Table of Contents

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Editor-in-Chief

Dr. J.K. Opele

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Livingspring Journal of Library and Information Science (LJLIS) is a peer-reviewed print and electronic journal owned and published by the Osun State Chapter of the Nigerian Library Association. Living spring Journal publishes scholarly articles and essays that make clear contributions to the scholarship of theory and practice, original articles in all aspects of library and information science. Furthermore, emphases are given to articles that are critical, empirical, well-researched and theoretical, practice-based and analytical. Contributions that focus on innovative and reflective approaches to knowledge, theory, practice, current, past, and emerging theories of librarianship and library practice, as well as reports of successful, innovative, or experimental library procedures, methods, or projects in all areas of librarianship, set in the context of applied research are welcome.

Editorial

Livingspring Journal of Library and Information Science (LJLIS) is a quality and innovative peer reviewed journal, which seek to bridge the theory and practice of librarianship in Nigeria. Our journal remains highly patronised and one of the leading journals in librarianship in Nigeria.

Our mission is to present the very best research materials in a form that appeals to the practitioners, students and academic. Volume 2 is specially packaged and uniquely structured to contribute to knowledge, theory and practice in the field of Library and Information Science.

This edition contains seven (7) researched and classical articles dealing with various subjects in our noble profession.

S/N	Author(s)	Title	Focus
1.	Otunla, A. O., & Olajide, A. A.	Users' satisfaction with the library facilities, resources and services: An evaluation of Bowen University Library, Iwo, Osun State.	Determine the level of users' satisfaction with the facilities, resources, and services of the library.
2.	Pelemo, G. D., Makinde, B. O., & Ogunwande, O. O.	Uses of academic libraries: a case study of Osun State University law students.	Examines the extent of use of library resources by undergraduate law students of Osun State University.
3.	Kolawole, J. A., Olagoke, D. P., & Ngeme, F.	Information sources and parental influence as correlates of career choice among adolescent students in Nigeria.	Investigated career information sources and parental influence as correlates of career choice among adolescent students in Nigeria.
4.	Ajiboye, O. O., & Aborishade, M. O.	Major preservation and conservation challenges facing University of Ilorin Library	Investigated the preservation and conservation challenges of library resources at University of Ilorin Library.
5.	Uchendu, E. M.	The challenges of library in promotion of research and learning in Imo State University, Owerri.	Examined the challenges of the library in promotion of research and learning in Imo State University, Owerri.
6.	Babalola, S. O., Bankole, O. M., & Laoye, O. A	The potential role of libraries and librarians in the fight against Covid-19 pandemic in Nigeria.	Role of libraries in the fight against fake news (Infodemic against Covid-19) pandemic.
7.	Posigha, B. E., Oberhiri-Oruma, G., & Oghuvwu, V.	Influence of e-resources and open access on the utilization of e-materials among librarians in Nigeria.	Establish relationship between digital information resources, open access and use of e-resources among librarians in Nigeria.

We appreciate the writers for their interest in the (LJLIS) as an outlet for their scholarly work. We are dedicated to being the highest quality publication of this kind. We are grateful for your contribution and support. God bless you all.

Jacob Kehinde Opele, PhD
Editor-in-Chief, (LJLIS).

Nigerian Library Association, Osun State Chapter

MESSAGE FROM THE CHAIRPERSON

To God be the glory for a humble beginning with a glorious end. As the Chairperson of the Nigerian Library Association, Osun State Chapter, I have kept my faith in the possibility of a continuous publication of the Livingspring Journal of Library and Information Science (LJLIS). On behalf of the executive of the State Chapter, I sincerely apologise for delay in publishing the second volume. A lot of factors contributed to the delay, among others are: Covid 19 pandemic; loan mission of the Chairperson to a new job order from the Federal Polytechnic, Ede to Ladoke Akintola University of Technology, Ogbomoso making meetings less frequent; late submission of reviewed articles by authors who are geographically spread; security challenges across the nation; paucity of funds among others. The Chairperson and the executive members take responsibility with the promise to serve all of us better.

Dr. (Mrs.) M. A. Aboyade

Article in this volume and issue, as you know, are highly educative, well researched and organised in a way that they continue with the standard of meeting wide readership and can compete effectively globally with others in its rank. The articles can now be accessed on Google as there has been tremendous improvement in the design of journal website.

Despite the daunting challenges, the Editorial Board has tried to keep its head above waters to get this volume online. The challenges are enormous but I hope the jurnal would be sustained at all cost with improved content, quality and visibility.

I thank the Editorial Board, reviewers and authors for their efforts, steadfastness and cooperation with us in different ways. For the success recorded so far, I return all glory and adoration to God who has made it possible for actualising this feat. I say thank you and God bless

Thank you.

