet connectivity, inadequate ICT skills, and high cost of running business among others.

Conclusion

Social media has become an important tool in marketing strategy. The advantages of using social media are so enormous that businesses that do not adopt and use them for marketing purposes lose marketing opportunities that can assist businesses to realize their profit goals. Social media marketing is a derivative of marketing success. Social media is dynamic, so this places an onus on marketers and business owners to upgrade and update their skills constantly to adapt their marketing strategies to suit the changing trends of social media.

Recommendations

In light of the findings from this study, the following recommendations are made:

- Infopreneurs should adopt Social media for their businesses since there is high ratings for Social media on businesses
- Infopreneurs should exploit other avenues such as paid trainings through which they can acquire more practical knowledge on the use of social media.
- Infopreneurs should explore alternative sources of power supply such as solar power to have better access to power supply.

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Health Information Seeking Behaviour of Rural Women in Ekiti State, Nigeria: Implications for Librarians

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Abstract

The health information seeking behaviour of individuals inevitably contributes to how they prevent illnesses or cope with disease burden. This study examined the health information seeking behaviour (HISB) of rural women in Ekiti State, Nigeria. A cross sectional survey design was adopted and the population is 817,843 rural women in Ekiti State, Nigeria. Multistage sampling technique was used to select 402 respondents. Questionnaire was used for data collection and descriptive statistics was used for data analysis. Findings revealed that rural women needed information relating to various illnesses and diseases, and also to take care of their family. These women sourced the needed health information mostly from friends, radio and traditional healers. The library was ranked among the lowest source of health information. Also, the women used the health information sought for various preventive and curative purposes. Findings from this study imply that the few existing libraries in the rural areas are not being fully utilised by the women. It is recommended that librarians in the public libraries should design information services to meet the health information needs of rural women in the community.

Keywords: Health Information Need, Health Information Seeking, Health Information Behaviour, Rural Women, Public Library

Introduction

Women exercise important role in the community and they are engaged in the development of every areas of life: nation building, family, religion and social groups. Also, they play

important roles in governance, child bearing, family care and maintaining peace in the home. Indeed, women are the managers of the home. However, observation has shown that women generally face a number of challenges, especially balancing work and family life. These challenges: unemployment, low income, low level of education, unhealthy nutrition and poor health are common among rural women.

On a regular basis, women across the world die because of complications during pregnancy and childbirth. Studies have shown that most rural women give birth indiscriminately without putting into consideration necessary precautions (Say, Chou, Gemmil, Tuncalp, Moller & Daniels, 2014). High mortality, especially of rural women has been stated by researchers to be caused by a combination of individual level factors, rather than seeking health information from a formal institution such as health centres, rural women prefer to consult church, traditional birth attendants, family members and village heads. (Igberase & Ebeigbe, 2007). These challenges suggest that rural women perhaps do not have access to adequate information sources, or they do not utilise the available information. Hence, information plays a significant role in the lives of people.

Information is an input, which causes or leads to reduction in precariousness in any decision process. It could be posited that when rural women are exposed to the right health information, they are likely to make informed health decisions. Health information seeking behaviour (HISB) can be described as how people acquire, assess, categorize and use relevant health-related information to perform desired health behaviours (Ek & Heinstro, 2011). It is a major coping strategy to deal with reasonably stressful illness-related events such as the stupor of diagnosis, the encumbrance of treatment-related decisions, frightening side effects, and the state of being unsure about the cure. Active information seeking is associated with a high level of assurance or certainty and control over a condition. When considering the health information needs of individuals living in rural settings, information sources including peers and lay experts are necessary, especially in the absence of easy access to formal health-care providers (Miller & Bell 2012).

Making efforts to seek and utilize health information is said shown to be associated with stronger health-oriented beliefs and healthier behaviours in general (Duta-Bergman, 2004a). This means that, the superiority and authority of the health-related information must synchronize with the individual's expectations, preferences and needs under given circumstances. In the study of Yusuf (2012), it was observed that the women artisan in Offa metropolis always seek for information from these sources; radio and television. It was also noted that they mostly seek information from friends and relatives. Women are active information seekers, particularly in the context of managing health for themselves and their families. Living in rural areas may give some challenges and opportunities for women in their health information seeking (Ezema, 2016).

Librarians are professionals who are trained in library science and also engage in library services. As such, they are expected to provide health information to rural women through various means. Librarians could establish relationship with NGO's and potential health information providers to reach out adequately to the health information needs of rural women. They could make rural women aware of health related information, this could further

assist them in making informed decision. Librarians could also bring rural women in collaborative dialogue to explore social conditions that could be the major influences of health and illnesses; generates deeper collective awareness and community driven action. They could sensitize rural women at intervals on their health information seeking behaviour, to promote a better understanding and acknowledgement of the specific needs of the community (Ghosh, 2013).

Research Questions

1. What are the health information needs of rural women in Ekiti State, Nigeria?
2. What are the sources of health information used by rural women in Ekiti State, Nigeria?
3. What is the purpose of health information seeking amongst rural women in Ekiti State, Nigeria?

Review of Literature

Health information need refers to an individual's desire to locate and obtain health information to satisfy a conscious or unconscious need. In order to satisfy this need, health information seeking takes place, which entails a purposive search for health information, the medium and manner the information is being sought for. Nwagwu and Ajama (2011) examined the health information needs, sources and information seeking behaviour of women living in rural Nigeria. Data collected through focus group discussion and questionnaire revealed that more than 90% of women reported that they needed the listed health information and also motivated to seek health information on malaria, pre and post natal care and on immunization facilities for their children and themselves. Similarly, Ezema (2016) carried out a study on information needs of rural dwellers in Nigeria. He identified that women particularly needed information on pre and post natal care and current immunization facilities for their children and themselves.. According to the findings of Yusuf (2012), it was revealed that women need information on raw materials, financial matters, political issues and health information.

Rural women seem to have developed a silence culture and an acceptance of despair, they prefer to use any information they get from any available source. Uganneya and Umaru (2008) observed that women farmers in Benue State, Nigeria own various types of information resources, essentially radio (53.0%) and television (37.0%). Most of the respondents' access to information resources was not encouraging; this could be linked to expensive media aspect of information resources and illiteracy. In a Survey that was carried out by Wafula and Ocholla (2007) in South Africa on sources of health information used amongst rural women, results showed that family 53.2% serve as the main source of health information, followed by friends at 43.3% and neighbours 38.0% form the bulk of alternative sources of information amongst the respondents. Library is also been mentioned as a vital source of health information us. Librarians play an important role in repackaging health information to address essential needs of rural women. In the findings of Hossain and Islam (2012) it was observed that rural women use media for entertainment as well as important sources of information. The findings of Nwagwu and Ajama (2011) revealed that over 70% of respondents [women] reported the availability and use of public health centres and general hospitals. Print source of newspaper, magazines, posters and handbill were the least reportedly available.

Health information seeking behaviour can be described as how people acquire, assess, categorize and use relevant health-related information to perform desired health behaviours (Ek & Heinstro, 2011). Making efforts to seek and obtain health-related information has been shown to be associated with stronger health-oriented beliefs and healthier behaviours in general (Duta-Bergman, 2004a). This could be further expressed that, the quality and authority of the health-related information must suit and synchronize with the individual's expectations, preferences and needs under given circumstances. Elderly people are thus generally seen as consumers with high health consciousness. Seeking information on nutrition has, for example, been shown to be especially relevant as people grow older, thereby promoting an improved sense of empowerment and control over one important aspect of the individual health status and overall well-being (Manafo & Wong, 2012). In the study of Yusuf (2012) it was noted that the women artisan in Offa metropolis always seek for information from radio and television. It was further revealed that they mostly seek health information from their friends and relatives. Bakar (2011) carried out a study on information seeking behaviour of rural women in Malaysia. In this study, it was observed that rural women depend mostly on mass media. Women also consulted other sources such as family and friends. In the study carried out by Gavgani, Qeisari and Asghari (2013) on health information seeking behaviour (HISB): A Study of a Developing Country. It was revealed that, almost everyone needs health information, but unfortunately many individuals seek information accidentally from radio and television. The findings of Nwagwu and Ajama (2011) revealed that 74.5% of the women seek health information from interpersonal channels: friends / family members and chemist shop respectively, radio 66.4%, herb hawkers 53.3%, drug hawkers 52.6% and health centres 51.8%.

It could therefore be said that, when a rural woman seeks information appropriately, there is tendency for such individual to be able to seek health information correctly.

Methodology

A cross sectional survey design was adopted for the study. The total population of this study was 817,843 rural women from 12 local government areas (LGAs) out of the 16 local government areas in Ekiti State, categorized as rural (LGAs) by the Ekiti State Ministry of Agriculture and Rural Development. A multi stage sampling technique was adopted. First, a stratified random sampling technique was used to select 50% source of the LGAs in each senatorial district. Thereafter, 30% source of the LGAs was randomly selected by balloting thereby, resulting in three LGAs that was used for the study. The three LGAs were Ikere, Ido Osi and Efon Alaaye. Adopting Israel's (1992) table of sample size determination, a sample size of 204 is sufficient for a population above 100,000 at 7% precision and 95% confidence level. However, in order to compensate for expected non response and ensure at least 70% response rate, 0.2% of the three LGAs was randomly selected as the sample size. The sample size for this study was 402 rural women in Ekiti State. Data was collected from the respondents using a researcher's developed instrument. A total number of 402 copies of questionnaire were administered to rural women in the selected Local Government areas in Ekiti State, Nigeria. The administration process involved the full participation of the researcher and two research assistants. Out of the 402 copies of a questionnaire administered, 359 were returned and usable. The return rate of the questionnaire was 89%. Data was analysed using descriptive

statistics. Research questions were answered using descriptive statistics such as frequency count, percentages, mean and standard deviation.

Results

Analysis of Demographic Characteristics of the Respondents

Table 1.1 Distributions of Respondents Demographic Characteristics

Demographic characteristics		Population of respondents	
Characteristics	Information	Frequency	Percentage
Age	21-30	18	5.2
	31-40	130	35.9
	41-50	113	31.5
	51-60	70	19.5
	61 and above	28	7.9
Marital Status	Single	9	2.5
	Married	280	78.0
	Widowed	46	12.8
	Divorced	24	6.7

The study also indicates that rural women between the age ranges of 31-40 had the highest percentage of 35.9%, next is 41-50 with 31.5% and the least was 61 and above with 7.9%. This implies that majority of the respondents are relatively young. They could be seen as active enough to seek health information appropriately. In respect of the marital status, 78% were married, 12.8% widowed, 6.7% divorced and 2.5% were single. This implies that more married women participated in the study.

Analysis of Research Questions

Research Question One: What are the health information needs of rural women in Ekiti State?

Table 1.2: Health Information Needs of Rural Women in Ekiti State

S/N	I need health information on	Yes	No
1	Malaria	333	26
2	Body pain	185	174
3	Cough and cold	166	193
4	Typhoid fever	229	130
5	Blood pressure	201	158
6	Cholera	267	92
7	Cancer	269	90
8	Diabetes	101	258
9	Diarrhoea	276	83
10	Tooth ache	256	103
11	Rheumatism	243	116
	Diseases		
12	Chicken pox	265	94
13	Sexually transmitted disease	260	99
14	Small pox	240	119
15	Ring worm	242	117
	Others		
16	Family planning	281	78
17	Family health	280	79
18	Maternity issues	270	69
19	Child or children's health	273	86
20	Maintenance of a healthy lifestyle	266	93
21	Immunization	272	87
22	Menopause	268	91
23	Food and nutrition	266	93

Table 1.2 reveals respondents' opinion on their health information needs according to the categorization of health information needs in this study in terms of illnesses, diseases and others. This study revealed in this order that rural women need health information on illnesses, other issues bordering on their family, followed by information on diseases. Some of the examples include malaria, family planning and chicken pox. Malaria has been termed one of the most killer diseases in Nigeria, it is therefore, not surprising that they needed more information on malaria. This result should give librarians and health care providers concern. If a high number of rural women's health information needs are being met, this could help eradicate diseases in the community because they would have known the preventive measures.

Research Question Two: What are the sources of health information used by rural women in Ekiti State?

Table 1.3: Sources of Health Information used by Rural Women in Ekiti State

S/N	Health Information Sources	Very Often		Often		Not Often		Never		Mean	SD
		N	%	N	%	N	%	N	%		
	Personal Sources										
1	Friends	228	63.5	91	25.3	36	10.0	4	1.1	3.51	.720
2	Traditional healers	214	59.6	92	25.6	48	13.4	5	1.4	3.43	.774
3	Local herb hawkers	189	52.6	82	22.8	72	20.11	16	4.5	3.24	.923
4	Health Centre's	133	37.0	149	41.5	67	18.7	10	2.8	3.13	.809
5	Chemist shop	127	35.4	132	36.8	81	22.6	19	5.3	3.02	.890
6	Relatives	98	27.3	170	47.4	84	23.4	7	1.9	3.00	.766
7	Village heads	109	30.4	155	43.2	80	22.3	15	4.2	3.00	.834
8	Religious groups	116	32.3	141	39.3	86	24.0	16	4.5	2.99	.862
9	Private clinic doctor	104	29.0	155	43.2	82	22.8	18	5.0	2.96	.848
10	Personal files/notes/diaries	101	28.1	159	44.3	79	22.0	20	5.8	2.95	.851

Grand Mean										3.12	0.83
	Media Sources (Printed)										
11	Handbills	126	35.1	144	40.1	70	19.5	19	5.3	3.05	.870
12	Bulletin	109	30.4	166	46.2	63	17.5	21	5.8	3.01	.846
13	Poster	110	30.6	163	45.4	62	17.3	24	6.7	3.00	.865
14	Newspaper	107	29.8	152	42.3	76	21.2	24	6.7	2.95	.882
15	Health magazine	92	25.6	168	46.8	71	19.8	28	7.8	2.90	.871
16	Pamphlets	94	26.2	156	43.5	81	22.6	28	7.8	2.88	.887
17	Printed books	98	27.3	145	40.4	90	25.1	26	7.2	2.88	.895
18	Food leaflet	99	27.6	140	39.0	89	24.8	31	8.6	2.86	.922
19	Drug insert	79	22.0	166	46.2	87	24.2	27	7.5	2.83	.858
Grand Mean										2.93	0.88
	Media Sources (Electronic)										
20	Radio	229	63.8	73	20.3	43	12.0	14	3.9	3.44	.850
21	Television	131	36.5	142	39.6	65	18.1	21	5.8	3.07	.882
22	Internet	110	30.6	160	44.6	68	18.9	21	5.8	3.00	.855
Grand Mean										3.17	0.86
	Other Sources										
23	Women organization	114	31.8	156	43.5	74	20.6	15	4.2	3.03	.832
24	Library	104	29.0	149	41.5	81	22.6	25	7.0	2.92	.889
25	NGO Conferences	110	30.6	136	37.9	88	24.5	25	7.0	2.92	.909
Grand Mean										2.96	0.88

Table 1.3 presents health information sources used by rural women in Ekiti State, Nigeria as categorized under personal sources, printed media sources, electronic media sources and other sources. The study revealed health information sources used as electronic media sources as the highest ranked (mean= 3.17, SD= 0.86), next was personal sources (mean= 3.12, SD= 0.83), followed by other sources (mean= 2.96, SD= 0.88) and the least was printed media sources (mean= 2.93, SD= 0.88). This implies that an average rural woman has a radio or television in her house that is used as a source of health information. However, a look at health information sources when taken individually reveals friends, radio and traditional healers as the top three mostly used health information sources.

Research Question Three: What is the purpose of health information seeking amongst rural women in Ekiti State?

Table 1.4: Purpose of health information seeking behaviour amongst rural women in Ekiti State

S/N	I seek health information ...	Very Often	Often	Not Often	Never	Mean	SD
1	... due to fear of the unknown	250 69.6%	71 19.8%	27 7.5%	11 3.1%	3.56	.763
2	... to take good care of my children	237 66.0%	91 25.3%	22 6.1%	9 2.5%	3.55	.723
3	... during pregnancy	220 61.3%	94 26.2%	38 10.6%	7 1.9%	3.47	.761
4	... when I am afflicted with a disease	218 60.7%	93 25.9%	38 10.6%	10 2.8%	3.45	.792
5	... to improve my health conditions	160 44.6%	140 39.0%	48 13.4%	11 3.1%	3.25	.801
6	... to have general awareness purpose	147 40.9%	139 38.7%	60 16.7%	13 3.6%	3.17	.833
7	... to take good care of my family	131 36.5%	165 46.0%	53 14.8%	10 2.8%	3.16	.774
8	... on nutrition	134 37.3%	156 43.5%	49 13.6%	20 5.6%	3.13	.848
9	... to prevent re-occurrence of sickness	137 38.2%	142 39.6%	67 18.7%	13 3.6%	3.12	.837
10	... to know first aid treatment	131 36.5%	156 43.5%	57 15.9%	15 4.2%	3.12	.823
11	... specifically for my children's health being	132 36.8%	151 42.1%	61 17.0%	15 4.2%	3.11	.833

12	... to share the results with relatives	118 32.9%	171 47.6%	58 16.2%	12 3.3%	3.10	.785
13	... to prevent re-occurrence of disease	121 33.7%	166 46.2%	56 15.6%	16 4.5%	3.09	.815
14	... in order to promote healthy life for my family	125 34.8%	155 43.2%	62 17.3%	17 4.7%	3.08	.840
15	... from health specialist	135 37.6%	151 38.7%	61 18.1%	15 5.6%	3.08	.880
16	... when my family's health is in danger	122 34.0%	160 44.6%	62 17.3%	15 4.2%	3.08	.821
17	... to improve knowledge for future use	119 33.1%	160 44.6%	67 18.7%	13 3.6%	3.07	.812
18	... when I am worried	113 31.5%	163 45.4%	67 18.7%	16 4.5%	3.04	.825
19	... on preventive measures	122 34.0%	142 39.6%	73 20.3%	22 6.1%	3.01	.889
20	... to get well soon	112 31.2%	156 43.5%	69 19.2%	22 6.1%	3.00	.867
Grand mean						3.18	0.82

Table 1.4 shows the result of respondents rating of purpose of health information seeking. This study revealed that rural women seek health information ranging from various reasons and patterns. The study revealed that rural women seek health information due to fear of the unknown (mean= 3.56, SD= .763), to take good care of their children (mean= 3.55, SD= .723), during pregnancy (mean= 3.47, SD= .761) and when they are afflicted with a disease (mean= 3.45, SD= .792) as the four (4) highest purpose of health information seeking.

Discussion of Findings

Findings from this study revealed that the following are the health information needs of rural women in Ekiti State: malaria, body pain, chicken pox, sexually transmitted disease and family planning. The following studies support this finding: Ezema (2016) observed in his study that a higher percentage of women's health information need was on their children's health and ensuring they are in perfect condition as a family. Nwagwu and Ajama (2011) examined the health information needs, sources and information seeking behaviour of women living in rural Nigeria. Data collected through focus group discussion and questionnaire revealed that more than 90% of women reported that they needed the listed health information and also motivated to seek health information on malaria, pre and post natal care and on immunization facilities for their children and themselves. Similarly, Namadi and Aondover (2020) carried out a study on information needs of rural dwellers in Kano metropolis of Nigeria. They identified that women particularly needed information on pre and post natal care and current

immunization facilities for their children and themselves. In a study by Hsieh and Brennan (2005) participants indicated that they searched for information related to their prenatal genetic counseling need. Mooko's (2005) studies of information needs and information-seeking behavior of women in three rural villages in Botswana revealed that most of the information needs of these women are health-related. They seek information regarding particular diseases, how they are contracted, and how to treat them. Chalak and Riahi (2017) revealed the primary concern of women in Uganda was for information on reproductive health and family planning in their study. According to the findings of Yusuf (2012), it was revealed that women need information on raw materials, financial matters, political issues and health information.

The findings revealed that a relatively low number of rural women in South West, Nigeria do not confidently visit the library for health information. This could be as a result of no or inadequate libraries in the rural communities. It could also be that librarians do not educate rural women as expected by creating awareness on the benefit of seeking health information from the library. From the research carried out, it was generally observed that rural women in South West, Nigeria utilize electronic media sources of health information more, such as radio and television. It was also observed in the study that rural women in South West, Nigeria utilize health information from personal sources such as friends, traditional healers and local herb hawkers. The study also showed that the respondents' use health information from other health information sources like women organizations and printed media sources like bulletin. This finding agrees with that of Uganneya and Umaru (2008) who revealed that women farmers in Benue State, Nigeria use various types of information and communication media, particularly radio set 53.0% and television sets 37.0%. The study of Edda and Neema (2013) also supports the findings of this study. The study was on parent and caregivers' health information seeking behaviours which looked into communication channels utilized for an information search such as physician, searching the Internet for health information and friends. In a study that was carried out by Wafula and Ocholla (2007) on sources of health information amongst rural women, it revealed that 53.2% of the participants utilize family as the main source of health information, next was friends at 43.3% and neighbours 38.0% consisting of the larger alternative sources of information amongst the respondents. This was closely followed by community leaders 38.6%, books 30.9%, exhibitions/trade fairs 20.8%, area leaders 15.8%, educators 10.8% and social/extension workers. Other sources such as traditional healers 7.8%, information centres 4.9%, newspapers 2.4%, magazines 2.4%, farmer's cooperatives 1.5% and nurses/midwives 1.5% were less used as sources of information.

However, Hossain and Islam (2016) observed in his study that informal sources, such as friends, family and relatives are the ones women turn to when they need health information. The findings of this study also agree with the study of Yusuf, (2012) which shows that women artisan in Offa Metropolis in Kwara State, Nigeria did not seek for information from the library, but use radio and television as their to source of information. The major source of information of women artisans in Offa metropolis is through friends and relatives; they also seek information from their occupational association and from churches/mosques. In the findings

of Hossain and Islam (2012) radio and television were found available in almost all houses in the rural areas of Bangladesh. Above 83% of the respondents used Television as a source of information, while about 17% used radio to meet their information needs. It was further revealed in this study that rural women seek health information due to fear of the unknown, to take good care of their children, during pregnancy, when afflicted with a disease, on nutrition and to have a general awareness purpose. This finding agrees with that of Manafo and Wong, (2012) which revealed that elderly individuals are mostly seen as consumers with high health consciousness. Seeking information on nutrition has been seen as important even as individuals grow older. Women who are between the ages of 45-55 seek health information on menopause (Phillips, 2012). This may be because these illnesses are being considered severe, as the effects of dehydration are immediate and detectable. In the study carried out by Gavgani, Qeisari and Asghari (2013) on health information seeking behaviour (HISB): A Study of a Developing Country. It was revealed that, more than half of women say that they always seek health information for preventing diseases.

Conclusion and Recommendations

In this information age, librarians and health care providers should encourage, orientate and sensitize rural women on the need for seeking and using timely information from authentic sources like library and the hospital to improve their health status. This could enhance smooth provision of necessary information by librarians for rural women. If the above is in place, the implication on librarians could be in form of encouragement on their part, satisfaction and ease of work load.

1. Librarians should endeavour to reach out to the rural women on how they can successfully seek health information through the appropriate information resources.
2. Stakeholders in the health sector of the country should formulate policies that would benefit the rural dwellers.
3. Librarians should make rural women aware of health related information, this could further assist them in making informed decision.
4. They could bring rural women in collaborative dialogue to explore social conditions that could be the major influences of health and illnesses; generates deeper collective awareness and community driven action.

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**Awareness, Perceptions and Challenges of E-Learning among Faculty of
Science Undergraduates of Federal University Oye-Ekiti, Nigeria**

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Abstract

This study examined awareness, perceptions and challenges of e-learning among FUYOE undergraduates during the 2023 general election break in Nigeria. The descriptive survey research design was adopted for this study. All Faculty of Science undergraduates, FUYOE formed the population of the study. A structured questionnaire was made available to students via Google Forms. A total of 370 respondents responded to the questionnaire. Data were arranged and analysed using quantitative analysis to generate frequencies and percentages, and presented in the form of charts and tables. The findings of this study revealed that majority of the students were highly and very highly aware of only two (WhatsApp and Telegram) e-learning platforms out of nine identified e-platforms. Findings also revealed that as some students have favourable perceptions towards e-learning platforms, so some were still indifferent to e-learning. Findings further revealed that majority of Faculty of Science undergraduates, FUYOE encountered myriad of challenges that hindered them from using e-learning platform. By implications, this study is worthwhile in providing a platform for university management to resolve the challenges hindering students from using e-learning platforms for academic purposes, and equally have reasons why e-learning platforms must be fully adopted in teaching and learning activities among undergraduates.

Keywords: Awareness, Perception, Challenges, E-learning Platforms, Election Break, Nigeria

Introduction

In an attempt to prevent disruption of academic calendar occasioned by the 2023 general election break, Federal University Oye-Ekiti (FUYOE), Nigeria introduced e-learning to teach students during the break, since face to face physical class cannot be achieved. E-

learning, according to Maatukl, Elberkawi¹, Aljawarneh, Rashaideh&Alharbi, (2022), is the formal teaching and learning system with the aid of electronic resources. E-learning allows teaching to take place both inside and/or outside the classrooms, and the use of computer technologies and the Internet is the main component of e-learning (Aboagye, Yawson& Appiah, 2020). Succinctly, digital learning, interactive learning, web-based education, computer-assisted teaching and internet-based learning are known as e-learning (Aljawarneh, 2020). The traditional face to face teaching method was put on hold during the 2023 elections because holiday was declared by Federal Government (Suleiman, 2023), and students were asked to vacate the campus. Despite the challenges associated with e-learning, as shown by research that students are less likely to benefit from this type (e-learning) of education (Lizcano, Lara &White, 2020), FUOYE management considered e-learning as the best option available to ensure the smooth and uninterrupted academic calendar, that may likely be disrupted by the election break.

E-learning has assumed a very prominent and vital role in the present educational system, particularly during the COVID-19, when the whole world was shut down as a result of communicable virus (Kutu, Olajide& Kutu, 2022). As attested to by Maatuk¹, Elberkawi¹, Aljawarneh, Rashaideh&Alharbi (2022), most students are now showing interest in e-learning and want to study online and graduate from tertiary institutions around the world. However, their lofty ideas could not be achieved because of isolated places without good internet services they reside. With e-learning, life, time and efforts of students living in far places from their universities where they are registered for academic activities can be saved, as there would not be need of frequent travelling for attending physical class. Further, various scholars also support e-learning as it helps ensure that learning can be easily managed, and the learner can easily access the teachers and teaching materials (Mukhtar, Javed, Arooj&Sethi, 2020). Also, e-learning reduces drastically most of the expenses that accompany traditional learning. In spite of the enormous advantages of e-learning, there are still challenges associated with it. For example, absence of personal interactions between students and lecturers as well as among the students themselves (Somayeh, Dehghani, Mozaffari, Ghasemnegad, Hakimi&Samaneh, 2016), poor internet connection, insufficient knowledge about the use of information and communication technology, etc. However, among the challenges of e-learning, assumptions were rife that students cannot acquire deep knowledge in practical science oriented courses that require physical involvement. It is in this view, this study investigates awareness, perceptions and challenges of e-learning among Faculty of Science undergraduates of FUOYE by extrapolating their awareness, perceptions and challenges of e-learning during the 2023 election break. Although, numerous studies on awareness, perception and challenges of e-learning have been conducted, however, there is dearth of literature on awareness, perception and challenges of e-learning among undergraduates, particularly during the strike/holiday/election break in Nigeria. This current study outstandingly explores this research gap.

Research questions

To achieve the objectives of this study, the following research questions guided the study:

1. What is the level of awareness of e-learning platforms among Faculty of Science undergraduates, FUYOYE?
2. What is/are perception/s of e-learning platforms among Faculty of Science undergraduates, FUYOYE?
3. What is/are the challenges that hindered Faculty of Science undergraduates, FUYOYE from e-learning?

Literature Review

E-learning is any form of learning that involves any of digital learning, interactive learning, web-based education, computer-assisted teaching and/or internet-based learning. According to Dhawan (2020), e-learning is no longer an option but a necessity, as online mode of learning (e-learning) is easily accessible at different places (both rural and remote areas) at the same time by many users.

Copious studies have been conducted on awareness, perceptions, possibilities and challenges of e-learning. For example, Oludare, Moradeke & Kolawole (2012) investigated how e-learning could be more effective in the educational field and the advantages of using e-learning. The study revealed that the students were willing to learn more with less social communication with other students or lecturers. Likewise, Olayemi, Adamu & Olayemi (2021) conducted a study on perception and readiness of students towards online learning in Nigeria during Covid-19 pandemic, and revealed that the majority of the respondents were conversant with online learning with a high level of readiness to accept its adoption. The study further revealed that fear of high cost of data, poor internet services, erratic power supply, inaccessibility to online library resources and limited access to computer as the major perceived challenges to effective online learning. Similarly, Madu, Aboyade & Ajayi's (2022) study awareness, perceptions and challenges of e-learning among students during COVID-19 lockdown in Nigeria revealed that majority of students were aware of up to six different e-learning platforms that could be adopted for teaching and learning, and that e-learning is "favourably perceived as an easy and simple means of providing better learning experience in a flexible and personalised manner that enhanced understanding of course contents and facilitate communication in a cost effective means".

Further, in a study (Gillett-Swan, 2017) that investigates the challenges of online learning supporting and engaging the isolated learner, findings revealed several challenges of e-learning (such as low levels of technological competency and proficiency), and concluded by recommending that learner involvement during planning and implementation of learning activities online. Coman, Tiru, Mesesan-Schmitz, Stanciu, & Bularca (2020) conducted a study on students' perspective about online teaching and learning in higher education during the Coronavirus pandemic. The findings revealed technical issues, lack of interaction with teachers or poor communication with them as the challenges experienced during online teaching and learning. Also, in 2017, separate studies by Nyagorme, Qua-Enoo, Bervell & Arkorful and Gayan & Das were conducted on the awareness, perception and use of electronic learning

platforms. The findings revealed that participants had a positive perception of e-learning and its adoption, know and aware of e-learning and e-learning platforms but lacked adequate training on e-learning usage. The findings further revealed low computer literacy, lack of adequate ICT laboratories and reliable internet as major challenges hindering e-learning adoption. Similarly, Mahajan¹ and Kalpana (2018) conducted a study of students' perception about e-learning, and revealed that majority of students were aware and have ideas of e-learning. The study concluded by recommending blogging, online discussions, online submission of home work, and video assisted training as a way of improving e-learning among students.

In the same vein, a study investigated student challenges about how to deal with e-learning in the outbreak of COVID-19 and to examine whether students are prepared to study online or not is presented in (Aboagye, Yawson & Appiah, 2020). The study established that a blended approach that combines traditional and e-teaching must be available for learners. Equally, Binshehah & Inglea (2021) conducted a study on perception for online learning among undergraduate and postgraduate dental students during COVID-19 pandemic. From the studies, findings revealed that the majority of the students found online classes to be helpful as it is easy to access the site and find their way around the course. Findings also revealed that half of the students preferred blended learning (i.e. combination of traditional lectures & Web CT) type of teaching method. Majority of the students agreed that online course is time saving and will help with revision for exams, as they would email tutor if they need help. Also, a study explored the e-learning process among students who are familiar with web-based technology to advance their self-study skills is described in (Radha, Mahalakshmi, Sathish, & Saravanakumar, 2020). The study's findings showed that e-learning has become popular among students in all educational institutions in the period of lockdown due to the COVID-19 pandemic. In a recent development, Kutu, Olajide & Kutu (2022) conducted a study on "awareness, accessibility and challenges of social media as experienced by postgraduate Information Studies Students, University of KwaZulu-Natal during the COVID-19 pandemic lockdown", and revealed that; Facebook, Instagram, Zoom, Twitter and WhatsApp) as major platforms available for students e-learning activities, and smartphone was a major tool and challenges restraining students from effectively utilising social media for e-learning activities.

In conclusion, from the reviewed literature, it can be inferred that students had positive perception of e-learning (Nyagorme, Qua-Enoo, Bervell & Arkorful, 2017) and they are aware of different e-learning platforms (Gayan & Das, 2017) and associated challenges (Kutu, Olajide & Kutu, 2022; Oludare, Moradeke & Kolawole, 2012; Radha, Mahalakshmi, Sathish, & Saravanakumar, 2020), though, with proper and adequate planning these challenges are not insurmountable. However, much study has not been carried out on awareness, perceptions and challenges of e-learning among FUYOYE undergraduates, particularly among students offering practical science based courses. The gap this study seeks to fill.

Methodology

The study adopted a survey research design. A structured questionnaire was designed to collect quantitative data. This type of research method is centred on proper analyses, interpretation, comparisons, identification of trends and relationships, which provides information useful to the solutions of local problems - issues (Salaria, 2012). The research population was 7,783, and consisted of Faculty of Science undergraduates, FUYOE as shown in Table 1. This faculty was purposively selected because it offered practical science courses to students across 100 Level (first year) to 400 Level (fourth year) during the break. A structured questionnaire was made available to students via Google Forms (<https://forms.gle/xToo5WocPd5pkcF6j6>). Using this approach, the undergraduate students who were targeted received a message (either via Telegram or WhatsApp group platforms) with a link to the Web-based questionnaire, which was compatible with mobile devices. This approach helped the researchers to be able to reach students via their WhatsApp and Telegram group platforms. The total number of 340 students responded to the questionnaire. The data obtained through the research instrument were arranged and analysed using quantitative analysis. Prior to analysing the raw data, each completed questionnaire via the web was downloaded and checked for missing data, ambiguity, omissions and errors. The data from each of the questionnaire were input into an Excel spreadsheet, and charts and tables were generated. Thus, the analysed data (the findings) were presented in the form of tables and figures, and were expressed as frequency counts and percentages.

Table 1: Study Population: Faculty of Science Undergraduates (2022/2023 session)

Level of Education	Number of Students
100 Level (first year)	2649
200 Level (second year)	1828
300 Level (third year)	2029
400 Level (fourth year)	1277
Total	7783

Data Analysis and Presentation of Findings

The findings of the study derived from the questionnaire are presented under two sections (A and B). In section A, demographic information of the respondents is presented, while section B presents data gathered from the three research questions for the study.

Section A: Demographic information

The students' demographic information such as gender and level of education is presented in this section.

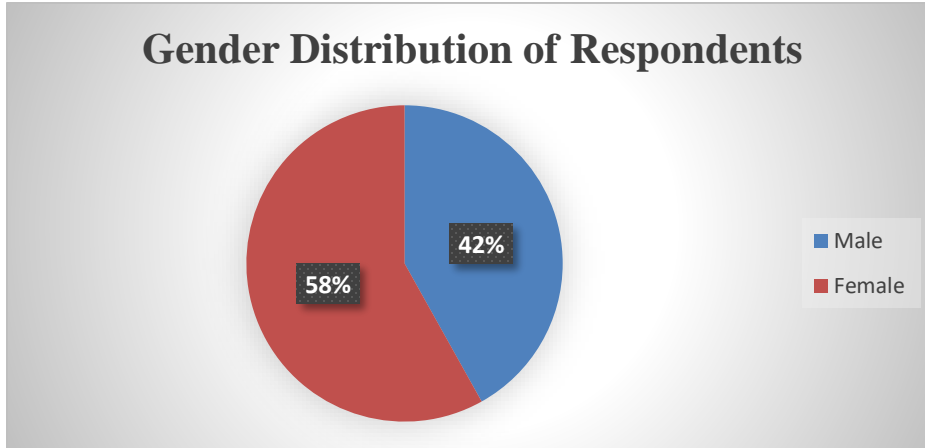


Figure 1: Gender distribution of Respondents

Gender distribution of Respondents

From Figure 1, it shows there were more female 215 (58%) than male 155 (42%) students.

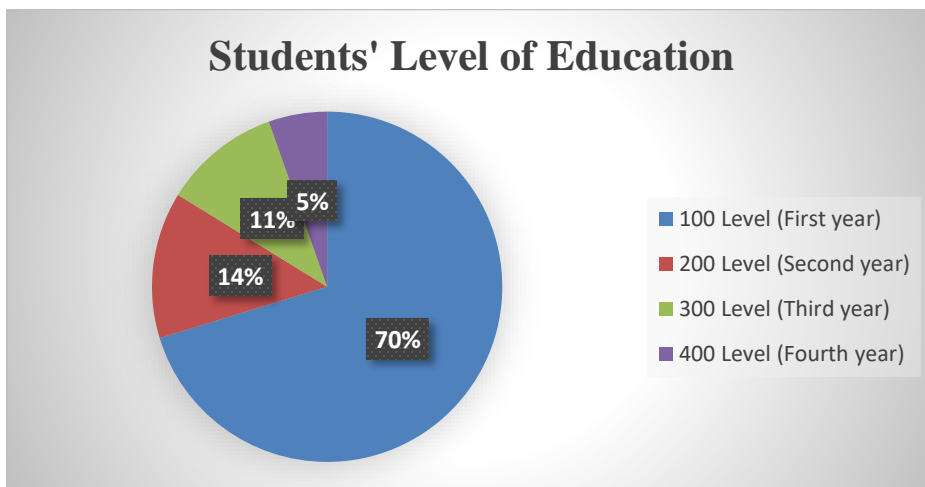


Figure 2: Respondents' Level of education

Respondents' Level of education

Figure 2 shows the respondents level of education. In the Figure, it shows that 70% of the respondents were in 100 Level (first year), 14% were in 200 Level (second year), 11% were in 300 Level (third year), while 5% were in 400 Level (fourth year).

Section B: Answering the Research Questions

Data gathered from the three research questions for the study are presented in this section.

Research Question One:What is the level of awareness of e-learning platforms among FUIOYE undergraduate science students?

Table 2: Level of awareness of e-learning platforms

S/N	E-learning platforms	Very High Extent	High Extent	Low Extent	Very Low Extent
1	WhatsApp	185 (50%)	125 (33.8%)	35 (9.5%)	25 (6.8%)
2	Google Classroom	70 (18.9%)	110 (29.7%)	135 (36.5%)	55 (14.9%)
3	Google Forms	50 (13.5%)	120 (32.4%)	130 (35.1%)	70 (18.9%)
4	Zoom	55 (14.9%)	105 (28.4%)	140 (37.8%)	70 (18.9%)
5	Microsoft Teams	55 (14.9%)	90 (24.3%)	125 (33.8%)	100 (27%)
6	LinkedIn learning	40 (10.8%)	100 (27%)	135 (36.5%)	95 (25.7%)
7	Telegram	150 (40.5%)	150 (40.5%)	50 (13.5%)	20 (5.4%)
8	Twitter	5 (1.4%)	45 (12.2%)	140 (37.8%)	180 (48.7%)
9	Google Meet	5 (1.4%)	20 (5.4%)	225 (60.8%)	120 (32.4%)

Level of Awareness of E-learning Platforms

Table 2 presents the level of awareness of e-learning platforms among FUIOYE undergraduate science students. From the analysis of the data, it shows that majority of the respondents were not highly aware of Google Classroom, Google Forms, Zoom, LinkedIn learning, Microsoft Teams, Twitter and Google meet as e-learning platforms. However, the only e-learning platforms the respondents were at least highly aware of are WhatsApp (83%), and Telegram (81%). Only 4.2% respondents indicated they were aware of other e-learning platforms such

as; Chrome, Skype, etc. in general, it could be deduced that majority of the respondent were only aware of very few e-learning platforms (WhatsApp and Telegram) for teaching science.

Research Question Two:What is/are perception/s of e-learning platforms among FUYOYE undergraduate science students?

Table 3: Students' Perceptions of E-learning

S/N	Perceptions	Strongly agree	Agree	Disagree	Strongly disagree
1	They provide better learning experience	80 (21.6%)	205 (55.4%)	75 (20.3%)	10 (2.7%)
2	Provide people with flexible and personal way to learn	55 (14.9%)	290 (73.4%)	15 (4.1%)	10 (2.7%)
3	Make learning more interesting	60 (16.2%)	240 (64.9%)	50 (13.5%)	20 (5.4%)
4	They enhance better understanding of course contents	40 (10.8%)	240 (64.9%)	80 (21.6%)	10 (2.7%)
5	Facilitate better communication with lectures	60 (16.2%)	215 (58.1%)	80 (21.6%)	15 (4.1%)
6	Course contents could be too theoretical with no emphasis on practical	55 (14.9%)	240 (64.9%)	55 (14.9%)	20 (5.4%)
7	Not compatible with science based courses	55 (14.9%)	175 (47.3%)	120 (32.3%)	20 (5.4%)
8	I prefer learning through e-learning platform to the traditional face to face teaching and learning	20 (5.4%)	145 (39.2%)	140 (37.8%)	75 (17.6%)
9	E-learning reduces cost of learning	55 (14.9%)	145 (39.2%)	120 (32.4%)	50 (13.5%)

Students' Perceptions of E-learning

Analysis of respondents' perception of e-learning platforms is presented in Table 3. From the analysis, majority of the respondents have favourable perceptions towards e-learning platforms. For example, not less than 77% respondents agreed that e-learning platforms provide better learning experience, at least 88.3% agreed e-learning platforms provide people with flexible and personal way to learn, at least 81.1% agreed e-learning makes learning more interesting, at least 75.7% agreed it enhances better understanding of course contents, at least 73.4% agreed e-learning platforms facilitates better communication with lectures, while not less than 54.1% agreed that e-learning reduces cost of learning. However, some respondents were indifferent towards e-learning. For instance, not less than 55.4% of the respondents still prefer teaching and learning through traditional face to face to e-learning platforms, not less than 79.8% said course contents could be too theoretical with no emphasis on practical, while at least 62.2% indicated that e-learning is not compatible with science based courses.