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Notes to Contributors

The Editorial Board hereby calls for well researched, empirical, theoretical, practice-based and robust articles on contemporary issues relating to library and information science

Authors are required to submit their papers electronically in MS-WORD document format to:
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Guidelines and General Information

(a) Title of paper, name of author(s), affiliation of author(s), e-mail and telephone number of leading author (if more than one).
(b) **Font and size:** (Times New Roman, size 12).
(c) **Abstract**: (Not more than 250 words).
(d) **Keywords**: (Not more than five (5).
(e) **Body of text**: Introduction; Literature; Methodology; Results and Discussion; Conclusion; Recommendations, References, Tables and graphs (Not more than 4000 Words).
(f) **References**: American Psychological Association (APA) referencing style, 7th ed., 2019 (www.apastyle.org).
(g) Table(s) and figure(s) should be embedded in the text and discussed immediately after presentation.
(i) Assessment fee = ₦5,000.00:   Publication fee =   ₦15,000.00.
(j) Submitted articles will be peer-reviewed.

Publication Agreement

1. *Livingspring Journal of Library and Information Science* (LJLIS) is a peer-reviewed journal that assures quality.
2. Authors are to adhere strictly to our publication requirements (font type – Times New Roman, font size 12, 1.5 spaced, APA 7th ed., 2019).
3. We own the journal copyright while the contents remain the legal document of the authors
4. Authors own the ethical and legal issues relating to plagiarism, typographical errors, etc.
5. An issue of a journal will not allow two (2) articles by an author.

As part of the submission process, authors are required to make sure their submissions comply strictly with all of the publication guidelines, and submissions that are inconsistent with the journal requirements may be returned to authors.

The Editorial Board welcomes comments and suggestions towards the improvement of the Journal.

Table of Contents   Page

Users' satisfaction with the library facilities, resources and services: An evaluation of Bowen University Library, Iwo, Osun State

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Abstract

The study evaluates users' satisfaction with the facilities, resources, and services of Bowen University Library, Iwo, Osun State, Nigeria. The main objective is to determine the level of users' satisfaction with the facilities, resources, and services of the library. The study adopted a survey research design. The population is made up of staff, postgraduate and undergraduate students of Bowen University, Iwo. The availability sampling technique was used to obtain information from 300 library users that visited the library during the period of data collection. A questionnaire was used as an instrument for collecting data. Out of 300 copies of the questionnaire distributed, 249 (83%) were duly filled and found useable for data analysis. Data were analysed using frequency counts and percentages and presented in tables. The study found that majority of the respondents is aware and frequently used books, journals, reference sources and newspapers/magazines in the library. The main purpose of using the library is for reading and studying as well as borrowing library books. The finding shows that the majority of the respondents are highly satisfied with nearly all the facilities, resources, and services while a few areas recorded dissatisfaction. The study recommends that the library should continue to maintain high satisfaction levels on those areas indicated by the respondents as satisfied and improve on those areas indicated as dissatisfied.

Key words: Library users' satisfaction; library facilities; library resources; library services; Bowen University Library, Iwo.

Otunla, A. O., & Olajide, A. A. (2020). Users' satisfaction with the library facilities, resources and services: An evaluation of Bowen University Library, Iwo, Osun State.

1

Introduction

Library users' satisfaction is a measure of how library facilities, resources, and services meet or exceed the users' expectations. Users' satisfaction can be used to gauge the effectiveness and efficiency of a library. Modern day libraries are no longer assessed based on large numbers of the collection but on how the facilities, resources, and services rendered influence or satisfy their users. Libraries all over the world are expected to provide facilities, resources, and services that will quench the information thirst of their users. Therefore, it is expected that they provide an experience that will meet users' expectations through adequate facilities, resources, and services. Academic libraries are the heartbeat of institutions because a good university academic programme can be assessed by her library's facilities, resources, and services. To achieve a good academic programme, the libraries must provide facilities, resources, and services that will support the teaching, learning and research needs of the parent institution. Library facilities, resources, and services that produce satisfaction will always attract users to come back again. A satisfied user will encourage and even recommend the library for others to use. The consequences of dissatisfaction with a library's facilities, resources or services may discourage users from visiting the library and eventually lead to a reduction in library patronage. Therefore, evaluation of users' satisfaction with the library facilities, resources, and services is important to help libraries determine their level of performance, strength, and weaknesses.

Brief historical development of Bowen University Library

Bowen University Library, Iwo started her operation in 2002 at the inception of the university in a former Simons Memorial Library which happens to be a college library with a seating capacity of 160 users at a time. The library was extended in 2006 and increased the seating capacity from 160 to 620. As both staff and students continue to increase, the need to have a new ultramodern library building became essential. In 2012 the library moved into the new two-storey building. The new library building has a seating capacity of 2,150, with toilets facilities, individual study carrels, new furniture for offices and reading areas, modern shelves, air-conditioned offices and reading areas, good lighting and a beautiful environment.

The total library collection as at present is well over 100,000 volumes of both books and journals. The library also subscribed to databases that enable users to access online resources. The library provides various services that assist users to meet their information needs. The services provided by the library include but not limited to circulation services, photocopying services, reference enquiry services, current awareness services, etc. The library has an e-library with internet connectivity and also provides wireless connection. In September 2007, the library commenced her automation project using Koha Integrated Library System. The library has her portal and Web PAC which enables users to access some of the library services remotely. The Library multimedia room was also equipped with the latest multimedia equipment.