Research Question Three:What is/are the challenges that hindered FUOYE undergraduate science students from e-learning during the election break?

Table 4: Challenges that hindered e-learning during election break

S/N	Challenges	Strongly agree	Agree	Disagree	Strongly disagree
1	Inadequate e-learning facilities in the university	80 (21.6%)	170 (46%)	115 (31.1%)	5 (1.4%)
2	Poor internet connectivity	185 (50%)	155 (41.9%)	25 (6.8%)	5 (1.4%)
3	I cannot concentrate while learning through e-learning platforms	85 (23%)	105 (28.4)	170 (46%)	10 (2.7%)
4	Insufficient digital skills	65 (17.6%)	165 (44.6%)	115 (31.1%)	25 (6.8%)
5	Lack of physical human contact discourages me from using e-learning platforms	45 (12.2%)	160 (43.2%)	145 (39.2%)	20 (5.4%)
6	Lack of phone/laptop to use for e-learning	60 (16.2%)	140 (37.8%)	135 (36.5%)	35 (9.5%)
7	I cannot afford high cost of data/internet subscription	120 (32.4%)	170 (46%)	55 (14.9%)	25 (6.8%)
8	Epileptic power supply	115 (31.1%)	190 (51.4%)	45 (12.2%)	20 (5.4%)
9	Lack of orientation on the modalities for using e-learning platforms	50 (13.5%)	185 (50%)	110 (29.7%)	25 (6.8%)

10	The University does not encourage using e-learning platforms	45 (12.2%)	105 (28.4%)	190 (51.4%)	30 (8.1%)
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Challenges that hindered E-learning during Election Break

Table 4 presents the challenges that hindered e-learning of FUYOE undergraduate science students during the election break. From the analysis, at least 67.6% respondents agreed that e-learning was hindered as a result of inadequate e-learning facilities in the university, not less than 91.9% respondents agreed that poor internet hindered them from e-learning, not less than 62.2% agreed that insufficient digital skills debarred them from e-learning, at least 55.4% agreed that lack of physical human contact discouraged them from using e-learning platforms, at least 54% agreed that lack of phone/laptop to use for e-learning hindered them, not less than 78% agreed that high cost of data/internet subscription hindered them from e-learning, at least 82.5% agreed that epileptic power supply hindered them, not less than 63.5% agreed that lack of orientation on the modalities for using e-learning platforms serves as hindrance to e-learning, while only less than half (40.6%) agreed that non-encouragement by the University to use e-learning platforms was the challenge they experienced in e-learning during the election break.

Discussion of findings

From findings, it shows there were more female (58%) than male (42%) students. Though, the percentage of students' enrolment in science and technology based courses in Nigerian Universities indicates that females occupy the lower proportion in all the disciplines, in terms of general development, there is a definite increase in the number of girls enrolled in science and technology based courses (Nigeria. National Bureau of Statistics, 2018). Also, majority of the students were in 100 Level (first year).

From the findings, it is revealed that majority of Faculty of Science undergraduates, FUYOE were not highly aware of Google Classroom, Google forms, Zoom, LinkedIn learning, Microsoft Teams, Twitter and Google Meet as e-learning platforms. However, the only e-learning platforms the respondents were at least highly aware of are WhatsApp (83%), and Telegram (81%). Only 4.2% respondents indicated they were aware of other e-learning platforms such as; Chrome, Skype, etc. The result of the analysis of awareness of e-learning platforms among Faculty of Science undergraduates, FUYOE during election break showed that majority of the students were highly and very highly aware of only two (WhatsApp and Telegram) e-learning platforms out of nine identified e-platforms. This is contrary to Madu, Aboyade&Ajayi's (2022) study which revealed that majority of students were aware of more than six different e-learning platforms that could be adopted for teaching and learning.

From the findings, it is revealed that majority of Faculty of Science undergraduates, FUYOE have favourable perceptions towards e-learning platforms. For example, not less than 77% respondents agreed that e-learning platforms provide better learning experience, at least

88.3% agreed e-learning platforms provide people with flexible and personal way to learn, at least 81.1% agreed e-learning makes learning more interesting, at least 75.7% agreed it enhances better understanding of course contents, at least 73.4% agreed e-learning platforms facilitates better communication with lecturers, while not less than 54.1% agreed that e-learning reduces cost of learning. However, some respondents were indifferent towards e-learning. For instance, not less than 55.4% of the respondents still prefer teaching and learning through traditional face to face to e-learning platforms, not less than 79.8% said course contents could be too theoretical with no emphasis on practical, while at least 62.2% indicated that e-learning is not compatible with science based courses. From the analysis, it could be concluded students have favourable perceptions towards e-learning platforms. Disappointedly, majority were still indifferent to e-learning as some (79.8%) raised concern that course contents could be too theoretical with no emphasis on practical, some (55.4%) still prefer teaching and learning through traditional face to face to e-learning, while some (62.2%) said e-learning is not compatible with science based courses. This is contrary to findings of different studies conducted by Nyagorme, Qua-Enoo, Bervell and Arkorful (2017), Gayan and Das (2017) and Madu, Aboyade and Ajayi's (2022) study which revealed that e-learning is "favourably perceived as an easy and simple means of providing better learning experience in a flexible and personalised manner that enhanced understanding of course contents and facilitate communication in a cost effective means" in 21st century.

From the findings, it is revealed that majority of Faculty of Science undergraduates agreed that myriad challenges (such as: inadequate e-learning facilities in the university, poor internet; insufficient digital skills; lack of physical human contact; lack of phone/laptop to use for e-learning; high cost of data/internet subscription epileptic power supply; lack of orientation on the modalities for using e-learning platforms) hindered them from e-learning during the election break. From the findings, it could be inferred that majority of Faculty of Science undergraduates encountered one challenge or the other in using e-learning platforms during the election break. The challenges such as; insufficient digital skills, lack of physical human contact discouraged them from using e-learning platforms, high cost of data/internet subscription, lack of orientation on the modalities for using e-learning platforms among others. This is in tandem with the findings of Gillett-Swan (2017) and Coman,Tiru, Mesesan-Schmitz, Stanciu and Bularca (2020) which revealed several challenges of e-learning as; lack of interaction with teachers or poor communication with them, low levels of technological competency and proficiency.

Implications of this Research

This study is worthwhile in providing a platform for university management to resolve the challenges hindering students from using e-learning platforms for academic purposes, and equally have reasons why e-learning platforms must be fully adopted in teaching and learning activities among undergraduates. This is pertinent considering the incessant strike and holidays that usually interrupt academic calendar in Nigerian universities, and teaching, learning and research activities must not be jeopardised because of incessant holidays. Besides, this study would equip students and lecturers to reconsider their orientation and

traditional approaches to teaching and learning, and instead lay more emphasis on holistic adoption of e-learning in discharging their academic activities.

Conclusion and recommendations

This study addressed the issue of awareness, perception and challenges of e-learning among FUYOYE undergraduates during the 2023 election break in Nigeria. E-learning is no longer an option but a necessity, as online mode of learning (e-learning) is easily accessible at different places (both rural and remote areas) at the same time by many users. Given this and in light of the main findings as revealed in this study, the following specific conclusions are made:

1. Majority of the students were highly and very highly aware of only two (WhatsApp and Telegram) e-learning platforms out of nine identified e-platforms.
2. Some students have favourable perceptions towards e-learning platforms. Conversely, majority were still indifferent to e-learning as some (79.8%) raised concern that course contents could be too theoretical with no emphasis on practical, some (55.4%) still prefer teaching and learning through traditional face to face to e-learning, while some (62.2%) said e-learning is not compatible with science based courses.
3. Finally, majority of Faculty of Science undergraduates, FUYOYE encountered myriad of challenges that hindered them from using e-learning platforms during the election break.

Recommendations

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

1. Students should always be involved during planning and implementation of e-learning activities.
2. Indigent students should be provided with laptops/phone with internet (data) compatible with e-learning.
3. Management should improve on the adequacy of e-learning facilities in the university.
4. Training on acquisition of sufficient digital skills should be organised for students.
5. During orientation, students should be well informed of the modalities for using e-learning platforms. This will encourage them in buying to the idea of e-learning on time.

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Library Security and Sustainable Service Delivery in Donald Ekong Library, University of Port Harcourt, Rivers State, Nigeria

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Abstract

The study investigated library security and sustainable services in Donald Ekong library, University of Port Harcourt. The study adopted a descriptive research survey design. The population of the study was thirty-one (31) comprising professional and paraprofessional staff in Donald Ekong Library, University of Port Harcourt. Census sampling technique was adopted to select all the respondents. The data was analyzed using simple percentages presented in charts, mean scores and standard deviation. The study revealed that smart card access control, CCTV, fire extinguisher, installation of window burglary, door intrusion alarm, panic alarm, perimeter alarm system and RFID were the security systems adopted in Donald Ekong Library, University of Port Harcourt. Interestingly, smart card access control, door intrusion alarms, perimeter alarm system, installation of window burglary and panic alarm were implemented to a high extent. The study also discovered that reprographic services, current awareness services, OPAC, digital library services, orientation programmes, indexing services, referral services, abstracting services, selective dissemination of information, digital reference services were the services rendered at Donald Ekong Library, University of Port Harcourt. Regrettably, inadequate funding, inadequate staff to deliver effective library services, weak library security policy, non-challant attitude of staff, conspiracy between staff and patrons, inadequate staff training on security measures and poor lighting in important areas of the library were the challenges faced in the security and service delivery in Donald Ekong Library, University of Port Harcourt. The study recommended among other things maintenance culture to ensure the sustenance of security.

Keywords: Library Security, Security Systems, Library Services, Donald Ekong Library

Introduction

Libraries are the repositories of human knowledge preserved for the development of mankind in every sphere of life through various information resources or collections. Information collections are the priceless heritage of mankind as they preserve facts, ideas, thoughts, accomplishments and evidence of human development in diverse areas, ages and directions. Securing and preserving intellectual and cultural heritage becomes not only the responsibility of the academia, but also the moral responsibility of librarians, who are in charge, since proper dissemination of library materials is only possible when the materials and facilities are in good and usable condition (Osunride&Adetunla, 2017).

Securing of various information materials in libraries has become a global issue to which libraries must fastidiously respond if the objective of meeting the information needs of their patrons would be achievable in this era of dwindling budgetary allocation to libraries. Simply put, library materials and facilities have to be adequately secured and preserved in order to allow regular library users or those that desire it to enjoy the best of sustainable service delivery.

In every university library, one major function of library and librarians is the management of information materials for effective utilization. Some of these management processes are security, preservation and conservation. The whole essence of setting up security measure and practices in libraries is to ensure that information materials are intact and in perfect shape for use at any point in time. Security practices often include the following: policies and strategies, environmental control, temperature, relative humidity levels and air quality.

Security is an important and complex challenge in contemporary societies. Not only do individuals require security and safety of their lives and properties, but also university libraries in particular, strive to provide information resources in both print and non-print materials to support the educational services of the university community and humanity at large (Musa, Faga & Ejeh, 2019). From documented evidences, every day, there are reports of loss, theft, fraud and vandalism of library resources by users. Hence, the need for university libraries to provide, maintain and secure its collection in order to ensure the availability, accessibility of its collections, as well as to provide effective services to its users. Several security systems have been used in the library including Close Circuit Television (CCTV), A.V Security, Radio Frequency Identification (RFID) system, Panic Alarms, Perimeter Alarm system, Door Intrusion Alarms, Nexpa/Amaray secure cases, Alpha Security cases or Extreme-pac cases, Clear-Vu one-time, Electromagnetic Security System (ESS), Robot Security System (RSS), Video Content Analysis (VCA), Biometrics and Smart Cards System, Network and Server Security System and EM Security Tags (Gupta & Madhusudhan, 2019; Omosekejimi, Ijiekhuamhen&Ojeme, 2015; Song, Yusuf &Mairiga, 2018;). Akussah and Bentil (2010) recommended that libraries should invest more in electronic resources, which will reduce to a large extent the incidence of user's physical handling of documentary materials. This will enhance multiple accesses to library materials with little damage. The use of electromagnetic security system in securing library collections has also been advocated for by some experts because of its cost

effectiveness. Similarly, the study of Song, Yusuf & Mairiga (2018) recommends that academic library management should install more electronic security systems and devices to manage and reduce security problems especially those associated to theft and mutilation.

The findings of Urhiewhu, Daniel and Omah (2018) revealed that there is need for libraries to provide, maintain and secure its collection to ensure longevity, accessibility and effective provision of services to users. Furthermore, the authors state that, there is the need to examine the library security management in academic libraries in order to provide quality services for users making use of the collections. However, Ahmed, Umar and Dewa (2020) highlighted various library services rendered to include; Reference and Information Service (RIS) answering users questions, circulation services, Current Awareness Service (CAS), Selective Dissemination of Information (SDI), Indexing and Abstracting Service, (IAS), Inter-library cooperation and network, Readership Promotion (RP) and User Education (UE), Internet services, Web tools services i.e. emails, video conferencing, social media platforms and Cloud library service. The problems the library face, throw a big challenge to the implementation of library security for effective service delivery. Along this view, the findings of Mabawonku and Madukoma (2022) revealed that the level of information security compliance in university libraries in South-West Nigeria is low. This implies that adequate service delivery would be affected in the studied area. To address some of these challenges, Agboola and Aduku (2019) in their study suggested that, appropriate library policy be made to guide all issues of security, planning and implementation of management decisions as it affects users and their personal effects amongst other. On the contrary, Ayoung, Boatbil and Banbil (2014) found out that in some cases, libraries do not get the support of management in their attempt at enforcing security management protocols. Dwindling funding to universities and consequently to university libraries has also been cited as obstacles to implementation of security policies (Kelley, 2012). The implementation of some policies such as electronic monitoring and surveillance system is expensive. Some university libraries therefore have no choice but to shelve such ambitions for cheaper options which have often proven to be ineffective at detecting and preventing breaches (Musa, Faga & Ejeh, 2019).

Some strategies have been suggested to enhance the implementation of library security and quality service delivery. These strategies include improved funding of university libraries, employment of more staff in the library; improvement in lighting of important areas in the library, recruitment of competent and dedicated staff and security guards as enforcement officers (Maidabino, 2010). However, despite these, insecurity of library resources still persists. It is therefore, imperative to investigate security system in the library.

Statement of the Problem

The challenges of insecurity of library materials, personnel and poor service delivery have become imminent and demand urgent solutions. These challenges such as mutilation of books, theft of library materials, intentional mis-shelving of books, use of other patron's library cards, duplicating ownership stamps, threats to library staff, damage to shelves and other facilities, are mostly peculiar to libraries in tertiary institutions of learning where population of library users are very high. The following are also potential security challenges in library management systems; hackers gaining access into the servers and importing

unwanted data, insecurity of data being transmitted, incompetence of library staff in managing systems, users tampering with computers and accessories. Could these challenges be applicable to library security and the quality of service delivery in Donald Ekong library, University of Port Harcourt, Rivers State, Nigeria? This worry has prompted the researchers to carve out this investigation which is a gap upon which this research is carried out.

Purpose of the Study

The purpose of this study is to investigate the security of materials and facilities, as well as service delivery in Donald Ekong library, University of Port Harcourt. Specifically, the objective of the study is to:

1. Identify the types of security system adopted by Donald Ekong library, University of Port Harcourt.
2. Determine the extent of implementation of library security system
3. Identify the library services rendered in Donald Ekong library
4. Unravel the challenges faced in the security of library resources and service delivery

Research Questions

The following research questions are drawn up to guide this study:

1. What are the types of security systems adopted in Donald Ekong library, University of Port Harcourt?
2. What is the extent of implementation of the security systems in Donald Ekong library, University of Port Harcourt?
3. What are the services rendered in Donald Ekong library?
4. What are the challenges facing the security and service delivery in Donald Ekong library?

Review of Related Literature

Ojenike, Shodiya and Jolaosho (2016) defined security as the condition of being protected physically, emotionally, psychologically as well as from other harm, attack, terror which could be considered as non-desirable. However, with the help of electronic security systems in the library, security of library materials can be guaranteed. Examples of electronic security apparatus installed in libraries are Electronic Surveillance Camera, 3M electronic security systems (electronic security gates), Radio Frequency Identification (RFID) system, perimeter alarm system, among others, are Alpha Security Cases or Extreme-Pac Cases. Therefore, the effective use of the university libraries is hindered by security problems (Uzuegbu & Okoro, 2012). Gupta and Madhusudhan (2017) also identified the types of security systems to include Closed Circuit Television (CCTV) surveillance system, electromagnetic

security system, Radio Frequency Identification (RFID) security system, biometric systems, burglary security systems and Electronic Resources Access Control Security System (ERACSS).

Ismail and Zainab (2011) observed that libraries have high level of technological implementation but libraries with less than 10years experience of ICT adoption have lower implementation of organizational measures.

Kudu (2011) identified Current Awareness Services (CAS), Selective Dissemination of Information (SDI), indexing and abstracting as library services. Uzuegbu and Okoro (2012) stressed that the major causes of theft and vandalism in Nigerian university libraries were student's dissatisfaction or unfamiliarity with library services, lack of knowledge of replacement cost and time, lack of concern for the needs of other users, insufficient recommended text books. Aba, Kwaghga and Dooms (2014) noted that the causes of theft and vandalism in the library were users' selfishness/laziness, lack of vigilance of security guards and lack of users' orientation.

Abioye and Adeowu (2013) observed that for libraries to achieve their aim of information dissemination, there must be proper security management of library collections against theft, mutilation and deterioration which are threats to the library. Therefore, these challenges can be reduced if adequate security is implemented in the library. Keeping in mind the foresaid points, here are some challenges faced in securing of library materials vandalism, disaster, mutilation by humidity and microbes. The presence of high humidity provides a good medium for microorganisms such as bacteria or fungi. Where there is high humidity, books in the library provide a medium for food and shelter for these microbes and become damp due to moisture. Ebunuwele, et al (2011) added stealing and hiding of library books. The installation of library security systems ensures the protection of expensive or popular titles sent to reserve for short term loans; daily shelving and shelf reading of library materials.

Methodology

The study adopted a descriptive research survey design. The population of the study was thirty-one (31) comprising professional and paraprofessional staff in Donald Ekong Library, University of Port Harcourt. Census sampling technique was adopted to select all the respondents. Questionnaire was used to gather the data. Out of 31 copies of the instrument distributed, only 29 were found valid for analysis. The study was analyzed using simple percentages presented in charts, mean scores and standard deviation.

Results/Findings

Research Question One: What are the types of security systems adopted by Donald Ekong Library, University of Port Harcourt?

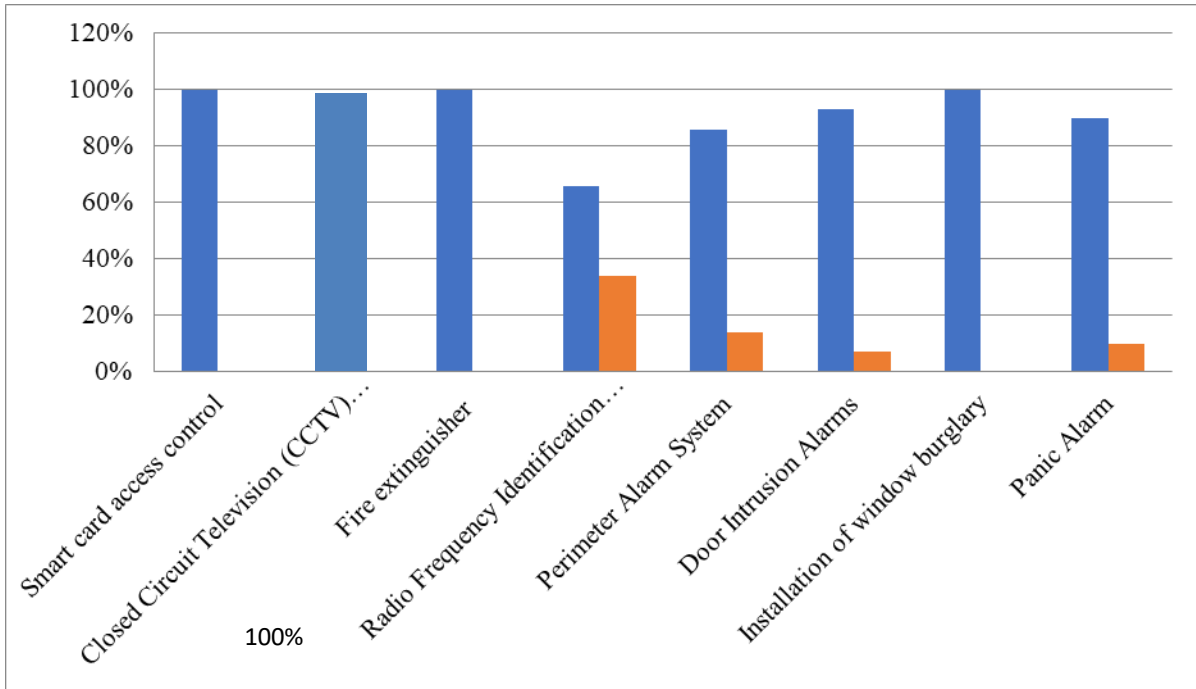


Fig. 1: Types of security systems adopted by Donald Ekong Library, University of Port Harcourt.

The result from Figure 1 shows the summary of simple percentage of the types of security systems adopted by Donald Ekong Library, University of Port Harcourt and indicates the types of security systems adopted by Donald Ekong library viz: smart card access control (100%), CCTV (100%), fire extinguisher (100%), installation of window burglary (100%), door intrusion alarm (93%), panic alarm (90%), perimeter alarm system (86%) and RFID (66%).

Research question two: What is the extent of implementation of library security in Donald Ekong Library, University of Port Harcourt?

Table 1: Summary of Mean and Standard Deviation of extent of implementation of library security in Donald Ekong Library, University of Port Harcourt

S/N	Item statement	\bar{x}	\pm	Decision
1.	Smart card access control	3.5	0.87	HE
2.	Closed Circuit Television (CCTV)	3.3	0.82	HE
3.	Fire extinguisher	3.0	0.75	HE
4.	Radio Frequency Identification (RFID)	3.4	0.85	HE
5.	Perimeter Alarm System	3.2	0.80	HE
6.	Door Intrusion Alarms	3.3	0.83	HE
7.	Installation of window burglary	3.2	0.80	HE

8.	Panic Alarm	3.0	0.75	HE
	Weighted Mean	3.2>2.5	0.81	HE

Table 1 shows summary of mean and standard deviation of extent of implementation of library security in Donald Ekong Library, University of Port Harcourt. It revealed that all the items have mean scores greater than the reference mean of 2.5. Items 1, 4, 2, 6, 5, 7, 3 and 8 have mean scores 3.5, 3.4., 3.3, 3.3,3.2, 3.2, 3.0 and 3.0 with standard deviation 0.87, 0.85, 0.82, 0.83, 0.80, 0.80,0.75 and 0.75 respectively. This indicates that smart card access control, Door Intrusion Alarms, Perimeter Alarm System, installation of window burglary and panic alarm were implemented to a high extent in Donald Ekong Library, university of Port Harcourt. The weighted mean of 3.2 indicates that the implementation of library security in Donald Ekong Library, University of Port Harcourt was to a high extent.

Research question three: What are the library services rendered at Donald Ekong Library, University of Port Harcourt?

Table 2: Summary of Mean and Standard Deviation of library services rendered at Donald Ekong Library, University of Port Harcourt

S/N	Item statement	\bar{x}	\pm	Decision
1	Current Awareness Services (CAS)	3.8	0.95	Agree
2	Selective Dissemination of Information (SDI)	2.5	1.41	Agree
3	Referral services	3.2	0.80	Agree
4	Digital reference service	2.5	1.41	Agree
5	Orientation programmes	3.5	0.88	Agree
6	Digital literacy	2.2	1.67	Disagree
7	Reprographic services	3.9	0.88	Agree
8	Indexing services	3.2	0.80	Agree
9	Abstracting services	3.0	0.75	Agree
10	OPAC	3.8	0.95	Agree
11	Metadata	2.4	1.47	Disagree
12	Digital library services	3.7	0.93	Agree

Table 2 shows the summary of mean and standard deviation of library services rendered at Donald Ekong Library, university of Port Harcourt. It revealed that items 7, 1, 10, 12, 5, 3, 8, 9, 2, 4 have mean scores 3.9, 3.8, 3.8, 3.7, 3.5, 3.2, 3.2, 3.0, 2.5, 2.5 and standard

deviation 0.88, 0.95, 0.95, 0.93, 0.88, 0.80, 0.80, 0.75, 1.41 and 1.41, respectively. This indicates that most of the respondents agreed that reprographic services, current awareness services, OPAC, digital library services, orientation programmes, indexing services, referral services, abstracting services, selective dissemination of information, digital reference services were the services rendered at Donald Ekong Library, university of Port Harcourt. On the other hand, items 11 and item 6 have mean scores of 2.4 and 2.2 with standard deviation 1.47 and 1.67 respectively. This indicates that most of the respondents disagreed that metadata and digital literacy services were rendered at Donald Ekong Library, University of Port Harcourt.

Table 3: Summary of Mean Score and Standard deviation on the Challenges associated with the library security and service delivery in Donald Ekong Library

S/N	Item statement	\bar{x}	\pm	Decision
1.	Conspiracy between staff and patrons	2.9	1.22	Agree
2.	Inadequate staff training on security measures	2.9	1.22	Agree
3.	Weak library security policy	3.0	0.75	Agree
4.	Non-challant attitude of staff	3.0	0.75	Agree
5.	Poor lighting in important areas of the library	2.6	1.32	Agree
6.	Inadequate funding	3.6	0.90	Agree
7	Lack of staff to deliver library service	2.9	1.22	Agree
8	Lack of staff expertise to deliver effective library services effectively	3.2	0.80	Agree

Result from table 3 shows the summary of Mean Score and Standard Deviation on the challenges associated with the library security and service delivery in Donald Ekong Library, University of Port Harcourt. The study revealed that items 6,8, 3, 4, 1, 2, 7,and 5 have mean score of 3.6, 3.2, 3.0, 3.0, 2.9, 2.9, 2.9, and 2.6 and standard deviation 0.90, 0.80, 0.75, 0.75, 1.22, 1.22, 1.22 and 1.32 respectively. This shows that most of the respondents agreed that inadequate funding, lack of staff expertise to deliver effective library services effectively, weak library security policy, non-challant attitude of staff, conspiracy between staff and patrons, inadequate staff training on security measures, lack of staff to deliver library service and poor lighting in important areas of the library.

Discussion of Findings

Types of security systems adopted by Donald Ekong Library, University of Port Harcourt

The result from research question one shows the types of security system adopted in Donald Ekong Library, University of Port Harcourt as Smart card access control, CCTV, fire extinguisher, Installation of window burglary, door intrusion alarm, panic alarm, perimeter alarm system and RFID. This study is in consonance with that of Osayande (2011) on electronic security systems in three university libraries in South West Nigeria who noted that CCTV

camera, electronic security system gates among others were installed in their libraries. Our study also corroborates with that of Song, Yusuf and Mairiga (2018) who noted that CCTV electronic security system, Fire and Smoke Sensor Electronic Security System, Security Gate Detector, Network and Server Security System and RFID Transponder and Reader System were the only electronic security systems adopted for library security management in academic libraries in Jigawa State.

The Extent of Implementation of Library Security in Donald Ekong Library, University of Port Harcourt

The result from research question two indicates that smart card access control, Door Intrusion Alarms, Perimeter Alarm System, Installation of window burglary and panic alarm were implemented to a high extent in Donald Ekong Library, university of Port Harcourt. This study is not in agreement with that of Ismail and Zainab (2011) who assessed information systems security in special and public libraries in Malaysia who found that libraries with less than 10 years experience of ICT adoption, had 46% showing lower implementation of organizational measures. This could be due to unequal allocation of funding between university library and special and public libraries or non-challant attitudes of the management and staff of special and public libraries towards security of the libraries. Our study is also not in agreement with that of Mabawonku and Madukoma (2022) who found that the level of information security compliance in university libraries in South-West Nigeria was low. However, Ahmed, Saadatu, Omah and Habiba (2021) in their study of Federal University libraries found the use of security cables to improve the safety of hardware devices, CCTV in public IT areas and server areas as physical security measures implemented in university libraries.

Library Services Rendered at Donald Ekong Library, University of Port Harcourt

The result from research question two indicates that reprographic services, current awareness services, OPAC, digital library services, orientation programmes, indexing services, referral services, abstracting services, selective dissemination of information and digital reference services were the services rendered at Donald Ekong Library, University of Port Harcourt. The study is in line with that of Kudu (2011) who examined reference and information services delivery in academic libraries in Nasarawa State and revealed that current awareness services, selective dissemination of information, indexing and abstracting were the major reference services provided. Our finding is in tandem with the study of Ahmed, Umar and Dewa (2020) which also revealed that effective and functional library services rendered are key and essential actors as they play important role towards achieving sustainable national development.

Challenges associated with the library security and service delivery in Donald Ekong Library, Nigeria

The result from research question four indicates that inadequate funding, lack of staff expertise to deliver effective library services effectively, weak library security policy, non-challant attitude of staff, conspiracy between staff and patrons, inadequate staff training on security measures, lack of staff to deliver library service and poor lighting in important areas of the library. This study corroborates with that of Abioye and Adeowu (2013) on security risks

management in selected academic libraries in Osun State, Nigeria, who identified stealing/theft of library materials, mutilation of library materials, misuse/mishandling of library materials, inadequate funding, shortage of staff/personnel, erratic power supply and lack of institutional security policy/disaster plan as some of the challenges confronting the libraries.

Conclusion

Security of library is vital to the sustenance of library services. This is because when library resources which are tools used in delivering services are secured, it enhances service delivery in the library. The study investigated library security and services in Donald Ekong Library, University of Port Harcourt and discovered that the library has in place good security measures which are implemented to a high extent. The library delivers the conventional library services. However, this was limited by some challenges which include lack of funding and staff expertise.

Recommendations

Based on the result of the finding, the study recommended that:

1. There should be a maintenance culture in order to keep and sustain the available security system in the library functional.
2. There should be a sustainability culture and regular check of the available security system in order to keep the implementation sustained.
3. The library management should invent some innovative services such as robotics, artificial intelligence and Internet of Things in delivering library services.
4. The library management should train and retrain staff on security measures as well as modern services in order to have better security and effectively deliver efficient and effective services.

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Correlating Media Literacy Skills of Library Staff and Service Delivery in Academic Libraries in Taraba State, Nigeria

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Abstract

The study correlated the media literacy skills and service delivery of library staff in academic libraries in Taraba State, Nigeria. The correlational research design was adopted in studying 112 library staff drawn from 11 academic libraries in Taraba State. A researcher-made questionnaire was used for data collection. A total of 112 copies of the questionnaire were administered but 109 were retrieved. Data was analyzed using descriptive and inferential statistics. The single null hypothesis was tested at 0.05 level of significance using the linear regression. Consequently, the strength of relationship between variables was decided using the Creswell correlational ranking and results presented in frequency tables. Findings of the study shows that media literacy skills possessed by the library staff was low as they were only skillful comparing information on different media, detecting fake news on the media, among other skills. Furthermore, result showed a correlational value of 0.03 and hypothesis yielded a p-value of 0.76. This shows that there is a positive very low and insignificant relationship between media literacy skills of library staff and service delivery in academic libraries in Taraba State, Nigeria. Based on the findings, the study recommends that library authorities should intensify efforts in creating the understanding of media literacy skills, their essence and application to enable the library staff to acquire more of the skills as well as apply them in the discharge of their duties, among other things.

Keywords: Media Literacy Skills, Service Delivery, Library Staff, Academic Libraries, Correlating

Introduction

The recent exponential growth in the amount of information available in different sources and formats coupled with the rise in the human desire to solve his or her information problem independently, have brought about much emphasis on the patterns and systems of information creation, organization, dissemination, preservation and conservation across different media. This has increased the need for individuals, especially, the information services providers, such as the library staff to acquire competencies and skills for effective and

efficient searching, locating, retrieval and utilization of the right information at the right time and from the right place. Thanuskodi (2019) strongly emphasizes the challenge of the library staff in the digital or Internet age. This is because of the rise in competitors, as well as library users' demands and expectations. However, the ability of an individual to obtain the right information at the right time and from the right place, using appropriate medium is tantamount to quality and healthy living, which invariably affects the way such individual functions in his/her chosen career.

Today, a large measure of information could be obtained from libraries, community resources/information centres, media, and the most popular, the Internet or the World Wide Web. Increasingly, information comes to individuals in unfiltered formats, raising questions about its authenticity, validity, and reliability. This is highly true of most of the Internet information and information resources. In addition, information is available through multiple media, including graphical, aural, and textual. All these openings pose new challenges for individuals, especially, the library staff in accessing, evaluating and understanding it, hence, the need for these library staff to appreciate the issue of media literacy skills in their services delivery. Some of the academic library services as given by Adegoke (2021) may include digital library services, virtual reference services, 'ask a librarian' services, adaptive learning services (ALS), referral services, current awareness services, knowledge creation and digital humanity services, inter-library lending services, data services, data consultation services, publishing support services, digital scholarship services, makerspace services, reservation services, selective dissemination of information services, information resources lending services, translation services, photocopying services, and library instruction services. Others include indexing and abstracting, OPAC services, cataloguing and classification, collection development, bindery, and Internet and e-mail services.

Academic libraries through the activities of the library staff adopt different patterns in their service delivery. Nonetheless, in any method adopted, efficiency and effectiveness must be ensured. To this end, Nnadozie et. al. (2017) believe that the library staff and other information specialists are expected to possess learned techniques and skills for utilizing a wide range of information tools as well as primary sources in moulding information. This is because, the effective and efficient delivery of library services lies in the provision and application of the right resources and tools. The right application of these resources and tools in turn enhances library productivity, and visibility and brings about user satisfaction. This has made it so, that the delivery of services in academic libraries has become an issue of concern considering the importance of their resources and services for teaching, research and community development. On the other hand, is the issue of media literacy skills of these library staff through whom the library services can be enhanced. media literacy skills are valuable input required by all categories of individuals, especially, information providers such as the library staff. This is because it provides the basis upon which the right source is consulted; the right information is gotten and applied in the right way.

Although media literacy skills are very essential, literatures as well as preliminary observations have shown a reduction in the possession of these skills by most of the library staff in Taraba State, Nigeria. Where these skills are possessed, their application to the delivery

of library services remains another great issue of concern. This could be attributed to some factors such as poor training and inadequate technologies, among other things. A preliminary survey has also shown that adequate possession of media literacy skills plays a major role in the delivery of library services. It could be asserted that when individuals are highly knowledgeable about the movement of information and its directions, they might offer quality services, which in turn leads to user satisfaction. However, before this study, no one knows if there is any association or relationship between the media literacy skills of library staff and the service delivery in academic libraries in Taraba State. This, therefore, is an obvious gap that this work intends to fill.

Research Objectives

The main aim of the study is to correlate the media literacy skills of library staff and service delivery in academic libraries in Taraba State, Nigeria. Specifically, the study:

1. ascertained the media literacy skills possessed by library staff in academic libraries in Taraba State, Nigeria;
2. examined services delivered by library staff in academic libraries in Taraba State, Nigeria; and
3. investigated the relationship between media literacy skills possessed by library staff in academic libraries in Taraba State, Nigeria and their service delivery.

Hypothesis

The null hypothesis was tested at .05 level of significance

HO₁: Significant relationship does not exist between media literacy skills of library staff and delivery of services in academic libraries in Taraba State, Nigeria.

Literature Review

The basic definition of literacy according to Zulkifeli et. al. (2016) is the condition of being literate. It is the ability to read and write. Nnadozie (2014) believes that the ability to record/package, locate and correctly apply information is a measure of literacy. There are various types of literacy. They include audiovisual literacy, print literacy, computer literacy, media literacy, web literacy, technical literacy, functional literacy, library literacy, information literacy, etc. (Nnadozie, 2014). Considering media literacy, Thanuskodi (2019) observed that it involves knowledge and skills necessary to understand all of the mediums and formats in which data, information and knowledge are created, stored, communicated, and presented, i.e., print newspapers and journals, magazines, radio, television broadcasts, cable, CD-ROM, DVD, mobile telephones, PDF text formats, and JPEG format for photos and graphics. Furthermore, Radio Television Supreme Council (RTÜK) (2020) observes that media encompasses all mass media such as media, books, newspapers, magazines, radio, television, film, and the Internet. At the same time, it could also mean a whole of the medium (such as satellite, cable, and Internet) where the tools used in mass communication broadcast and the

structure (media organizations) that provide the broadcast service. Having established the mean of media, let us now look at the concept of media literacy.

RTÜK (2020) and Yanarates (2020) define media literacy as the ability to access media messages of various types (visual, auditory, printed, etc.), analyze and evaluate the accessed media with a critical point of view, and produce their own media messages. It could also mean obtaining information from media such as television, radio, newspapers, and the Internet, and critically evaluating it (Yanarates, 2020). In the opinion of Yılmaz (2020), media literacy is defined as the ability to understand and use the environments in which information is produced, stored, and transmitted and media types such as text, graphics, newspaper, radio, television broadcast, CD, and DVD. Summarily, media literacy has been associated with quality of life, citizenship rights, social integration, and social acceptance. It is, however, expressed as obtaining information from the media (television, radio, newspaper, and Internet) and critically evaluating the received data. According to the American Library Association (2020), media literacy is the ability to access, analyse, create and act using all forms of communication. Luke (2018) believes that the concept of media literacy extends beyond communication and information technologies to encompass learning, critical thinking, and interpretative skills across and beyond professional and educational boundaries.

Media literacy consists of individual skills, such as the ability to recognize society's needs regarding media, identify these needs, develop solutions and strategies on the subject, find, choose, use, develop, evaluate, categorize, organise, interpret, communicate, and adapting new information to existing information. It is one aspect of information literacy skills that are so paramount, especially in the information age. It is explained by Dolanbay (2022) as the ability to access, analyse, evaluate and create messages across a variety of contexts. The author went further to conceptualize the concept of media literacy into four. They include access, analysis, evaluation and content creation. These four (4) components are further explained by borrowing the idea of Livingstone which was later remodified by Potter (2019).

1. **Access:** it is believed that this component of media literacy rests on a dynamic and social process, not a one-off act of provision. According to the author, once initial access is established, the following literacies will follow. They include the competency or knowledge of updating, upgrading and extending hardware and software applications.
2. **Analysis:** This component hangs on the analytic competencies of people's engagement with both print and audio-visual media. In the audio-visual domain, these include an understanding of the agency, categories, technologies, languages, representations and audiences for media. However, the print media focuses on understanding the authority, content, accuracy, and timeliness of the report
3. **Evaluation:** The third component is evaluation. The author opines that there is little point in access or analysis without judgement, but stress on evaluation raises, rightly, some difficult policy questions when specifying and legitimating appropriate bases of critical literacy – aesthetic, political, ideological and/or economic.

4. **Content creation:** Although not all definitions of media literacy include the requirement to create, to produce symbolic texts, it is argued first, that people attain a deeper understanding of the conventions and merits of professionally produced material if they have direct experience in content production and second, that the internet par excellence is a medium which offers hitherto unimagined opportunities for ordinary people to create online content (Potter, 2019; Dolanbay, 2022).

Considering the place of the library staff when it comes to the issue of media literacy, Udo et. al. (2022) observe that the primary responsibility of academic libraries is to assist in the actualization of the parent institution's objective of promoting teaching, learning and research. The authors went further to submit that this can only be possible when the library staff are skillful creators of information using media literacy skills. On the importance of the library staff being media literate, International Federated Library Associations and Institutions (IFLA) (2018) asserted that it will give such library staff the ability to use media devices to their fullest-efficiently, effectively and ethically to meet the information needs in personal, civic and professional lives. Media literacy would also make the library staff more conscious and eliminate the negative effects of mass media. Nonetheless, in a clearer term, Udo et. al. (2022) see media literacy as assisting the library staff to receive the messages of media tools through critical judgment and decode the messages of media as active individuals instead of being passive receivers.

Establishing the association between media literacy and sharing of fake news, the study of Adjin-Tetty (2022) revealed that media information literacy (MIL)-trained respondents were more likely to determine the authenticity or otherwise of information and less likely to share inaccurate stories. Adjin-Tetty (2022) concludes that when MIL increases, sharing of fake news decreases and recommended that MIL be incorporated into mainstream educational modules and consistently revised to reflect the demands of the times. Similarly, Al Zou'bi (2022) investigated the impact of media and information literacy (MIL) on education faculty students' acquisition of the skills needed to detect fake news and found that studying MIL has an impact on students' acquisition of the skills needed to detect fake news. The findings also suggested that the methods students employed to identify and detect fake news after studying the MIL course were scientific and well-reasoned. Additionally, the study by Al Zou'bi (2022) established a significant association between MIL and education faculty students' acquisition of the skills needed to detect fake news.

To improve the prospective of teachers' media literacy knowledge, attitudes, and skills, as well as raise their awareness of media literacy led to the study of Dolanbay (2022). In doing this, the study revealed that there is a difference between pre-service teachers' initial levels and their levels towards the end of their course. It further reported that prospective teachers have gained awareness about media literacy as researching it will lead to the cautious use of media and make the students more conscious of the media's individual and social implications. It was, however, concluded the media literacy directly affects the proper utilization of media in information search and other services. Consequently, the library staff could be likened to these teachers while the student, in this case, maybe equated with library users whom these staff serve. Nonetheless, considering the implication of information literacy skills of librarians

on their services delivery led to the study of Ojedokun (2014) which focused on the information literacy competence of librarians in South West Nigerian university libraries and reported that except for their understanding of the role of natural language, reference citation, encyclopaedias, periodicals and search engines, there are total weaknesses in librarians' knowledge of each of the steps in the information research process, from identifying the concepts to using the results. This proves that librarians are deficient in the essential skills required for a successful information research process. The study thus confirms the perceived negative impression of librarians' information literacy competency. The practical implication of the study of Ojedokun (2014) is that library users, which include the students, will not be able to receive proper instruction in media literacy skills and may therefore not be media literate. This, in turn, will affect the effectiveness, efficiency and productivity of the library staff and that of the student after graduation.

Consequently, in becoming media literate, the library staff focuses on using media effectively, accessing and making informed choices about media content, understanding media content creation, analyzing media techniques and messages, using media to communicate, avoiding harmful media content and services, and using media for democratic rights and civic purposes (Udo et. al., 2022). Acquiring media literacy skills is, in the opinion of researchers, the first step a person must take to become media literate. Knowledge must precede the process of evaluation. To adopt an efficient search strategy, one must know very well the entire typology of information resources. It is what the library staff offer to the clientele that they accept. To this end, literature reviews have always pointed out the need for media literacy skills in delivering library services. Existing literature have revealed that media literacy skills are aimed at developing the individual's right attitude to information acquisition and use, so they can make the most effective use of the different media. An extensive literature search by the researcher has revealed that there is a gap in knowledge of the media literacy skills of library staff and service delivery in academic libraries in Taraba State. However, the uniqueness of the study lies in the fact that no study, within or outside Nigeria has examined the relationship between the media literacy skills of library staff and service delivery in academic libraries in Taraba State, Nigeria. This study, therefore, tends to fill the gap in knowledge.

Methodology

The correlational research design was adopted for this study using a total population of 112 library staff in all the 11 academic libraries in Taraba State. These academic libraries include the College of Agriculture Library, Jalingo; College of Education Library, Zing; College of Science and Technology Library, Takum; College of Nursing and Midwifery Library, Jalingo; Danbaba Danfulani Suntai Library, Taraba State University, Jalingo; Federal Polytechnic Library, Bali; and Muwanshat College of Health Science and Technology Library, Jalingo. Others

include Prof. Abubakar Adamu Rasheed Library, Federal University, Wukari; Rufkatu Asibi Kuru Danjuma Library, Kwararafa University, Wukari; Peacock College of Education Library, Jalingo; and Taraba State Polytechnic Library, Suntai. The choice of these libraries is due to the nature of the study which focused on the academic libraries in Taraba State. Furthermore, the category of library staff chosen, are those with degrees in library and information science (that is bachelors, masters and PhD). They are either progressing with the academic librarian cadre or the non-academic (library officer) cadre, as the case may be. Staff of the library with national diplomas, certificates and those on administrative/executive cadres were excluded from the study.

Additionally, the entire population of 112 was studied. A 30-item researcher-made questionnaire was used for data collection in this study. The instrument is titled: *Media Literacy Skills and Service Delivery Questionnaire (MLSSDQ)*. However, to ensure that the instrument for data collection measures what it is intended to test, the questionnaire was validated by three (3) experts from Taraba State University, Jalingo. The questionnaire was further subjected to pilot test using the test-re-tests method and yielded a correlation coefficient value (r) of 0.88. 112 copies of the questionnaire were administered but 109 copies were retrieved, dully filled and found suitable for data analysis. This gave a response rate of 97.3% and was considered good enough.

The data collected for this study were analyzed using descriptive and inferential statistics. In this case, research objectives 1 and 2 were handled using mean scores and standard deviation with the adoption of a criterion mean of 2.50. Furthermore, research objective 3 was analyzed using Pearson Product Moment Correlation. Nonetheless, the extent or strength of the relationship of the variables was decided and interpreted using Creswell's correlation coefficient scale which provides that for correlation coefficient (r) of values below or equal to ± 0.20 , represents very low association, values of $\pm 0.21 - 0.40$ depicts low association, values of $\pm 0.41 - 0.60$ indicates moderate association, values of $\pm 0.61 - 0.80$ represents high association, and values of $\pm 0.81 - 1.00$ means very high association (Creswell, as cited in Okafor, 2019). Similarly, for the hypothesis testing, linear regression was used. The implication was that any item whose p-value is greater than or equal to the alpha value of .05 was not rejected (hence, accepted) while any item with a p-value less than the alpha value of .05, was rejected.

Result and Findings

The results are provided in line with the research objectives.

Research Objective 1: To ascertain the media literacy skills possessed by library staff in academic libraries in Taraba State, Nigeria.

Table 1 presents data from responses by library staff on media literacy skills of library staff in academic libraries in Taraba State, Nigeria. The table shows a total disagreement

among the respondents on their opinion on the media literacy skills of staff in academic libraries in Taraba State, Nigeria as it accounts a cluster average mean score of 2.42 with a standard deviation (St. Dev.) of .85. The cluster average mean value for *Table 1* is below the criterion mean of 2.50, hence the decision of disagreement. Furthermore, the responses per item statement show agreement with the following statement by the majority of the respondents. They include: I have the ability to compare information on different media 3.64(.69); I can detect fake news on the media 2.82(.92); I have the ability to identify propaganda on the media 2.88(.92), and I can effectively use the social media to answer users' questions 3.30(.86). However, the following item statements were disagreed by the majority of the respondents. I can identify the right media for the right information 2.42(.76); I can evaluate information on social media 1.53(1.04); I can identify hate speeches in the media 2.23(.57); I have the ability to construct quality information blogs 1.88(.95); I can effectively make use of the electronic media to disseminate information 1.73(.65), and I have the ability to identify misinformation content in the media 1.76(1.24).

Table 1: Mean and standard deviation of responses on media literacy skills possessed by library staff in academic libraries in Taraba State, Nigeria

S/n	Media Literacy	SA	A	D	SD	Mean	St. Dev.	Remark
1	I have the ability to compare information on different media	76	27	6	-	3.64	.59	Agreed
2	I can identify the right media for the right information	18	10	81	-	2.42	.76	Disagreed
3	I can evaluate information on the social media	11	12	1	85	1.53	1.04	Disagreed
4	I can detect fake news in the media	33	27	45	4	2.82	.92	Agreed
5	I have the ability to identify propaganda in the media	40	16	53	-	2.88	.92	Agreed
6	I can identify hate speeches in the media	8	9	92	-	2.23	.57	Disagreed
7	I have the ability to construct quality information blogs	9	16	37	47	1.88	.95	Disagreed
8	I can effectively use social media to answer users' questions	54	41	7	7	3.30	.86	Agreed
9	I can effectively make use of electronic media to disseminate information	2	6	62	39	1.73	.65	Disagreed
10	I have the ability to identify misinformation content in the media	22	7	3	77	1.76	1.24	Disagreed
	Cluster Average					2.42	.85	Disagreed

Key: SA – Strongly Agreed, A – Agreed, D – Disagreed, SD – Strongly Disagreed, St. Dev. – Standard Deviation

Research Objective 2: To examine the services delivered by library staff in academic libraries in Taraba State, Nigeria.

Table 2 presents data from responses by library staff on services delivered in academic libraries in Taraba State, Nigeria by the library staff. There are 20 item statements covering responses on various academic library services in Taraba State. The result reports a total agreement by the respondents (library staff) as it accounts for a cluster average mean score of 2.98 with a standard deviation (St. Dev.) of .78. The agreement is because the cluster average mean exceeds the criterion mean of 2.50 set for this study. Furthermore, the result shows that the majority of the respondents agreed to some of the item statements such as: I can deliver quality reference services 3.52(.69); I can deliver referral services to the peak 3.46(.55); I can deliver high quality Internet services 3.44(.57); I know how to index library documents 3.14(.87); I can deliver adaptive learning services 2.77(1.07); I can deliver current awareness services 3.28(.67); I am good at bibliographic search services 2.99(.74); I am good at literature review services 3.25(.61); I can deliver books and articles publication services 3.19(.83); I can comfortably advertise the library on the media 3.29(.79); I can deliver publishing support services 3.23(.65); I am good at selection of library material's processes 3.16(.77); I am good at creation and digital humanity services 2.73(1.03); I can ensure library websites maintenance 2.76(.77); I can deliver library blogging services 2.65(.88); I can deliver makerspace services 2.89(.74); and I can deliver "Ask a Librarian" services 3.12(.45).

However, the majority of the respondents that constitute mean scores and standard deviation of 2.07(1.10), 2.32(.86), and 2.41(.92), disagreed with the following item statements: I can deliver research data consultation services, I can deliver digital scholarship support services, and I can deliver virtual reference services, respectively.

Table 2: Mean and standard deviation of responses by library staff on services delivered in academic libraries in Taraba State, Nigeria

S/n	Item Statement	SA	A	D	SD	Mean	St. Dev.	Remark
11	I can deliver quality reference services	65	40	-	4	3.52	.69	Agreed
12	I can deliver referral services to the peak	53	53	3	-	3.46	.55	Agreed
13	I can deliver high-quality Internet services	52	53	4	-	3.44	.57	Agreed
14	I know how to index library documents for users	41	50	10	8	3.14	.87	Agreed
15	I can deliver adaptive learning services	31	43	14	21	2.77	1.07	Agreed
16	I can deliver current awareness services	41	61	4	3	3.28	.67	Agreed
17	I am good at bibliographic search services	29	50	30	-	2.99	.74	Agreed
18	I am good at literature review services	37	62	10	-	3.25	.61	Agreed

19	I can deliver books and articles publication services	44	48	11	6	3.19	.83	Agreed
20	I can comfortably advertise the library on the media	50	45	10	4	3.29	.79	Agreed
21	I can deliver publishing support services	38	58	13	-	3.23	.65	Agreed
22	I am good at the selection of library materials processes	37	55	13	4	3.16	.77	Agreed
23	I am good at knowledge creation and digital humanity services	28	43	19	19	2.73	1.03	Agreed
24	I can ensure library websites maintenance	18	51	36	4	2.76	.77	Agreed
25	I can deliver library blogging services	20	40	40	9	2.65	.88	Agreed
26	I can deliver makerspace services	21	58	27	3	2.89	.74	Agreed
27	I can deliver research data consultation services	12	33	15	49	2.07	1.10	Disagreed
28	I can deliver "Ask a Librarian" services	19	84	6	-	3.12	.45	Agreed
29	I can deliver digital scholarship support services	8	39	42	20	2.32	.86	Disagreed
30	I can deliver virtual reference services	12	41	36	20	2.41	.92	Disagreed
Cluster Average						2.98	.78	Agreed

Research Objectives 3: To investigate the relationship between media literacy skills possessed by library staff in academic libraries in Taraba State and their service delivery.

Data in Table 3 indicates a correlation coefficient (r) of 0.03 which is positive and within the limit of below or equal to ± 0.20 . This indicates that there is a positive very low relationship between media literacy skills of library staff and service delivery in academic libraries in Taraba State, Nigeria.

Table 3: Correlation matrix of relationship between media literacy of library staff and delivery of services in academic libraries in Taraba State, Nigeria

		MLS	LSD
MLS	Pearson Correlation	1	.030
	Sig. (2-tailed)		.755
	N	109	109
LSD	Pearson Correlation	.030	1
	Sig. (2-tailed)	.755	
	N	109	109

Correlation is significant at the 0.01 level (2-tailed), MLS = Media Literacy Skill, LSD = Library Services Delivery, N = Number of respondents

Test of Hypothesis

HO₁: Significant relationship does not exist between media literacy skill of library staff and service delivery in academic libraries in Taraba State, Nigeria.

Data in Table 4 shows a p-value of 0.76 which is greater than the alpha value of .05. This implies that there is no significant relationship between the media literacy skill of library staff and service delivery in academic libraries in Taraba State, Nigeria. Therefore, the hypothesis that a significant relationship does not exist between media literacy skill of library staff and delivery of services in academic libraries in Taraba State, Nigeria was not rejected.

Table 4: Regression analysis of the relationship between media literacy of library staff and service delivery in academic libraries in Taraba State, Nigeria

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	.017	1	.017	.098	.755 ^b
	Residual	18.957	107	.177		
	Total	18.974	108			

Df= degree of freedom, F = F-calculated, Correlation is significant at the 0.05 level (2-tailed)

^b Predictors (constant)

Discussion of Findings

The study found the possession of few media literacy skills by the library staff in academic libraries in Taraba State, Nigeria. The skills include the ability to compare information on different media, detect fake news on the media, identify propaganda on the media, and effectively use the social media to answer users' questions. This study partially corroborates with the earlier finding of Adjin-Tettey (2022) which revealed the possession of numerous media literacy skills such as the ability to determine the authenticity of information on the media. On the other hand, the study aligns with the finding of Al Zou'bi (2022) which found the possession of very few media literacy skills as the library staff are not highly skilled in terms of the media usage. Furthermore, the study found the delivery of numerous services in academic libraries in Taraba State, such as reference services, referral services, Internet services indexing services, adaptive learning services, current awareness services, bibliographic search services, literature review services books and articles publication services, advertising the library on the media, publishing support services, information resources selection, creation and digital humanity services, library websites maintenance, library blogging services, makerspace services, and "Ask a Librarian" services. This aligns with the studies and separate submissions of Nnadozie (2014) and Chukwueke et al. (2018) which revealed the provision of array of services by libraries in Nigeria.

Furthermore, based on the data present in Tables 3, the findings of the study indicated that there is a non-significant positive very low relationship between the media literacy skills of library staff and service delivery in academic libraries in Taraba State, Nigeria. The result reported a correlation coefficient of 0.03. Furthermore, the test of HO₁ with a p-value of 0.76

indicates that the correlation coefficient is insignificant. This proves that a significant relationship does not exist between media literacy of library staff and delivery of services in academic libraries in Taraba State, Nigeria.

Based on the result, there is a clear indication that the library staff are found with low media literacy, hence a corroboration with the study of Ojedokun (2014) which showed low possession of information literacy skills by the librarians as well as an association between such skills and delivery of services in universities in South-west, Nigeria. However, the finding of the study contradicts the finding of Dolanbay (2022), which reported that prospective teachers have gained awareness about media literacy as researching it will lead to the cautious use of media and make the students more conscious of the media's individual and social implications. The disagreement in findings may be a result of the different categories of respondents used, the geographical location and the time of conducting the two studies. Although one may not out rightly reject the finding submitted by Dolanbay (2022) that media literacy directly affects proper utilization in information search and other services. It is however applicable, only when the right and sufficient media literacy skills are possessed by the library staff. Furthermore, because of the very low association that was reported to be existing between the media literacy of library staff and delivery of services in academic libraries in Taraba State, the present study leverages the finding of Adjin-Tettey (2022), which revealed that bivariate correlation computation showed that MIL trained respondents were more likely to determine the authenticity or otherwise of information and less likely to share inaccurate stories. This is also part of the assumption of the present study. For Al Zou'bi (2022), studying MIL has an impact on students' acquisition of the skills needed to detect fake news. Such association in the case of the present study is insignificant owing to the acquisition of very little media literacy. The implication is that the academic libraries in Taraba State may be behind in the issue of the application of social media or other electronic media in the delivery of services, hence, an assumption of poor service delivery in such libraries. This is because the more these library staff understand the role of the media and its importance, the more they can be effectively applied in library services delivery, thereby increasing the visibility of their services.

Conclusion

The study revealed anon-significant positive very low relationship between the media literacy skill of library staff and service delivery in academic libraries in Taraba State, Nigeria. This might be why the adoption of different media for service delivery in academic libraries in Taraba State has been an important issue. It stems from the fact that the library staff are custodians of information and are required to understand the movement of information in different media before their services can be well delivered.

Additionally, the very low relationship shows that these skills are only applied when the need arises while on the other hand, the insignificant or non-significant implies the acquisition of low media literacy skills required for service delivery. Such a case is not healthy for the smooth operation of academic libraries in the digital or internet era. It must be carefully reconsidered so as to make for effective and efficient delivery of quality services across all academic libraries in Taraba State, Nigeria. However, in general, the study concludes that

there is a positive very low relationship between the media literacy skills of library staff and service delivery in academic libraries in Taraba State, Nigeria. This was why this study was conducted, hence filling the identified gap.

Recommendations

The implication of this study and the associated recommendations as it borders on media literacy skills of library staff and service delivery in academic libraries in Taraba State, Nigeria are as follows:

- i. Library authorities should intensify efforts in creating the understanding of media literacy skills, their essence and application to enable the library staff to acquire more of the skills as well as apply them in the discharge of their duties.
- ii. Library authorities and management should place more emphasis on the acquisition of media literacy skills in academic libraries by providing other sources and supporting library staff who wish to acquire more skills, either through scholarships, organization or sponsoring of conferences, workshops and other programmes.
- iii. With the proliferation of information sources and openings, media literacy skills should be highly regarded as among the qualities of any library staff before being employed by library authorities. To this end, library staff should be encouraged to acquire such skills.

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**UNDERGRADUATES' PERCEPTIONS OF THE USEFULNESS OF SMARTPHONES IN ACCESSING
ELECTRONIC RESOURCES IN ACADEMIC LIBRARIES**

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ABSTRACT

This study is designed to determine the respondents' perceptions of the usefulness of smartphones in accessing e-resources in academic libraries. Three specific objectives and three corresponding research questions guided the study. It was used a cross-sectional survey design for the study and the area of the study was Bauchi State University. The population of the study consisted of 947 undergraduates during the 2021/2022 academic session. Simple random sampling was used to determine the sample size of the study which arrived at three hundred and eighty-three (383 respondents. Structured questionnaires were used and collected data for this study. The data collected were coded and entered into SPSS for analysis. The findings revealed that there are no significant differences in the undergraduates' perceptions of the usefulness of smartphones in accessing electronic resources between male and female respondents as well as among Levels One, Two, and Three respondents respectively. Thus, the two null hypotheses were accepted at the level of (<0.5). Females had higher means scores when compared with their male counterparts in terms of their perceptions of the usefulness of smartphones in accessing e-resources at the academic library. Based on the respondents' verbatim comments the majority of the respondents perceived the comfort of the use of smartphones in accessing e-resources for their coursework, assignments, and research in the academic library studied.

Keywords: *E-resources, Gender, Smartphones, and undergraduates*

INTRODUCTION

A smartphone simply means a phone that has an internet facility to allow the owner to visit the internet. According to Sad et al. (2022) smartphones have now become a universal instrument not only for communication but for information retrieval, since they contain a variety of devices (e.g., internet) that can determine their location, direction, climatological conditions, and many more. Smartphones are mobile phones with computers and internet things that allow search capabilities and storage facilities, which only differ from computers by size and mobility (Anh, 2016 cited in Matheus, 2021). The smartphone is debatably one of

the most useful high-tech to be introduced into civilization and interestingly for education, social and information benefits.

Moreover, smartphones are recognized as the most powerful, as well as multifunctional device that includes advanced micro-sensors that were unimaginable anywhere other than in science fiction media, (Hartley & Andujar, 2022). In the 21st century, computers and smartphones play major roles in academic environments (Matheus, 2021). Due to accessibility of the smartphones among students for different purposes, there is a need to investigate undergraduate students' perceptions of the usefulness of smartphones in accessing e-resources.

It was observed that smartphones are one of the most useful devices in society globally. It is noted that smartphone users have an interest in browsing information for their leisure and other information and educational activities. Farhat et al. (2022) examined the compulsive use of smartphones among students in Asia and it was discovered that smartphone users tend to develop self-control that benefits their knowledge. This contrasts with the study of Tan et al. (2022) that explored the psychological factors of smartphone addiction among Muslim university undergraduates in Malaysia and they found that smartphone addiction is a significant predictor of students' neglect of studies.

According to Matheus (2021), the University of Namibia created a mobile Library Application for accessing e-resources to allow students to have access to e-resources. This development will help their library users have better access to electronic resources. Thus, with the adoption of technologies, academic libraries are abreast and eager to help their users on how to use the library resources and services not necessarily in the library environment. This and many more emancipate the researchers to investigate the undergraduate students' perceptions of the usefulness of smartphones in accessing electronic resources in the library. Hence, this study intends to discuss the respondents' perceptions of the usefulness of smartphones in accessing information resources at Bauchi State University Library, Gadau.

Research Objectives

The objectives of this study are as follows:

1. To determine the undergraduates' perceptions of the usefulness of smartphones in accessing electronic resources between male and female students of the Department of Library and Information Science at Bauchi State University Gadau.
2. To determine the undergraduates' perceptions of the usefulness of smartphones in accessing electronic resources among Level one, two, and three students of the Department of Library and Information Science in Bauchi State University Gadau.
3. To examine the respondents' verbatim comments and suggestions of their perceptions and the usefulness of smartphones in accessing e-resources.

Research Questions

This study answered the following research questions:

1. Are there any differences between undergraduates' perceptions of the usefulness of smartphones in accessing electronic resources between male and female students of the Department of Library and Information Science at Bauchi State University Gadau?
2. Are there any differences between undergraduates' perceptions of the usefulness of smartphones in accessing electronic resources among Levels one, two, and three

students of the Department of Library and Information Science at Bauchi State University Gadau?

3. What are the respondents' verbatim comments and suggestions regarding their perceptions and the usefulness of smartphones in accessing e-resources in the library?

Null Hypotheses

This study provides two (2) null hypotheses based on the aforementioned objectives:

1. There is no statistically significant mean differences in the undergraduates' perceptions of the usefulness of smartphones in accessing electronic resources between male and female students of the Department of Library and Information Science at Bauchi State University Gadau.
2. There is no statistically significant mean differences in the undergraduates' perceptions of the usefulness of smartphones in accessing electronic resources among Levels one, two, and three students of the Department of Library and Information Science at Bauchi State University Gadau.

Research Conceptual Model

The conceptual framework for this study is schematically represented in Figure 1.1. With this framework, the researchers examined the differences between the perceived usefulness of smartphones in accessing e-resources among students' gender and level of study. Both independent and dependent variables are indicated within a circle symbol. The following conceptual framework does not have statistically significant differences in answering the research questions and as well as testing the hypotheses based on the objectives of the study.

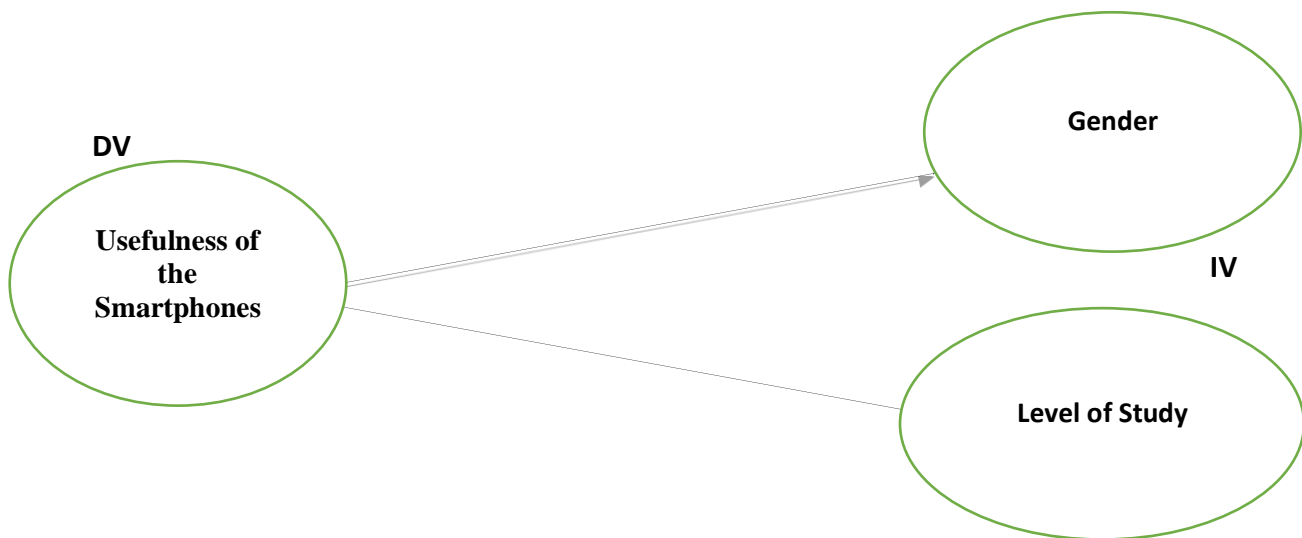


Figure 1.1. Conceptual Model

RESEARCH METHODOLOGY

Research Design

This study is a purely quantitative research method that determined the undergraduate students' perceptions and the usefulness of smartphones in accessing electronic resources in

the Bauchi State University Gadau library. The study used a cross-section survey design to access and collect the data of this study at a point and in time using a self-administered questionnaire. This design is suitable for this study considering the study population. According to Mohammed and Zainab (2019) as cited in Neuman (2007) a cross-sectional survey design is a type of research design which examines a group of people (respondents) at a single point in time.

Population and Sampling Techniques

The populations of the study are Students of the Department of Library and Information Science, Bauchi State University. The reason for choosing them is easier for the researchers to meet them at one point to administer the questionnaire. It was observed that the students of Library and Information Science make good use of smartphones considering the training given to them by the department. The total population of the study is nine hundred and forty-seven (947) undergraduates of the Department of Library and Information Science during the 2021/2022 academic sessions. The random sampling technique was adopted in this study. According to Salkind (2009), is a “very common technique where each member of the population has an equal opportunity to select and participate in the study.” The sample size of three hundred and eighty-three (383) according to Adam (2020) sample size determination (99% confidence level) was used and arrived at the sample size.

Data Analysis

The data for this study were generated from a three hundred and eighty-three (383) sample size using a self-administered questionnaire and three hundred and seventy-three (373) were successfully completed and returned to the questionnaires. The data collected were coded and entered into SPSS for analysis.

DATA ANALYSIS AND INTERPRETATION

Parametric Test

Parametric tests were employed to test the two (2) null hypotheses formulated in this study. The statistical tests were an independent sample t-test and a One-way Analysis of Variance (ANOVA) test. The reason for running the parametric test was based on the normality test of the dependent variable on the antecedent variables (i.e., gender and age) of this study.

Null hypothesis

There is no statistically significant mean differences in the undergraduates’ perceptions of the usefulness of smartphones in accessing electronic resources between male and female students of the Department of Library and Information Science at Bauchi State University Gadau.

Table 1.1: Gender and the use of smartphones in accessing e-resources

Gender	N	Mean	SD	T	Df	Sig.
				-.201	371	.840
Male	200	12.3950	2.25709			
Female	173	12.4451	2.50665			

The results of running an independent test revealed no statistically significant mean difference existed $t_{(371)} = -.201, p > .05$ among male respondents ($M = 12.3950, SD = 2.25709$) and female respondents ($M = 12.4451, SD = 2.50665$) concerning their scores of the usefulness of smartphones in accessing e-resources. (See Table 1.1).

Null hypothesis

There is no statistically significant mean differences in the undergraduates' perceptions of the usefulness of smartphones in accessing electronic resources among Levels one, two, and three students of the Department of Library and Information Science at Bauchi State University Gadau.

Table 1.2 Level of study and the use of smartphone in accessing e-resources

Level of Study	N	Mean	SD	Df	F	Sig.
				2	62.103	.000
Level One	66	12.2879	1.89346	370		
Level Two	93	10.4624	2.51327			
Level Three	214	13.3084	1.88102			
Total	373	12.4182	2.37299			

The results of running a One-way ANOVA test with students' level of study as the independent of the perceived comfort of using smartphones to access e-resources. However, the results of running a One-way ANOVA test revealed that there is a significant mean difference existed, $F(2,370) = 62.103, p < .05$ between Level One ($M=12.2879, SD=1.89346$), Level Two ($M=10.4624, SD = 2.51327$), and Level Three ($M = 13.3084, SD = 1.88102$) concerning their scores of the usefulness of smartphones in accessing e-resources at Bauchi State University Gadau library. (See Table 1.2).

Respondents' verbatim comments or suggestions on the perceptions and the usage of smartphones in accessing e-resources in the library:

The following findings are from an open-ended question posed to the respondents that requested them to suggest and comment on their perceptions and usage of smartphones in accessing e-resources in the library. Below are the verbatim comments received from the respondents.

1. **General comments related to students' perceptions and usage of smartphone in accessing e-resources:**
 - i. I am feeling satisfied but the library did not fit to share their internet with my smartphone.

- ii. Satisfactory to the extent that no need for me to wait for a computer in the library since my network allows me to access the e-resources
- iii. I feel okay when using my smartphone to access e-resources.
- iv. Using smartphones to access e-resources is useful especially for students to save their e-resources.
- v. Using a smartphone to access online resources is very good, especially for newly admitted students.
- vi. Keep up the good work library/librarians for making e-resources available.
- vii. So far using a smartphone is fine.
- viii. Good.
- ix. Using a smartphone is very useful to me because I learned a lot regarding information searching.
- x. Using smartphones for information searching is much more interactive.
- xi. Is so nice for me to use my smartphone whenever I want to access information.
- xii. It is useful to a certain extent whenever I use a smartphone.
- xiii. More attractive to use smartphones to access e-resources.
- xiv. Using smartphone method is Okay.
- xv. It improved my intelligence as well.
- xvi. It helps me improve my search skills.
- xvii. The library should help students by allowing them to use the internet.
- xviii. We found it comfortable to use smartphones and access information related to our assignment.
- xix. It is comfort about how to search for information using smartphones.
- xx. More data need to be given to the students to use their smartphones for accessing e-resources. Most users experienced shortage of data to enable them to download e-resources.

2. Comments related to searching for information using smartphones:

- i. I find searching e-journals very easy and attractive when there is efficient internet services.
- ii. I don't practically form a search term but knowing too is okay.
- iii. I am enjoying when I am searching e-journals whether using smartphone or computer.
- iv. Display functions are not user-friendly sometime using smartphones.
- v. I found searching e-journals from the databases very difficult using smartphones.
- vi. Using a smartphone is effective for me when I am searching for information resources but it takes me a long time before I got the information resources.
- vii. The smartphone is useful, it helps me access e-resources.

- viii. I prepare to use Google to search for information using my smartphone.
- ix. Searching for information resources using smartphones is one of my problems initially.

Out of three hundred and seventy-three (373) respondents, only twenty-nine (29) participants commented and suggested two related captions. Twenty participants responded in the questionnaire saying 'they are comfortable when using smartphones to access e-resources in the library', while nine (9) respondents commented on searching information resources using smartphones and their comments indicated that they were very interested and happy whenever they are using smartphones in accessing e-resources. Based on the objective of this study related to the undergraduates' perception of the usefulness of smartphones in accessing e-resources, it was discovered that this study is paramount to undergraduate students who are eager to access information resources for their coursework, assignments and research.

However, a large portion of the respondents have their smartphones and they are using them to access information resources in the library only that they have to use their own data to get internet services for accessing e-resources. It is requested that library management need to provide free internet services to registered users of the library. This will attract more users who can use their smartphones to access e-resources in the library.

CONCLUSIONS

This paper discussed the undergraduates' perceptions of the usage of smartphones to access electronic information resources in the academic library. The study discovered that female respondents have higher means in terms of the usefulness of smartphones in accessing e-resources when compare with their male counterparts. This may be because the female students are more addicted to their smartphones and they are always ready to use them whenever the need arises.

Again, the study revealed that level three students use their smartphones more frequently when compared with level one and two students. Fortunately, the entire respondents perceived the usefulness of smartphones in accessing e-resources for their coursework, assignments, and research in the academic library under study. The future study will focus on undergraduates' satisfaction with the usage of smartphones to access available information resources on the websites and the library databases.

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MENTORING AS CORRELATE OF PRODUCTIVITY OF LIBRARIANS IN UNIVERSITIES IN SOUTH-WEST NIGERIA

BY

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Abstract

The purpose of this study was to investigate mentoring on librarians' productivity in universities in South-West Nigeria. The expo-facto research design was adopted for the study. The population of the study was 504 librarians in universities in South-West Nigeria drawn from 37 federal, state, and private universities in South-West Nigeria. The sample for the study is 504 librarians. Three research questions were raised and answered with two formulated hypotheses. The research instrument for data collection was the questionnaire. Data were collected and analysed. Frequency, percentages, mean, and standard deviation were used to answer the research questions. Pearson Product-Moment Correlation coefficient (PPMC) and Multiple Regressions, with the aid of Statistical Package for Social Sciences (SPSS) version 20 were used to test the hypotheses at 0.05 level of significance. The finding revealed that mentoring among librarians in South-West universities exists at a high level in career development, role modelling and psychosocial support. There was no significant relationship between mentoring and productivity of librarians in universities in South-West Nigeria. The researcher recommended that, since there was a high level of mentoring among librarians in universities in South-West Nigeria, the factors responsible for their low productivity should be investigated.

Keywords: Mentoring, Productivity, South-West Nigeria

Introduction

One of the significant factors of transformation under any working condition in an academic environment is a dedicated, industrious, positively driven, and inventive human workforce. With the rise in technological innovations and changes in the library profession, there is a need for the organisation (library) to consider employee productivity. This is because the achievement, existence, and power of any organisation to compete with others depend on the productivity of their workforce.

Certain variables can influence productivity, and a mentor is one of such. Mentoring is an age-long process. Its role in adding value to organisational life has been prominent in several institutions in the past few years (Kram, 1985; Johnson, 2003). In the current highly competitive work environment, continuous development and retention of highly skilled and gifted employees are essential for institutions worldwide (Ismail, Boerhannoedin & Rasip,

2009). Nigerian university libraries are no exceptions, especially in the current quest for relevance and significance (Johnson, 2003).

Mentoring involves a process where a more experienced person takes a younger person on a career path to impart knowledge, skill, and experience over some time. This process of infusing the younger and less experienced with skill and knowledge is often geared towards making such a person better equipped for professional life (Weng, Huang, Tsai, Chang, Lin & Lee, 2010). The main purpose of a mentoring relationship is to assist employees in improving their profession. Two types of personal learning occur in a mentorship. One type is relational job learning, while the other is personal skill development (Scandura & Williams, 2004). Thus, a mentor is vital for employees' development in their careers especially in librarianship (Lee, 2005).

Researchers have alluded to career function and psychosocial function as two dominant mentoring qualities which mentors bring into a relationship (Kram, 1985, Noe, Greenberger & Wang, 2002). Career functions refer to the relationship that increases learning in the workplace as well as the organisations. Mentoring psychosocial functions, on the other hand, revolve around a relationship that improves competency, identity, and the needed qualifications for the job.

Psychosocial mentoring is often seen as helping individuals in building confidence, overcoming pressures and strains, assisting their personal life, ensuring their opinions are heard and valued, sharing dreams, providing feedback, awareness of contribution to the relationship, and teaching with examples (Noe, Greenberger, & Wang, 2002; Lyon, Farrington & Westbrook, 2004). A mentor's assistance to protégés is also considered a psychosocial function to the degree that such brings acceptance, confirmation, and counseling support within an organisation (Wanberg, Welsh, & Hezlett, 2003).

In an organisational context like the university library, mentoring is a training and development programme used to increase group and/or individuals' potential to carry out duties and responsibilities and familiarise themselves with new techniques (Allen, Eby, Poteet, Lentz, & Lima, 2004). Mentoring plays a substantial role in the culture of an organisation since culture defines the ethos and working principles in a place.

Statement of problem

The researcher's pre-research interaction with some librarians in Nigerian university libraries, as well as research by Babalola and Nwalo (2013) and Yaya, Uzohue and Akintayo (2016) revealed that there is a decrease in the level of productivity of librarians in public university libraries in South-West Nigeria. The researcher's concern is that the situation remains the same for 3 to 6 years. Could this situation be because of inadequate mentoring culture in university libraries in South-West Nigeria? Thus, this study tends to investigate the correlates of mentoring functions on the productivity of librarians in universities in South-West Nigeria.

Literature Review

Geraci and Thigpen (2017) pointed out that mentoring is vital for new and up-and-coming faculty personnel to accomplish professional and individual goals. However, it has both positive and negative outcomes. **Bicknell-Holmes (2017)** discussed reasons everyone needs a mentor such as an advisor and sponsor.

Nowell, White, Benzies and Rosenau(2017) strongly noted that mentoring addresses the shortage of nursing personnel. This has led to the call for formal mentoring in various forms. Factors influencing mentorship programme implementation include mentorship training and guidelines; quality of the mentoring relationships; choice and availability of mentors; organisational support; time and competing priorities; culture of the institution; and evaluation of mentorship outcomes (Tjan, 2017; Chopra, Arora, & Saint, 2018).

Colosimo, Desmeules, and McKinnon (2017) found that mentoring includes everyone despite their position as either mentor or mentee in the discussion of the McGill Library Mentoring Program. This gives the librarians an opportunity to benefit from the knowledge and expertise of their colleagues. This program focused on personal development, workplace culture, and work-life balance as well as career advancement, tenure, and promotion.

Farrell, Alabi, Whaley, and Jenda (2017) found that mentoring creates an inclusive environment for librarians, especially in relation to racial “microaggressions, imposter syndrome, and burnout.” Mentoring programs play a great role in helping new academic librarians to meet the requirements of tenure-track positions. **Hussey and Campbell-Meier (2017) found that** mentoring plays a role in the progression of library and information science professionals. Mentoring may be workplace-centered or with a more personal focus. In the same vein, **Usova and Anderson (2017)** described a mentoring program instituted by a small library association in Alberta, which concentrated on connecting new graduates and library school students with experienced librarians. They reported on the outcomes of the programme as positive and that it led to greater success for mentees (**Johnson, 2017**).

Montgomery (2017) stated that a mentoring roadmap supports planned growth along a defined mentoring path and toward the attainment of individual goals. This happens by pinpointing and developing of a comprehensive gathering of mentoring resources or mentors. The mentoring roadmap corresponds to formal mentoring activities and is effective for short- and long-term career development. Taylor (2018) noted that the enduring legacy of mentoring in communication discipline is seen from the unfortunate activities of leaders who never received formalized mentoring given the benefits of such a relationship.

Harris and Celeste (2018) asserted that mentors are advocates. The authors treated the issue of mentoring from an advocacy perspective. A mentor is an advocate who acts as an intercessor and pleads for or on behalf of a less powerful person, in this case a young professional. The mentor's interest must be pure, and he/she is willing and committed to authoritatively address situations and people when the mentee is unjustly treated. “Advocacy is a seemingly inherent part of the mentor's responsibilities to the protégé...”

Ackerman, Hunter, and Wilkinson, (2018) found that informal mentoring was much more prevalent than formal, though librarians indicated both as beneficial. Early career librarians particularly benefit from mentoring, writing groups, and interwoven activities to help develop

knowledge with research practice and methods. Hoban (December 2018) found that librarian mentorship goes hand in hand with other issues in the field, such as the recruitment and retention of librarians from underrepresented communities.

Harker, Keshmiripour, McIntosh, O 'Toole and Sassen (2018) observed that successful mentoring would encapsulate five things. These are upholding honest communication between the mentor and the mentee; adjusting hopes; evaluating interpretations, developing the independence of the mentee; tackling variety; and enhancing professional development.