Since the inception of Bowen University Library, no research has been conducted to evaluate users' satisfaction on the library facilities, resources, and service. It is in the light of this that the study seeks to evaluate users' satisfaction with the facilities, resources, and services of the library. It is expected that the result of this study will highlight the strength and weaknesses of the library in terms of facilities, resources, and services. The result of this study will also help the library management to improve on the facilities, resources, and service provided to the users where necessary.

Objectives of the study

The main objective of this study is to evaluate users' satisfaction with the facilities, resources, and services of Bowen University Library. The specific objectives are to:

1. Determine the frequency of use of the library;
2. Find out the purpose of using the library;
3. Find out the awareness and use of library information resources;
4. Ascertain the sources used in the library for finding information;
5. Evaluate users' satisfaction with the library facilities;
6. Assess users' satisfaction with the library resources;
7. Evaluate users' satisfaction with the services provided by the library;
8. Identify constraints to access and use of library facilities, resources, and services.

Research questions

1. What is the frequency of use of the library?
2. What is the purpose of using the library?
3. Are the users aware and use the library information resources?
4. What are the sources used when searching for information in the library?
5. What is the level of users' satisfaction with the library facilities in Bowen university library?
6. What is the level of users' satisfaction with the information resources in Bowen university library?
7. What is the level of users' satisfaction with library services in Bowen university library?
8. What are the constraints faced by the users in accessing and using library facilities, resources, and services?

Literature review

Veerabasavaiah and Shivappa (2017) findings show that 87.29% were satisfied with newspapers/ magazines collections, over 70% were satisfied with textbooks, reference books and periodicals while 55% were satisfied with e-resources. On library services, 88.9% were satisfied with reference services, 77.9% with bibliographic services, 74.5% with circulation services, while only 52.5% were satisfied with OPAC services. On facilities, pulling together very good and good, the study found that all respondents (100%) considered the library lighting facilities as good, over 90% indicated cleaning of the library environment, library furniture and ventilation, while toilet facilities were rated by 87.2% as good.

Lalrokhawma and Verma (2017) evaluated "users' satisfaction with library resources and services in Higher and Technical Institute, Mizoram" with 229 respondents. The result of the study shows that 81% indicated textbooks as the most preferred reading materials in the library. It also shows that 90% were satisfied with newspapers, 70% with books while 54% were satisfied with journals. Surprisingly, 68% both indicated "do not know" under e-journal and e-books collection. This either implies that they were not using the e-collection or not aware of its existence in the library. On user's satisfaction with library services, well over 70% of the respondents were satisfied with circulation services, newspapers, reprography services, and library orientation. On staff and facilities in the library, the result also reveals that over 90% were satisfied with the cleanliness of the library and book arrangement, 83% with staff helpfulness, over 70% with library building, and furniture.

Veena and Kotari's (2016) study reveal that 59% of users visited the library on a daily basis, 86.7% of library users were

Otunla, A. O., & Olajide, A. A. (2020). Users' satisfaction with the library facilities, resources and services: An evaluation of Bowen University Library, Iwo, Osun State.

3

highly satisfied with the library collections of general books while 70% were satisfied with textbooks. On services, 53.3% of users were of the opinion that circulation services were excellent. The study recommended that user studies should be conducted regularly to find out users' information needs.

Verma, and Laltlanmawii (2016) study on "users' satisfaction on library resources and services by undergraduate students of Government Hrangbana College, Aizawl". The findings revealed that 28% visited the library 1-2 times weekly, 25% visited 3-4 times weekly while only 17% visited the library daily. On the status of the library's collection, 43% and 38% of the respondents indicated moderate and adequate respectively. The level of satisfaction with information resources showed that 70% were satisfied with journal collection while 62% were satisfied with books. Among all the services rendered in the library, 64% of the respondents were satisfied with OPAC, 57% with the borrowing facility while there was dissatisfaction on reprography and book display services.

Anyaoku (2015) assessed 295 undergraduate students' awareness and use of medical library resources of the Nnamdi Azikiwe University, Nigeria. The findings revealed that the majority (96.6%) of the respondents indicated awareness of print resources while more than half (60%) of the respondents indicated that they were not aware or not sure of the availability of e-resources in the library. The study also found that 44.1% constituted the regular users of the library, 40.7% constituted occasional users while 13.2% constituted non-users because they had never visited the library. On the purpose of visit to the library, 83.9% visited the library for reading personal textbooks, more than 60% visited for reading newspapers and magazines, doing research work and class assignments. Low use of library catalogue and online databases was also recorded in the study. The major barriers to the use of the medical library are lack of

computer and internet facility by 75.6% of the respondents.

Thangapandy (2014) examines the "utilization and satisfaction level of library resources by the students of Gopalaswamy Doraiswamy Institutions in India. The study reveals that 30% of the respondents visited the library regularly, 27.3% visited 2-3 times a week, 19.3% visited once a week while only 2.7% never visited the library. The main purpose was to borrow books as indicated by 30% of the respondents. The technique for locating library materials points out that 42% of respondents sought the help of library staff to locate the needed information, 23.3% combed the shelves independently to get the books required, 20.7% browsed the catalogue to locate the books while 12% got the help from a friend. The finding also indicates that 35.3% of the total respondents were satisfied with the lending services, 26.7% were satisfied with reference services. 20.7% with reprographic service.

Ranganadham and Babu (2012) finding revealed that over 90% of Art and Science postgraduate students indicated the adequacy of library resources. The highest level of satisfaction on the type of library resources was on books and e-books with 88.04% of respondents in art and 92.59% in a science discipline. This is followed by journal and e-journal with 73.91% of Arts and 86.11% of Science discipline. On library services, 66.30% of Art and 88.11% of science were satisfied with the borrowing facility while 78.26% of Arts and 56.48% of Science discipline were satisfied with the internet facilities.

Nwezeh and Shabi (2011) also studied student's use of academic libraries in Obafemi Awolowo University Ile-Ife. The finding shows that 140(31.1%) spent three hours in the library daily while 60(13.3%) students spent four hours in the library daily. The study further found out that the proportion of hours spent increased with the year of study. The older students spent more hours in the library. On first place of call when students need books in the library, they

Otunla, A. O., & Olajide, A. A. (2020). Users' satisfaction with the library facilities, resources and services: An evaluation of Bowen University Library, Iwo, Osun State.

4

found out that 25% of the respondents indicated that they would consult the card catalogue first if they wanted to obtain a book from the library while 40% mentioned the circulation desk as the first place of call.

Gunasekera (2010) studied 800 undergraduate users in the University of Peradeniya to examine the level of their satisfaction with library information and resources. The finding reveals that the majority of them are not utilizing the library resources and services as expected. However, they are satisfied with the available resources, services and facilities.

Oyewusi and Oyeboade (2009) conducted an empirical study of "accessibility and use of library resources by undergraduates in LAUTECH". The findings showed that 76.8% respondents use the library as a place where they can read and study. On the frequency of use, 51% use the library daily and 32.8% used weekly. Also on the type of resources used in the library, the results revealed that books, journals and newspapers were highly used as library resources. On services, reprographic services 52.2% and reference services 44.3%

Methodology

The study adopted a descriptive survey research method. The population is made up of staff, postgraduate and undergraduate students of Bowen University that constitute the library users. The availability sampling method was used to elicit information from 300 library users that visited the library during the period of data collection. This is because it is only those who use the library that can assess whether the library meets their expectations or not.

The instrument used for data collection was a structured questionnaire tagged "Users satisfaction with the facilities, resources, and services of Bowen University Library". The questionnaire was divided into four sections; Section A elicits demographic information of the respondents, Section B obtains information on frequency and purpose of use of the library, Section C elicits information on awareness and use of library information services and sources use in searching for information; Section C elicits information on users' satisfaction with facilities, resources, and services while section D requests information on constraint to use of information sources in the library.

Data were collected from staff, postgraduate and undergraduate students that visited the library within the period of this study (January to February 2019). The questionnaire was filled and collected on the spot; out of 300 copies of the questionnaire distributed, 249 was duly filled and found useable. Data were analysed using frequency counts and percentages and were presented in tables.

Data analysis and discussion

Table1: **Demographic variables of the respondents**

S/N	Demographic variables	Number of responses	Percentage %
	Faculty		
1.	Social and Management Science	48	19.2
2.	Science and Science Education	46	18.4
3.	Humanities	42	16.8
4.	Law	41	16.4
5.	Basic Medical Sciences	37	14.8
6.	Agriculture	35	14.0
	Total	**249**	**100.0**
	Users' Category		
1.	Undergraduate	181	72.6
2.	Staff	45	18.0
3.	Postgraduate	23	9.2
	Total	**249**	**100.0**
	Gender		
1.	Female	132	53.0
2.	Male	117	47.0
	Total	**249**	**100.0**
	Age		
1.	15-20	82	32.9
2.	21-25	98	39.3
3.	26-30	17	6.8
4.	31 and above	52	20.8
	Total	**249**	**100.0**

Table 1 shows the demographic information of respondents. Forty-eight (19.2%) of the respondents were from the Faculty of Social and Management Science, 18.4% from Faculty of Science, 16.8% from Faculty of Humanities, 16.4 from Faculty of Law, 14.8% from College of Basic Medical Sciences while 14% are from Faculty of Agriculture. On the users' category, 72.6% were undergraduate students, 18% were staff and 9.2% were postgraduate students. Table 1 also shows that 53% of the respondents were female and 47% were male. The age of the respondents shows that 32.9% were within the age range of 15-20 years, 39.3% were 21-25 years, 6.8% were within 26-30 years while 20.8% were 31 years and above.