Williams (2019) discussed approaches for mentoring mid-career librarians or for mid-career librarians to consider when working to build their own networks. Specifically, it addresses different needs that mid-career librarians might have compared to more junior librarians. Ubogu (2019) stated that, "Librarianship as a profession engages in mentoring in order to sharpen and sustain professional practice and be abreast with new development on the job."

Williams, Cohen, Lescano and Raj (2019) found and established that mentorship programmes in low and middle-income countries have made mismatched progress, and institutions with available mentorship activities have recorded more progress in their mentoring capacity than those without formal mentorship activities. Furthermore, a culture of mentorship helps overcome the shortage of trained professionals as this helps early career scientists.

Cross, Lee, Bridgman, Thapa, and Cleary (2019) noted that academic mentorship is a prime feature in the orientation of faculty members, support of fresh faculty transitioning to an academic position, career development and advancement, job satisfaction, and retention. Factors that contribute to mentoring are mentor availability and specialization, psycho-social supportive relationships, sympathy, and receptiveness. The absence of appropriate mentoring platforms compromises the job satisfaction, career development, and academic productivity of faculty members.

Choi, Moon, Steinecke, and Prescott, (2019) found that a culture of mentorship at academic medical centers produces a variety of leaders and strengthens organisations across medical missions. This is because mentorship is central to academic medicine and its mission is in the training and career development of physicians and various medical scientists.

Joshi, Aikens, and Dolan (2019) found that mentored research is vital in the orientation of undergraduates into the community of scientists. Therefore, structured mentoring frameworks are employed in this direction. Such include dyads – direct mentoring by a faculty member, and triads – mentoring by a graduate or postdoctoral researcher and faculty. The research found that direct mentoring by a faculty member proved more effective.

Krishna, Renganathan, and Tay (2019) advocated for a mentoring spectrum that includes a wide range of educational practices that include role modeling, interactions with personalized attention, attitudes and practices, and teaching new skills and knowledge. Others include coaching individual learners on different aspects of the skills they need, appraising their progress, and providing feedback as they are supervised to complete their immediate goals within a project. They also advocate for separating supervision from the mentoring

relationships for more personalized, timely, holistic, and longitudinal support and adapting the mentoring approach to accommodate the mentee's needs, goals, circumstances, and abilities.

Kelly (2019) found that mentorship in the library profession invests in every new librarian in helping them become better instructors, researchers, and scholars. Seeking tenure and promotion can be a daunting challenge for a new librarian. Still, the mentor works diligently to demystify the process, providing guidance, connecting with librarian colleagues, and providing a clear example of continual achievement and growth after promotion.

Research Questions

The following research questions were raised and answered in this study:

1. What is the extent of mentoring among librarians in universities in South-West Nigeria
2. What is the level of in productivity of the librarians in universities in South-West Nigeria?
3. Is there any significant relationship between mentoring and librarians' productivity in universities in South-West Nigeria?

Hypotheses

The following hypotheses were formulated and tested in this study:

- i. There is no significant relationship between mentoring and librarians' productivity in the universities in South-West Nigeria.
- ii. There is no significant relationship between mentoring and the productivity of librarians.

Purpose of the Study

This study explored mentoring functions on the productivity of librarians in South-West Nigeria. Specifically, it sought to:

- i. find out the extent of mentoring among librarians in university libraries in South-West Nigeria.
- ii. determine the level at which librarians in the universities in South-West Nigeria are productive.
- iii. find out the areas of productivity of the librarians in universities in South-West Nigeria.
- iv. find out the significant relationship between mentoring and librarians' productivity in the universities in South-West Nigeria,

Methodology

The sample for this study is 504 librarians. The entire population of 504 was used for this study. No sampling was done; therefore, the total enumeration technique was adopted for this study. This was because of the number of the population of librarians involved. According to Glenn (1992), a method to determine sample size is to rely on published tables, which provide the sample size for a given set of criteria. In this criterion, the population of 500 may be surveyed

where the presumption is that the attributes being measured are distributed normally or merely to achieve a desirable level of precision.

The questionnaire was the instrument used for data collection. The responses to the items on the questionnaire were structured based on a five-point Likert-type scale ranging from None, One, Two, Three, More Than Three with 1, 2, 3, 4, 5-point value attached to them. It was measured on a Likert-type four-point scale ranging from Very High Level (VHL), High Level (HL), Low Level (LL), Very Low Level (VLL). with 5, 4, 3, 2, 1-point value respectively.

The data collected were collated and analysed using descriptive statistics such as frequencies (used for the rate of respondents), mean and standard deviation (used to answer the research questions). The criterion mean for this study was 3.00. In addition, the hypotheses were subjected to inferential statistics using Pearson Product-Moment Correlation Coefficient (PPMCC) analysis and multiple regressions with the aid of Statistical Package for Social Sciences (SPSS) version 20. This was adopted because of the descriptive nature of the data.

The Pearson Product-Moment Correlation Coefficient was used to test hypotheses one and two (mentoring and organisational culture), since they were intended to show the relationship between one dependent variable and one independent variable. Hypothesis three (librarians' productivity) on the other hand, was tested using multiple regression because it sought to test for the relationship among one dependent variable and two independent variables at 0.05 level of significance.

Research Question One: What is the extent of mentoring among librarians in universities in South-West Nigeria?

Data in Table 1 provide the answer to this question.

Table 1: Extent of Mentoring among Librarians

Career Development	SA	A	D	SD	NEU	MEAN	SD
My mentor takes a personal interest in my career development.	140	214	28	19	27	3.97	1.10
My mentor helps me to coordinate my professional goals.	99	255	25	20	29	3.86	1.10

My mentor coaches me on my job.	108	214	37	34	35	3.72	1.26
My mentor encourages me to take advantage of professional development programmes.	124	220	26	33	25	3.88	1.14
My mentor gives adequate time to my work.	104	217	17	53	37	3.68	1.26
My mentor takes interest in my work.	90	228	25	46	39	3.64	1.25
My mentor provides me with information on promotion opportunities regularly.	110	215	31	41	31	3.76	1.19
My mentor gives me a lot of assignments that can enhance my growth on my job.	104	230	25	46	23	3.79	1.13
	Aggregate Mean/SD					3.79	1.18
Psychological Support	SA	A	D	SD	NEU	MEAN	SD
I discuss private issues with my mentor.	74	198	58	54	44	3.46	1.25

I see my mentor as a friend	97	212	28	40	51	3.57	1.38
I socialise with my mentor after work.	63	190	55	68	50	3.32	1.28
I keep in touch with my mentor during work hours.	96	194	33	62	43	3.53	1.33
My mentor I and confide in each other.	78	183	48	62	57	3.35	1.37
I often have lunch break with my mentor.	36	102	103	104	83	3.74	1.31
Aggregate Mean/SD						3.33	1.32

Role Modelling	SA	A	D	SD	NEU	MEAN	SD
I try to imitate my mentor.	88	182	41	61	56	3.37	1.44
I respect my mentor's professional skills.	143	204	11	46	24	3.91	1.18
I generally like my mentor's lifestyle.	97	222	23	55	31	3.69	1.18
I respect my mentor's ability to bring up others.	141	187	29	45	26	3.86	1.18
Aggregate Mean/SD						3.71	1.25

Aggregate Mean/SD

3.62 1.24

3.00

Criterion Mean

Table 6 shows that the extent of mentoring with regards to career development (Mean=3.31, SD=1.18); psychological support (Mean=3.33, SD=1.32), and role modelling (Mean=3.71, SD=1.25), are well above the criterion mean of 3.00. Therefore, with an aggregate mean of 3.62(SD=1.24), which is greater than the criterion means of 3.00, it can be concluded that the extent of mentoring among librarians in Universities in South-West Nigeria is high.

Research Question 2: What is the level of productivity of the librarians in universities in South-West Nigeria?

Data in Table 2 provide answers to question five.

Table 2: Level of Librarians' Productivity in Universities in South-West Nigeria

Items	None	One	Two	Three	More than three	MEAN	SD
Publications							
How many articles have you published in the last three years?	133	59	83	65	8	2.75	1.61
How many research papers have you presented in conferences in the last three years?	182	83	76	48	32	2.13	1.34
How many book chapters have you contributed in the last three years?	133	83	76	48	39	2.18	1.44
How many academic journal articles have you co-authored with colleagues in the last three years?	133	75	95	68	57	2.57	1.49
How many bibliographies have you compiled in the last three years?	194	67	66	58	43	2.19	1.59

How many books have you reviewed in the last three years?	210	77	70	38	33	2.01	1.38
How many innovative research have you completed in the last three years?	147	119	88	45	29	2.20	1.33
How many On-going research do you have currently?	104	105	105	61	53	2.60	1.42
Aggregate Mean/SD						2.33	1.44

Training Programmes	None	One	Two	Three	More than three	MEAN	SD
How many state NLA training programmes have you attended in the last three years?	122	99	95	68	44	2.51	1.41
How many national NLA training programmes have you attended in the last three years?	187	106	78	45	22	2.21	1.25
How many IFLA training programmes have you attended in the last three years?	115	111	98	67	37	1.98	1.21
How many interdisciplinary training programmes have you attended in the last three years?	7	3	7	99	62	2.60	1.38
How many times in the last three years has your library organised in-house training programmes?	187	106	78	45	12	2.79	1.48
Aggregate Mean/SD						2.39	1.34

Service	None	One	Two	Three	More Than Three	MEAN	SD
How many letters of commendation/service awards have you received since you started your career?	156	105	101	46	20	2.17	1.27
How many successful accreditation exercises has your job performance contributed to since you started your career?	64	62	76	62	164	3.42	1.58
How many promotions have you received since you started your career?	73	112	106	68	69	2.82	1.42
How many research grants have you attracted to your university since you started your career?	257	77	45	34	15	1.69	1.22
How many Industrial Attachment students have you trained in the last three years?	64	62	76	62	164		
How many University committees have you served in within the last three years?	73	112	106	68	69		
Aggregate Mean/SD						2.52	1.37

Aggregate Mean/SD

2.39 1.40

Table 9 shows the level of productivity of the librarians, with regards to publications, (Mean=2.33, SD=1.44), training programmes (Mean=2.39, SD=1.34) and service (Mean=2.52, SD=1.37) are less than the criterion mean of 3.00. Therefore, with an aggregate mean of 2.39 (SD=1.40), which is less than the criterion mean of 3.00, it can be concluded that the level of productivity of librarians in South West Nigeria is low.

Research Question Three: In what areas are librarians' productivity in universities in South-West Nigeria?

Data in Table 3 provide answers to this question.

Table 3: Areas where Librarians are Productive in Universities

Statements	NEU	VL	L	H	VH
Publications					
Number of articles published in the last three years	133	59	83	65	8
Number of research papers presented in conferences in the last three years.	182	83	76	48	32
Number of chapters contributed in a book in the last three years.	133	83	76	48	39
Number of articles in an academic journal co-authored with colleagues in the last three years.	133	75	95	68	57
Number of bibliographies compiled in the last three years	194	67	66	58	43
Number of books reviewed in the last three years.	210	77	70	38	33
Number of completed innovative research in the last three years.	147	119	88	45	29
Number of currently on-going researches.	104	105	105	61	53

Training Programmes	None	One	Two	Three	More Than Three
Number of state NLA training programmes attended in the last three years.	122	99	95	68	44
Number of national NLA training programmes attended in the last three years.	187	106	78	45	22
Number of IFLA training programmes attended in the last three years.	115	111	98	67	37
Number of interdisciplinary training programmes attended in the last three years.	97	93	77	99	62

Number of in-house training programmes organized by your library in the last three years.	187	106	78	45	12
Service	None	One	Two	Three	More Than Three
Number of letters of commendation received since you started your career.	156	105	101	46	20
Number of successful accreditation exercises your job performance contributed to since you started your career.	64	62	76	62	164
Number of promotions received since you started career.	73	112	106	68	69
Number of service awards received since you started your career.	156	105	101	46	20
Number of research grants attracted to your university since you started your career.	257	77	45	34	15
Number of Industrial Attachment students trained in the last three years.	64	62	76	62	164
Number of University committees served in within the last three years.	73	112	106	68	69

Table 3 shows the areas the librarians are productive. With regards to publications, a majority of them- 324(76%) noted that they currently have on-going research; 295(69%) of them have academic journal articles that they co-authored with colleagues in the last three years; 281(66%) of them have reviewed books in the previous three years; 246(57%) of them have contributed to book chapters in the last three years; 239(56%) of them have presented papers in conferences in the previous three years; 224(52%) of them have compiled bibliographies in the previous three years; 218 (66%) of them have reviewed books in the last three years, and 215(50%) of them published articles in the last three years.

For training programmes, 331(77%) of the librarians have attended interdisciplinary training programmes in the last three years, 313(73%) of them have attended LRCN training programmes in the previous three years, 306(71%) of them have attended state NLA training programmes in the last three years, 251(57%) of them have attended national NLA training

programmes in the previous three years, and 241(56%) of them have been involved in organised in-house training programmes in the last three years.

For service, 364(85%) of the librarians noted that their job performance has contributed to a successful accreditation exercise in their universities, 355(83%) of them have received promotions, 272(64%) of them have received letters of commendation and 171 (39%) of them have attracted research grants to their universities.

Testing the Hypotheses

This section deals with the hypotheses of this research. It covers the relationship between mentoring and the productivity of librarians and summarises the relationship between mentoring and the productivity of librarians in universities in South-West Nigeria.

Hypotheses One: There is no significant relationship between mentoring and librarians' productivity in the universities in South-West Nigeria.

The result is shown in Table 4

Table 4: Relationship between Mentoring and Productivity of Librarians

		Mentoring	Productivity
Mentoring	Pearson Correlation	1	.091
	Sig. (2-tailed)		.060
	N	428	428
Productivity	Pearson Correlation	.091	1
	Sig. (2-tailed)	.060	
	N	428	428

Table 4 reveals the Pearson Product correlation coefficient $r (=0.091)$. Since the significant value (Sig.2-tailed) is 0.060 (which is more critical than 0.05), it can be concluded that there is no significant relationship between mentoring and productivity of librarians in the universities in South-West Nigeria. The null hypothesis is accepted that an increase in mentoring among librarians may not lead to a corresponding increase in productivity. This implies that although mentoring is high among librarians, their productivity still needs to increase.

Discussion of finding

The extent of mentoring among librarians is excellent. The reason for this high mentoring rate is not far-fetched, as it is an academic culture that enables young and upcoming librarians to find their footing in the educational space. Based on the preceding, the researcher thinks mentoring is high because it is a formal or informal transmission of knowledge, social capital,

and psychosocial support. This is because it is established for library professionals and librarians at all levels to learn, develop and meet their potential with the assistance of experienced professionals and heads. It is, therefore, justifiable why mentoring is high.

The high level of mentoring among librarians in universities in South-West Nigeria is justified by the finding of Nwankwo, Ike and Anozie (2017). They noted that mentoring relationship is usually high and encouraged because it introduces and promotes librarians and other library personnel to work together. According to Bozionelos, Bozionelos, Kostopoulos and Polychroniou (2011), a high level of mentoring in organisations occurs because mentorship improves employee motivation, provides succession planning, and enhances network and learning about the profession. The findings of Ekechukwu and Horsfall (2015) strengthen the view that mentoring is high.

The findings show that university librarians are productive about publications. The high level of productivity in the publication is justified. The publication has become a significant criterion of academic success in the competitive university environment of global higher education.

Similarly, appearing in internationally circulated journals published in English is incredibly prestigious. Universities are engaged in a global "status" race of publication, and academics are the grounds for ranking. The high productivity of librarians in publications is self-gratifying and in line with the famous mantra among academics, "Publish or die!" This accounts for why an average number of librarians are productive in the following areas: ongoing research, co-authored publications with colleagues, published academic journal articles, book reviews, contributive chapters in books, presentation of papers in conferences, a compilation of bibliographies, and publication of articles.

Above all, the high level of productivity in the publication is because research productivity is easier to measure than other kinds of academic work – NLA training, supervision of students on industrial attachment and in-house training, amongst others, and such vital functions as librarians' duties are also challenging to define and quantify. Thus, research is not only the gold standard but almost the only semi-reliable variable. Therefore, librarians have not done so well in attending interdisciplinary training programmes, LRCN training programmes, state NLA training programmes, and national NLA training programmes, and organised and participated in an in-house training programme in the last three years. Their job performances have contributed to successful accreditation exercises in their universities, they have received promotions, and they have received letters of recognition/awards. However, most of them have not attracted research grants to their universities. These areas are not as open to measurement as publication productivity.

The findings that librarians are more productive in ongoing research and publications support the conclusions of Okonedo (2015), who noted that the publication output of librarians was comparatively high. However, this was solely for promotion purposes. The results of Ogbomo (2010) asserted that productivity is based on the self-interest of the librarian and not on the organisation per se.

The finding reveals that there is no significant relationship between mentoring and productivity of librarians in the universities in South-West Nigeria. The outcome of the present study does not agree with the findings reported in the studies above. The proverbial saying that “you can lead a horse to the stream but cannot force it to drink water.” Mentoring is a partnership between a more experienced person and a younger person. The level of effectiveness of the mentoring (formal or informal) depends on several enabling factors such as access, communication, empathy and expert knowledge.

The finding of Eby, Lockwood and Butts (2006); Lo and Ramayana (2011); Osa and Amos (2014); Ademodi and Akintomide (2015); Smallwood and Tolley-Stokes (2011) and Njoku (2017) showed that mentoring is a crucial predictor of productivity. So, productivity among employees with an appropriate learning programme could be directly related to mentoring in the workplace. Similarly, Addady (2015) found that employees with mentoring relationships experienced higher levels of job productivity and more commitment to the organisation’s culture.

Conclusion

Employees’ productivity plays a significant part in achieving the goals and objectives of any organisation. This is because the purpose of every organisation is to render effective service and the library profession is no exception. This study revealed that the extent of mentoring among librarians in South-West Universities is excellent.

The study has further shown that there is no significant relationship between mentoring and productivity of librarians in universities in South-West Nigeria. The implication is that even where the librarians exhibited high levels of mentoring, it did not contribute to a higher level of productivity.

Based on the findings of this study, a conclusion can be drawn that, generally, there is no significant relationship between mentoring functions on the productivity of librarians in the universities in South-West Nigeria. Thus, a combination of mentoring may not influence the productivity of librarians.

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Influence of Library Environment, Internet Connectivity, Institutional Repositories on Utilization of Information Resources by Students of Federal Universities in South South, Nigeria

By

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Abstract

This study examined the influence of library environment, internet connectivity, and institutional repositories on utilization of information resources by students of federal universities in South South, Nigeria. The study was guided by three research questions and three hypotheses. The researchers adopted correlational research design. The instrument used to collect data for this study was a researchers'-made questionnaire which was rated using the four point Likert scale. The population of the study was 4,503 registered library users of the federal universities studied out of which a sample of 450. Proportionate and random sampling techniques were adopted. In analysing the data collected, Pearson Product Moment Correlation (PPMC) was used to answer the research questions while the hypotheses were tested at 0.05 alpha level using t-test statistics. The findings revealed that: there is a very high significant relationship between library environment and utilization of information resources; there is a very high significant relationship between internet connectivity and utilization of information resources and there is a very low no significant relationship between institutional repositories and utilization of information resources. Based on the findings, the researchers recommended that: conducive library environment should be provided for effective function and comfort of the library users; the library should be connected to an efficient internet service provider and made accessible to the students as far as they are within the school premises; and the university library should create awareness of the existence of institutional repositories so the students can make use of the resources contained therein.

Keywords: *Library, Environment, Internet, Institutional Repositories, Utilization, Information Resource*

Introduction

The establishment of university libraries helps in meeting the diverse information needs of the academic community which comprises of students (undergraduates and postgraduates), lecturers, administrators, and staff. Undergraduates are mainly the users of the university library. An undergraduate is a student who is enrolled in a tertiary institution that has not graduated yet. Olorunfemi and Ipadeola (2021) opined that library users are very essential in any university library; users are the most important component in any library environment because the mission of every academic library is to provide excellent services to the users. Libraries are collection of sources of information that are available for reading, borrowing and for reference. These collections are referred to as information resources. University libraries have a variety of information resources (print and non-print materials) which are to be utilized by the students. Onwubiko and Uzoigwe (2012), see information resources as the totality of information materials that form a library collection. The print materials are in the form of books (monographs) and serials, while the non-print materials are in the form of audio-visual materials (multi-media resources). Akanwa and Udo-Anyanwu (2017) stated that recently, information resources in the library have evolved to include electronic information resources such as: e-books, e-journals, preprints, e-thesis or dissertation among others and students are expected to use these information resources to gain knowledge of subjects or courses taught in the university. Effective library services are only possible when there is qualitative and quantitative adequacy of relevant information resources.

It is important to note that the effectiveness of a library does not depend on the collection or resources and facilities only but also on the users. The functions and services of a library cannot be said to be effective without their utilization by users. Library utilization however, refers to the extent of usage of libraries by students. In view of this, students in tertiary institutions especially the university studied make use of the library for academic materials, assistance and guidance for research (Echem, 2018). It has been observed that in Nigeria, there is poor reading culture hence there are certain factors that need to be available for users to make optimal use of libraries. These involve but not limited to library environment, internet connectivity and institutional repositories (IR).

The conduciveness and adequacy of the library environment play effective role in the utilization of the library and deriving satisfaction from its resources by users to a great extent. A good library is that whose environment is conducive and attractive, free from noise, has durable and comfortable furniture, well ventilated, good lightening/illumination etc., for meaningful study. Any library where these facilities are inadequately provided could result in low level of use by the undergraduate students. McVey and Nock as cited by Oyedum (2011) asserted that things such as light, temperature and sound if not properly incorporated into the library design may negatively affect human beings and impede learning. The undergraduate students, for instance, who use the library resources in carrying out any type of academic work or for other reasons, will be encouraged to do so if only the library environment is conducive. Environmental factors such as noise, ventilation and lighting are variables that are likely to influence quality information service delivery to the clientele. This is because no proper concentration can be achieved if the library environment is noisy, dark or stuffy. Adequate lighting of libraries could be derived from natural light or even an electric power plant and is a very crucial requirement in libraries. Without adequate lighting, a library cannot perform its functions, particularly when it is expected to open to users till late hours. The library environment must also be environmentally friendly and safe.

In this era of Information and Communication Technology (ICT), information can be accessed anywhere at any time through the internet. Users now prefer to stay at the comfort of the homes to access the information they need. this, if allowed will strip the library of its users. Libraries have integrated internet services to their users, in this case mostly students. Having internet connectivity in the library can be a motivating factor to attract the students especially when it is at no cost. Users gain easy access to online resources such as full text, e-journals, e-books, library catalogue, email, etc. through internet services. They make use of internet usage opportunities provided by the library to communicate, share knowledge, ideas, disseminate and store information and get satisfied. Muhammed and Garko (2012) stated that broadband internet access is an essential ICT services to the library which improve information flow and ease exchange and sharing of ideas between library users and libraries.

Institutional repository is another factor that can enhance utilization of university libraries. Institutional repository is a compendium of research output emanating from a particular university. Users are exposed to the research world through free and unrestricted online availability of resources stocked in institutional repositories. Adewumi (2012) observed that institutional repositories operate well in an open access environment which offers free access to digital content without restrictions. In recent years institutional repositories have become effective in disseminating scientific data and scholarly communication (Okumu, 2015). Visibility of research work is highly motivational and can influence utilization of the library.

It is based on this background that this study on influence of library environment, internet connectivity, and institutional repositories on the utilization of information resources by students of federal universities in South South, Nigeria is carried out.

Statement of the Problem

Information resources in print and non-print formats are the bedrock of library services. That is to say that without them, no meaningful service will be rendered in libraries. The availability of information resources enhances the achievement of the goals and objectives of university libraries. The potentials of these resources can only be achieved when they are effectively utilized by library users. Effective utilization of library resources improves the reading habits of students and complement teaching and learning done in the classroom among other benefits. It has however been discovered that the university libraries are not adequately utilized by students. The researcher wonders if it could be as a result of factors such as library environment, internet connectivity and institutional repositories. This is what this study is set to find out.

Research Questions

The following questions are posed for the study:

1. What is the relationship between library environment and utilization of information resources?
2. What is the relationship between internet connectivity and utilization of information resources?
3. What is the relation between institutional repositories and utilization of information resources?

Hypotheses

The following hypotheses stated in the null form are formulated to guide this study at 0.05 level of significance:

Ho₁: There is no significant relationship between the library environment and utilization of information resources by students of federal universities in South South, Nigeria.

Ho₂: There is no significant relationship between internet connectivity and utilization of information resources.

Ho₃: There is no significant relationship between institutional repositories and utilization of information resources.

Literature Review

The university library is a place where information resources are acquired, organized, processed, stored and made available to meet the information needs of students, lecturers and the entire university community. The library is set up to serve its parent institution, considered as an organ around which all academic activities revolve (Onifade, Ogbuiyi & Omeluzor, 2013). The university library is seen as a reservoir of knowledge where information resources are kept in diverse forms like books, journals, online data basis and other sources. As a repository for knowledge in all forms and shapes, it brings the user in contact with the world in fulfillment of its function. (Agbo & Onyekweodiri, 2014). As such, university libraries in Nigeria must continue to remain relevant by ensuring that their resources are not only acquired but also used.

Utilization of information resources is essential for the justification of the existence and survival of any university library. Information resources' utilization in academic libraries is a process comprising of initiation, selection, formulation, collection and preservation (Kuhlthau cited in Echem, 2018). The utilization of information resources is a function of how proper the resources are organized and made available for use. There are certain factors that influence the utilization of university libraries. They include: library environment, staff attitude, internet connectivity, internet connectivity, user education, institutional repositories among others.

An environment entails the conditions or influences under which any individual or thing exists, lives or develops. It contains influencing elements or conditions. The university library environment encompasses all the circumstances, people, events around the library which can have potential effects, positive or negative on the library usage. The library environment according to Akanwa, Okorie and Uwazuruike (2018) is usually made up of three elements, which include the following:

- System environment within which the library's freedom is circumscribed.
- The clientele environment which brought the library into being. The clientele or user therefore cannot afford to be a stranger in the world he represents.
- The physical plant or entity environment i.e. the library building, staff and its intellectual content.

Effective utilization of the library and its resources by users to a great extent depends on the conduciveness and adequacy of the entire environment of the library. Some scholars have carried out studies to determine the relationship between library environment and utilization of library resources and services. Echem and Udo-Anyanwu (2018) discovered that a strong, positive and significant relationship exist between the library environment and students' use of the library. Also the study of Folorunso and Njoku (2016) revealed that there is a significant relationship between the independent variables (library environment and user education) and the dependent variable (use of library). However, that of Okorie (2018) showed that the extent

of relationship between the environmental factors and use of library information resources in the federal universities studied is very low, negative and significant.

The use of the Internet in the educational environment has facilitated easy access to many resources, and significant increase in information utilization. The internet provides a variety of services that enable communication and access to electronic information for many different purposes. These include: Telnet, File Transfer Protocol, Gopher, E-Resources/Electronic Journals, Online Databases and CD-ROM Databases facilities (Echem, 2018). Utilization of library resources by users in recent times is attributed to the availability of internet facility. The penetration of internet technology and computer revolution in the society has changed our way of life and a lot of transactions are now done electronically (Imhonopi & Urim, 2011). It is interesting to note also that the internet is seen as the storehouse of information and a frontier of knowledge across the globe. The internet provides a wealth of information in any subject field and students are using the internet increasingly as it occupies an important place among various information sources (Mostofa, 2011). Adedokun, Magaji and Makinde (2018) investigated the correlation between Internet use and library patronage among students in selected senior secondary schools in Ojo Local Government Area of Lagos State, Nigeria and discovered that there is no significant relationship between Internet use and library patronage.

Institutional Repositories (IR) is an online locus for collecting, preserving and disseminating in digital form, the intellectual output of an institution such as research journal articles, theses, dissertations, normal academic materials, administrative document, course notes, etc. (Malweta & Ella, 2017). In the simplest sense of the term, Adewole-Odeshi and Ezechukwu(2020) defined institutional repository as an electronic archive of the scholarly output of an institution, stored in a digital format, where search and recovery are allowed for its national or international use. Universities and other institutions are now addressing the issue of access to scholarly information using the IR. Despite many opportunities that present themselves, many countries in Africa and Nigeria in particular are yet to utilize the privilege offered by these resources to internationalize their research sources (Ezema, 2010). The full benefits of institutional digital repository can be achieved only if stakeholders involved are fully aware of its potential roles. On the status of institutional repositories in federal and state tertiary institutions in Imo State, Nigeria, Iheanacho-Kelechi (2019) discovered that the institutions studied have little contents in their online repository limited to only technical reports and research articles. Nunda and Elia (2019) in their study on Institutional repositories adoption and use in selected Tanzanian higher learning institutions, found low adoption rate of institutional repositories among students.

Research Methodology

The researchers adopted correlational research design involving Pearson Product Moment Correlation approach. The instrument that was used to elicit data for this study was a researcher-made questionnaire which was rated using the four point Likert scale. The population of the study was 4,503 undergraduate students of the federal universities studied. The sample of the study was 450. This was derived from 10% of the population. Stratified sampling technique was used. Simple random sampling was further used to select individual respondents. In analysing the data that were collected for the study, the researcher used Pearson Product Moment Correlation (PPMC) to identify the level of relationships. The test of significance for the hypotheses was done at 0.05 alpha level using t-test statistical tool. **Decision Rule:** For the correlation analyses, the decision was as follows: 0.00 – 0.20 = very low relationship (VLR), 0.21

– 0.40 = low relationship (LR), 0.41 – 0.60 = moderate/fair relationship (M/FR), 0.61 – 0.80 = high relationship (HR) and 0.81 – 1.00 = very high relationship (VHR). If $p\text{-value} \leq 0.05$, reject null (H_0) and accept the alternative (H_A)

Data Analyses and Presentation

Out of the 450 copies of instrument distributed and returned, 397 copies were found in useable form showing 88%. Analyses were carried out based on that. The presentations are organized according to the research questions and hypotheses.

Research Question 1: What is the relationship between library environment and utilization of information resources?

Table 1: Coefficient of Relationship between Library Environment and Utilization of Information Resources

		nrR^2	Remark
397	.906	0.821	VHR

(Key: Sample Size (n), Coefficient of Correlation (r), Coefficient of Determinant (R^2) and Very High Relationship (VHR))

Analyses in Table 1 showed the coefficient of relationship between library environment and utilization of information resources. The coefficient of relationship between library environment and utilization of information resources is .906. This coefficient is positive, indicating that increase in library environment will bring about equal increase in utilization of information resources. The coefficient falls within the range of very high relationship (.81 – 1.00), indicating that the relationship between library environment and utilization of information resources is very high. The coefficient of determination of 0.821 indicates that 82.1% of variation in utilization of information resources is accounted for by library environment.

Research Question 2: What is the relationship between internet connectivity and utilization of information resources?

Table 2: Coefficient of Relationship between Internet Connectivity and Utilization of Information Resources.

		nrR^2	Remark
397	.806	0.650	VHR

(Key: Sample Size (n), Coefficient of Correlation (r), Coefficient of Determinant (R^2), and Very High Relationship (VHR))

Presented in Table 2 is the coefficient of relationship between internet connectivity and utilization of information resources. The coefficient of relationship between internet connectivity and utilization of information resources is .806. This coefficient indicates that there is a positive relationship between internet connectivity and utilization of information resources. This means that the better the internet connectivity, the better the utilization of information resources. The

coefficient also falls within the range .81 – 1.00 for very high relationship, indicating that the relationship between internet connectivity and utilization of information resources is very high. The coefficient of determinant of 0.650 indicates that 65.0% of variation in utilization of information resources is explained by internet connectivity.

Research Question 3:What is the relationship between institutional repositories and utilization of information resources?

Table 3: Coefficient of Relationship between Institutional Repositories and Utilization of Information Resources.

<i>n</i>	<i>rR²</i>	<i>Remark</i>
397	.031	0.001 VLR

(Key: Sample Size (*n*), Coefficient of Correlation (*r*), Coefficient of Determinant (*R²*), and Very Low Relationship (VLR))

In Table 3 the coefficient of relationship between institutional repositories and utilization of information resources is revealed. The coefficient of relationship between institutional repositories and utilization of information resources is .031. The coefficient falls within the range of very low relationship (.01 – .20), indicating that the relationship between institutional repositories and utilization of information resources is very low. The coefficient of determination of 0.001 indicates that only 0.10% of variation in utilization of information resources is accounted for by institutional repository.

Testing of Hypotheses

Ho₁: There is no significant relationship between library environment and utilization of information resources?

Table 4: Sample Size (*n*), Degree of Freedom (*df*), Calculated t-value (*t_{cal}*), p-value, Tabulated t-value (*t_{crit}*) and Decision

<i>nt_{cal}</i>	<i>dfp</i>	<i>valuet_{crit}</i>	<i>Decision</i>
397	42.54	397	.000 1.96 <i>H₀₁</i> is Rejected

The calculated and tabulated t-values are 42.54 and 1.96 respectively, while the p-value is 0.000. Since the calculated t-value is greater than the tabulated t-value and the p-value is less than the significant value of 0.05, the null hypothesis is rejected. Therefore, the relationship between library environment and utilization of information resources is significant. The p-value (0.000) tells us that the probability of getting a correlation coefficient of .906 in a sample of 397 students if the null hypothesis was true is very low or nearly zero. Hence, there is a significant relationship between library environment and utilization of information resources.

Ho₂: There is no significant relationship between internet connectivity and utilization of information resources.

Table 5: Sample Size (*n*), Degree of Freedom (*df*), Calculated t-value (*t_{cal}*), p-value, Tabulated t-value (*t_{crit}*) and Decision

<i>nt_{Cal}dfp – valuet_{Crit}Decision</i>					
397	27.06	397	.000	1.96	H_{02} is Rejected

The calculated t-value of 27.06 which is greater than the tabulated t-value of 1.96 and the p-value of 0.000 which is less than the significant value of 0.05 showed that the coefficient of relationship is significant. The significance value (or p-value) of 0.000 tells us that the probability of getting a correlation coefficient of .806 in a sample of 397 students if the null hypothesis was true (that, there is no significant relationship between internet connectivity and utilization of information resources) is very low or nearly zero. This shows that there is a significant relationship between internet connectivity and utilization of information resources.

Ho₃: There is no significant relationship between institutional repositories and utilization of information resources?

Table 6: Calculated t-value (t_{Cal}), p-value, Tabulated t-value (t_{Crit}) and Decision on the Relationship between institutional repositories and utilization of information resources.

<i>nt_{Cal}dfp – valuet_{Crit}Decision</i>					
397	0.62	397	.538	1.96	H_{02} is Accepted

The calculated and tabulated t-values are 0.62 and 1.96 respectively, while the p-value is 0.538. Since the calculated t-value is less than the tabulated t-value and the p-value is greater than the significant value of 0.05, the null hypothesis is accepted. Therefore, the relationship between institutional repositories and utilization of information resources is not significant. The p-value (0.538) tells us that the probability of getting a correlation coefficient of .031 in a sample of 397 students if the null hypothesis was true (that, there was no relationship between institutional repositories and utilization of information resources) is very high or nearly one. Hence, there is no significant relationship between institutional repositories and utilization of information resources.

Discussion of Findings

Library Environment and utilization of Information Resources

This study discovered that the relationship between library environment and utilization of information resources is very high, positive and significant. This means that environmental factors such as well-designed building, lighting, ventilation, reading space, conveniences are put in place; there will be effective utilization of the library. This finding is in tandem with that of Echem and Udo-Anyanwu (2018) that a strong, positive and significant relationship exist between the library environment and students' use of the library. It also agree with that of Folorunso and Njoku (2016) that there is a significant relationship between the independent variables (library environment) and the dependent variable (use of library) This finding does not agree with that of Okorie (2018) who discovered that the extent of relationship between the environmental factors and use of library information resources in the federal universities is very low, negative and significant.

Internet Connectivity and Utilization of Information Resources

It was discovered that the relationship between internet connectivity and utilization of information resources is very high and there is a significant relationship between internet connectivity and utilization of information resources. This buttresses the fact that the use of the Internet in the library environment has facilitated easy access to many resources, and significant increase in information utilization. Mostofa (2011) opined that the internet provides a wealth of information in any subject field and students are using the internet increasingly as it occupies an important place among various information sources. The result of Adedokun, Magaji and Makinde (2018) showed no significant relationship between Internet use and library patronage.

Institutional Repositories and Utilization of Information Resources

The relationship between institutional repositories and utilization of information resources is very low. There is no significant relationship between institutional repositories and utilization of information resources. This finding may be attributed to the fact that the students may not be aware of institutional repositories and hence may not know their benefits. This is because the full benefits of institutional digital repository can be achieved only if stakeholders involved are fully aware of its potential roles. No wonder Iheanacho-Kelechi (2019) in her study discovered that the institutions studied have little contents in their online repository limited to only technical reports and research articles. Also, Nunda and Elia's (2019) findings indicate low adoption rate of institutional repositories among students.

Conclusion

The library users are the major reason for the establishment of university libraries. The utilization of the information resources in various formats contained in the library makes it worthwhile. There are a whole of lot media through which the students can get information. These media compete with the library and if the library management does nothing, it is bound to lose its users. The university libraries therefore need to put every effort to ensure that users are motivated to make effective utilization of information resources. The motivation can come through the library environment, internet connectivity, and the creation of awareness of the existence of institutional repositories.

Recommendations

Based on the findings, the researchers recommend that:

1. Conducive library environment should be provided in the universities for effective function of the libraries and to also ensure the comfort of the library users.
2. The library should be connected to an effective internet service provider. The internet connectivity should be made accessible to the students as far as they are within the school premises.
3. Institutional repositories are store houses of information resources emanating from the university. The university library should create awareness of the existence of institutional repositories so the students can make use of the resources contained therein.

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ASSESSMENT OF RESEARCH OUTPUT OF ACADEMIC LIBRARIANS IN PUBLIC UNIVERSITIES IN SOUTH-WEST, NIGERIA

By

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Abstract

This paper investigated research output of academic librarians in public universities in the South-West of Nigeria. The study was guided by two objectives and two corresponding research questions. A survey research design method was adopted for the study. The total population for the study was two hundred and twenty (220) academic librarians in both federal and state universities in the South-West of Nigeria. Therefore, total enumeration was used since the population was manageable. A questionnaire was the instrument used for data collection. Two hundred and three (203) copies of the questionnaire were returned and used for the analysis. Statistical tools such as frequency counts and percentages, the mean, and the standard deviation were used to analyse the data. The result of the analysis revealed that academic librarians' research output was moderate in terms of quality and quantity. The result showed that lack of funds and the high cost of publication were the major factors militating against the research output of academic librarians in public universities in South-West Nigeria. Based on the findings, it was recommended that time management culture be imbibed by academic librarians in public universities in South-West Nigeria to have ample time for research activities.

Key Words: Academic, Librarian, Public universities, Output, Research,

Introduction

Universities, as institutions of higher education, are a nation's intellectual strongholds, serving as both incubators of new ideas and archival repositories of historical factual knowledge. There are five main objectives of a university, namely: teaching, research, dissemination of existing and new information, pursuit of service to the community, and a storehouse of knowledge. Eruanga (2021) emphasises that universities' primary mission is to convey knowledge to enhance individuals' mind sets and to seek

out new knowledge to add to the body of knowledge, potentially leading to knowledge development. The result of effective teaching is solid research output, and the same is true for knowledge-based community service. Research should be prioritised in universities to set them apart from other types of tertiary academic institutions. This is especially true for basic research aimed at creating new knowledge and applied research aimed at solving production issues with the help of new discoveries (University of Ibadan 2020).

The value of research output must be stressed as universities are increasingly thought of as knowledge producers. In today's academic system, research output has become a necessary factor in the career progression and advancement of librarians in academic institutions. Universities are seen as both generators and disseminators of knowledge. According to Ifijeh, Ogbomo, and Ifijeh (2018), the growth and development of a nation's productive sectors are considerably aided by the research undertaken at universities and other institutions of higher education. Javed and Khahro (2020) also emphasise that universities and degree-awarding institutes contribute significantly to a country's higher education and development. The university's long-term viability and ranking are determined not just by the quality of its faculty's teaching but also by their research output (Gangwani, Alhaif, & Ali, 2022).