Otunla, A. O., & Olajide, A. A. (2020). Users' satisfaction with the library facilities, resources and services: An evaluation of Bowen University Library, Iwo, Osun State.

6

Research question 1: **What is the frequency of use of the library?**

Table 2: **Frequency of use of the library**

S/N	Frequency of use	Number of responses	Percentage %
1.	Daily	107	43
2.	Thrice a week	85	34
3.	Weekly	30	12
4.	Occasionally	27	11
	Total	**249**	**100**

Table 2 shows the frequency of use of library resources by the respondents. 107 respondents (43%) indicated that they use the library daily, 34% used the library thrice a week, 12% used it weekly while 10.8% used it occasionally. This conforms to the findings of Nwezeh and Shabi (2011) that 31.1% and 13.3% spent 3 hours and four hours respectively in the library daily.

Research Question 2: **What is the purpose of visiting the library?**

Table 3: **Purpose of visit to the library (Multiple choice answers)**

S/N	Purpose	Frequency	Percentage %
1.	To read and study	196	78.7
2.	To do assignments	157	67.1
3.	To borrow library books	151	60.6
4.	To do group discussion/tutorials	140	56.2
5.	To read Newspapers/magazines	134	53.8
6.	To use past students' projects	128	51.4
7.	To socialize with friends	110	44.2
8.	To access the e-resources	82	32.9
9.	To relax	65	26.1

Table 3 reveals the purpose of the visit to the library by respondents; respondents were allowed to choose more than one options. Majority of the respondents (78.7%) visited the library to read and study, 67% visited to do their assignment, 60.6% visited to borrow library books, 56.2% for group discussion/tutorials, 53.8% visited to read newspapers/magazines, 51.4% visited to use past projects, 44.2% visited to socialize with friends, 32.9% visited to access e-resources, the least reason for visiting the library is for relaxation by 26.1% of the respondent. The finding corroborated Oyewusi and Oyeboade (2009) whose findings revealed that 76.8% of the respondents used the library as a place where they can read and study. This implies that users identified the library as a place conducive for reading and studying.

Research question 3: **Are the users aware and use the library information resources?**

Table 4: **Awareness and use of information resources**

S/N	Information sources	Frequency	Percentage (%)
1.	Books	198	79.5
2.	Journals	187	75.1
3.	Reference sources	169	67.9
4.	Newspapers/magazines	160	64.3
5.	Past students' projects	148	59.4
6.	Government publications/ special collections	134	53.8
7.	Electronic resources	116	46.6
8.	Multi-media resources	83	33.3

Table 4 shows the awareness and use of information resources by respondents. One hundred and ninety-eight (79.5%) of the respondents were aware and used books in the library. This is followed by journals by 75.1% of the respondents, 64.3% were aware and used newspapers/magazines, references sources by 67.9%, students' projects by 59.4%, government publications and special collection by 53.8%, electronic sources by 46.6% while only 33.3% were aware and used multi-media resources. This study is in agreement with the study of Lalrokhawma and Verma (2017) and Oyewusi and Oyeboade (2009) that books, journals, newspapers, and magazines were most used library resources.

Research question 4: **What are the sources used when searching for information in the library?**

Table 5: **Source use when searching for information in the library**

S/N	Source	Frequency	Percentage (%)
1.	Go directly to the shelve	92	36.9
2.	Ask my friend	64	27.7
3.	Ask library staff	51	20.4
4.	Use OPAC	42	16.8
	Total	**249**	**100.0**

Table 5 represents the source frequently used by respondents when searching for books and other information resources in the library. The result indicates that 36.9% of the respondents went directly to the shelves without using OPAC, 25.7% sought assistance from the library staff, 20.4% asked their friends while only 16.8% used the OPAC. The first place of call of any library user in locating resources should be the library catalogue but unfortunately, the majority of the users do not use the OPAC. The reason for not using the OPAC could be that some users do not know how to use it and that was why they used other sources. The result of Nwezeh and Shabi (2011) and Thangapandy (2014) support this finding that users consider other sources first more than they use the OPAC when looking for books and other information resources in the library. This finding indicates that many of the users do not know how to use the OPAC

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Otunla, A. O., & Olajide, A. A. (2020). Users' satisfaction with the library facilities, resources and services: An evaluation of Bowen University Library, Iwo, Osun State.

8

Research question 5: **What is the level of users' satisfaction with the library facilities in Bowen university library?**

Table 6: **Users' satisfaction with library facilities**

S/N	Facilities	Very satisfied	%	Satisfied	%	Dis-satisfied	%
1.	Photocopy machine	40	16.0	160	64.2	49	19.6
2.	Circulation desk	39	15.6	158	63.4	52	20.8
3.	Library catalogue i.e., OPAC	39	15.6	157	63.0	53	21.2
4.	Reading tables and chairs	39	15.6	155	62.2	55	22.0
5.	Good lighting (Illumination of the library)	145	58.2	36	14.4	68	27.3
6.	Adequate windows for ventilation	138	55.4	35	14.0	76	30.4
7.	Adequate space in the Library	136	54.6	34	13.6	79	31.7
8.	Good flooring	134	53.8	34	13.6	81	32.5
9.	Toilet facilities	129	51.8	32	12.8	88	35.3
10.	Adequate air-conditions/fans	105	42.1	26	10.4	118	47.3
11.	Book shelves	32	12.8	128	51.4	89	35.7
12.	Internet facilities	17	6.8	67	26.9	165	66.2

Table 6 shows users' satisfaction with the library facilities. Respondents were requested to rate how satisfied they are with library facilities using the scale very satisfied, satisfied, and dissatisfied. The findings show that 16.0% were very satisfied, 64.2% satisfied, 19.6% dissatisfied with photocopying machine, this is followed by circulation desk with 15.6% very satisfied, 63.4% satisfied and 20.8% dissatisfied. Library Catalogue (OPAC) recorded 16.0% very satisfied, 64.0% satisfied and 21.2% dissatisfied while internet facilities recorded the least with 6.8% very satisfied, 26.9% satisfied and 66.2% dissatisfied.

The result established that majority of the respondents were satisfied with the library facilities. This is because the response rate after combining very satisfied and satisfied shows that well over 80% were satisfied with photocopying machine and circulation desk, over 70% were satisfied with reading tables and chairs, good lighting, over 60% were also satisfied with good ventilation, adequate space, good flooring, toilet facilities and bookshelves, adequate air conditioning achieved 52.6% response rate while Internet facilities recorded the highest dissatisfaction response rate with 60.2% of the respondents. This result is corroborated by Gunasekera (2010) which reported that the majority were satisfied with library facilities. This finding implies that the library facilities meet the users' expectations.

Research question 6: **What is the level of users' satisfaction with the library resources in Bowen university library?**

Otunla, A. O., & Olajide, A. A. (2020). Users' satisfaction with the library facilities, resources and services: An evaluation of Bowen University Library, Iwo, Osun State.

9

Table 7: **Users' satisfaction with library resources**

S/N	Items/resources	Very satisfied	%	Satisfied	%	Dis-satisfied	%
1.	Books	158	63.6	40	15.9	51	20.5
2.	Journals	37	14.8	150	60.2	62	24.8
3.	Reference sources	34	13.5	135	54.3	80	32.1
4.	Newspapers/magazines	32	12.8	128	51.4	89	35.7
5.	Past students' projects	30	12.0	118	47.3	101	40.5
6.	Government publications	27	10.8	107	43.0	115	46.1
7.	Electronic resources	23	9.2	93	37.3	133	53.4
8.	Multimedia resources	17	6.8	66	26.5	133	66.6

From Table 7, the finding shows that 63.6% were very satisfied, 15.9% satisfied and 20.5% dissatisfied with books, 14.8% were very satisfied, 60.2% satisfied and 24.8% dissatisfied with journals, 13.5% were very satisfied with reference sources, 54.3% satisfied and 32.1% dissatisfied while Multimedia and electronic resources recorded the highest level of dissatisfaction with 66.6% and 53.4% indicating dissatisfaction respectively.

This finding also confirmed the findings of Lalrokhawma and Verma (2017), Veena and Kotari (2016), Ranganadham and Babu (2012) that respondents are highly satisfied with books, journals reference sources and newspapers. The reason for dissatisfaction with multimedia resources could be because users are not allowed to copy and or borrow multimedia resources, they can only be used within the library.

Research Question 7: **What is the level of users' satisfaction with the library services in Bowen university library?**

Table 8: **Users' satisfaction with library services**

S/N	Services	Very satisfied	%	Satisfied	%	Dis-satisfied	%
1.	Library Opening hours	161	64.6	40	16.0	48	19.2
2.	Photocopying Services	40	16.0	160	64.2	49	19.6
3.	Duration of borrowing books	158	63.4	40	16.0	51	20.4
4.	Loan services	39	15.6	158	63.4	52	20.8
5.	Library Catalogue (OPAC)	44	17.6	152	61.0	53	21.2
6.	Library orientation services	135	54.2	34	13.6	80	32.1
7.	Weekend library services	26	10.4	106	42.5	117	46.9
8.	Book reservation	23	9.2	93	37.3	133	53.4
9.	Answering users' queries	20	8.0	78	31.3	151	60.6
10.	Internet services	17	6.8	67	26.9	165	66.2

Table 8 revealed that 64.6% were very satisfied, 16.0% satisfied and 19.2% dissatisfied with library opening hours, 16.0% very satisfied, 64.2% satisfied and 19.6% dissatisfied with photocopying

Services, 63.4% very satisfied, 16.0% satisfied and 20.4% dissatisfied with duration of borrowing books. The highest dissatisfaction level recorded was internet services and answering users' queries as

Otunla, A. O., & Olajide, A. A. (2020). Users' satisfaction with the library facilities, resources and services: An evaluation of Bowen University Library, Iwo, Osun State.

10

indicated by 66.2% and 60.6% of the respondents respectively.