As indicated by Jaffe, TerHorst, Gunn, Zambrano, and Molina (2020), research output has been associated with a country's intellectual and economic wealth. Research output is defined by the Association of Research Libraries (2014) as "the process by which research and other academic outputs are created, appraised for quality, communicated to the scholarly community, and archived for future use." Mahar and Quiliam (2018) emphasised that one of the results of research is the publication of findings. Research output is seen as crucial indication of an institution's relative status and has developed into alternative measurements for the quality of teaching and course offerings in today's fiercely competitive global education market (Byrne, 2017). Weng'ua, Rotich, and Kogos (2018) state that the number of journal articles written by a university's faculty is used to determine the ranking of that university, and the number of scholarly articles written by faculty members is considered during the appointment and promotion processes.

The academic community as a whole agrees that academic research should produce high-quality output that is published in an acceptable format after a thorough peer-review process and made available in print or electronic formats like conference papers and proceedings, books (monographs), theses and dissertations, chapters in books, articles in scholarly journals, patents and trademarks, as well as creative works like exhibitions and performances. McGrail, Richard, and Jones (2016) affirm that publish or perish has long been used to evaluate faculty members performance, particularly in terms of promotion, salary increases, and contract renewal. Similarly, Omoluabi-Idiodi (2019) corroborated this assertion that the phrase "publish or perish" emphasises the importance placed on research output in any university, as research publications are a significant indicator of the efforts of an academic and a driver of academic career prospects for such academic staff.

Elimna (2016) observed that academics worldwide place a premium on research and publication, not only because it is assumed to enrich teaching and learning while adding to the body of knowledge but also because it plays a major role in establishing the reputation of a given institution. Thus, research

output serves the dual purpose of enhancing both one's own position and the institution's status for academic staff. Producing new knowledge through research increases an institution's prestige, encourages technological advancement and innovation, raises the calibre of its faculty, and boosts its financial status (Dhilon, Ibrahim, & Selamat, 2015). Academics' ability to disseminate their findings and garner respect from their colleagues relies heavily on their ability to get their work published. Thus, the visibility of researchers and their institutions increases as a result of their work being published (Rawat & Meena, 2014). Bibliometrics, technology merit, social merit, and scientific merit analyses are only some of the ways that research output can be measured.

Research output remains a high priority for many academic librarians, promotion of librarians to academic positions is a standard practise at universities globally. It all started in the 1940s in America and, after a struggle by librarians there, then spread to the United Kingdom and Canada in the 1980s. In the United States and Canada, academic librarians are often criticised for not publishing enough research to advance in their careers or earn tenure (Sassen & Wahl, 2014). The promotion of academic librarians in university libraries from one level to another, as argued by Igbokwe, Benson, and Enem (2019), necessitates the publication of multiple articles in both local and international journals, as well as the presentation of multiple articles at both local and international conferences. In the United States, professional librarians are often given the same status as faculty members and are subject to the same publication requirements for tenure and advancement as any other academic faculty member (Hoffmann, Berg, & Koufogiannakis, 2014).

In Nigeria, academic librarians in libraries and other related fields are among the privileged few who hold academic positions such as lecturers and instructors in post-secondary institutions (Benson, Amaechi, & Onuoha, 2017). After a prolonged industrial action embarked on by the Academic Staff Union of Universities in Nigeria, the Nigerian government and the union finally settled their differences in 1993. After an agreement was reached, academic librarians at Nigerian universities now have the same status as their teaching colleagues. This accord, as reported by Omoluabi-Idiodi (2012), ended a situation in which academic librarians in Nigerian universities' libraries had claimed academic status. Due to their expansion, however, they are now expected to provide high-quality research that proves they deserve a place in the academic community. To level the playing field between academic staff and librarians, the National University Commission (NUC) instituted a new policy in 1990, as mandated by Decree 16. For academic librarians to succeed in their careers at Nigerian universities, they must produce as many articles as lecturers. According to Okonedo (2015), academic librarians have accepted the need to do original research and publish the results in peer-reviewed publications just like their teaching counterparts.

The number and quality of academic librarians' research outputs are highly indicative of their academic standing and prospects for promotion. Academic librarians in modern Nigeria are mostly judged for promotions based on the number and quality of scholarly articles published in peer-reviewed journals and conference proceedings. According to Benson, Amaechi, and Onuoha (2017), academic librarians engage in research activities as part of the prerequisites for achieving the status accorded to them in the academic environment. Due to the importance of research and publication in all fields, academic librarians at universities throughout the world are not exempt from performing their own research (Ocholla, Ocholla, & Onyacha, 2012). Academic librarians, as pointed out by Chauhan and Mahajan (2017), are obligated by the established order

to make significant contributions to expanding the body of knowledge in their field. This means that academic librarians must engage in scholarly research and disseminate the findings of their studies through scholarly journals. Academic librarians have become indispensable workers in Nigeria's academic higher institutions of learning as they serve as guardians of information (Adetayo, Suleiman, & Ayodele, 2022). Also, Badmus-Adegbite (2022) reiterated that in librarianship, research output is very significant because it improves the reputation of librarians in the academic community.

Eruanga (2022) echoed the library's critical role as a component of the university as a whole. Librarians, as an academic subsystem, are required to produce and publish high-quality research, which will eventually affect their careers positively. Igbokwe, Benson, and Enem (2019) state that moving up the ranks of a university library requires several articles in peer-reviewed journals as well as conference presentations on both national and international platforms. According to Orji and Anunobi (2019), researchers in the field of library and information science rely heavily on scholarly publications as a means of both disseminating their findings and gauging the merits of potential hiring and promotion. Therefore, to plan their work as academics effectively, academic librarians are expected to teach, do research, and convey study conclusions, in addition to completing other administrative tasks. Tsafe, Basaka, and Mohammed (2016) emphasise that it is widely held that academic librarians who engage in research and publication are better equipped to adapt to new situations and foster positive working relationships with academic members. Ocholla, Ocholla, and Onyanacha (2012) and Fennewald (2008) also state that academic librarians conduct research and publish for benefits that pertain to their careers, such as status enhancement, promotion, securing tenure or permanent appointment, acquiring recognition for creative thinking, visibility, and acceptability both inside and outside the university community, and satiating intellectual curiosity. Promotional factors for librarians in Nigeria place a premium on the number and quality of their scholarly production, which takes the form of articles published in journals, conference presentations, and other scholarly venues (Okonedo, Popoola, & Emmanuel, 2015)

Objective of the Study

The main objective of this study is to examine the research output of academic librarians in public universities in the South-West, Nigeria.

The specific objectives are:

1. examine the level of research output of academic librarians in public universities in South-West, Nigeria in terms of quality and quantity.
2. find out the factors militating against the research output of academic librarians in public universities in South-West, Nigeria.

Research Questions

The study will answer the following research questions:

1. what is the level of research output of academic librarians in public universities in the South-West, Nigeria in terms of quality and quantity?
2. What are the factors militating against the research output of academic librarians in public universities in South-West, Nigeria?

Literature Review

Numerous studies have been conducted globally on the research output of academic librarians, some of which will be reviewed, for instance, on the level of research output of academic librarians by scholars:

Adamu (2022) carried out a study on information literacy skills, ICT skills, and psychological capital as determinants of the research productivity of librarians in public university libraries in the North-East of Nigeria. A total of 165 librarians participated in the survey. The study employed a descriptive survey approach. A questionnaire was employed as an instrument. The data was analysed using descriptive statistics. The study results revealed that librarians in the north-east of Nigeria had a low level of research output.

In the same vein, Igere (2020) investigated how electronic information resources affected the number of scholarly articles by academic librarians working in Niger Delta universities. The study employed a descriptive survey approach. A questionnaire was used as an instrument. Thirty academic librarians from Niger Delta University in Bayelsa and Delta State University in Abraka participated in this study. The data was analysed using descriptive statistics. The study results revealed that the selected academic librarians had a low level of research output.

Furthermore, Lawal and Olawale (2020) investigated academic librarians' research productivity to information and communication technology (ICT) at Bowen University in Iwo, Osun State. The researcher used a survey to gather data. Ten academic librarians comprised the sample for this research. A questionnaire was used to collect their responses. A descriptive statistical technique was used to analyse the data. It was obvious that 50% of the academic librarians who responded asserted that they have published one research article in the last three years, while 40% have published two research papers, and the remaining 10% have published four papers in the last three years. The findings indicated that librarians' research output was low. The study suggested that academic librarians should work towards increasing their research output through training and the necessary skills in the use of new technology for research.

Ezeani, Ugwu, Okafor, and Anyawu (2018) analysed the scholarly communication habits of academic librarians in two federal universities in south-east Nigeria. The findings indicated that the level of librarians' publications in Nigeria's south-east zone is relatively average, with only 17 librarians having 40 or more publications, comprising 9 males and 8 females and accounting for 36.1 percent of respondents. As a result of this finding, many librarians' publications are woefully inadequate, posing a barrier to their career advancement.

In a related study, Ngene and Adesina (2021) investigated how academic librarians in Ekiti, Ondo, and Osun could increase their research output if they had better access to and made better use of electronic information resources. A survey research method was used for the study. As can be seen from the findings, librarians make extensive use of electronic information resources, both in terms of access and utilisation, but not in terms of actual research output. This indicates a low level of research output among academic librarians in selected states.

Contrary to studies on the low level of research output of academic librarians Eruaga (2021) looked into the awareness and perception of intellectual property protection rights as correlates of research productivity of librarians in public universities in Southern Nigeria.. The study found that between 2014 and 2017, Southern Nigerian public university librarians produced an average amount of research. Largely, there appears to be a variation in the literature as regarding the research output of academic librarians. From literatures, it is clear that the zeal of academic librarians and their capacity to accomplish and maintain research output have not been constant, a situation best described as fluctuating.

On the challenges of the research output of academic librarians, the majority of the available literature revealed that the biggest obstacles to their ability to do research are a lack of time and a demanding workload among

Moses and Onwukanjo (2022) investigated the availability, accessibility, and utilisation of electronic information resources as a predictor of academic librarians' research productivity in federal universities in Nigeria's north-central region. The study was conducted using a survey research design. One hundred and nineteen (119) qualified academic librarians from seven government agencies made up the study's total population. Total enumeration was not carried out since the population was controllable. A questionnaire and an observation checklist were used to compile the data. There were 116 total questionnaires returned for review. The data was examined using statistical techniques such as frequency counts, percentage breakdowns, and mean and median comparisons. Librarians at federal universities in Nigeria's north-central area cited frequent power outages as their greatest challenge (104, or 92.9%). This was followed by 102 respondents not having enough money for fast, dependable internet service (91.1%). It was suggested in this study that academic librarians should have more time to engage in research activities.

Similarly, Fabunmi (2022) investigated the relationship between librarians' use of print and non-print materials and the quality of their research output in private universities in Nigeria's south-west. The study revealed that 58.7% strongly agreed that there was a high cost of publication, and 42.2% believed that there was a limited amount of time and a deadline for work. Furthermore, 63.3% of study respondents stated that there was a lack of research orientation among librarians, 56.9% attributed the difficulties to high internet access costs, and 42.2% stated that there was inadequate research infrastructure. The study concluded that academic librarians who want to make more time for themselves to do research should emphasise the need for good time management.

Furthermore, Abohwa (2022) examined librarians' information overload and research productivity. Through a descriptive survey research design, this study sought to gain insight into the experiences of academic librarians through a total enumeration sample strategy and a questionnaire as the major data collection instrument. The collected data was evaluated using only raw percentages and count frequencies. The majority of respondents cited insufficient knowledge of ICT and information retrieval as the major obstacles to their research output.

Methodology

In this study, a descriptive survey is employed as a research design. Nworgu (2006) defines survey research as "any research that examines a population or set of conditions through data collection and analysis from a sample size that is supposed to be representative of the whole. The population of this study comprised 220 academic librarians in public universities in South-West Nigeria. This category of library staff was chosen based on the fact that they are academic in status and are expected to carry out research and publish reports of their findings in the form of journal articles, books, chapters in books, monographs, book reviews, conference proceedings, and patents for academic development and promotion. A total of 220 copies of the questionnaire were distributed to both federal and state public university librarians in South-West Nigeria; however, 203 were duly completed and returned. This represents 92.3% of the total questionnaires distributed among academic librarians in public universities selected for the study.

Results and Discussions

Question One: What is the level of research output in terms of quality and quantity of academic librarians in public universities in the South-West, Nigeria?

Table 1: *Descriptive Statistics for Research Outputs of academic librarians in public universities in South- West, Nigeria*

S/ N	Research Outputs	12 and above (1)	9-11 (2)	6-8 (3)	5-3 (2)	2 – 0 (1)	Mean	SD
	Research Quality						2.80	.97
1.	Our articles are indexed by Google Scholar	50(24.6)	47(23.2)	47(23.2)	47(23.2)	12(5.9)	3.37	1.24
	Our articles are indexed by JSTOR	22(10.8)	55(27.1)	48(23.6)	55(27.1)	23(11.2)	2.99	1.20
	Our articles are indexed by SCOPUS	11(5.4)	4(31.5)	56(27.6)	51(25.1)	21(10.3)	2.97	1.10
	Our articles are indexed by directory of Open Access Journals	17(8.4)	33(16.3)	81(39.9)	53(26.1)	19(9.4)	2.88	1.06

2	Our articles are indexed by ERIC	14(6.9)	53(26.1)	59(29.1)	45(22.2)	32(15.8)	2.86	1.17
	Our articles are indexed by Pubmed Central	9(4.4)	44(21.7)	55(27.1)	38(18.7)	57(28.1)	2.56	1.23
	Our articles are indexed by MEDLINE	11(5.4)	20(9.9)	27(13.3)	32(15.8)	113(51.7)	1.94	1.26
	Research Quantity						2.66	.87
	Total number of all types of peer reviewed publications (The total output within 3 years.)	21(10.3)	55(27.1)	67(33.0)	50(24.6)	10(4.9)	3.13	1.05
	The total number of my peer reviewed in journals publications	24(11.8)	51(25.1)	67(33.0)	48(23.6)	13(6.4)	3.12	1.09
	The total number of my peer reviewed research output produced in a year.	14(6.9)	27(13.3)	86(42.4)	53(26.1)	23(11.3)	2.78	1.03
	The total number of my peer reviewed chapters in books	10(4.9)	23(11.3)	74(36.5)	56(27.6)	40(19.7)	2.54	1.08
	The total number of my peer reviewed papers published in conference proceedings	8(3.9)	23(11.3)	74(36.5)	56(29.1)	39(19.2)	2.52	1.04
	The total number of my peer reviewed textbooks published	9(4.4)	23(11.3)	72(35.5)	53(26.1)	46(22.7)	2.49	1.09
	The total number of monographs produced	12(5.9)	11(5.4)	45(22.2)	44(21.7)	91(44.8)	2.06	1.19
	Research Output (Weighted Mean = 2.73, Standard Deviation = .83)							

Source: Field work (2023)

Decision Rule:

If mean is 1.0 to 1.79 = 0-2/Very low Level;

1.80 to 2.59 = 5-3/Low Level;

2.60 to 3.39 = 6-8/Moderate Level;

3.40 to 4.19 = 9-11/High Level;

4.20 to 5.0 = 12 and above/Very High Level.

Criterion Mean = 3.0.

Table two presents the results of descriptive statistics. The analysis indicates that research quality sub-scale attracted a weighted mean score of $\bar{x} = 2.80$, $SD=0.97$, with some of its items falling above the criterion mean. The item 'Our articles are indexed by Google Scholar ($\bar{x} = 3.37$)' polled moderate level mean score under the subscale. This signifies that the level of articles indexing by Google Scholar in public universities in the South-West, Nigeria was moderate. Also, the level of articles indexing by JSTOR ($\bar{x} = 2.99$), SCOPUS ($\bar{x} = 2.97$), directory of Open Access Journals ($\bar{x} = 2.88$), ERIC ($\bar{x} = 2.86$) and Pubmed Central ($\bar{x} = 2.56$) were also at moderate level. Unsurprisingly, the level of article indexing by MEDLINE was low ($\bar{x} = 1.94$). This implies that in overall public university academic librarians in South-West, Nigeria had a moderate level of research quality. The findings contradict Okonedo-Adegboye (2015) findings that research publication output of librarians in public universities, South-West Nigeria was high.

Further findings revealed that the level of research output in terms of quantity was moderate ($\bar{x} = 2.66$, $SD = 0.87$) among academic librarians in public universities in South-West, Nigeria with most of the research items following the trend. This study is inconsistent with Ngene and Adesina (2021), who found that the level of research output of academic librarians was low. This study is also inconsistent with the submission of Orji, Anunobi, and Chinwe (2019) who indicated low level of research output among academic librarians. The finding is also inconsistent with the study of Adamu (2022) who submitted that librarians in North-East of Nigeria had a low level of research output.

The finding established that the level of peer reviewed publications within 3 years ($\bar{x} = 3.13$), peer reviewed in journals publications ($\bar{x} = 3.12$), peer reviewed research output produced in a year ($\bar{x} = 2.78$), peer reviewed chapters in books ($\bar{x} = 2.54$) and papers published in conference proceedings ($\bar{x} = 2.52$) were at moderate level. Nonetheless, the levels of peer reviewed textbooks published ($\bar{x} = 2.49$) and monographs produced ($\bar{x} = 2.06$) among the librarians were low. By implication, public university librarians in South West, Nigeria have not given serious attention to the production and publishing of peer reviewed textbooks and monographs.

Research Question Two: What are the factors militating against research output of academic librarians in public universities in South-West, Nigeria?

Table one: *Descriptive Statistics on Factors Militating against academic librarians' research output*

Factors	Yes	No
Lack of fund	183(90.1)	20(9.9)
High cost of publication	181(89.2)	22(10.8)
Erratic power supply	180(88.7)	23(11.3)
Strict work schedule	175(86.8)	28(13.8)
Lack of time due to library routine	175(86.3)	28(13.8)
Inadequate research infrastructure	174(85.7)	29(14.3)
Lack of orientation among librarians	171(84.2)	32(15.8)
Absence of mentorship	168(82.8)	35(17.2)
Absence of favourable environment	167(82.3)	36(17.7)

High cost of internet access	165(81.3)	38(18.7)
Lack of support from senior colleagues	157(77.3)	46(22.7)
Absence of research direction	153(75.4)	50(24.6)

Source: Field work (2023)

The response to research question five is presented in Table 2. The result shows that lack of funds had the highest percentage score (Yes = 90.1%), followed by high cost of publication (89.2%); erratic power supply (88.7%), strict work schedule (86.8%), lack of time due to library routine (86.3%), inadequate research infrastructure (85.7%), lack of orientation among librarians (84.2%), Finding agrees with, Agbo, Ihekwoaba, and Okwor (2020), Eliezer and Enuma (2021), Igiri et al (2021), Moses and Onwukajo (2022), and Fabunmi (2022) that the major challenges of academic librarians in their quest to publish are lack of funds, high cost of publication, erratic power supply, strict work schedule, lack of time due to library routine, inadequate research infrastructure, lack of orientation among librarians, absence of mentorship, absence of favourable environment, high cost of internet access, lack of support from senior colleagues and absence of research direction. By implication, the key challenges to research output of academic librarians in public universities in South-West, Nigeria such as lack of fund, high cost of publication, erratic power supply, strict work schedule, lack of time due to library routine, inadequate research infrastructure, lack of orientation among librarians, absence of mentorship, absence of favourable environment, high cost of internet access, lack of support from senior colleagues and absence of research direction warrant urgent consideration.

The major findings of the study are:

1. Academic librarians in public universities in South-West, Nigeria, have a moderate level of research output in terms of research quality and quantity
2. The key challenges to the research output of academic librarians in public universities in South-West Nigeria are lack of funds, high cost of publication, erratic power supply, strict work schedule, lack of time due to library routine, and inadequate research infrastructure, lack of orientation among librarians and absence of mentorship.

Conclusion

Research output is an important indicator of academic librarians' performance in universities. Librarians conduct research and publish their findings in reputable outlets in the form of books, book chapters, co-authored books, journal articles, and conference proceedings. Literature and observation reveal a moderate level of research output in terms of quality and quantity by academic librarians in public universities in South-West Nigeria. The key challenges to research output of academic librarians in public universities in South-West Nigeria are lack of funds, high cost of publication, erratic power supply, strict work schedule, lack of time due to library routine, and inadequate research infrastructure, lack of orientation among librarians and absence of mentorship, all the aforementioned challenges warrant urgent attention.

Recommendations

1. The federal and state ministries of Education, Nigeria University Commission, and other non-governmental organizations should provide more funds to academic librarians in both federal and state universities for training and development to carry out research.
2. Time management culture should be imbibed by academic librarians in public universities in South-West Nigeria to have ample time for research activities.
3. Academic librarians should endeavour to publish more textbooks, journal articles, conference proceedings, monographs, book chapters, and technical reports, especially as it affects the profession, to further develop the profession and create more scholarly literature in the field of librarianship and other related fields.

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**MIS-SHELVING AND STAFF ASSAULT AS CORRELATES OF PATRONS' USE OF RESOURCES IN
FEDERAL UNIVERSITY LIBRARIES IN
SOUTH-SOUTH, NIGERIA**

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ABSTRACT

This research aimed at ascertaining the relationship between library mis-shelving and staff assault and patrons' use of library resources in federal universities in south-south Nigeria. Two research questions were posed and two corresponding hypotheses formulated to guided the study. Descriptive survey and simple linear correlation research designs was adopted. A 4-point rating scale was used to collect data from a sample size of 394 drawn from 33,159 user population. The sample size was determined using Krecjie and Morgan's table for determining sample size while proportionate sampling technique was applied to determine the individual student respondents of each of the institutions. Data collected were analysed using descriptive and inferential statistics to obtain means and coefficient of correlation for answering research questions and t-test and ANOVA statistics for testing hypotheses. Findings shows that there is a positive significant relationship among mis-shelving of books and staff assault on one hand and the patrons' use of the library resources on the other hand in south-south federal universities. Based on the findings, it is recommended among others that: library management should mount a working Closed Circuit Television (CCTV) or any other electronic device that can augment the human effort in tracking and reporting the criminal acts by patrons.

Keywords: Library Resources, Use of Resources, Mis-shelving, Staff Assault

Introduction

Library resources are vital intellectual sources that assist members of communities to meet their information requirements, promote studies, research and acquisition of knowledge.

They comprise aside human and financial resources, the print, non print, audiovisuals, and electronic resources. These sources need to be guarded to ensure availability, safety and ease of access however; the ability of the library to play its full role effectively is often challenged by misdemeanors and criminal incidences like, mutilation, theft, vandalism, arson, fighting, hiding of resources, staff assault, exhibited by the patrons. Yeboah, Kwafo and Amoah (2017) citing the respective studies of Adewuyi and Adekanye, Abioye and Rasaki identified criminal incidences in libraries to include among others, violent attacks on library employees, harassment, verbal and physical assault of library staff while Barr-Walker, Hoffner, McMunn-Tetangco and Mody (2021) study discovered that out of 579 respondents, 54% experienced and/or observed sexual harassment at work. While some of the incidences are tolerant displays others are punishable human conduct that interferes with private rights and has harmful effect on the public.

In the university libraries where, support for learning and research activities are the major objectives, simple offences otherwise referred to as infraction vis-a-viz arson, mutilation, vandalism, treason, defacing of information material and users personal belongings, mis-shelving and staff assault among others are predominant. Nnam, Okogwu and Adinde (2018) identified mutilation, burglary, arson and theft as common forms of crimes committed in the library. Although these acts could be attributed to juvenile delinquency when students are involved, they hamper not only the collection development processes of the library but also, deprive the users from accessing and using quality and complete library resources. For this study, incidences of mis-shelving and staff assault are considered.

Shelving is a daily and apparently, free task critical to the efficiency and effectiveness of ensuring accessibility because, if materials are misplaced, they are as good as lost and locating information would be impossible. Although it is always recommended that all consulted library materials should only be re-shelved by the library staff, many patrons fail to adhere to this simple instruction hence mis-shelving majority of the library resources. Mis-shelving or hiding of Library resources is a deliberate and mischievous move by users to remove library resources from the actual position on the shelf to locations that will make it difficult or impossible for others to locate. Omotayo and Ajayi (2006) reported that mis-shelving constitutes a special demeanor carried out by students who deliberately hide books in places where they would not be expected to be found.

Furthermore, all patrons have the right to use the Library for academic purposes in an environment that is safe, quiet, comfortable and respectful. While library staff is concerned with collection, organization and dissemination of information materials, so that users can take full advantage of the acquired materials for their continuous personal and academic development, he also act to maintain a serene environment devoid of interferences with library operations, its contents, or any other behavior generally considered inappropriate in a public place. The desire to execute this serious expectation from the library staff is in most cases affected when users resort to abusing their integrity which in library parlance is referred to as staff assault - an act of abusing, threatening, or intimidating Library users or staff through language or actions. It is also a crime that could lead to attack or bombard someone physically, verbally or even written. While verbal assault consists of insults, swearing, or threats, a strong criticism like a negative review in the newspaper and anonymous letters written against a staff and dropped in organizational

suggestion boxes by clients, are written assaults. Physical assault can range from getting pushed to getting shot. As stated in Oxford Reference (2022) it is an intentional or reckless act that causes someone to be put in fear of immediate physical harm, a form of trespass to a person and a crime as well as a tort. By classification, some assaults could be ordinary (or common) and some serious. While common assault is a summary offence punishable by a fine and/or up to six months' imprisonment, more serious assaults are known as aggravated assaults and carry stricter penalties.

Since comprehensive use of the library is not feasible as a result of demeanors that are witnessed in the library which has also reduced the collection strength, ability of users to locate some information resources, willingness of the staff to render help to individual users, visibility of libraries and also prompted the doubt by some university management concerning the need for the library, academic libraries must determine a focus to ensure the utilization of the resources. It is in relation to the above assertion that the researcher is carrying out this study with a view to ascertaining the relationship existing between mis-shelving and staff assault and the patrons' use of the library resources in the university libraries studied.

Research Question

The following questions were posed to guide the study:

1. What is the coefficient of relationship between mis-shelving of library resources and patrons' use of library resources in federal university libraries in South-South Nigeria studied?
2. What is the coefficient of relationship between staff assault and patrons' use of library resources in federal university libraries in South-South Nigeria studied?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance.

Ho₁: The coefficient of correlation between mis-shelving of books and patrons' use of library resources in federal universities in South-South Nigeria is not significant; and

Ho₂: The coefficient of correlation between staff assault and patrons' use of library in federal universities in South-South Nigeria is not significant.

Literature Review

Mis-shelving, a deliberate criminal act, is a perennial and nagging problem in libraries. It is an intentional drift of books by users who cannot readily borrow them, even when they urgently need to use them for research and study. This act, which is often experienced on books that are most likely to be highly demanded, causes delays in library service delivery and use of the resources because patrons must wait for the items to be located. No wonder Sung, Whisler and Sung (2009) aver that mis-shelved books create an enormous amount of frustration and waste in both patron and staff time in trying to locate them. Although Fasae and Adedokun's (2016) study stated that misplacement or book hiding in library stack was not a much familiar

practice among users, purposive mis-shelving of items, especially reference books was identified as library security breaches (Alao et al. cited in Yamson & Cobblah, 2017). Furthermore, Fagbola and Ogunjobi (2020) see mis-shelving as a common experience judging from the 57.95% response given to it as one of the Nigerian Research Institutes' libraries experiences. Similarly, Cooper and Wolfthausen cited in DeLooperd and Gonsalves (2020) notes that books tend to physically move or drift from the location they are supposed to occupy on any given shelf. Under such circumstance, the materials are withdrawn from their rightful places on the shelves and sent to other shelves where only the culprit and to some extents, his cronies, can easily access them to the detriment of other library users. It should however be noted that the extent to which books are hidden by uses vary from one institution to another.

Staff Assault and Patrons Use of Library Resources

Assault is an intentional violent or verbal attack/*act that puts another individual in apprehension of immediate harm*. With regards to the library it is often verbal which in most cases produces as much psychological distress for staff victims as did some physical assaults. The act of assaulting the library staff is thus a form of library crime that to some extent affects the staff attitude to serving the users which at the long run, affects their ability to use the library resources. In libraries, assaults of staff by patrons abound. A study by Kean and McKoy-Johnson (2009) conducted in the Main Library of the University of the West Indies, Mona Campus, found that verbal abuse was the most prevalent form of aggressive behaviour towards library staff. Similarly, Kendrick (2020) study on Public Librarian Low-Morale Experience saw library staff indicating an overwhelming 93% verbal abuse and 50% emotional abuse from library users as causes of low morale at work. Furthermore, Katopol (2015), notes that librarians are subject to compassion fatigue (CF) sustained from dealing with difficult patrons, Vraimaki, Koloniari, Kyprianos and Koulouris (2019) reports offers insight into problematic patron behaviours and their impacts on college librarians while, (CBC News, 2020) show increases of violence against librarians within an eight-year period, highlighting upticks in violent, threatening and verbal abuse behaviours in Toronto Public Library

All these experiences have negative effect on patrons use of the library resources as, disengagement and patron interaction avoidance were commonly reported effects on the core work of public librarians. No wonder a staff who once experienced physical abuse from a patron admitted, "I'm not as likely to come out from behind the desk to help someone unless they need my help physically where they are, partly because I want to have that barrier between them and me" (Kendrick, 2020: 12). Although assault, abuse or neglect is in a way a form of useful training, librarians' emotional responses to uncivil patron behaviour reduce enthusiasm, work engagement and lead to observed instances of colleague's engagement in revenge behaviors. This invariably exacerbates users, especially the novices, ability to make use of the library resources. The severity of the effect of staff assault on patrons' use of the library prompted the emphatic statement that, any patron who engages in repeated disruptive behavior that interferes with staff or others' use of the Library, or engages in behaviors that violate City Code

or State Statutes, may be permanently banned from the Library premises by the Director. (Maquoketa Public Library, 2023).

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Methods

In this study, the researcher adopted a simple linear correlation designs involving Pearson Product Moment Correlation approach. The population of the study is 33,159. This comprises staff and students of the federal universities studied. The librarians in the university libraries studied are 160 while the registered student population is 32,999. Figures of the two groups were however merged to get the total population. A sample of 394 respondents was drawn from the population of the study using Krejcie and Morgan's (1970) table for determining sample size. The table states that for a population of 30,000 - 39,999, a sample of 394 should be used. Since the population figure of the six institutions are not equal, proportionate sub-sampling techniques was adopted to eliminate bias as well as draw representative respondents from each of the institutions. The study adopted two four point modified Likert-type rating scales as the instruments for data collection. Two sets of instrument were developed for the study. The first instrument titled Students' Utilization of Library Resources Scale (SULRS) comprising, 25 items was used to elicit information from the student's on the information resources utilised while the second instrument titled Crime Practices in Federal University Libraries Scale (CPFULS) was used to determine the mis-shelving and staff assault issues of the subject matter.

Data Analysis

Research Question 1: What is the coefficient of relationship between Mis-shelving of books and the patrons' use of library resources in the south-south federal universities?

Table 1

Summaries of correlation analysis on the relationship between mis-shelving and patrons' use of library resources in the south-south zone federal university

V	N	Σ	R	r^2	Remarks
Utilization	387	21158			High
			0.66	0.44	Positive
Mis-shelving of books	387	5011			Relationship

Key: Variables (V:X&Y), Sample Size (n), Summation (Σ), Sum of Squares (SS), Sum of Products (SP), Variance (S^2), Covariance (Cov.), Pearson r (r), and Remarks

Table 1 shows the magnitude and direction of the coefficient of relationship between mis-shelving and patrons' use of library resources in the south-south zone federal university libraries. From the table the coefficient of correlation between mis-shelving of resources and patrons' use of the library in south-south zone federal university libraries is 0.66, while the coefficient of determination is 0.44. The coefficient of correlation is within the range 0.61 – 0.80 for high relationship. The coefficient of correlation is also positive. This shows that there is a high

relationship between mis-shelving in the south-south zone federal university libraries and patrons' use of the library resources in the university libraries studied.

Hypothesis 1: There is no significance of correlation between mis-shelving and patrons' use of the library resources in south-south zone federal universities.

Table 2

Summaries of inferential statistics for the relationship between mis-shelving and patrons' use of the library resources south-south zone federal university

V	N	Σ	R	A	Df	t_{cal}	t_{tab}	Decision
X	387	21158						
			0.66	0.05	385	17.155	1.96	Reject Ho ₄
Y	387	5011						

Key: Sample Size (n), Summation (Σ), Coefficient of Relationship (r), Alpha Level (α), Degree of Freedom (df) and t-test of Significance of Correlation between two Variables

Table 2 presented the test of the relationship between mis-shelving and patrons' use of the library resources in the south-south zone federal universities. From the result, the degree of freedom is 385 and the t-calculated value of 17.155 is greater than the t-tabulated value of 1.96. Since the t-calculated value is greater than the t-tabulated value, the researcher rejected the null hypothesis; thus concluding that there is a high positive and significant relationship between mis-shelving and patrons' use of library resources in the south-south zone federal universities.

Research Question 2: What is the coefficient of relationship between staff assault and patrons' use of library resources in the south-south federal universities?

Table 3

Summaries of correlation analysis on the relationship between staff assault and patrons' use of library resources in south-south federal universities studied.

V	N	Σ	R	r^2	Remarks
Utilization	387	21158			Moderate
			0.46	0.21	Positive
Staff Assault	387	3811			Relationship

Key: Variables (V:X&Y), Sample Size (n), Summation (Σ), Sum of Squares (SS), Sum of Products (SP), Variance (S^2), Covariance (Cov.), Pearson r (r), and Remarks

Table 3 shows the magnitude and direction of the coefficient of relationship between staff assault and the patrons' use of library resources in south-south federal universities. From the table the coefficient of correlation between staff assault and patrons' use of library in south-

south federal universities is 0.46, while the coefficient of determination is 0.21. The coefficient of correlation is within the range 0.41 – 0.60 for moderate relationship. The coefficient of correlation is also positive. This shows that there is a moderate relationship between staff assault and patrons’ use of library resources in the south-south federal universities studied.

Hypothesis 2: The coefficient of correlation between staff assault and patrons’ use of library resources in south-south federal universities studied is not significant.

Table 4

Summaries of inferential statistics for the relationship between staff assault and the patrons’ use of library resources in south-south Nigeria federal universities

V	N	Σ	R	A	Df	t_{cal}	t_{tab}	Decision
X	387	21158						
			0.46	0.05	385	10.094	1.96	Reject Ho ₇
Y	387	3811						

Key: Sample Size (n), Summation (Σ), Coefficient of Relationship (r), Alpha Level (α), Degree of Freedom (df) and t-test of Significance of Correlation between two Variables

Table 4 presented the test of the relationship between staff assault and patrons’ use of library resources in the south-south federal universities. From the result, the degree of freedom is 385 and the t-calculated value of 10.094 is greater than the t-tabulated value of 1.96. Since the t-calculated value is greater than the t-tabulated value, the researcher rejected the null hypothesis; thus concluding that there is a moderate positive and significant relationship between staff assault and the patrons’ use of library resources in the south-south federal universities studied.

Results

1. there is a positive and significant relationship between mis-shelving and patrons’ use of library resources in south-south federal universities; and
2. there is a moderate positive and significant relationship between staff assault in the library and the patrons’ use of library resources in school libraries in south-south federal universities.

Discussion of Findings

Relationship between mis-shelving of books and the patrons’ use of library in south-south federal universities

There is a positive significant relationship between mis-shelving of books and patrons’ use of library resources in south-south federal universities. These findings are in line with the findings of

Fagbola and Ogunjobi (2020) where 57.95% response was given to mis-shelving as a common experience of the Nigerian Research Institutes' libraries studied. It also corroborates Sung, Whisler and Sung (2009) assertion that mis-shelved books create an enormous amount of frustration and waste in both patron and staff time in trying to locate them.

Relationship between staff assault and patrons' use of library resources

There is a moderate positive and significant relationship between staff assault and patrons' use of library resources in south-south zone federal universities. That the correlation is positive indicates that assaulting library staff will also affect students' use of the library resources. The moderate extent of relationship indicates that assaults however will moderately impact on patrons' utilization of the library resources available in the libraries. The test hypothesis shows that there is significance of correlation between staff assault and patrons' use of library resources in the university libraries studied. The coefficient of determination indicates that approximately twenty-one percent of the variations in use of resources in university libraries by patrons are explained by staff assaults in libraries. This shows a lot of influence that staff assault has on the patrons' use of library resources in south-south federal universities. These finding is in line with the captured resolution, "I'm not likely to come out from behind the desk to help someone unless they need my help physically where they are, partly because I want to have that barrier between them and me" taken by an assaulted staff in a study conducted by (Kendrick, 2020).

Conclusion

Mis-shelving and staff assault as types of library crime and user disemeanor are gradually eroding the image of the library physical plant, a basis for the question posed by many on the relevance of the library when the available information resources cannot be traced and the environment is not safe. Although it may not be possible to completely abate such library crimes, there is need to observe their influence on the use of library resources so as to monitor their existence, obviate chaos, ensure peaceful co-existence of the users and library staff and also improve effective use of the library resources. The result of the study shows that a positive and significant relationship exist between mis-shelving and patrons' use of library resources in south-south federal universities while the relationship between staff assault in the library and the patrons use of library resources is moderate, positive and significant in south-south federal universities.

Recommendations

1. The students' use of the library resources should be strictly monitored so as to checkmate abuse of the resource that often make users to detest using the library.
2. The university management should ensure that librarians are trained and retrained on the need to be accommodating and endure certain offensive attitudes of patrons since

the success of the use of library resources also depends on the staff recruited to man the library.

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Utilization of Cataloguing and Classification Resources by Postgraduates in Library Schools in Two Selected Private Universities in South-West, Nigeria

By

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Abstract

Utilisation of cataloguing and classification resources by Master students in two private library schools in South-West, Nigeria was the concern of this paper. The use of cataloguing and classification tools is very important in teaching and learning organization of knowledge in library schools. It was observed that some graduates from library schools were not familiar with the use of cataloguing and classification tools until they are on industrial attachment or serving in library and information centres. This study therefore focused on the available cataloguing and classification tools, their use, and the challenges confronting their usage. Four research questions guided the research work. Research design of survey typewas used, and the population comprised of all the Master students(72) of Lead City University, Ibadan, Oyo State (54) and Adeleke University, Ede, Osun State (18) Library Schools. Total enumeration was used as sample. Questionnaire and observation checklist were the instruments used for data collection. Descriptive statistics was used to analyse collected data. Findings from the study among others revealed that lecturers, Anglo American Cataloguing Rules 2, Library of Congress Subject Headings were available while cataloguing laboratory, computer laboratory, DDC, MARC 21 coding standard were not available for learning cataloguing and classification in the library schools. The rate of use of cataloguing and classification resources by the respondents was low. Recommendations made for challenges confronting the use of resources among others are: cataloguing and classification tools should be provided in a well-equipped laboratory in enhancing teaching and learning of the courses in library schools; and computer laboratory with relevant resources should be provided for online cataloguing and classification to enhance 21st Century compliant with other library schools in the world.

Keywords:Cataloguing, Classification, Library schools, Postgraduates, Utilization

Introduction

Cataloguing is the systematic way of describing information resources bringing out their bibliographic detailslike author, title, edition, editor, place of publication, publisher, date of publication, series through descriptive and subject analysiswhile classification systematically assigns symbol (number or alphabet, alphabet and numeral) to subject treated in an information

bearing resources. In libraries, these usually include; creating bibliographic details, making subject analysis, assigning of classification notation and preparing resources for appropriate use (Fabunmi, 2011). The processes involved in cataloguing and classification requires the use of tools in library and information centres. Miksa (2005) in Nampeya (2009) averred that cataloguing tools and resources is available in “any device or document (print-based or electronic) that assist in the creation of an original bibliographic record or in the verification of bibliographic information in existing records”. This may include input rules, metadata formats and standards, cataloguing software and textbooks, continuing education programmes, workshops and cataloguers web-based toolkits.

Since 1967 to 2010, Anglo American Cataloguing Rules 2 (AACR2) is the tool that is being used for descriptive cataloguing in library and information centers. AACR2 becomes the guiding principles for cataloguing information resources. Resource Description and Access (RDA) was published in 2010 to replace Anglo American Cataloguing Rules 2 for descriptive cataloguing. According to Anhalt and Stewart (2012) in Ogunniyi (2015), RDA will provide a comprehensive set of guidelines and instructions on resource description and access covering all types of content and media; enables users of library catalogues and other systems of information organization to find, identify, select, and obtain resources appropriate to their information needs. Majority of libraries are still making use of AACR2 in Nigeria. Sears List of Subject Headings and Library of Congress Subject Headings are being used by small, public libraries and academic libraries respectively in assigning subject to information resources. In classifying information resources, there are subject and general classification schemes. The most popular general classification schemes in the world are Dewey Decimal Classification Scheme and Library of Congress Classification scheme. There are other tools like LC CD-MARK, catalogue rules union catalogues etc needed in technical services section of the library.

All the cataloguing and classification tools are expected to be kept in cataloguing, classification and indexing laboratory in library schools to enhance practical teaching and learning cataloguing and classification courses. Cataloguing laboratory instructor is needed to assist lecturers teaching the courses during practical classes in the laboratory. Availability of well-equipped computer laboratory for online cataloguing and classification processes is very important in any of the library and information schools. The provision of information, human and physical resources in library and information schools will assist students to balance theories and principles of cataloguing and classification learnt in the classroom with practical classes in the laboratory. Availability and utilization of these resources may improve students’ achievement in cataloguing and classification courses. It could also improve students’ interest in the courses and also make some of the graduates to work in cataloguing and classification section in library and information centres. The study therefore focuses on the use of cataloguing and classification resources by postgraduates in two selected private library schools in South-west, Nigeria.

Statement of the Problem

The use of cataloguing and classification tools is very important in teaching and learning organization of knowledge in library schools. It was observed that some graduates from library schools were not familiar with the use of cataloguing and classification tools until they are on

industrial attachment or serving in library and information centres. Cataloguing and classification are expected to be taught and learn in classroom settings and laboratory for practical classes in library schools all over the world. Theoretical teaching and learning of the courses without corresponding practical classes in the laboratory may result to dislike, fear and poor achievement of students in the courses. In practical classes, laboratories (cataloguing and computer), tools, equipment, instructors, and technologists are expected to be available and utilized by learners. If the resources are available and utilized by students, it may encourage them to have passion for the courses and perform better in them. On the other hand, if the resources are available and not utilized, students may not perform well in the courses. Non-availability of the resources in the laboratories may also result to negative attitude of students towards cataloguing and classification because theories must be balanced with practical classes in teachings of the courses. Non-utilisation of these tools during practical classes may result to future dearth of cataloguers in library and information centres. Therefore, the researchers investigated available cataloguing and classification resources (human, tools, and laboratories), extent of utilization, and challenges confronting the use of these resources.

Objectives of the Study

The objectives of this study are to:

1. find out the available cataloguing and classification resources for use of postgraduates in selected private library schools in South-West, Nigeria;
2. ascertain the rate of use of cataloguing and classification resources by postgraduates in selected private library schools in South-West, Nigeria;
3. identify the challenges confronting the use of cataloguing and classification resources by postgraduates in selected private library schools in South-West, Nigeria; and
4. find out the suggested solutions to the challenges confronting the use of cataloguing and classification resources by postgraduates in selected private library schools in South-West, Nigeria.

Research Questions

1. What are the resources available in cataloguing and classification for use of postgraduates in selected private library schools in South-West, Nigeria?
2. What is the rate of use of cataloguing and classification resources by postgraduates in selected private library schools in South-West, Nigeria?
3. What are the challenges confronting the use of cataloguing and classification resources by postgraduates in selected private library schools in South-West Nigeria?
4. What are the suggested solutions to the challenges confronting the use of cataloguing and classification resources by postgraduates in selected private library schools in South-West Nigeria?

Literature Review

Availability of Cataloguing and Classification Resources in Library Schools

Cataloguing and classification resources are very essential in teaching and learning processes of the courses. Resources generally are divided into human, physical, information or material and financial but the first three are emphasized in this review. Human resource deals

with the personnel teaching cataloguing and classification, instructors and technologists in cataloguing laboratory and computer laboratory. According to Ekundayo and Alonge (2012) human resources are unique educational input necessary for the development of skill acquisition and literacy of the students. Lecturers are expected to impart knowledge in the students in their various courses. Cataloguing and classification are both theoretical and practical oriented. Laboratory instructors are needed to assist students to learn how to make use of cataloguing and classification tools taught in the classroom. Computer laboratory technologists are to assist students in online cataloguing and classification and the use of information and communication technology in organizing information resources in library and information centres. In the 21st Century, the use of information and communication technology is expected to be used through various application softwares in cataloguing and classifying information resources.

Physical resources in cataloguing and classification are cataloguing laboratory and computer laboratory. Laboratory is indispensable to the understanding of science. In teaching and learning cataloguing and classification courses, laboratory is very essential. Cataloguing and classification courses require good laboratory where cataloguing tools are kept for use. Dan-Ologe and Shittu (2012) in Ogunniyi and Nwalo (2015) highlighted the importance of a laboratory as follows: supporting or strengthening theoretical knowledge; experiencing the pleasure of discovery and development of psychomotor skills; increasing creative thinking skills; developing manual dexterity by using tools and equipment; and allowing students to apply acquired skills instead of memorizing. Cataloguing and classification laboratory must be well equipped with cataloguing and classification tools for students and lecturers' use.

Information resources which are also termed as material resources are very important in cataloguing and classifying information resources in the library and information centres. In cataloguing of information resources, the material resources needed are called tools. Descriptive cataloguing requires Anglo American Cataloguing Rules 2 (AACR2) which was replaced with Resource Description and Access some years ago. These tools give rules and instructions in the placement of bibliographic description of information resources. Sears List of Subject Headings and Library of Congress of Subject Headings provide acceptable global subject treated in an information resource. General classification tools include Dewey Decimal Classification, Library of Congress Classification Scheme, Bliss, Colon, Universal Decimal, etc while Library of Medicine Classification, Moys Classification and Oxford Classification are specialized (subject) based classification schemes. Both cataloguing and classification tools must be treated in the classroom setting by lecturers and made available in cataloguing and classification laboratory for students' practical classes. Textbooks are part of the material resources that must be provided in teaching and learning cataloguing and classification in library and information science schools.

Ogunniyi and Nwalo (2015) in their study found the highest number of resources available for learning cataloguing are lecturers 372 (93.7%), Library of Congress Subject Headings 329 (82.9%) and cataloguing and classification textbooks 328 (82.6%). The study also revealed that over 40% of students stated that MARC 21 coding standard 186 (46.9%), CD-MARC 180 (45.3%), LC Union Catalogue 169 (42.6%) and Resource Description and Access (RDA) 164 (41.3%) were not available in their library schools. The implication is that students would not be able to make use of these resources since they were not available.

Utilization of Cataloguing and Classification Resources by Students in Library and Information Schools

The concept of availability is another phenomenon which is associated with use. It is impossible to use what is not available. Hence, for cataloguing students to perform well in achievement test, cataloguing tools and resources must be readily available in cataloguing laboratory in library schools, and students must possess the necessary competencies to use them. Nwalo (2001) in ProjectSolutionz (2020) laments the dearth of these resources in the library schools in Nigeria. Despite the importance of cataloguing and classification in librarianship, it was observed that many undergraduates and even postgraduates in Nigeria continue to record poor academic achievement in cataloguing courses in library schools. This is attributable to several factors especially poor provision and low utilisation of basic resources for teaching and learning.

Ogunniyi and Nwalo (2015) found that the rate of utilization of human and material resources was low by majority of the undergraduates in learning cataloguing in library schools in Southern Nigeria: lecturers, textbooks, cataloguing tools like Anglo American Cataloguing Rules², Library of Congress Subject Headings and Sears List of Subject Headings and textbooks. Utilization of cataloguing laboratory, computer laboratory, cataloguing laboratory instructor, Dewey Decimal Classification Scheme and Library of Congress Classification Scheme was very low.

Challenges Confronting Students' Use of Cataloguing and Classification Resources in Library Schools

Ogunniyi and Nwalo (2015) opined that despite the established importance of the use of cataloguing tools and resources to cataloguers' job performance which cataloguing students are expected to fit in at the end of graduation, it has been observed that cataloguers generally experience some challenges while using cataloguing tools and resources and these could be as a result of insufficient training in the library school. The authors found that cataloguing tools like Resource Description and Access (RDA) and MARC 21 coding standard were not available in most of the library schools. Although both the lecturers and undergraduates claimed availability of cataloguing laboratory instructor and cataloguing laboratory, through observation, it was revealed that majority of the library schools do not have cataloguing laboratory, laboratory instructors, and assistants. Furthermore, Ogunniyi (2015) discovered the following as some of the challenges confronting undergraduates learning of cataloguing and classification among others: lack of computer programmes for online cataloguing, there is no practical class for cataloguing and classification in the laboratory, cataloguing and classification is too technical, there is no cataloguing and classification instructor/assistant in their library school, and time allocated for teaching cataloguing and classification was not sufficient. These challenges if not addressed urgently in library schools in Nigeria may not allow graduates in the profession to like working in cataloguing and classification section of the library or information centers.

Adamu (2018) asserted that library and information science schools in Nigeria are facing challenges. From the researcher's preliminary investigations, most library schools do not have adequate lecturers to teach cataloguing and classification courses while John-Okeke (2017) observed non-availability of cataloguing and classification tools. Therefore, it is impossible to use what is not available. Ogunniyi and Jato (2019) cited Issa, Idowu, Harande and Igwe (2016) discovered that lack of cataloguing and classification tools for practical exercises was part of the challenges identified which affect quality of library and information education in Nigeria by the respondents. These tools should be provided for practical classes in the laboratory. In addition,

instructors should be employed in the laboratory to assist students in their practical classes. Azubogu (2020) found that cataloguing of information materials in the library has been seen as a difficult task by students of library and information science, which in the real sense should not be to any student because cataloguing is one single course that one can score an “A”. It is just a question of being dedicated and optimistic in learning it. The provision of relevant tools in the laboratory with practical classes may improve students’ perception and attitude towards cataloguing and classification in library and information schools.

Methodology

Survey design was used, and the population comprised of all the postgraduates in private library schools, South-West, Nigeria (Lead City University, Ibadan, Oyo State and Adeleke University, Ede, Osun State. Two research assistants were used in the collection of required data for the study. Total enumeration was used to collect data from the Master students in the library and information schools. Questionnaire and observation schedule were the instruments used for data collection. Data collected were analysed, and interpreted using percentages and frequencies; mean and standard deviation. The criterion mean for the scale is 2.5 as the rating was based on 4 points.

Results and Discussion of Findings

Table 1: Response Rate

S/N	Name of Library Schools	Total Population	No of Students Available	Number Retrieved	Number Usable
1.	Adeleke University, Ede, Osun State	18	12	7	6
2.	Lead City University, Ibadan, Oyo State	54	50	45	45
	Total	72	62	52	51

Table 1 reveals that out of 62 administered questionnaires, 52 were returned and 51 were usable for the study.

Demographic Information of Respondents

Table 2: Gender Distribution of Students

Gender	Frequency	Percentage
Male	16	31.4
Female	35	68.6
Total	51	100.0

Table 2 shows that 51 respondents were involved in this study. Out of the 51 postgraduates, 16(31.4%) were males while the remaining 35(68.6%) were females. The result from this table implies that the females were more than males in the two selected private library and information schools.

Response to Research Questions

Research Question1: What are the resources available in cataloguing and classification for use of postgraduates in selected private library schools in South-West, Nigeria?

Table 3:Resources Available for Postgraduates in Private Library Schools

Library Resources	Available		Not Available		Remark
	Freq.	%	Freq.	%	
Human Resources					
Lecturer	51	100.0	0	0	Available
Computer Technologist	44	86.3	7	13.7	Available
Cataloguing and Classification Laboratory Instructor	25	49.0	26	51.0	Not Available
Physical Resources					
Cataloguing and Classification Laboratory	34	66.7	17	33.3	Available
Computer Laboratory	5	9.8	46	90.2	Not Available
Instructional Resources					
Anglo American Cataloguing Rules 2	41	80.4	10	19.6	Available
Library of Congress Subject Headings	46	90.2	5	9.8	Available
Sears List of Subject Headings	45	88.2	6	11.8	Available
Dewey Decimal Classification Scheme	5	9.8	46	90.2	Not Available
Library of Congress Classification Scheme	51	100.0	0	0	Available
MARC 21 Coding Standard	4	7.8	47	92.2	Not Available
Cutter Table	51	100.0	0	0	Available
Resource Description and Access.	46	90.2	5	9.8	Available
Library of Congress CD-MARC.	5	9.8	46	90.2	Not Available
Library of Congress Union Catalogue (NUC).	45	88.2	6	11.8	Available
ALA Filing Rules	8	15.7	43	84.3	Not Available
Cataloguing and Classification textbooks	51	100.0	0	0	Available

Online practical in cataloguing and classification	31	60.8	20	39.2	Available
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N= 51

Key: 1 = Not Available, 2 = Available

Table 3 reveals the resources available for postgraduates' cataloguing and classification in selected private library schools in South-west Nigeria. Although majority of the resources were selected to be available by the respondents, it may be noted that five resources were not available: cataloguing and classification laboratory instructor, computer laboratory, Dewey Decimal Classification, MARC 21 coding standard, LC CD-MARC and ALA filing rules. All these resources are expected to be available for students' practical classes in the laboratory. This study is almost in tandem with Ogunniyi and Nwalo (2015); although the study found that majority of the undergraduates stated that all the listed resources were available, the study also revealed that over 40% of undergraduates stated that MARC 21 coding standard 186 (46.9%), CD-MARC 180 (45.3%), LC Union Catalogue 169 (42.6%) and Resource Description and Access (RDA)164 (41.3%) were not available in their library schools.

Research Question2: What is the rate of use of cataloguing and classification resources by postgraduates in selected private library schools in South-West, Nigeria?

Table 4: Rate of Utilisation of Resources by Postgraduates in Private Library Schools

Item	VHU	HU	OU	NU	Mean	Std. D
Human Resources						
Lecturer	5	46	0	0	3.15	.36
Computer Technologist	4	3	9	35	1.52	.92
Cataloguing and Classification Laboratory Instructor/Assistants	2	30	0	19	2.27	1.00
Physical Resources						
Cataloguing and Classification Laboratory	4	26	0	21	2.25	1.09
Computer Laboratory	3	2	0	46	1.25	.79
Instructional Resources						
Anglo American Cataloguing Rules II	3	25	8	10	2.41	.87
Library of Congress Subject Headings	4	24	8	10	2.43	.90
Sears List of Subject Headings	4	24	7	11	2.39	.94
Dewey Decimal Classification Scheme	4	1	1	45	1.29	.85
Library of Congress Classification Scheme	4	24	7	11	2.39	.93
MARC 21 Coding Standard	3	1	2	45	1.25	.77

Cutter Table	5	23	8	11	2.41	.96
Resource Description and Access.	4	23	8	11	2.37	.93
Library of Congress CD-MARC.	4	0	0	47	1.24	.81
Library of Congress Union Catalogue (NUC)	8	25	7	10	2.62	.97
ALA Filing Rules	4	0	1	46	1.25	.82
Cataloguing and Classification textbooks	50	0	1	0	3.96	.28
Online						
Online practical in cataloguing and classification	1	36	7	7	2.60	.75
Weighted Average					2.17	

Key: **VHU**= Very Highly Used, **HU**= High Used, **OU** = Occasionally Used, **NU** = Not Used

Decision Value: **0.00 - 2.49** =*Low*, **2.50 - 4.00** = *High*

In table 4, based on the value of the weighted average (2.17 out of 4.00 maximum value obtainable) which falls within the decision value for *low*, it can be inferred that the rate of use of cataloguing and classification resources by postgraduates in selected private library schools in South-west Nigeria is low. Low utilization of cataloguing and classification resources was also discovered by Ogunniyi and Nwalo (2015) amongst undergraduates in library schools in Southern Nigeria. This study is a little better than that of Ogunniyi and Nwalo (2015) finding because, from Table 4, the use of lecturers, LC Union catalogue, cataloguing and classification textbooks and online practical in cataloguing and classification were high while the mean of the highest used resources in Ogunniyi and Nwalo's was 2.26 which is low. Low usage of cataloguing and classification resources by postgraduates may not be far away from non-availability of cataloguing laboratory and tools in some library schools in Nigeria.

Research Question3: What are the challenges confronting the use of cataloguing and classification resources by postgraduates in selected private library schools in South-West Nigeria?

Table 5: Challenges Confronting the Use of Cataloguing and Classification Resources

Item	SA	A	D	SD	Mean	Std. D	Remark
Cataloguing and classification instructors are not available to assist students in the laboratory.	1	22	27	1	2.45	.57	Accepted
There is no cataloguing and classification laboratory in our library and information school	1	25	23	2	2.49	.61	Accepted

There is no cataloguing and classification practical in the computer laboratory.	1	45	3	2	2.88	.47	Accepted
Cataloguing and classification tools are kept in the departmental library which does not allow students to make use of them like when they are in the laboratory	46	1	3	1	3.80	.63	Accepted
Cataloguing and classification tools are not being regularly used by lecturers for practical in the library school	38	0	3	0	3.88	.47	Accepted
I don't have interest in cataloguing and classification courses	1	0	3	47	1.05	.23	Not Accepted
Others, please specify							

Key: SA = Strongly Aware, A = Agree, D = Disagree, SD = Strongly Disagree

Decision Value for Remark: 0.00 - 2.49 = *Not Accepted*, 2.50 - 4.00 = *Accepted*

Table 5 shows that all the listed items were selected except not having interest in cataloguing and classification courses as the challenges confronting the use of cataloguing and classification resources by postgraduates in the selected private schools. Almost all the respondents stated that they have interest in cataloguing and classification courses. The selected challenges confronting postgraduates in cataloguing and classification courses in selected private library schools in Nigeria is similar to that of the study conducted by Ogunniyi (2015) amongst undergraduates in library schools in Southern Nigeria and discovered lack of computer programmes for online cataloguing, there is no practical class for cataloguing and classification in the laboratory, and there is no cataloguing and classification instructor/assistant in the library schools among others. Public and private library schools should wake up to their responsibilities of providing laboratories, tools, instructors, and technologists in cataloguing and computer laboratories respectively. This will encourage students to make use of the laboratory, perform well in cataloguing and classification courses, and eventually may decide to be cataloguers in library and information centers after graduation.

Research Question 4: What are the suggested solutions to the challenges confronting the use of cataloguing and classification resources by postgraduates in selected private library schools in South-West Nigeria?

Table 6: Suggested Solutions to the Challenges Confronting the Use of Cataloguing and Classification Resources

Item	SA	A	D	SD	Mean	Std. D	Remark
Cataloguing and classification instructors should be employed in the laboratory	39	9	1	2	3.66	.71	Accepted
Cataloguing and classification laboratory should be established in library schools	44	5	1	1	3.80	.56	Accepted

There should be online cataloguing and classification practicals in the computer laboratory	43	6	1	1	3.78	.57	Accepted
Cataloguing tools should be kept in the laboratory for easy access and use of students	5	21	25	0	2.60	.66	Accepted
Cataloguing and classification tools should be used regularly for practical by lecturers	44	5	1	1	3.80	.56	Accepted
Students should develop interest in cataloguing and classification courses	48	2	1	0	3.92	.33	Accepted
Others, please, specify	-	-	-	-	-		

Key: SA = Strongly Aware, A = Agree, D = Disagree, SD = Strongly Disagree

Decision Value for Remark: 0.00 - 2.49 = *Not Accepted*, 2.50 - 4.00 = *Accepted*

Table 6 shows all the listed suggested solutions to the challenges confronting the use of cataloguing and classification resources in the selected private schools were selected by majority of the respondents.

Result of Observations

Observation schedule was used in the study to find out available resources in the two selected private library schools in South-West Nigeria. The findings are the following:

1. In Lead City University, Ibadan, Oyo State, there was no cataloguing and classification laboratory but students have their practical session in the library.
2. There was no computer laboratory but online cataloguing and classification practical were carried out in the library through the use of cataloguing calculator for Cutter numbers, online cataloguing, copy cataloguing, OCLC, and World Cat.
3. Lecturers teaching the courses were the instructors teaching the students practical cataloguing and classification. Cataloguing instructor was not employed in the school.

In Adeleke University, Ede, Osun State, the following were observed:

1. There was a cataloguing and classification laboratory where Dewey Decimal Classification schemes were being used by lecturers for practical.
2. There was no computer laboratory in the department but the University library provided the opportunity for students' use of computer in cataloguing and classification information resources.

Conclusion

Some major cataloguing and classification tools, cataloguing and computer laboratories instructors and technologists respectively were not being utilized by the respondents because they were not available in the selected library schools. It is important to note that what is not available cannot be used.

Recommendations

Based on the findings from the study, the following were suggested in improving the utilization of cataloguing and classification resources in library schools in Nigeria.

1. Cataloguing and classification tools should be provided in a well-equipped laboratory in enhancing teaching and learning the courses in library schools;
2. Computer laboratory with relevant resources should be provided for online cataloguing and classification to enhance 21st Century compliant with other library schools in the world.
3. Cataloguing and classification and computer laboratory instructors and technologists respectively should be employed in teaching and learning cataloguing practical classes by the Management.
4. Lecturers teaching cataloguing and classification should give practical assignments to their students that will encourage and force them to make use of cataloguing and classification tools and laboratory; this may arouse students' interest in the courses.

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Information Needs and Seeking Behaviors of Farmers in Jere Local Government Area, Borno State, Nigeria

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Borno State.

ABSTRACT

The paper assessed information needs and seeking behavior of farmers in Jere Local Government area of Borno State, Nigeria. The objectives of the study are to find out the information needs of farmers in Jere Local Government area of Borno State; information seeking behavior of farmers in Jere Local Government area of Borno State; sources of information farmers use in Jere Local Government area of Borno State and level of awareness of information of rural farmers in Jere Local Government area of Borno State, Nigeria. Survey research design was adopted for the study with 136 population drawn from farmers' association groups. Self-designed questionnaire titled "Assessment of Information Needs and Seeking Behavior of Farmers in Jere Local Government area of Borno State Nigeria (AINASBOFIJBSN) was used. Data allocated were analyzed using descriptive statistics of frequency counts and percentage scores. The findings revealed that majority of information needs of farmers was at high level sought from their colleagues, friends, family and relied on best experience. Based on the findings, it was recommended that government should provide timely information to farmers, and also provide public library service to the farmers for adequately creating awareness among them.

Keywords: Assessment, information need, information seeking behavior, source of information

Introduction

Information has a variety of connotations in different fields. For instance, from the standpoint of physics and biology, information is a basic property of the universe and in psychological studies information is used as a variable dealing with sensory perception, comprehension or other psychological processes (Prajapali, 2015). Then, the researcher sees information as an idea that effect change when used judiciously and it is an asset that can generate income when used effectively. According to Demet, Nilay and Marco (2016), information is a practical tool facilitating the life flow of individuals. This tool is used by individuals in order to resolve the problems, uncertainties and chaotic situations in life. More so, they added that information seeking behavior and information needs are interwoven tools creating a circulation serving the target of various information user groups.

Joseph (2020) in his own view defined information need as the process in which one goes about seeking information that will meet his/her need, and then added that, information seeking behavior varies considerably from one individual to another according to age, gender, level of

education, occupation, location and culture. This implies that farmers are different in terms of age, gender, level of education, occupation, location and culture. The behavior they put on while seeking for information also varies based on their information needs.

In the course of information seeking, Habtemariam, Tegegni and Azage (2015) reported that rural farmers, especially women source information from neighbors, friends and relatives through informal discussion, experience sharing and inviting other farmers to visit their own farms. Brhane, Mammo and Negusse (2017) further added that information seeking behavior is an essential component in the designing and developing of a need-based information sharing technique to meet the information needs of users. Lack of access to information needed by rural farmers reduces their information seeking behavior. Base on researchers' observation, farmers in the area studied lack appropriate information on how to boost their farming activities. It seems they relied mostly on their colleagues, neighbors, past experience and fore-fathers who possessed evidence from low yielding of farm produce in the area studied. This study therefore assessed information need and seeking behavior of farmers in Borno State, Nigeria.

Adelodun and Choi (2018) carried out a study on the review of the evaluation of irrigation practice in Nigeria: past, present and future prospects. Irrigation practice across the world was Vital to successful green revolution all year round to achieving sustainable development goals in food security, socio-economic and rural development. This review. attempts to uncover the underline issues regarding the irrigation practice in Nigeria through the evaluation of past and present practices, and its future prospects, The review showed that the major persistent issues that have been hindering the performance of irrigation practice to achieving the set goals were inconsistent government policies, lack of political commitment, low awareness and lack of technical know-how among the farmers on irrigation farming system, and untimely financial intervention.

In a study conducted by Roja (2018) titled: Agricultural information needs of the women farmers in Garani Village Tumkur District. Kamataka." The population of the study is women farmers. Survey method was adopted in the study and data were collected by using questionnaire and interview method. The results revealed that (81.25%). of the rural women are using mobile phones for getting their agricultural information. The first preferred sources of the information of women farmers were newspapers followed by other farmers or colleagues and then television.

In the same vein Joseph (2020) investigated information needs and information seeking behavior of farmers in Benue State for sustainable agricultural development. The study adopted a descriptive research design. The population of the study comprised of 4200 registered farmers with Benue State Agricultural and Rural Development Authority (BNARDA). The sample size for the study was 365 farmers who were selected using multi-stage sampling procedure. The instrument employed for data collection was a self-developed questionnaire titled Questionnaire on Information Needs and Information Seeking Behavior of Farmers in Benue State.

By and large, Tumsifu and Silayo (2013) carried out a study on information needs and sources of the rural formers in Tanzania specifically from Iranga rural district. Survey technique was used as the principal data collection technique where 120 rural farmers were interviewed. In-depth interviews of ten key informants from two villages of Ifunda and Kalenga complemented the survey. Findings revealed that (70%) of farmers information needs was about crop and livestock husbandry, marketing, funding options and value addition. However, there was a significant difference between the two wards in information needs for "information on crop and

livestock husbandry” as well as information on “value addition”. The modern means of communication are used to access non-agricultural (other) information.

Atasi and Izuogu (2017) carried out a study “Use of Radio for Extension Service Delivery to Farmers in Rural Communities of Abia State, Nigeria”. A multi stage sampling technique was adopted in selecting 126 respondents for the study in three agricultural zones of the State namely: Umuahia, Aba and Ohafia. Structured questionnaire and scheduled interview were employed to elicit information from the respondents. Data were analyzed using frequency distribution, percentages, mean and ordinary least regression analysis. The result showed that the area was fairly dominated by males (51.59%). The finding revealed that (87.50%) of the respondents had access / ownership to radio and frequency of use of radio was high (85.57%). The factors that significantly influenced the use of radio for extension service delivery was age and marital status at 1% level of probability and frequency of extension contact at 5% level of probability. The study recommended that rural farmer’s access to radio should be sustained to ensure adequate awareness of innovations generated by research institutions and other governmental and non-governmental agencies.

Research Questions

The following research questions guided the study;

- 1- What are the information needs of farmers in Jere Local Government area of Borno State, Nigeria?
- 2- What are the information seeking behavior of rural farmers in Jere Local Government area of Borno State, Nigeria?
- 3- What are the sources of information farmers use in Jere Local Government area of Borno State, Nigeria?
- 4- What are the level of awareness of farmers on farming activities in Jere Local Government area of Borno State, Nigeria?

Objectives of the Study

The objectives of the study were to assess;

- 1- Information needs of farmers in Jere Local Government area of Borno State, Nigeria.
- 2- Information seeking behavior of farmers in Jere Local Government area of Borno State, Nigeria.
- 3- Sources of information farmers use in Jere Local Government area of Borno State, Nigeria.
- 4- Level of awareness of information of rural farmer’s in Jere Local Government area of Borno State, Nigeria.

Methodology

The study was conducted in Jere Local Government area of Borno State, which is bounded by Republic of Niger to the North, Republic of Chad to the North-east and Republic of Cameroon to the South and as well as Adamawa, Gombe and Yobe States to the West. Survey design method was used to assess “Information Needs and Seeking Behavior of Farmers in Jere Local Government area of Borno State Nigeria”. The population of the study was the entire 136 farmers selected from a ward in the selected local government area. The instrument used for gathering data was a self-designed questionnaire. The instrument was personally administered by the four

researchers and data collected were analyzed using descriptive statistics of frequency counts and percentage scores.

Results and Discussion

Table 1 Response Rate of Information Needs and Seeking Behavior of Farmers in Jere Local Government area of Borno State Nigeria

QUESTIONNAIRE	FREQUENCY	PERCENTAGE(%)
Questionnaire Distributed	136	100
Questionnaire Returned	122	90

Table 1 above shows the response rate of the respondents. The result shows that 90% of the questionnaire were filled and returned and found useful for the study.

Table 2: Distribution based on the level of Information Needs of Farmers.

Information	M		M		BA	
	Fre.	Per.	Fre.	Per.	Freq.	Per. (%)
On planting method	76	62%	41	33.6	5	4
Storage method	65	53.3	50	41	7	5.5
Agriculture	51	41.59	41	33.6	30	24
How to use manure / Fertilizer	73	59.89	45	34.4	7	5.7
Availability of application of particles	63	51.6	44	36	15	12.3
Total	122	100	122	100	122	100

Table 2: on information needs of farmers revealed that 76 (62.3%) indicated they need maximum information, 41 (33.6%) shows that they need maximum information, on over age level, while 5 (4%) indicated that they need information below average. This table implies that majority of the respondent indicated they need maximum information for their farming activities.

Table 3: Distribution based on Information Seeking Behavior of Farmers. Key: Very often (V O), Often (O), and not often (N O).

S/N		MP		P		LP	
		Fre.	Per. %	Fre.	Per. %	Fre.	Per. %
1	Family and relative	63	51.6	40	32.89	19	15.6

2	Neighbors and Friends	65	53.3	48	39.39	9	74
3	Colleagues	70	57.4	40	37.79	6	4.9
4	Past experience	80	65.6	30	24.69	12	9.8
5	Radio and Television	37	30.30	40	32.89	45	36.7

Table 3 on sources of information farmers use indicated that past experience revealed 80 (65.6%) of respondents showed more preferable, followed by source of information from colleagues, revealed that 70(57.4%)of respondents indicated that colleagues are more preferred.

Table 4: Distribution based on awareness of information by farmers on farming activities. Key; Well Aware (WA), Aware (A) and Not Aware (NA)

	WA		A		NA	
	Freq.	%	Freq.	%	Freq.	%
Agriculture extent service	51	41.9	45	36.9	26	21.3
Use of manure fertilizer	60	49.2	52	42.6	10	8.2
Agriculture credit/ loans	33	27	57	46.7	32	26.2
Pesticide and weed control	143	35.2	61	50	18	14.8
Disease control	51	41.8	48	39.3	23	18.9
Method of storage	43	35.2	61	50	18	14.8
Radio and Television	51	41.8	56	45.9	15	12.3
Library and information Center	24	19.7	37	30.3	16	50
New seed and farming implement	40	32.8	49	40.2	33	27
	122	100	122	100	122	100

Table 5 on awareness of information by farmers on farming activities revealed that farmers were well aware on how to use manure and fertilizer, with response rate of 60(49.2%) and the table also revealed that 61(50%) of the respondents indicated that they are not aware of library and information centers.

Findings of the Study

Based on the data presented and analyzed above, the following findings are arrived at:

1. Majority of the respondents need maximum information on planting methods with 76(62.3%), use manure/fertilizers 73(59.8%) use new seeds/storage methods for their farming activities.
2. Majority of the respondents sought information from their family, relatives, friends with 66(54%) and neighbors and colleagues with 54(44.3%) for their farming activities.

3. Majority of the respondents indicated that their main source of information was their past experiences with 80(65.6%), colleagues with 70(57.4%) and neighbors/friends with 65(53.3%) respectively.

4. Majority of the respondents indicated that they are well aware on how to use manure and fertilizer.

Conclusion

The findings under information needs of rural farmers were on maximum level, which indicated rural farmers have more interest in information to help them farm, through this, sufficient food may be produced. The findings also revealed that information seeking behavior of rural farmers were through their friends, neighbors, relatives and family instead on the reliable, current and modern sources of information like social media etc.

Recommendations

Based on the findings, the following recommendations are established:

1. Information providers such as agricultural extension officers, libraries and information centers, researchers, and educators should encourage rural farmers to involve in producing crops/livestock that can benefit the society in the area under study.

2. Information providers such as agricultural extension officers and educators should open the eyes of the rural farmers through advice and education to see the need of both raining / dry season farming in order to produce plenty of crops in the study area.

3. Government and NGOs should make available different sources of information on both print and electronic information such as newsletters, posters, pictures, books, internet, e-mails and telephone to give them timely information, and

4. Government should extend public libraries to rural areas under study so that they should have access to information materials, especially on farming activities.

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**ELECTRONIC INFORMATION RESOURCES UTILISATION BY STUDENT OF RHEMA UNIVERSITY
LIBRARY**

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Abstract

The paper examined the Electronic Information Resources Utilisation by Students of Rhema University Library. The study highlights the various electronic resources utilised by the students, challenges in the utilisation of electronic information resources and the strategies that can be adopted to enhance proper utilisation of electronic information resources. The study adopted a descriptive survey design. The population of the study comprised of all registered student users of Rhema University library. Instruments deployed for data collection were availability check list and questionnaire. Data collected was analysed using frequency counts, simple percentage and mean value. Findings revealed that Rhema students are conversant with, and utilise, the following electronic information resources: e- journal, e-book, e- manuscripts. E-map, Online Public Access Catalogue (OPAC), e-magazine, e- thesis, e-bibliographic database and Web Online Public Access Catalogue (WebOPAC), whereas e- reference, e- research report, electronic mails, e-data archives and CD-ROM were not utilised. The study observed that Lack of ICT skills, difficulty in locating EIRs, frequency of systems breakdown, as challenges of e-resources utilisation. The study recommended that Rhema University Library management should ensure frequent maintenance of computer systems, recruitment of librarians with skills on deployment and management of electronic information resources among other things with conclusion that searching strategies for EIRs be included in university curriculum.

Keywords: Information Resources, Utilisation, Libraries and Rhema University

Introduction

In today's digital era, library automation and the internet had revolutionized information access and library operations around the globe. Provision of information and associated services is the primary roles of a library which supports the educational, recreation, cultural, economic and technological endeavours of individuals in their respective communities thus the central mission of a library is to collect, organise, preserve and provide access to knowledge and information to satisfy the information needs of her patrons. These roles and mission when extended to a university community forms the fulcrum of the responsibilities of a university library. Electronic information resources promote efficiency in dissemination of information for education, recreation, and research purposes in the universities. An electronic information resource which is same as electronic resources or e-resources are information stored in electronic format either in a computer or computer related facilities such as CD-ROMs, digital libraries or the internet. According to Tariq and Zia (2014), the world has become the world of technology and students are well aware about the use of electronic information resources hence the preference for World Wide Web resources for different educational and research purposes. Haridasan and Khan (2009) see electronic information resources (EIRs) as "resources in which information is stored electronically and which are accessible through electronic systems and network.

Similarly, Ogbuagu (2016) posited that (EIRs) are vital tools that aid research processes. Libraries especially university libraries all over the world are investing heavily in (EIRs). The availability of information resources enhances and supports learning and research in no small measure. With (EIRs), users can access different online databases, e-journals, e-books, CD-ROMS, e-thesis and dissertations among others, through computer and other electronic devices. Ankrach and Atuase, (2018) listed the various types and forms of e-resources in academic libraries to include; e-databases, e-journals, e-data archives, e-manuscript, e-maps, e-books, e-magazines, e-thesis, WWW, e-newspapers, e-research reports, and e-bibliographic databases. The major benefit of electronic resources in the university library besides ease of access to the needed information is remote access by community of users in offices/laboratories or homes without paying physical visit to the library.

Rhema University, Nigeria is a private University approved and licensed by the Federal Government of Nigeria and regulated by the National Universities Commission (NUC) located in the city of Aba, Abia State, and is founded and funded by the Living Word Ministries in 2009. The viewpoint of the university is hinged on the philosophical dictum that "Knowledge is Power" and to achieve this viewpoint, the university pursues the highest standards of teaching, research and community service while at the same time provide a balanced education for the acquisition of knowledge, entrepreneurial skills and moral principles. Rhema University library has e-resources available for use. The patronage of the library consists of undergraduate and postgraduate students, independent researchers as well as staff. Huge difference exists between the provision of electronic information resources by university libraries and the access, retrieval as well as utilisation of the provided electronic information resources users.

Whereas accessing electronic information resources offers opportunities to obtain accurate and timely literature, observation shows that there is low usage of e-resources in Rhema University library. This is evident from library statistics, register records and from information obtained verbally. The University Library also conducts workshops and seminars on availability

of e-resources; however, reality checks show the rate of their use was low due to lack of awareness, lack of subject coverage, slow downloading speed and lack of time. This affects their research work in no small measure. In fact, most current articles online are hardly found in paper-based materials (Ogbuagu, 2016). It is in view of this low rate of utilisation that this research is conducted in order to advocate for maximum utilisation.

Purpose of the study

The general objective of the study is to determine the electronic information resources utilised by student of Rhema University library while the specific objectives of the study are to:

- i. Identify the available electronic information resources utilised by the student of Rhema university library.
- ii. Ascertain the challenges in the utilisation of electronic information resources.
- iii. Suggest strategies that can be adopted to enhance the utilisation of electronic information resources.

Research questions

- i. What are the available electronic information resources in Rhema University Library?
- ii. What are the challenges encountered by patrons of Rhema University Library when consulting electronic information resources?
- iii. What strategies can be adopted to improve the utilisation of electronic information resources?

Literature Review

Literature is reviewed focusing on the research objectives and these constitute: electronic resources, information resources, electronic information resources in academic libraries, attitudes towards e-resources usage and global strategies adopted for e-resources utilisation.

Electronic resources

Electronic resources are resources that can be accessed electronically via the internet or digital media. The examples include among others the following: websites, online databases, e-journals, e-books, electronic integrating resources and physical carriers in all formats, whether free or fee-based, required to support research in the subject covered, and may be audio, visual, and/or text files.

According to Shuling (2007), electronic information has gradually become a major resource in every university library. The emergence of electronic information resources, simply referred to as electronic resources, has tremendously transformed information handling and management in academic environments and in university libraries in particular. Ellis and Oldman (2005) opine that electronic information resources are more of a tool to assist in conducting research, a way of scanning a lot of materials quickly. The act of providing access to electronic resources by the university library to the patrons is referred to as electronic information services. Information resources can be defined as resources that are available and can be accessed electronically through such computer networked facilities as online library catalogues, the internet and the world Wide Web, digital libraries and archives, government portals and websites, CD-ROM databases, online academic databases, such as medicine or commercial databases such as LexisNexis (Ekwelem, Okafor & Ukwoma, 2009).

Yu and Breivold (2008) defined electronic information resource management as the practices used by librarians to keep track of important information about electronic information resources, especially internet-based resources such as electronic journals, databases, and electronic books. According to Iroaganachi and Izuagbe (2018), such EIRs include: e-journals, e-books, Online Public Access Catalogue (OPAC), Web Public Access Catalogue (WebPAC), CD-ROM, electronic mails, e-Data archives, e-Manuscripts. E-maps, e-magazines, e-thesis, e-newspaper, e-Research reports, E-bibliographic databases, e-Reference sources and other education sources that is valuable to scholars and researches.

In another development, Ani, Nugulube and Onyancha (2015) conducted a study on “perceived effect of accessibility and utilisation of electronic information resources on productivity of academic staff in selected Nigeria universities”. The study explored the perceived effect of accessibility and utilisation of electronic information resources on research productivity at Nigerian universities. Based on the finding, it was recommended that effective development of digital libraries in Nigerian Universities would ameliorate the problems of accessibility and utilisation of electronic resources by academic staff in research. Furthermore, the Nigerian university libraries should develop an electronic collection development policy to enhance equitable access and use of electronic resources. E-resources as a product of Information Communication Technologies are seen by Ternenge and Kashimana (2019) as invaluable research tools for students in higher institution of learning.

Utilisation of e-resources in academic library

The word utilisation is derived from the word “utilise” which simply means to make use of something for a particular purpose. Utilisation therefore is the extent to which available resources in an organization are made use of by people who need them. Uhegbu (2007) asserts that “information utilisation is the actual putting into appropriate use of acquired information. Utilisation of information differs from person to person and from one corporate organization to the other according to their information needs and other socioeconomic imperatives. It is important to note that when information resources are available and is not properly utilise, it amounts to waste of resources. In the view of Mashayabo (2017), writing on utilisation of library resources, noted that the utilisation of library resources is an ingredient that led to success in an academic pursuit but added that there are some problems that mar the full usage of resources, and these problems are; lack of resources, presence of unqualified manpower, lack of relevant library materials, irregular use of library materials by users as a result of awareness as well as irregular power supply.

A study carried out by Gakibayo, Ikoja-Odongo, and Okello-Obura (2013) at Mbrara University Library Uganda about the use of electronic information resources by the students. Results were tabulated and it shows that a large number of respondents were aware with the basic use of computer and needs training in ICT applications to be familiar with the full use of technology in utilizing electronic resources, some of the respondents use electronic sources available in the library while some of them did not use it and more over suggestions was taken for the improvement of electronic resource use in the university.