This result indicates that users are satisfied with the majority of the services provided by the library. This finding is corroborated by Veerabasavaiah and Shivappa (2017) and Veena and Kotari .

(2016) that users are satisfied with the library services. However, there is dissatisfaction with internet services and answering users' queries. The reason identified for dissatisfaction with internet services was low bandwidth

Research question 8: **What are the constraints faced by the users in the use of library facilities, resources and services?**

Table 9: **Constraints to use of library facilities, resources and services (Multiple choice responses)**

S/N	Challenges	Frequency	Percentage %
1.	Amount charge on overdue fines is too much.	116	46.2
2.	The borrowing period is too short.	106	42.6
3.	Low internet connectivity.	95	38.1
4.	Poor attitude of library staff.	56	22.5
5.	Information sources are difficult to locate on the shelves.	30	12.0
6.	Most of the information sources are not relevant to my need.	20	8.0
7.	The atmosphere of the library is not conducive for studying.	15	6.0
8.	The library is noisy.	5	0.2

Table 9 reveals the constraints to access and use of the library information resources, facilities, and services. The major constraint was the amount charged on overdue fines as indicated by 46.2% of the respondents, 42.6% indicated that the borrowing period is too short, 38.1% indicated low internet connectivity, 22.5% indicated the poor attitude of library staff, and the least challenge is that the library is noisy by 2.0% of the respondents.

The staff may identify the overdue fines as constraint because they pay more than the students while some students may identify the duration as a constraint. In any case, the library needs to look into these two key areas. However, the attitude of the library staff needs to be improved upon since more than 20% of the respondents indicated staff attitude as a constraint. This study corroborates Anyaoku's (2015) findings in the area of internet facilities. Anyaoku (2015) found out that lack of computer and internet facilities were the major constraints to the use of the medical library of the Nnamdi Azikiwe University, Nigeria.

Conclusion

This study evaluates users' satisfaction with library facilities, resources and services of Bowen University Library. The study looks into users' activities in the library by examining the frequency of use, the purpose of use, awareness and use of information sources in the library and their satisfaction with facilities, resources, and services. The

Otunla, A. O., & Olajide, A. A. (2020). Users' satisfaction with the library facilities, resources and services: An evaluation of Bowen University Library, Iwo, Osun State.

11

study concludes that users are satisfied with nearly all the facilities, resources, and services while few areas experienced dissatisfaction. The study finds that the library areas of strength lie majorly on their facilities and some of the library resources while the area of weakness is mainly on internet services.

Recommendations

Based on the findings above, the following recommendations are hereby put forward:

- The library management should continue to maintain high satisfaction levels on areas indicated by the respondents as satisfied with the library facilities by improving on the existing facilities and add modern ones to the existing facilities that will create a more conducive environment to attract more patronage;
- Improve on services especially areas indicated as dissatisfied to raise users' satisfaction level;
- There is a need for the library to increase bandwidth. This is because the Internet facilities are very vital to accessing online information sources;
- Consider constraints identified by the users and improve on areas on overdue charges, and duration of the loan if necessary;
- Organise more training on e-resources and OPAC to enable access to e-resources and use the OPAC to find location of information sources before going to the shelve.

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Otunla, A. O., & Olajide, A. A. (2020). Users' satisfaction with the library facilities, resources and services: An evaluation of Bowen University Library, Iwo, Osun State.

13

Uses of academic libraries: A case study of Osun State University law students

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Abstract

Academic libraries, like other university departments, are asked to demonstrate their value to the institution. The library as a department in an academic institution which is often required to showcase its worth in terms of the resources made available to users for use. Undergraduate law students are lawyers in the making, and they need books and other library materials to become lawyers. This study examines the extent of the use of library resources and facilities by undergraduate law students of Osun State University, Nigeria. The author adopted a descriptive survey design. Questionnaires were used to gather data. The findings revealed that law students at Osun State University frequently use the library for various reasons ranging from reading personal materials to borrow books, journals, law reports, and newspapers or to use the internet. The paper concluded that there is strong cooperation between the library staff and the students. The paper recommended that more library materials should be provided so as to meet the needs of the users.

Key words: Academic libraries; library resources; law students; undergraduate law students.

Introduction

The academic library is the nerve centre or the hub around which scholarship revolves. It is an indispensable instrument for intellectual development. A well-stocked academic library is a storehouse of information or a record of human experience to which users may turn to for data or information. According to Jubb and Green (2007), academic libraries have for centuries played critically important roles in supporting research in all subjects and disciplines within their host institutions. The main purpose of an academic library as stated by Aina (2004) is to support the objectives of an academic environment in the areas of learning, teaching, research, and services. It serves two complementary purposes: support the school's curriculum and also to support the research of the university faculties and students, (Yusuf & Iwu, 2010).