The study of Makgahlela and Bopape (2014) on the use of e-resources by the postgraduate students at the Delta State University, Nigeria, revealed that, although the postgraduate students had access to e-resources, lack of searching skills, erratic power supply, inadequate space in the

library and low bandwidth subscription proved to inhibit their utilisation thereof. The researchers recommended proactive measures like the collaboration between faculties and faculty librarians to provide orientation and training and to create more awareness.

Adeniran (2013) conducted a study on usage of electronic resources by undergraduates at the Redeemer's university, Nigeria "The study was conducted to examine the usage of electronic resources by undergraduates at Redeemer's university library Mowe, Nigeria. Recommendations were made based on the findings; the management should ensure that the acquisition of information and communication technology skills is acknowledged as one of the key learning objectives for its students so that students will be fully equipped to cope with the information intensive world. To this end more practical courses on information, communication technology should be inculcated into the curriculum. The library management should organise periodic training on the use of electronic resources for the undergraduate students. The utilisation of e-resources in academic library in Nigeria assists the librarians in performing a dual role: one to the patrons towards their information needs in the school, while the second is manifested in the daily routine work within the library environment where librarians work as seen in the two service units Readers services and technical services sections of the library.

Challenges of utilisation of electronic information resources

The utilisation of EIRs is not without challenges. Several challenges were reported to have associated with the utilisation electronic information resources in the library. The greatest of the challenges students encounter according to Ugwu and Orsu (2017), include lack of browsing skills, low internet bandwidth and insufficient ICT infrastructure, lack of internet access at home, absence of online assignments, lack of motivation to use online information and majority of students not having personal laptops. Agyekum and Ossom (2015: 13) studied the extent of e-resources usage amongst academic staff and faculty members of Kumasi Polytechnic, Ghana. Investigations showed that although more than twenty databases comprising three thousand e-journals were subscribed through the Consortium of Academic and Research Libraries in Ghana, utilisation was hampered by access complications, slow Internet connectivity, frequent power outages and lack of search skills. Pricing, licensing, digital rights management, design platforms and e-book format have been discovered to hamper e-book workflow at the University of Nevada, Reno (Beisler & Kurt, 2012:97).

Uzoagba (2019) identifies lack of good infrastructure in terms of epileptic power supply in Nigeria or low current which might result in damaging ICT equipment in the libraries. In the view of Ukoha (2011), he discovered that lack of adequate bandwidth size (for effective internet connectivity) and appropriate anti-virus and other necessary software in academic libraries poses serious threat to ICT use in the library. Further, Okiki and Asiru (2011) conducted a survey study in Nigeria. The study was to determine the use of electronic information sources by postgraduate students in Nigeria. Results showed that large number of respondents use electronic information sources daily and they are motivated to use electronic information sources for their research projects. According to tabulated results slow connection is a major problem faced by the respondents. Ibrahim (2004) conducted a survey in United Arab Emirates (UAE), studying use and user perceptions of electronic resources in UAE University. According to the results the frequency of usage of e-resources was unexpectedly low because of language barriers, lack of computer literacy and lack of time.

Finally, findings revealed by Otolu, Saibakumo and Urhibo (2018) in their study on impact of ICT skills on the use of electronic resources by undergraduate students in Nigerian University Libraries show that delay in downloading files, poor network and difficulty of accessing some websites are the major challenges encountered by respondents on use of e-resources.

Methodology

The study adopted a descriptive survey design. Three specific objectives guided the study. The population of the study comprised of all registered users of Rhema University library totalling 70 respondents. Therefore, the sample size for the study is made up of 70 library users. Two major instruments used for data collection were: Availability Check List and researcher's developed questionnaire based on four-point Likert scale. Data collected with the instruments is analysed using frequency counts, simple percentage and mean value; and presented in tables.

Results and Discussion of Findings

The results and findings from the study are presented as follows:

Research Question 1: What are the available electronic information resources in Rhema University Library?

Table 1: Available Electronic Information Resources utilised by students of Rhema University Library

S/N	E-Resources	Available	Not Available
1.	E-Journal	√	
2.	E-Book	√	
3.	E- Manuscript	√	
4.	E-Map	√	
5.	Public Access Catalogue (OPAC),	√	
6.	E-Magazines	√	
7.	E-Thesis	√	
8.	E-Newspaper,	√	
9.	E-Bibliographic Databases	√	
10.	Web Public Access Catalogue (WebPAC),	√	
11.	E-Reference		-
12.	E-Research reports		-
13.	Electronic Mails		-
14.	E-Data Archives		-
15.	CD-ROM,		-

Source: Field Survey, 2022

Table 1 indicates that electronic information resources most utilised by Rhema students are available in databases while e- reference, e- research report, electronic mails, e-data archives and CD-ROM were not available. This implies that Rhema Students are conversant with, and utilises the following electronic information resources such as: e- journals, e-books, e-manuscripts, e-maps, Online Public Access Catalogue (OPAC), e-magazines, e-thesis, e-bibliographic databases and Web Online Public Access Catalogue (WebPAC). These available information resources are consistent with the work of Ankrah & Atuase, (2018) listing of various types and forms of e-resources in academic libraries. The list includes; e-databases, e-journals, e-data archives, e-manuscript, e-maps, e-books, e-magazines, e-thesis, WWW, e-newspapers, e-research reports, and e-bibliographic databases.

Research Question 2: What are the challenges encountered by patrons of Rhema University Library when consulting electronic information resources?

Table 2: Challenges of using e-resources

S/N	Items	S A	A	D	S D	M
1.	Lack of ICT skill	18	15	2	-	3.4
2.	Technological constraints	15	10	3	7	3.4
3.	Frequent breaking down of systems	18	13	4	-	3.4
4.	EIRs is difficult to Locate	14	10	9	2	3.0
5.	Slow internet connectivity	8	5	18	4	2.5
6.	Student poor orientation	9	-	20	6	2.3
7.	Uncooperative attitude of library staff	4	5	10	16	1.9
8,	Epileptic power supply	-	2	17	16	1.6
9.	Lack of personal laptops	3	-	15	17	1.6

Table 2 presents results on challenges of using e-resources. From the table, respondents accepted item statements one to five (1-5) as challenges of e-resources utilisation which comprises Lack of ICT skills, technological constraints and frequent break down of systems are all challenges of using e-resources with a mean score of 3.4% respectively while difficulty in locating EIRs is 3.0% and, slow internet connectivity is also seen as a challenge with 2.5% mean score while rejecting Student's poor orientation with a mean score of 2.3%; uncooperative attitude of library staff having a mean score of 1.9%; epileptic power supply scoring a mean score of 1.6% and finally, lack of personal laptops with a mean score 1.6% as challenges of using e-resources.

In this regard, the greatest challenges students encounter in utilising electronic information resources according to Ugwu and Orsu (2017), includes lack of browsing skills, low internet bandwidth and insufficient ICT infrastructure, lack of internet access at home, absence of online assignments, lack of motivation to use online information and majority of students not having personal laptops. Hence, when the above challenges of electronic information resources are not addressed it hinders effective use of electronic information resources by students. In another development, Ternenge and Kashimana (2019) noted that the extent of utilisation of electronic information resources for research by students indicate inadequate computers in the library, poor internet connectivity, limited subscribed titles, power outages, difficulty to access and use, lack of relevant e-resources in various disciplines were the problems encountered by students while accessing and using electronic information resources for research in Francis Sulemanu Idachaba Library University of Agriculture, Makurdi. Therefore, it is established that use of e-resources is laced with encumbrances.

Research Question 3: What strategies can be adopted to improve the utilisation of electronic information resources?

Table 3: Strategies to be adopted to enhance the utilisation of electronic information resources

S/N	Items	S A	A	D	S D	M
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1.	Frequent maintenance of computer system	23	8	2	2	3.4
2.	Inclusion of search strategies for EIRs in University curriculum	18	16	1	-	3.4
3.	Recruitment of Technological experts	15	18	1	1	3.3
4.	Teaching of ICT skill	20	5	3	7	3.1
5.	Increased bandwidth for fast downloading	10	20	3	2	3.1
6.	Library staff to be more proactive in assisting students	11	8	15	1	2.8
7.	Constant orientation of student	6	5	13	11	2.2
8.	Provision of steady power supply	3	9	14	10	2.2
9.	Owning of personal laptops to be made mandatory	6	12	-	17	2.2

Table 3 revealed that registered student users of Rhema university library indicated that frequent maintenance of computer system and inclusion of search strategies for EIRs in university curriculum have a mean score of 3.4% respectively while recruitment of technological experts adopted 3.3%, also seen as strategy, to be adopted to enhance the utilisation of electronic information resources. Teaching of ICT skills; increased bandwidth for fast downloading has a means score of 3.1% respectively. Library staff to be more proactive in assisting students have a mean score of 2.8%. Meanwhile, constant orientation of students; provision of steady power supply; and ownership of personal laptops to be made mandatory in the item statements are not seen as strategies to be adopted to enhance the utilisation of electronic information resources with a mean score of 2.2 respectively.

These findings are in alignment with the findings of Okiki & Asiru (2011) who carried out research on the “use of electronic information resources by postgraduate students”. In their findings they recommended that universities should provide computer literacy programme to cater for low skill users and provision of uninterrupted power supply. Additionally, Murugusen (2020) opined that various promotion strategies can be used to inform users about a range of available services and e-resources in academic libraries thus promoting access to, and use of electronic information resources.

Recommendations

The study hereby makes following recommendations based on discoveries made:

1. Rhema University Library management should ensure that acquisition of information and communication technology (ICT) skills is acknowledged as one of the key learning objectives for the university students in order to be fully equipped and cope with information intensive world.
2. The University Library management should organise periodic training on the use of electronic resources for her registered students; and other registered users.
3. Librarians of the university should sensitise students on the usefulness of electronic information resources.

Conclusion

Electronic information resources (EIRs) in university libraries are very essential and as such should be made information available at all times. It is important for Rhema University students to understand that utilisation of electronic resources will improve the quality of their papers,

allow them spend less time in the research phase and more time in the writing phase. Electronic resources equally provide users with avalanche of resources in diverse areas, and more current resources are made available from a plethora of sources. The use of electronic information resources in higher institution cannot be over emphasised.

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**CAMPAIGN BILLBOARDS AS VERITABLE SOURCES OF INFORMATION FOR THE NIGERIAN
ELECTORATE: A CASE STUDY OF BENIN CITY.**

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ABSTRACT

This study examined campaign posters and billboards as veritable sources of information for Nigerian electorates in the 2023 Presidential, national, and state assembly elections. The research was limited to Benin and delimited to Ugbowo, headquarters of Egho local government area of Edo State, Nigeria. The objective was to establish if people read campaign posters and billboards and if the respondents considered them as sources of information. This study employed a descriptive survey method. A total of one hundred questionnaires (100) were distributed and eighty-nine (89) were retrieved. The findings revealed that 80 respondents (89.89%) considered campaign posters and billboards as sources of information for electorates. Campaign posters and billboards were read for information, especially for the manifesto. The study recommended amongst others that information managers and librarians should consider the use of posters and billboards in sensitization campaigns.

KEYWORDS: Campaign, Billboard, Information, Nigeria, Electorate.

Introduction

Advertising is one of the strongest means of communication. In the world today, it is a fast medium to create awareness, rouse attention, win acceptance and get public affirmation. The model of outdoor billboards' pattern of advertising has come a long way in Nigeria and has gained drive prior to independence (Ogunlade, 2011). Advertising started officially in Nigeria in 1928. This was with the birth of West African Publicity Limited, a division of the United African Company (U.A.C). The company was created to serve the propaganda needs of the British colonists. From those early days, one advertising medium that is employed generously is the billboard.

Billboard is a medium for advertising in public spaces in several countries. Billboards fall into the category of outdoor advertisements mounted in strategic places to gain people's attention. Outdoor advertising like billboards is a catalyst for enhancing economic growth and driving market forces through the promotion of sales and economic attractiveness (Kayode, 2015).

Billboards are made of steel poles, angle bars, and flex banners. They are constructed in various shapes: square, rectangular, etc. They can be mounted on the ground, rooftops, or side of buildings in any public space. The intended message is printed on a flex banner which is attached to the steel or iron angle bars. Posters on the other hand are either made of paper or flex banners but small enough to be hung or pasted in smaller spaces.

Billboards are media for political campaign advertising. These have become veritable tools for information dissemination by modern-day politicians. Major intercity, interstate roads, city streets, and public places are adorned with billboards and posters. This pattern of politicking has assumed a wider and more significant dimension in political campaigns in the recent past in Nigeria. It is fair to say that billboard and campaign posters advertising in Nigerian got elections has sky rocked.

Campaign posters and billboards are used worldwide for various causes ranging from political to socio-economic issues. The campaign is the period when the political parties put forward their candidates and arguments with which they hope to persuade people to vote for their candidates and parties. Political campaigns need the involvement and committed support of people. From student union elections in tertiary institutions to local government, state, and national elections, it takes campaigns to elect an official, and campaign posters and billboards constitute part of the process.

Daily Trust (17th February 2022) stated that *"The main campaigning that first sets in are mounting of small/huge billboards bearing the pictures and party logo of potential candidates on roadsides, buildings, bridges, metal poles of streetlights. Daily Trust Saturday noticed that the members of the two leading political parties in the country – All Progressives Congress (APC) and the Peoples Democratic Party (PDP) are taking the lead in this politicking. Major roads ... host different campaign billboards..."*

Again, This Day (9th March, 2023) found that the *"Use of posters and billboards is also significant. Like every election year, political posters of various parties and politicians are currently competing for spaces in all the towns and cities of the 36 states of Nigeria including the federal capital territory (FCT). It is expected because posters and leaflets are among the cheapest means*

of communication during electioneering campaigns, compared to billboards or ad placement in newspapers, radio, or television.”

Election posters play major roles in publicizing and promoting a candidate and distinguishing him or her from his/her opposition. Campaign posters and billboards amongst many would most often indicate the name of a candidate, the political party, and the manifesto sometimes stated as a slogan. Campaign billboards can be a successful way of promoting yourself and increasing your chances of winning come Election Day.

With billboards on the increase, does that suggest the effectiveness of information distribution? Billboards and posters create room for regular and repeated exposure to the displayed information because they are usually positioned on roads with heavy human and vehicular traffic. Therefore, people are constantly exposed to the political message on billboards and posters. Billboards and posters are more flexible in locational positional and display especially in places where verbal communication will be near impossible.

Theoretical Framework

This research work is based on the framework of social relationship theory. The social relationship theory posits that people’s reaction to a message will be modified or conditioned by their informal social relationship with their “Significant Other” viz relations, friends, or social group (Okenwa, 2007). The individual difference theory was propounded by Albert Adler. It is a theory of human behavior that centers on the fundamental need for belonging and the importance of engaging in constructive actions. Adler believed that all behaviour is goal-directed, and each individual driven to seek “belonging” or significance and meaning in their lives by the way they function in social systems which are influenced by the information at their disposal (Sperry & Sperry 2020).

Literature Review

Outdoor advertisement in Nigeria is a growing marketing tactic that Sinclair (2006) observed has become a part of everyday culture, adds beauty to the environment, a source of valueable information for economic and political education. The Outdoor Advertising Agency of Nigeria (2005) as cited in Okosun and Jiburum (2015) detected that outdoor advertisement billboards are intended to catch a person’s attention and create a quite but memorable impression.

This research work is anchored on the individual and the social relationship theories. The social relationship theory posits that people’s reaction to a message will be modified or conditioned by their informal social relationship with their “Significant Other” viz relations, friends, or social group (Okenwa, 2007). The individual difference theory posits that the audience of mass communication is made up of individuals who have various psychological makeup (Harold, 1920).

Kotler and Levy (1969) were probably the first to explore the relationship between elections and advertising, a category into which campaign billboards fall. As the media are part of the lives of many people. It is, therefore, acceptable when Hodgson and Berman (1997) opined that billboards are an efficient and effective way to convey advertising messages to the public and will be best suited for the structure of our cities and our transportation networks. This is because of the strength of billboards is in their outlandish and extravagant prints. Billboard through the

power of colorful photography appeals more to people's eyes. Burke (1999) noted that the media is a part of people's daily life of which campaign billboards are a part. Burke posited that several empirical studies have shown that the media can have an immense educational impact on public opinion and behavior. Goldstein (2002) pointed out that campaign posters and billboards as sources/instruments of political advertising affect voter turnout.

However, McCaffery (1962) observed that campaign posters and billboards constitute advertising because "advertising wins elections". This is because Berry and Goldman (1989) described campaign billboards as processes of "political socialization". Political socialization is a course of action through which individuals become conscious of politics, find out political facts, and shape political principles. In the same vein, Udeagwu (2002) argued that political billboard is a radical socialization and education tool. This is because they act as signposts or announcements platforms for political sensitization. Okigbo (1992) and Opeibi (2005) were then right to have called the culture of campaign billboards "marketing politics". Aghara, Nwaizugbo, Chukwuemeka, and Onyeizugbe (2015) opined that billboards are important for product marketing. Political parties, their candidates, and party manifestos are products that ought to be sold to the electorates who are the consumers in the market of political ideas.

Akpan and Edewor (2005) stated that in Nigerian politics, posters form a significant part of political campaigns, and voters get drawn to a well-colored poster showing a clear and large picture of a candidate with a short message carrying a theme. This is because according to Brader (2006), campaign billboards are part of the appeal to hearts and mind that win over voters. So, Westen (2007) noted that campaign posters and billboards play an emotional role in elections.

Akpan and Udeze (2013) in their study "The Influence of Political Advertising on the Nigerian Electorate, *Journal of Communication* found that the respondents were influenced in their choice of candidates to the extent that they perceived such messages to be credible. They concluded that political advertising was an essential factor in the political decisions of the electorate in Imo State

Wateraid (2007) averred that the media can influence decisions indirectly as it places pressure on people to act. Thus, the use of media like campaign posters and billboards can change people's attitudes and behavior. Stanton (2012) pointed out that the purpose of billboards is to catch customer attention. He noted that billboards significant influence on the purchasing habits of people who live in cities. Orji (2002) pointed out that billboards get the attention of people in urban areas more because of their attractive aesthetic and artistic qualities.

Kayode, Obielodan, and Ogunduyile (2012) in their study on the Relationship between the Use of Language on Billboard Advertisements and Consumers' Urge to Purchase Products in Lagos State, Nigeria, explained that billboards have the capacity to appeal to all categories of persons: young or old, literate, or illiterate, noble, or ignoble. The result of the study reveals that there is no significant relationship between the use of language on billboard advertisements and consumers' urge to purchase products in Lagos State. But the language of expression is an important factor when campaigning for product patronage and that, adopting the appropriate language of expression on outdoor billboards influences and provokes consumers' desire to purchase products. This is because billboards "Can reach all - their o language.

The above is possible as Burant (2009) pointed out that posters present an ideology and drive specific cause tracing the origin of campaign posters and billboards to 1600s but it changed the political landscape of the nation by 1891. Macintyre (2010) noted that in the United Kingdom, Tories have stuck to the same method of campaign billboards for ages. The basis of this is found in what Omozuwa and Ezejideaku (2009) observed. They stressed that Campaign billboards play a part in developing political language in any election. Abdullahi-Idiagbon (2010) found that billboards and posters affect the language of elections. This language according "is constructed to champion and promote individual interest".

Good (2011) in tracing the evolution of campaign posters and billboards in the United States of America pointed out that John Quincy Adams became the first presidential candidate to widely use posters in 1824, according to the University of Virginia's Miller Center. However, the oldest American campaign posters and billboards are credited to William Henry Harrison, a presidential candidate in 1840.

Olanuhun (8th March 2011) blogged that the campaign by poster was becoming an aesthetic menace for Lagosians. This is due to the defacing and arbitrary nature of their placement. Ugwu and Mgbo (2010) opined that the use of media like campaign posters and billboards play a part in influencing people's decision in an election. This influence on participation is called "political socialization". Nworah (2011) stated that campaign posters and billboards aid the "selling the Nigerian politicians". Smith (13th January 2011, The Guardian) posited that campaign billboards as part of print media are very relevant in Nigeria's political consciousness.

Ikem (2012) in discussing social media trends and elections in Nigeria mentioned billboards as a medium to get political messages out faster, easier, cheaper, and stronger. Ngwoke, (2019) in "Public Perceptions of Billboard Advertising During The 2015 General Election Campaign Period", observed that the billboard is a powerful advertising tool for politicians. The study found that billboards do not affect voting behaviours. While the billboards are admired the message was to affect their views about the choice of candidate in the election.

Bassey and Eteng (2021, P.1688) in their study "Impact of Outdoor Advertisement Posters and Billboards In Nigerian Urban Environment", pointed out the negative consequences of billboards. "Information Overload: Most often the over-concentration or excessive clustering of advertisement media in one location in the study area could lead to information overload. Information overload leads to confusion, disorientation, distortion of reality, extreme irritability and therefore a decrease in the effectiveness of outdoor advertisement messages."

The research concluded that political advertising and election campaign are synonymous. This literature review has shown that no work of such was carried out in Edo State. This research is therefore an attempt to fill this vacuum.

Statement of Problem

In Nigeria, the evolution of campaign posters and billboards has not been documented. Political campaigns in Nigeria employ various media and languages (Abdullahi-Idiagbo, 2010) and the use of posters and billboards is rife in Nigeria. While posters are pasted on buses, walls; traffic wardens stand, bridges, amongst many other places, billboards are strategically erected in city centers, road junctions, rooftops, and commercial vehicles. Olofinula (2011) referred to it as “poster politics”. For the 14th February Presidential/National Assembly and 25th March 2023 state House of Assembly elections in Edo State, for instance, campaign posters and billboards of aspirants flooded major streets and city centers in Benin City (see Appendix 1 for ideologies and messages on the campaign posters and billboards). The four major presidential aspirants were Senator Ahmed Bola Tinubu, All Progressive Congress (APC); Atiku Abubakar, People’s Democratic Party (PDP); Mr Peter Obi, Labour Party (LP), and Rabiu Kwankwaso, New Nigeria Peoples Party (NNPP), In the battle to win over voters through various media, various parts of Benin City, for instance, have become awash with campaign posters and billboards (Otabor, 2022; <http://digitalize-nigeria.com/2011/08/11/oshiomhole%e2%80%99s-campaign-posters-flood-auchi/>) In spite of this poster battle and the enormous cost that go into its production, do people take time to read them? This research, therefore, seeks to find out if campaign posters and billboards are sources of information for voters in elections.

Political advertising has no doubt served as a good political communication medium through which political candidates attempt to market themselves to the electorate. These persuasive messages produce varying reactions from different segments of the electorate, either in favour or against a candidate or political party. This study concludes that political advertising does influence the electorate in its voting decisions but that it is to the extent that the electorate regards the advertising messages as credible. Political advertising has no doubt served as a good political communication medium through which political candidates attempt to market themselves to the electorate. These persuasive messages produce varying reactions from different segments of the electorate, either in favour or against a candidate or political party. This study concludes that political advertising does influence the electorate in its voting decisions but that it is to the extent that the electorate regards the advertising messages as credible.

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author submitted that posters are primary source materials, and their inclusion can enhance the standard of library services in Nigeria.

Research Questions

1. Do people read political campaign billboards?
2. Are political campaign billboards sources of information for voters?
3. Do political campaign billboards influence people’s decisions to vote?
4. Are political campaign billboards a waste?

Methodology

This study employed the descriptive survey in seeking to investigate if campaign billboards are veritable sources of information for voters in elections in Nigeria. This study particularly focused on Benin City the Edo state capital. Benin City as a State capital cuts across Oredo and Egor Local government areas respectively. The distribution of the questionnaire was done in Uselu and Oba Palace quarters respectively both by the researcher and research assistants from the 11th to 31st of January 2023. The questionnaire employed as a research instrument had 10 items. Of the one hundred questionnaires distributed through random selection 89 (89%) were retrieved and found useful.

Data Analysis and Discussion

Research Question

Do people read political campaign billboards?

Table 1.1

Question 1	Answer		
	Yes	No	Can't Remember
Did you see any campaign billboard in the last four months to the 2023 general election?	79	7	3

(Source –Field Work, 2023)

As shown in Table 1.1, 79 persons (88.76%) indicated they had seen campaign billboards in the last four months while 7 (7.87%) did not. However, 3 (3.37%) cannot remember if they ever sighted campaign posters or billboards. This appears to justify the claim of Otabor (2022) that Benin City is awash with campaign posters and billboards. It also strengthens the notion that political parties have come to see campaign posters and billboards as a strong medium for passing information to the public. Thus, campaign billboards bring about serious election sensitization for the citizenry.

Table 1.2

Question 2	Answer		
Do you read campaign billboards before the 2023 General elections?	Yes	No	Can't Remember
	75	12	2

(Source –Field Work, 2023)

While 79 persons (88.76%) in Table 1.2 claimed to have seen election campaign billboards in the last four months, 75 persons (84.27%) read the information carried by them. Of the 89 respondents, 12 (13.48%) did not read while 2 (2.25%) can't remember if they did. The passion to read the posters and billboards seem to establish the political consciousness of the readers and justify that campaign posters and billboards serve as a source of information for the electorate in Benin City.

Research Question

Are political campaign billboards a source of information for voters?

Table 2.1 Purpose of reading campaign billboards

Question 3	Answer		
Why do you read campaign billboards?	Information	No Reason	I don't Read
	73	4	12

(Source –Field Work, 2012)

Information is key to reading campaign billboards. While 77 persons (86.52%) actually read the campaign posters and billboards, 73 persons (82.02%) did for information while 4 (4.49%) read them for no reason. Of the 89 respondents, 12 (13.48%) stated they did not read the messages carried by the campaign posters and billboards. Since information is the currency on which every election runs, it is not out of place to have seen the various political parties and candidates for election placing several posters and billboards in strategic locations of the city to carry their messages across with the mind to woo voters and curry their favour.

Table 2.2 – What the public look out for in Billboards.

Question 4	Answer		
What do you look out for in a campaign billboards?	Candidates Name	Manifesto	Nothing
	33	46	10

(Source –Field Work, 2012)

Apart from the information drive shown in Table 2.1 of the 89 respondents, 46 persons (51.69%) read campaign posters and billboards to understand the manifestoes of the political parties and

candidates seeking political offices. However, 33 persons (37.08%) read them to know the candidates name while 10 persons (11.24%) read them with no objective in mind. About 50% of respondents read billboards because of manifesto reason. A manifesto is a public declaration of policy, intentions, objectives, motives and aims, especially one issued before an election by a political party or candidate. This helps the electorate to weigh the policy direction and options to determine the best candidate that will contribute meaningfully to the development of the people. However, it is interesting that one-third of the respondents (37.08%) read campaign posters and billboards to ascertain the name of the candidate seeking political office. This is because, since governance is predicated upon personalities, the candidates’ track records might speak on their behalf or disqualify them in the reckoning of the electorate. This appeared to be the ground of the Labour Party campaign poster “We no dey give shishi” (Fieldwork, 2023).

Table 2.2

Question 5	Answer		
Which information does campaign posters and billboards carry that may influence people?	Candidates Name	Manifesto	Party
	16	43	30

(Source –Field Work, 2023)

As shown in Table 2.2, 48.31% of the respondents affirmed that the message from campaign billboards that may likely influence people is the party manifesto. This is because a manifesto is a catalyst for what is to come when either a party or candidate assumes political office. A manifesto outlines the programme and principles of a party or candidate and helps the electorates to know what to expect if the candidate is elected. However, 30 persons (33.71%) read campaign billboards to know the party while 16 (17.98%) did for the candidate's name. The figures showed that manifesto and party identity rank highest in the information need of readers of campaign billboards.

Table 2.3

Question 6	Answer		
Do you consider campaign posters and billboards as sources of information?	Yes	No	Not At All
	80	6	3

(Source –Field Work, 2023)

Table 2.3 revealed that 80 respondents (89.89%) agree that campaign billboards are veritable sources of information. This might appear to be the reason for the passion to understand the messages passed across by them in the candidate's name, party, and manifesto. Thus, campaign billboards play a great role in informing the electorate of election combatants. However, 9

persons (10.11%) do not consider campaign billboards as sources of information. The number of respondents who accepts that campaign posters and billboards are sources of information is overwhelming.

Table 2.4

Question 7	Answer		
What attracts you to a campaign posters and billboards?	Graphics	Information	Nothing
	29	53	7

(Source –Field Work, 2012)

Table 2.4 furthers the result of Table 2.3 which revealed that campaign billboards are considered veritable sources of information. In Table 2.4, 53 respondents (59.5%) are attracted to read campaign billboards because of information. What is considered information are manifestoes, the candidate's name, and political parties. However, 29 (32.58%) respondents are attracted by the graphic quality, while 7 persons (7.87%) do sometimes for no actual reason.

Research Question 3

Do political campaign posters and billboards influence people’s decisions to vote?

Table 3

Question 8	Answer		
Have you ever voted in any election in the last four years?	Yes	No	Can’t Remember
	60	26	3

(Source –Field Work, 2023)

As show in Table 3, whereas 60 or 67.4% of the respondents claimed billboards had influenced their decisions to vote, 26 or 29.2% of respondents claimed not influenced.

Table 3.1

Question 9	Answer		
Has campaign posters and billboards ever influenced your decision to vote?	Yes	No	Can’t Remember
	24	62	3

(Source –Field Work, 2023)

It is surprising to discover from the figures in Table 3.1 that campaign billboards do not overwhelmingly influence electorates’ decisions to vote. This is because, in Tables 2.3 and 2.4 respectively, information was the reason for reading the election billboard. Similarly, in Table 2.1

and 2.2 respectively, the manifesto was affirmed as the strongest reason for reading campaign billboards.

In Table 3.1 above, 62 persons (69.66%) revealed that campaign billboards have never influenced their decision to vote, while it has done so for 24 persons (26.97%). There is a very strong gap between the drive to read posters and billboards for information and their ability to influence the readers. While the reason for such a gap is outside the scope of this research, it will be worth researching to establish the causes for such obvious and blatant disregard for the information passed across from billboards.

Research Question 4

Are political campaign billboards an exercise in futility?

Table 4

Question 10	Answer		
Do you consider campaign poster and billboards and billboard a waste?	Yes	No	I don't know
	12	70	7

(Source –Field Work, 2023)

In Table 4 above, 70 persons (78.65%) felt that campaign billboards are not exercises in futility. However, 12 persons (13.48%) are of the opinion that they are while 7 persons (7.87%) don't know if they are. The strong conclusion that it is not a wasteful exercise might be because of the information need of the electorate that campaign billboards satisfy.

Discussion of Findings

People read campaign billboards. This finding agrees with Kotler and Levy (1969) who pointed out that there is a relationship between elections and advertising as the media is part of the lives of many people. In the same vein, Hodgson, and Berman (1997) established that billboards are an efficient and effective way to convey messages to the public and are better suited for the makeup of our cities. So, people do read campaign billboards.

Again, the study found that Campaign billboards are veritable sources of information for electorates in Nigeria. This also agrees with Akpan and Edewor (2005) who noted that in Nigerian politics, media types like billboards catch the attention of voters with their large picture of a candidate with a short message carrying a theme. According to Brader (2006), campaign billboards appeal to hearts and minds that win over voters.

Campaign billboards influence the direction of people's decisions to vote in elections. Campaign billboards do not overwhelmingly influence electorates' decisions to vote. This is because information and the candidate's manifestos were the reason for reading the election billboard. Campaign billboards never influenced their decision to vote. This finding is in line with that of Ngwoke, (2019) who disclosed that campaign billboards don't influence voting behaviours or the choice of a candidate in an election.

Campaign posters and billboards are not a waste of time and resources. This is because of the information need of the electorate which campaign billboards satisfy. This finding buys into the statement of Nworah (2011) that campaign billboards assist in “selling the Nigerian politicians”. This is also supported by Smith (13th January 2011, The Guardian) who postulated that campaign billboards raise political consciousness. In fact, Ikem (2012) noted that billboards help to get political messages out quicker, simpler, inexpensive, and deeper.

Recommendations

1. Political parties should find out why campaign posters and billboards don't really influence the direction of the electorate's decision to vote in any election.
2. Government information managers should tap into the power of posters and billboards as a core part of information dissemination of government policies and projects.
3. Librarians should consider the use of posters and billboards in their public library education and sensitization campaigns.
4. The government should enact laws that would punish those who deface public places with political billboards.

Conclusion

Billboards are media through which information is sold to the public. This is evident in the sheer number of pasted campaign-mounted billboards by the APC, LP, and PDP in several areas around Benin City. In political campaigns, billboards of parties and candidates appear imposingly on streets and strategic places carrying several messages. The multiplicity of these campaign billboards reveals their importance in selling messages to the public to win over their hearts and minds. Librarians and information scientists can draw upon this selling power to sensitize the public about issues of public concern. This research has concluded that campaign billboards are sources of information for the electorates. This is because an overwhelming number of the research population read campaign billboards to get informed. However, why the information derived does not influence the respondent's direction and decision to vote in an election is worthy of investigation.

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APPENDIX (1)

POLITICAL CAMPAIGN BILLBOARDS





**Influence of school library on implementing qualitative science education in Nigeria:
impediments and the possibilities**

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ABSTRACT

This study investigated the influence of school libraries on implementing qualitative science education in Nigeria: impediments and the possibilities. The methodological approach adopted for this study was mixed methods. The study's population was 1,152, which comprised library staff, principals, and science teachers in public senior secondary schools as well as major stakeholders in education connected with the provision, management and utilization of library resources for teaching science subjects. The instruments of data collection were questionnaires, interviews, and observation. Quantitative data were analysed using the SPSS, while qualitative data were transcribed and analysed thematically. The findings show that the state of school libraries was poor and the resource most frequently available in school libraries for teaching science was textbooks, and many of the library staff did not possess a librarianship qualification. Findings also show library resources (textbooks) as being influential in science curriculum implementation, and the majority of teachers adopted a teacher-centred approach.

Keywords: School Libraries, School Librarians, Science Teachers, Science Subjects, Secondary Schools.

INTRODUCTION

The government of Nigeria places much emphasis on science as a mechanism required to achieve its economic growth (Economic Transformation Blueprint, 2009), and the critical role of school libraries in realising qualitative science education have been acknowledged by relevant and prominent organisations such as; International Federation of Library Associations (IFLA) and the United Nations Educational, Scientific and Cultural Organization (UNESCO). For example, in 1999, a School Library Manifesto published by the IFLA/UNESCO, states that: the school library is indispensable to every long-term strategy for literacy, education, information provision and economic, social and cultural development. Also, several literatures have alluded to the fact that school librarians and teachers' collaboration normally leads to students' higher level of achievement in literacy, reading, learning, problem-solving and information and communication technology (ICT) skills. In achieving qualitative science education, UNESCO partners with Nature Education and Roche to develop a free online resource for science learning discovery termed the World Library of Science. The idea of this partnership is to motivate curiosity in science, facilitate collaboration and foster scientific enquiry (UNESCO, 2005; UNESCO Science Education, n. d.; UNESCO World Library of Science, n. d.). Advantageously, developing countries (Nigeria inclusive) have been selected as its priority area. On the other hand, secondary school education in Nigeria is the link between primary and tertiary education as well as the foundational basis of learning science education. The important role of the school library in science curriculum implementation has been recognised by the Nigeria National Policy on Education (2013), and this informs the reason it declares that proprietors of schools should make available well equipped libraries in all their schools in tandem with the laid down standards. As earlier mentioned, secondary school is the link between primary and tertiary education, and the foundational basis of acquiring science education (Olajide & Zinn, 2020). Since the agenda of the government is to achieve its economic development with science, therefore there is need to investigate the role of school libraries in implementing quality science education in Nigeria: impediments and the way forward. Very little is known about the role school libraries could play in achieving quality science education, particularly in Ekiti State. It is against this background that the study examines the influence of school libraries on implementing qualitative science education; impediments and the way forward in Ekiti State, Nigeria.

Objectives of the study

In achieving the purpose of the study, the gap in research will be addressed with the following objectives:

1. To find out different types of resources used to implement qualitative science education in schools in the state.
2. To find out the quality of the available resources for implementing qualitative science education.
3. To find out if the staff managing the school libraries in the state are qualified to perform their tasks.

4. To examine the method/s adopted for teaching science in the schools.
5. To investigate the influence of school library resources on qualitative science education in the state.

LITERATUREREVIEW

A review of related literature from impact/influence of school libraries on science education, condition of school libraries in Nigeriatomethodology of teaching and learning science in Nigerian schools is conducted.

On influence of school library on science curriculum implantation, many international studies have unarguably provided evidence to support the positive influence/impact of school libraries on learners' performance. School libraries play a pivotal role in facilitating learning of science subjects in secondary schools. Various scholars and notable organisations have attested to this fact and revealed the importance of school libraries in achieving qualitative science education in schools. For example, in a study carried out in the United States by Subramaniam, Ahn, Waugh, Taylor, Druin, Fleischmann & Walsh (2013) on the role of school libraries in enhancing qualitative science learning, it is revealed that school libraries are a strong asset in science learning, as they foster youth engagement in authentic inquiry practices and engage young people's everyday life interests in science learning. The study recommended librarians input and expertise in enhancing science education efforts in schools. Similarly, notable international organisations such as;International Association of School Librarianship (IASL), the Chartered Institute of Library and Information Professionals in the United Kingdom (CILIP) and IFLA and Institutions (2015) further emphasised the importance role of school library within a school as a teaching and learning centre that provides an active instructional program integrated into science curriculum content, with emphasis on thinking-based and knowledge-based capabilities which are the major component needed to focus on substantive engagement with data and information through research and inquiry abilities and dispositions that focus on the creation, construction and the processes of higher order thinking, and critical analysis that lead to the creation of representations/products that demonstrate deep knowledge and deep understanding and shared use of the products of knowledge that demonstrate deep knowledge and understanding (CILIP, 2002; IASL, 2013; IFLA and Institutions, 2015) Conclusively, all the afore-mentioned organisations acknowledge the crucial role of school library in actualising qualitative science education in schools.

The condition of school libraries in Africa, and particularly in Nigeria is appalling. Shonhe (2019) decried irrelevant library collections and poor staffing as the problem of school libraries in developing countries (such as Ghana, Sri Lanka, Nigeria, Malawi, and South Africa. In Nigeria, several scholars have conducted numerous studies on the conditions ofschool libraries (Adebamowo, 2011; Ajegbomogun& Salaam, 2011; Eghosa, 2011; Uzuegbu&Ibiyemi, 2013), and they all described the condition of school libraries as pitiful, and lamented the state of facilities

in school libraries as inadequate as result of underfunding, and unorganised nature of library resources as a result of lack of professionals.

In Nigeria, teaching methodology (Zuofa & Olori, 2015) is an integral part of a school system and a proper instrument needed for students to question, select, analyse and synthesise information resources until they are able to discern paths to new understandings and knowledge construction for the purpose of achieving their educational goals or objectives. Several scholars (Aina & Langenhoven 2015; Alade & Ogbo 2014; Arubayi 2015; Ikitde & Edet 2013; Kalu-Uche, Alamina & Ovute, 2015; Moyinoluwa 2014) have conducted studies on teaching methods appropriate for teaching science subjects in Nigeria. They all emphasised the efficacy of an inquiry-based learning approach to teaching and learning science, and equally stated that teacher centre approach was still predominant in Nigeria (Achuonye, 2015). The studies recommended: 1, inclusion of teachers in curriculum planning and implementation; 2, science teachers availing themselves of opportunities embedded in these innovative teaching strategies to improve their students' achievement; 3, consistent refresher training for teachers in schools in order to enlighten and motivate them to integrate innovative teaching strategies into their teaching methods (Achuonye 2015; Adediran, Orukotan & Adeyanju 2015; Oyelekan, Igbokwe & Olorundare 2017). From the reviewed literature, it can be concluded that school library is not strongly considered as a major factor required for teaching and learning science and that teachers adopted majorly teacher centred approach in teaching science subjects. This could be attributed to the fact that many of the Nigerian schools were in poor conditions (Alumode&Onuma, 2016), which make inquiry based approach unsuitable to adopt in schools.

RESEARCH METHODOLOGY

The approach adopted for this study is a mixed method, and it combines the elements of quantitative and qualitative approaches for the purposes of breadth and depth of understanding and corroboration. The study site for the research was Ekiti State. Ekiti State is one of Nigeria's 36 states that comprises 16 Local Government Areas which is politically divided into three senatorial districts – north, central and south (Ekiti Yellow Pages 2005). The population of this study was 1,152, which comprises school librarians, science teachers and principals in 187 public senior secondary schools in Ekiti State, as well as the major stakeholders in education associated with provision, management and utilization of school libraries such as: Director of Planning, Research and Statistics, Ekiti State Teaching Service Commission (PR&S TESCO), and Area Education Officers (AEOs) of the three selected local government areas.

For instance, 27 schools that were offering science subjects were randomly selected to represent the three senatorial districts in the state, that is, nine schools from each of the district. Five participants (one school librarian and four science teachers teaching mathematics, physics, chemistry and biology) were purposively selected (because they teach science subjects in senior classes) to respond to a questionnaire. They were from each of 27 schools from three selected local governments (Ado, Ikere and Ido/Osi) which represent the three senatorial districts of the state. In addition, all 27 principals, the director of PR&S TESCO and each of the AEOs in the

three selected local governments were also purposively selected for the interviews because they were responsible for the management of secondary school education. The total sample size for the study was 166 participants. Further, observation of all the 27 school library resources was employed to elicit information for the study.

PRESENTATION AND DISCUSSION OF FINDINGS

The research findings are presented and discussed under the headings: Demographic information of the respondents, types of available library resources that support implementation of the science curriculum, influence of library resources on science curriculum implementation in schools, quality of science library resources, responses of education stakeholders and researchers' observation.

Educational qualifications and experience of school librarians

In figures 1 and 2, educational qualifications and years of experience of school librarians are presented.

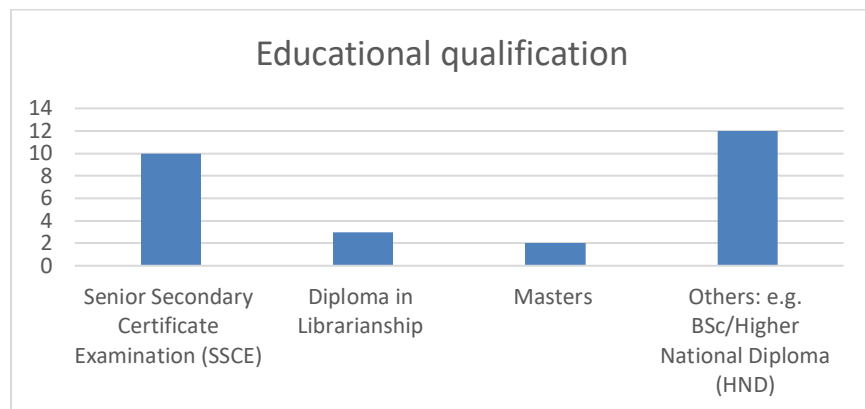


Figure 1: Educational qualification of the school librarians

As revealed in Figure 1, three (11.1%) of library staff had a Diploma in Librarianship while the majority 12 (44.5%) had other qualifications such as B.Sc. /HND, followed by 10 (37%) who did not possess more than a Senior School Certificate Examination (SSCE) while those who claimed to possess a Master's degree were 2 (7.4%) and no respondent had a Bachelor's degree in Library and Information Science (B.L.I.S.). This implies that only few of the school library personnel possess qualification in librarianship.

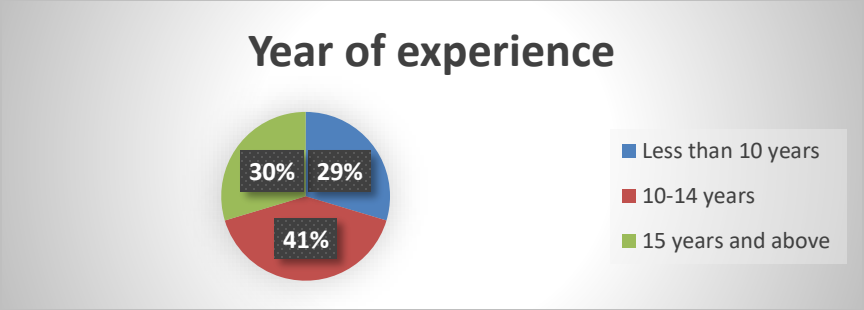


Figure 2: Years of experience of the school librarians

As shown in Figure 2, majority of the school librarians (40.7%) had working experience between 10-14 years. Those with less than 10 years of working experience were 29.6%, while another 29.6% had more than 15 years of working experience. The inference to be drawn from this is that most of the school library personnel have worked for not less than 10 years. It could be concluded that majority of the libraries were not been manned by qualified personnel. The inference to be drawn from this is that most of the school library staff seemed to be experienced as they have worked for less than ten years. Though, qualified library staff are required to make meaningful contributions to the qualitative education in schools.

Educational qualifications and experience of science teachers

In figures 3 and 4, educational qualifications and years of experience science teachers are presented.

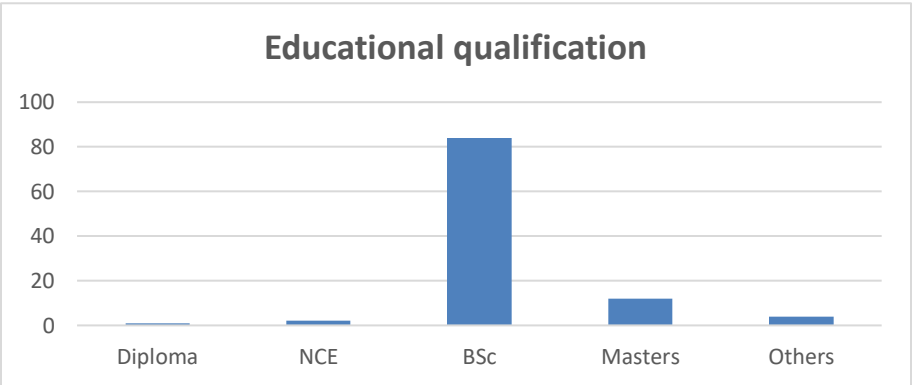


Figure 3: Demographic information of the science teachers

From Figure 3, it is revealed that the majority (81.6%) of respondents had a B.Sc. degree while 12 (11.7%) had a Master’s degree. Respondents with a Diploma and NCE were less than 3%, while respondents with others qualifications such as the HND and PGDE were less than 4%. This infers

that majority of science teachers possessed at least first degree as their minimum educational qualification.

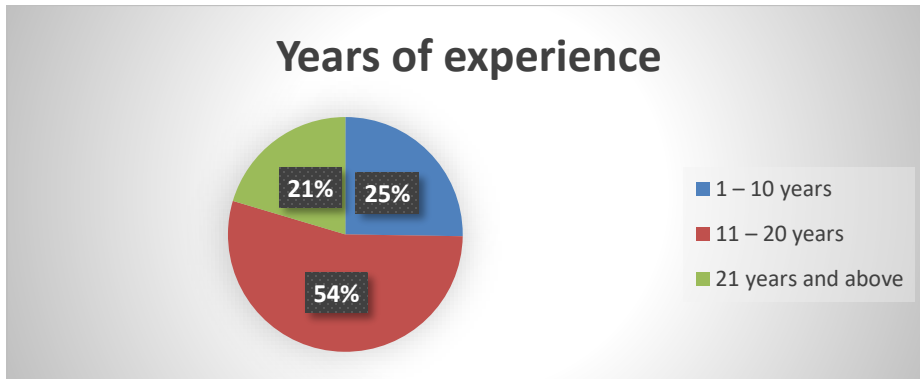


Figure 4: Demographic information of the science teachers

Also, as shown in Figure 4, majority of teachers (54%) had taught between 11-20 years, 20.4% had taught for more than 20 years, while 25.2% had taught for more than 10 years. This denotes that majority of the science teachers were well experienced as they had taught for not less than 10 years.

Educational qualifications and experience of education stakeholders

In figures 5 and 6, educational qualifications and years of experience of education stakeholders are presented.

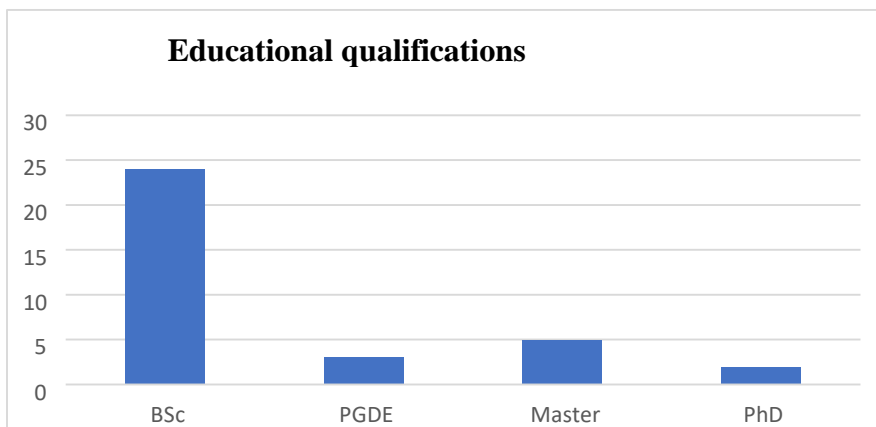


Figure 3: Educational qualifications of education stakeholders

From Figure 5 above, 24 stakeholders had a first degree (BSc, BSc ED, BED), five had a Master's degree, while four had a Post-Graduate Diploma in Education (PGDE), while two had PhD as their highest qualification. It can be concluded that educational stakeholders were qualified as none of them had any qualification lesser than first degree.

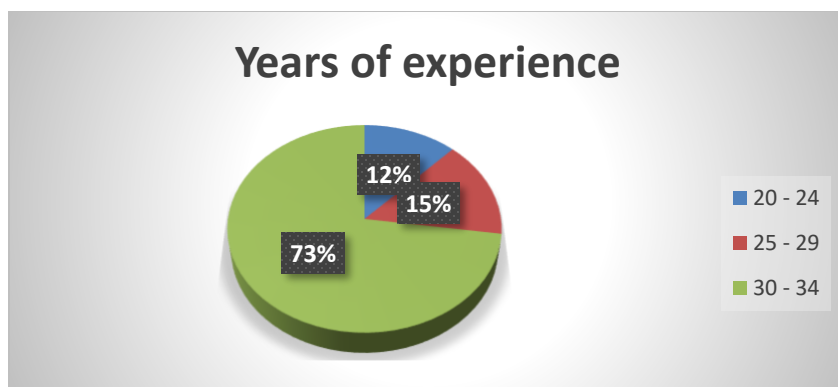


Figure 6: Years of experience of education stakeholders

From Figure 6, it is revealed that majority (73%) of respondents had between 30 and 34 years of experience, 15% between 25 and 29 years, and 12% with 20 to 24 years of experience, as presented in Figure 2. This denotes that education stakeholders were well experienced as majority of them had spent not less than 30 years in service.

Table 1: Types of Available library resources that support implementation of science curriculum

Types of resources in school library that support implementation of science curriculum	Available		Not Available	
	Frequency	%	Frequency	%
Textbooks	26	96.3	1	3.7
Nonfiction science books	5	18.5	22	81.7
Reference books	12	44.4	15	55.6
Encyclopaedias	14	51.9	13	48.1
Dictionaries	21	77.8	6	22.1
Magazines	6	22.2	21	77.8
Newspapers	7	25.9	20	74.1
Journals	5	18.5	21	77.8
Year book	4	14.8	23	85.2
Internet facilities	4	14.8	23	85.2
CD-ROM/DVD-ROM	3	11.1	24	88.9

Computer games	5	18.5	22	81.5
Documentaries	3	11.1	24	88.9
Charts & Pictorials	7	25.9	20	74.1
Pictures	7	25.9	20	74.1
Wall Charts	6	22.2	21	77.8
Flip charts	4	14.8	23	81.5
Real Objects/sample	2	7.4	25	92.6
Television	3	11.1	24	88.9
Microscopic slides	1	3.7	26	96.3
Articles collections (e.g. newspapers and magazine cuttings)	0	0	27	100

Types of available library resources that support implementation of the science curriculum

Table 1 reveals that approximately 96% of the library staff reported that textbooks were available in their school libraries, 77.8% reported availability of dictionaries in the school libraries while other resources like newspaper and magazine cuttings were reported by all respondents as absent. It could be deduced that the school libraries in Ekiti State placed a higher premium on the acquisition of textbooks than any other type of library resource.

Table 2: Level of library resources' influence on science curriculum implementation in schools

Influence of library resources on teaching of science subjects in the schools	High influence	%	Low influence	%	No influence	%	Not available	%
Textbooks	19	79.2	2	8.3	1	4.2	2	8.3
Nonfiction science books	1	4.2	3	12.5	2	8.3	18	75
Reference books	8	33.3	4	16.7			12	50
Encyclopaedias	5	20.9	5	20.9	2	8.3	12	50
Dictionaries	19	79.2	1	4.2			4	16.7
Magazines	2	8.3	3	12.5	3	12.5	16	66.7
Newspapers	4	16.7	5	20.9	3	12.5	12	50
Journals	1	4.2	2	8.3	5	20.9	16	66.7
Year book	1	4.2	2	8.3	1	4.2	20	83.3
Internet facilities	2	8.3			2	8.3	20	83.3
CD-ROM/DVD-ROM	2	8.3	3	12.5			19	79.2
Computer games	1	4.2	3	12.5	1	4.2	19	79.2
Documentaries	1	4.2	3	12.5			20	83.3
Charts & Pictorials	6	25	2	8.3		.	16	66.7
Pictures	4	16.7	2	8.3	1	4.2	17	70.8
Wall Charts	9	37.5	1	4.2	1	4.2	13	54.2

Flip charts	3	12.5	2	8.3			19	79.2
Real Objects/sample	2	8.3	1	4.2	1	4.2.	20	83.3
Television	1	4.2			2	8.3	21	87.5
Microscopic slides	2	8.3			1	4.2	21	87.5
Articles collections (e.g. newspapers and magazine cuttings)			5	20.9	1	18	19	79.2

Influence of library resources on science curriculum implementation in schools

On the level of influence library resources have on the teaching of science subjects in schools, respondents were asked to rate all the available library resources from; 'high influence', to 'low influence', 'no influence' to 'not available'. As revealed in Table 2, textbooks (79.2%) were the major library resources that had high influence on the teaching of science subjects. All other resources either had a low influence, no influence or were not available. This could be as result of the fact that textbooks were the only resource available in libraries.

Based on respondents' level of understanding of school library, the main resource they expected to see in a library is textbooks, then it makes sense that they rated the library resources highly influential. However, teachers with training in information literacy skills and the techniques of effective inquiry-based learning are required to challenge and engage students with the various sources of information available to them; and to question, select, analyse and synthesise until they are able to discern paths to new understandings and knowledge construction (Barrett & Barrett, 2010), which is required of 21st century secondary school education expected to lay a solid educational foundation for producing quality manpower. Teaching to the textbook and exams does not prepare students for independent and lifelong learning. They may pass the exams and enter university but often students who have learned by rote fall by the way side in university which challenges critical thinking and expects independent learning. The issue of transforming a school library into a collaborative, technology-enabled, physical and virtual spaces where students work on their own and with others to construct knowledge and actively use, evaluate, co-create, and share information, that involve the use of digital tools, devices, 3D printers, robotics, craft and software and hardware supplies (Burke, 2015; Howell & O'Donnell, 2017).

Table 3: Quality of science library resources**N = 103**

Rating of science resources in term of quality	Adequate (%)	Fairly adequate (%)	Not adequate (%)	Not available (%)
Textbooks	61.4	30.7	4.0	4.0
Dictionaries	35.2	26.4	8.8	29.7
Wall Charts	34.8	23.9	9.8	31.5
Charts & Pictorials	28.9	28.9	5.6	36.7
Real Object/Sample	28.4	17.0	9.1	45.5
Pictures	28.1	30.3	5.6	36.0
Reference books	26.4	37.4	12.1	24.2
Flip charts	25.8	23.6	10.1	40.4
Internet facilities	15.6	15.6	14.4	54.4
Documentaries	12.4	20.2	12.4	55.1
Encyclopaedias	12.4	32.6	16.9	38.2
Microscopic slides	12.4	19.1	15.7	52.8
Television	11.5	13.8	16.1	58.6
Year books	11.2	12.4	22.5	53.9
CD-ROM/DVD-ROM	10.1	16.9	13.5	59.6
Nonfiction science books	10.1	28.1	19.1	42.7
Magazines	10.0	22.2	15.6	52.2
Computer games	9.0	15.7	15.7	59.6
Newspapers	9.0	16.9	19.1	55.1
Journals	7.8	20.0	17.8	54.4
Article topics collections (e.g. newspapers and magazine cuttings)	6.7	10.1	25.8	57.3

Quality of science library resources

Twenty-two(81.5%)of the respondents rated the level of provision of library resources as adequate for implementation of the science curriculum. The majority of science teachers (as shown in Table 3) indicated that the available library resources were adequate in terms of quality.As observed by the researchers, most of the library resources were textbooks. Other possible resources such asDVDs/CD-ROMs, non-fiction science, newspapers,

magazines, television, video games, internet facilities and e-books were either inadequate or unavailable. It is worrisome to observe that the “library staff” were not critical of their libraries. The majority of science teachers still surprisingly rated their libraries that consisted mainly of textbooks, as good. It appears that the science teachers and “librarians” may not have a sound idea of ideal school library resources as espoused by IFLA’s School Library Guidelines. This may not be unconnected with the fact that virtually all the library staff in the schools were not qualified and may not know what constitutes an ideal school library.

Responses of education stakeholders

One Area Education Officer (AEO#3) said it is regularly recommended to the Ministry of Education, Ado-Ekiti, that every student in all public schools be provided laptops to enable them to google, send and receive information online. With this, students would be able to browse and read ahead and beyond their textbooks. According to school principals (SP#7 and SP#14), Ekiti State Government had just supplied schools with various textbooks which were kept in the school libraries for use. This indicates that school principals still see textbooks as an important part of library resources, whereas textbooks are better positioned as classroom necessities; every student is expected to have a textbook for each subject they are taught (UNESCO Science Education n.d.). In more developed countries such as the United States (American Library Association (ALA), 2010) and even a developing country like South Africa (South Africa, Department of Basic Education 2012, 37), textbooks are not a library but a classroom resource. In addition to textbooks, students need access to library resources in multiple formats to support reading for information and lifelong learning (ALA 2010).

CONCLUSIONS AND RECOMMENDATIONS

In view of the findings, it is concluded that the condition of many of the school libraries in the state is abysmal, as no functioning internet in any of the schools at the time of visitation, while majority of school libraries were being managed by unqualified staff. The State has only one functional public library (Ekiti State Library Board), which is grossly inadequate to cater for people of the state and its resources are insufficient as it has not been seriously funded since its creation in 1996 (Zaid 2011). Further, teacher centred approach was still predominant in the state, and this approach does not require diverse sources of information to implement. Though, this teaching approach does not improve student’s problem-solving abilities and investigative potentials. The study alluded to the fact that school libraries have great influence on science curriculum implementation.

Based on the findings and conclusion, it is, therefore, recommended that:

1. All education stakeholders (Ministry of Education, Science & Technology, school principals, AEOs) should advocate for standard school libraries that contain diverse sources of information for teaching science, as standard libraries will afford students to consult beyond textbooks for their assignments and projects, which are the elements of qualitative science education.
2. Government should provide an enabling environment that will stimulate learning of science in schools. Such environment should include employment of qualified

personnel to manage library as well as updating of science curriculum in a manner that will encourage inquiry based learning in schools.

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**DRESS CODE COMPLIANCE IN ACADEMIC LIBRARIES: A SURVEY OF FEDERAL POLYTECHNIC
BAUCHI, NIGERIA**

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Abstract

The study examines dressing among students of the Federal Polytechnic, Bauchi. It looked at how the dress code of the Polytechnic is being adhered to by the students, and the insistence of library staff to ensure compliance. The design of the study was descriptive survey. Five specific research objectives with five corresponding research questions guided the study. A questionnaire was used to elicit responses across the various categories of the respondents (students), which were randomly selected according to their programmes of studies. The total of three hundred and fifty (350) questionnaires were administered to the users of the library using convenient sample technique; out of which two hundred and sixty-five (265) were retrieved and considered for analysis. The data collected were analysed using descriptive statistical techniques, percentages and frequencies. The study revealed that most students abide by the Polytechnic dress code especially while visiting the library, also the library staff enforcement is highly appreciated by the respondents. It also found that indecent dressing affects library users' concentration on studies, it also causes disrespect, curse, temptation and rape. It is finally recommended that the Polytechnic Management, lecturers, officers, parents, and cleric, to strive hard to ensure strict adherence to decent dressings in our higher institutions of learning particularly Federal Polytechnic Bauchi.

Keywords: Dress Code, Indecent Dressing, Compliance, Library.

INTRODUCTION

At the beginning of the new session or semester, there are orientation programmes organized by the department or faculty on how students access the library resources and services as well as dress code compliance within the campus particularly when students visit the library. Again, dozens of banners were placed on campus indicating how students being dress code for

various contraventions. For instance, students wearing tattered cloth (tattered Jeans and jeans with holes) and tight fittings dress (e.g., Jeans, Hip Star, Patra, Lactate etc.) that reveals the contour of the body are not allowed in the library as well as lecture environment. According to Merriam-Webster Dictionary (2021), a dress code is a set of rules about what clothing may and may not be worn at a school, library, office, restaurant, and etc.

The Federal Government of Nigeria considered education as an investment that the nation can have for the quick development of the economic, social and human resources of its citizenry. It is the most important index of change in the social, economic and intellectual outlooks of any society. This cannot be achieved without a functional academic library, which is aimed at providing information resources to support teaching, learning and research needs of the academic community. Institutions issue certificates to graduating students not only based on academic performance but also must be found worthy in character. Oguchukwu and Ajayi (2020) stressed that a moral standard is a set of roles which guides an individual on how to evaluate right or wrong behaviour. They further said morality is simply the level of quality of behaviour of human beings and how they relate with others and the world. Morality is anything ethical, good, right, proper, honourable, just and principled which everybody is expected to adhere to. It is with the statement that students have to dress well for their education and research development in the library.

The students of the Polytechnic are therefore urged to adhere strictly to the dress code as enshrined in the student's handbook, while departments are directed to ensure compliance. Given the above directives, Muhammadu Wabi Library which was established in 1979 is tasked with the responsibility of ensuring compliance being a major point of call to all students of the Polytechnic. The library according to the Federal Polytechnic, Bauchi students' handbook 2016/2017 session (2016), has fifty thousand (50,000) volumes of textbooks and four hundred (400) journal titles, with a five hundred (500) seating capacity of users at a time. Again, the library has forty-one staff (41), made up of eleven professionals (11), eighteen (18) para-professionals and twelve (12) other supportive staff.

Clothing can be used as a medium of self-expression, (Kiran Molik and Raizas cited in Ogochukwu and Ajayi 2020). Clothing reflects the cognitive moral and social aspects of human life. Students are expected to dress decently and modestly in order to avoid attracting unnecessary attention which in turn arouses sexual urges from the opposite sex. However, some students tend to neglect the instructions given by the library and school management by adopting the clothing styles of others through the influence of peer groups, parents, teachers and social media. This negates the societal norms and values of the northern Nigeria community. This type of fashion crazy has made people lose value and worth before others. It has brought about lapses in moral standards (Otunba, 2019). The common intimation is that when students are punished for dress code violations, teachers are "slut shaming" girls by saying that their clothing is "disruptive to teaching and learning" (Dockterman 2014 as cited in Whitman 2020). Thus, it is this study need to understand the dress code compliance in academic library and maintain the laws, rules and regulations governing the usage of academic libraries.

Statement of the Problem

It is observed that the dress code at Federal Polytechnic Bauchi is not fully employed among students. Students were visiting the library with indecent dresses that are prohibited to wear while in the library. For example, a student visiting a library wearing short dress is

unacceptable. Despite the fact that the library is the heart of any academic institutions that helps students with available information resources relevant to their course of study. It is expected for a student to visit the library for research and assignment that lead him/her to better results and grades in the future. Unfortunately, some students refuse to visit the library due to the rules and regulations ordain by the library and the dress code compliance is one of them. As a result, the library lacks its customers/users because of dress code. This negligence from the students may/might cause library avoidance among students. This and many more emancipate the researchers for carrying out this study.

However, educational institutions can help in producing enlightened citizens who are productive and at the end contribute to the socio-economic development of the country. This can be possible by being morally, socially and religiously law-abiding. Good and decent dressing earned acceptance and respect from people, while indecent dressing can induce sexual urges and sex scandals which will result in the spread of HIV-AID scourge and other sexually transmitted diseases and unwanted pregnancies. Students with these immoral behaviours will not be awarded a certificate, because they negate the basic principles for the award 'founding worthy in character and learning'. In order to curtail indecent dressing tendencies in our institutions, authorities concern should strive hard in ensuring strict adherence to the dress code. How this could be achieved is the gap that this study will fill.

Objectives of the study

The study is set to achieve the following objectives among others:

1. To find out whether students are aware of the Federal Polytechnic, Bauchi dress code particularly when they are visiting the library, and do they comply with it.
2. To know whether an indecent dressing in the library can cause distraction and lack of readers' concentration or it may cause disrespect, curse, temptation and rape among students of the polytechnic.
3. To find out the library staff insistence on the Polytechnic dress code compliance before entry into the library.
4. To know whether the students are aware of their religious' provisions on dressing as well as the general effect of indecent dressing among students and;
5. To recommend measures of ensuring strict adherence to the Polytechnic dress code.

Research Questions

The study is set to answer the following questions among others:

1. Are you aware of the Federal Polytechnic, Bauchi dress code particularly when you are visiting the library, and do you comply with it?
2. Are the indecent dressings in the library can cause distraction and lack of readers' concentration or it may cause disrespect, curse, temptation and rape among students of the polytechnic?
3. Does Library staff insist on compliance with the Polytechnic dress code before entry into the library?
4. Are you aware of your religious' provisions on dressing and the effect of indecent dressing among students?
5. What are the measures for ensuring strict adherence to the Polytechnic dress code?

LITERATURE REVIEW

Dress code compliance

Few studies have been discussed on dress code compliance. For instance, Aghasaleh (2018). studied dress code and uniform policies of 89 New Orleans public charter schools and findings revealed that the dress code and uniform policies, including the justifications for policy, specific policy rules, and possible consequences for noncompliance, are the primary units of analysis.

The vogue in our higher institutions particularly among ladies is their indecent dressing acts, which they claim is the contemporary trend in fashion. Ibrahim et al (2016) said the development of human civilization was the zenith of evolutionary development starting with savagery, moving on through barbarism and culminating in modernity.

Clothing can be used as a medium of self-expression, KiranMolik and Raiz, cited in Ogochukwu and Ajayi (2020) said clothing reflects the cognitive moral and social aspects of human life. They also cited Bill to describe clothing as a mark of identity and a means of non-verbal communication which can indicate a person's age, gender, marital status, religion and place of origin. Ibrahim et al (2016) described indecent dressing as dresses to show off parts of the body such as breasts, buttocks, or even underwear. They further said decent refers to conformity to generally accepted standards of respectable or moral behaviour. While decent dressing as dresses that are inline with society's norms, customs and values. Hence, people are expected to dress moderately and corporately especially in public places, as this will earn them respect and acceptability where ever they went. Indecent dressing as stressed by Otunbah (2019) boils to a high rate of promiscuity and immoral behaviours. She said women have sold their womanhood by exposing their womanhood parts of the body like breasts and buttocks. They are no longer handled with care.

It is not only mind-boggling but an eye sore to see students, especially females, going about half-naked if not stark naked. It is indeed the crazy era of nakedness. The head of any right-thinking individual bleeds when he/she sees female folks dressing nude. Yet when in public places or about to board a bike/motorcycle they behave as if their magic fingers can make these skimpy dresses longer than they really are, Otunbah (2019) further stressed our girls are known for putting on very short skirts, towel-like lines which barely covered their breasts, leaving the rest of the body untended'. Thus, most of these girls were influenced by pornography which let them develop the desire and need to practice and experiment with whatever they saw in films, videos, television, magazines etc.

It is indeed obvious that those students who have an interest in upholding traditional values are few when compared with what is generally obtainable in our society where laxity pervades all that we do today. Any girl who does not dress that way is a bush girl who does not know what is in vogue. This agrees with the statement made by Ibrahim et al (2016), the dressing style on campuses in private institutions of higher learning is under particular scrutiny, as it is often said to be inappropriate for a learning environment.

Some of the factors that aided in changing our modest form of dressing came through the mass media and the theatre, drama actors and actresses, musicians, fashion shows and beauty pageants, and so on. The dresses worn by them are exhibited by our youths in the name of civilization and fashion. Collaborating Elijah cited in Ogochukwu (2020) maintained that the dress pattern of the younger population has totally departed from what was obtainable in the past and can be best described as weird and embarrassing. In the same vein,

Esiowu and Igbo cited in Ogochukwu (2020) report that many campus girls copy and wear such indecent provocative clothes meant for commercial sex workers. Certain names are now common descriptions of some dresses used particularly by female in tertiary institutions such as spaghetti, show-me-your-breasts, show-your-belly etc. All these depict immorality.

It is no doubt that indecent dressing among students who exposed most parts of their bodies has now become a source of worry to the Polytechnic management as well as the society in general, hence the introduction of dressing code, which is a policy statement outlining dresses that are not expected to be worn by students to attend lectures, libraries etc, and are termed 'indecent dressing'. Ibrahim et al (2016) viewed dress code as a set of rules, usually written and posted, specifying the required manner of dress at a school, office, club, restaurant etc.

According to the Federal Polytechnic, Bauchi Handbook (2016) indecent dressing are 'any type of dressing that exposes that part of the body that in most cases cause reasonable people to frown at your person'. In fact, dressing mode where 80%-90% of the bodies are exposed can be said to be indecent no matter how one believes in the natural way. Wise or civilized people dress corporately.

The Federal Polytechnic, Bauchi outlined the dressing code for the students of the institution in 1996 and said 'indecent dressing is a mark of irresponsibility and gives people the impression of your type of personality'. It further said the way you dress has a close relationship with your entire being Federal Polytechnic, Bauchi Handbook (2016).

Different indecent dress code for both Female and Male Students: Miniskirts, Braided hair, Tight skirt/Tight trousers, Jerry curling, Spaghetti and hand sleeves, painted nails, Slip trousers and skirts, Sleeves top, Transparent dresses, Boxers, one hand top/blouse and etc.

Indecent dressing may lead to campus prostitution, promiscuity among students, sexual harassment, rape, unplanned pregnancy, and wayward lifestyle among others (Ogochukwu and Ajayi, 2020).

METHODOLOGY

A correctional survey design was used in carrying out this study, in order to obtain data for the study a self-study questionnaire was used and administered across the various categories of the respondents' groups that were randomly sample according to their programmes of studies. A cross-sectional survey is a type of research design which examines a group of people at a single point in time (Neuman, 2007 as cited in Mohammed and Haliru 2019).

The target population of study comprises freshers' students of the polytechnic for ensuring the dress code compliance. During this study a number of the populations are one thousand nine hundred and fifty (1,950) freshers students based on the registry record. Convenient sampling techniques was used to select the sample size of this study. Again, the lists of the population are long hence drawing random sample is difficult, therefore the researchers select the sample through 'lottery prototype' where two options wrote on the paper for students to select and 350 students were luckily selected yes from each school which comprised three hundred and fifty (350) sampling size. Out of this, 175 males and 175 females have been selected in order to have gender distribution control.

A total of three hundred and fifty (350) questionnaires were administered to the users of the library, out of which two hundred and sixty-five (265) were returned and considered for

analysis. The data collected were analysed using descriptive statistical techniques, percentages and frequencies.

FINDINGS AND ANALYSIS OF THE STUDY

The findings of this paper are presented and analyzed according to the research questions raised in the study.

Are you aware of the Federal Polytechnic, Bauchi dress code particularly when you are visiting the library, and do you comply with it?

Table 1a: Indicating the degree of dress code awareness by the respondents.

Options	Frequency	Percentages
Aware	237	89.5%
Not Aware	28	10.5%
Total	265	100%

From table 1a above, it is clear that 237 (89. 5%) respondents, indicated been aware of the existence of dress code of the Polytechnic under study while, only 28 (10.5%) of the respondents were not aware of the dress code.

Table 1b: The extent to which students abide by the dress code

Options	Frequency	Percentages
Yes	207	78
No	58	21.8%
Total	265	100%

From table 1b respondents were also asked whether they abide by the provisions in the dress code, 207 (78%) said Yes, they abided by the dressing code, especially when they are to visit the library while 58 (21.8%) said NO, they are not abiding by the dress t and this might be because the code is anti-social or not. Furthermore, the respondents were asked to express their opinion on the library staff insistence on dressing decently before gaining entry into library and the majority of the respondents' comments that the kind of dress that the polytechnic allowed them to wear are not the type of the dress that are wear outside campus.

Are the indecent dressings in the library can cause distraction and lack of readers' concentration orit may cause disrespect, curse, temptation and rape among students of the polytechnic?

Table 2: Indicating the effect of indecent dressing on readers' concentration in the library

Options	Frequency	Percentages
Distract readers concentration	65	25%
Causes disrespect, curse, temptation and rape	200	75%
Total	265	100%

Table 2 above expresses that indecent dressing is distracting the readers' concentration on their studies, 65 (25%) as indicated by the respondents, while, the majority of the respondents 200 (75%) believed that indecent dressing causes disrespect, curse, temptation and even rape among students of the polytechnics.

Does library staff insist on compliance with the Polytechnic dress code before entry into the library?

Table 3: Indicating the degree of library staff insistence on the Polytechnic dress code.

Options	Frequency	Percentages
Very insist	156	58%
Insist	97	38%
Less Insist	7	2%
Not Insist at all	5	1%
Total	265	100%

As shown in table 3 above, 156 (58%) of the respondents said that library staff were highly insisted on dressing decently before gaining access to the library while, only 5 (1%) of the respondents said that they were not insisting on students to dress decently before access into the library thus, these are the minority opinion.

Are you aware of your religious' provisions of dressing and the effect of indecent dressing among students?

Table 4: Indicating respondent's awareness on religious' provisions on dressings.

Options	Frequency	Percentages
Aware	247	93%
Not aware	18	7%
Total	265	100%

As shown in table 4 above, it is amazing to note that 93% of the respondents claimed to know their religious provisions on decent dressing only 7% shows ignorance of their religious provisions.

What are the measures for ensuring strict adherence to the Polytechnic dress code?

Key: Yes or No

Table 5:Measures of enhancing dress code adherence.

Options	Frequency& Percentage (Yes)		Frequency& Percentage (NO)	
	Insistence on obeying dress code law by the Polytechnic Management	246	92%	19
Constant enlightenment by the Polytechnic Management through lectures, fosters, sign post etc	237	89%	28	11%
Preaching by clerics on the decent dress in mosques and churches	257	96	8	4%

From the table 5 above 246 (92%) of the respondents agrees with the insistence on adherence to the dress code, and very few of them 19(8%) disagreed with the statement. This corresponds with the item 2 statement, the majority of the respondents 237 (89%) said constant enlightenment by the Polytechnic Management through lectures, fosters, sign post etc will enhance decent dressing among students, while the rest of the respondents 28(11%) disagreed with the statement. Moreover, 257 (96%) agreed on preaching by clerics on decent dressing in mosques and churches will increase decent dressing for students of polytechnic, and only 8(4%) responded negatively. Thus, concerning the above statements as suggested by the respondents are the measures that will enhance dress code compliance in the Polytechnic particularly when students visit the library.

DISCUSSION OF FINDINGS

Are you aware of the Federal Polytechnic, Bauchi dress code particularly when you are visiting the library, and do you comply with it?

Based on the above question majority of the respondents were aware of the existence of the dress code of the Polytechnic under study and they abided by the dressing code, especially when they are to visit the library but there is a lack of dress code compliance among users of the library even though the library staff insistence on dressing decently before gaining entry into the library. Moreover, the majority of the respondents commented that the kind of dresses that the polytechnic allowed them to wear are not the type of the dresses that are worn outside the campus. This showed that there is a lack of dress code compliance on

campus and outside campus among students, this may be as a result of a lack of awareness or negligence by the polytechnic authority and staff general.

However, dress code compliance among students is paramount because it is a medium of socio-cultural and religious expression, and a form of communication that send messages about who you are, who you want to be, and where you came from. This gave Federal Polytechnic the liberty to issue a student handbook to the students for guidance on the rules and regulations of the polytechnic. The Polytechnic library, on the other hand, placed notice on the rules and regulations especially areas that related to the dress code that guide students to avail themselves of resources, services and facilities of the library.

Are the indecent dressings in the library can cause distraction and lack of readers' concentration or it may cause disrespect, curse, temptation and rape among students of the polytechnic?

The current study revealed that indecent dressing is distracting the readers' concentration on their studies, whereas, the majority of the respondents believed that indecent dressing can cause disrespect, curse, temptation and even rape among students of the polytechnics. Moreover, the Polytechnic library is one of the academic libraries that teach, instruct and guide students towards their library collections in order to help them with their assignments and research work for attaining a better grades in the examinations.

Again, academic libraries are established in higher institutions of learning to provide information resources that could support the teaching, learning and research needs of the academic community. The library environment should be conducive and silent for full concentration. This aligns with Arthur, Brafi and Kuranchie (2013) academic libraries play a significant role towards the achievement of the goals of tertiary institutions and hardly would academic institutions be able to provide for the academic, intellectual and other interests and information needs of students without the services of good libraries...they have been noted as an essential ingredient for research, successful teaching and learning.

Does library staff insist on compliance with the Polytechnic dress code before entry into the library?

This study discovered that the majority of the respondents said that library staff were highly insisted on dressing decently before gaining access to the library, and only a few of them responded opposite and their opinions are groundless considering the number of respondents (See table 3).

Hence, to ensure dress code compliance in our institutions of higher learning in general and in the Federal Polytechnic, Bauchi in particular conclusion has been drawn that: the Polytechnic authorities should station security officers at all entry points to send home students who are not dressed in compliance with the provisions of the Polytechnic dress code. The Polytechnic Management to create ways and avenues where notable speakers and role models could be invited to re-orient students on the need to maintain good conduct in dressing and other aspects of their lives. This view was in consonance with what Otunba (2016) said, people are expected to dress modestly especially women. This is to avoid attracting unnecessary attention which in turn arouses sexual urges from the opposite sex.

Are you aware of your religious' provisions on dressing and the effect of indecent dressing among students?

The study found that 93% of the respondents claimed to know their religious provisions on decent dressing and the majority of the Polytechnic students are either Muslims and or Christians who knew and believes in their religious provisions. To support this view the two religions (Islam and Christianity) need to be instructed their followers in several verses of the Holy Books to dress decently and these would change the students' perceptions towards indecent dressing and ensure the dress code compliance among students within the library and even outside campus premises.

What are the measures for ensuring strict adherence to the Polytechnic dress code?

The finding of this study showed that majority of the respondents responded positively with the insistence on adherence to the dress code and they affirmed that constant enlightenment by the Polytechnic Management through lectures, fosters, sign post etc will enhance decent dressing among students. Again, students need to be preached to by their clerics to dress decently not only in their place of worship even in the library. Finally, serious measures that curtail indecent dressing need to be considered in the polytechnic. This will help students to interact peacefully and friendly.

Furthermore, respondents claimed to know their religious provisions on decent dressing and believed that God is the perfect Master in terms of morals, but why are they contravening the laid-down code in moral order as stipulated in the various religions? The study recommended that, parents must not be complacent in dealing with their wards from tender age to adulthood, while religious scholars (Mallams and Pastors) must reposition themselves to a moral training ground in Mosques, Islamiyya and Churches. Also, the community elders/leaders must join hands in ensuring strict adherence to the norms and values of our society so that our country gets the kind of future good-mannered leaders it deserves. Ogochukwu and Ajayi (2022) advised parents to encourage their wards to be of good behaviour and use clothes that are decent and promote cultural heritage. Again, Otunba (2016) stressed that when the right values, beliefs and attitudes are correctly laid at the childhood stage, such a child, is likely to grow to develop later in life well behaved.

CONCLUSION

Nigerians are religious people and both Islamic and Christian religions had encouraged and directed their followers to dress modestly so also Nigerian cultures do. This elicits respects and honour from respected people. It also saves one from harassment and hazards of being targeted for rape. Indecent dressings are frowned upon by respected and honoured people of society. The Federal Polytechnic Bauchi is not keeping quiet over this immoral act as such, they enacted a law termed 'dress code', which spells out dresses that are forbidding wearing while in school. They also asked lecturers, and other Polytechnic Officers and offices to ensure compliance. This will help in bringing sanity to the institution. Concentration among students can be achieved when there is appropriate dressing among students in the library and other places of study.

RECOMMENDATIONS

The following recommendations were made based on the findings of this study:

1. The Polytechnic Management should continue to orientate fresh and returning students on the importance of decent dressing.
2. Parents should instruct their wards to be law-abiding and put on clothes that are decent and can promote cultural heritage at all times.
3. Religious clerics should preach good dressing and adherence to religious teachings.
4. The Polytechnic should put in strong structures for the enforcement of dress code and prosecution of violators.

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