It is believed that in academic communities worldwide, libraries are indispensable. European University Association (2019), noted that the use of university libraries promotes active learning, thus contributing to students' ability to think critically and work well independently or in groups. According to the Collection of Visions and Missions of Nigerian Universities Published on May 9, 2015, one of the objectives of setting up a university is to encourage and promote scholarship and conduct research in all fields of learning and human endeavours. The three major infrastructures in an academic institution are teachers/classrooms, laboratories and libraries that contain a rich and balanced collection and equipment that can support the teaching and learning process as well as research. However, the effectiveness and efficiency of services provided in academic libraries are mainly determined by library users.

Objectives of the study

The general objective of this paper is to investigate students' use of library among law students in Osun State University. The specific objectives are set to:
1. Investigate the frequency of use of library materials among law students;
2. Find out reasons for using library materials among law students;
3. Determine the materials frequently used by undergraduate law students;
4. Determine law students' perception of staff cooperation;
5. Ascertain the law students' perception about library services in Osun State University.

Research questions

This paper answers the following research questions.

1. What is the frequency of use of the library materials among law students at Osun State University?
2. What are the reasons for using library materials among law students at Osun State University?
3. Which materials are frequently used by undergraduate law students at Osun State University?
4. How does the law students' perception about staff cooperation at Osun State University
5. How does the law students' perception about library services at Osun State University?

Pelemo, G. D., Makinde, B. O., & Ogunwande, O. O. (2020). Uses of academic libraries: A case study of Osun State University law students.

15

Literature review

University is a library surrounded by buildings. This means that the university library is the academic heart of the university system and its basic purpose is to provide university staff, students, and other researchers with material assistance and an enabling environment that can facilitate teaching, learning and research. It is important for library services to focus more on the way of the use of the resources provided for their users, Oyewusi and Oyeboade (2009). Also, Perera (2005) submitted that satisfying user's need is essential to the management of libraries. The management staff of a library should be aware of the current needs of its users, which may vary from one library to another as well as from time to time. Therefore, carrying out regular surveys on users' needs at regular intervals on various aspects of library users will be an invaluable guide in determining the future directions of library developments. Popoola (2001) observed that information availability does not mean accessibility and use and that academic libraries should stimulate primary demand for their products and services. This view is upheld by Mason (2010), who opined that librarians must be sympathetic and helpful to all students on the one hand and students must be aware that librarians and faculty members are there to instruct and encourage their intellectual odyssey and should be seen as facilitators.

In a similar study on the use of academic libraries, Ugah (2001) found out that textbooks account for most library visits. It is evident that quite a few studies have been carried out on the use of academic libraries. Osagie (2003) highlighted reasons why users' education becomes imperative in tertiary institutions, these include rapid growth of published materials; change in methods of teaching and course content; lack of awareness of library services and facilities. Others include users' ignorance coupled with the fact that students come from diverse background and culture. Brown and Kara (2017) affirmed in research on an educational reform on academic institutions in the United States of America that, access to and interaction with the library system improve students learning skills and academic performance.

Oyesiku and Oduwole (2004) also focused on library use of academic institutions in Nigeria, the investigation revealed that students used the library most during examinations and to do class assignments. The study further revealed that information materials were inadequate to meet users' demands, even when a larger percentage of users were not trained in information retrieval. The study recommended various strategies to enhance better accessibility to library facilities and services. Oyedum (2005) considering students' use of library resources of a university of technology discovered that students went to the library primarily to read their lecture notes and study for examinations, that the sources most frequently used were textbooks, and that majority of the students "never" borrowed library books.

According to Hazelton (1993), a law Library is a special library, thus, a special library is a library that provides specialized information resources on a particular subject, serves a specialized and limited clientele, and delivers specialized services to that clientele. Though the basic education and the core competencies of law librarians are similar to those of other types of librarians, there are sufficient differences in mission and responsibilities to separate them. According to Washington State Law Library (2018), the law librarians and the law libraries play a unique and integral role in shaping the quality of the legal system at all levels by virtue of their unique collection and services. They are a part of the process from the very start. They participate in legal education and play an increasing role in helping the public protect its legal rights. They are also a part of the legal effort at the other end of the process, protecting the availability and quality of legal

Pelemo, G. D., Makinde, B. O., & Ogunwande, O. O. (2020). Uses of academic libraries: A case study of Osun State University law students.

16

information at a reasonable cost, and ensuring open and equal access to legal information for all.

Collection in law libraries

Documents related to legal affairs always require special skills to handle; especially court judgments, legislative enactments, constitutions, treaties, ordinances and administrative rules and regulations. Apart from these textbooks, reference books and professional journal publications are the core contents of the law library. The World Legal Information Institute defines law information in the five categories, viz. Case Law, Legislation, Law Journals and Scholarships, Law Reform Reports and Treaties (Karibi-Whyte, 2005). Sources of a law library may be categorized into the following:

A. **Primary source of Law**: They are authoritative published legal materials made by law-making bodies.

   (i) **Constitutional Documents:** Laws of the Federation, the Constitution of the Federal Republic of Nigeria 1999 among others.

   (ii) Legislations are Acts or Laws or Statutes made by Parliaments. They could be federal legislation or state legislation
   1. Acts are statements of law approved by parliament.
   2. A Bill is a draft of the law that parliament proposes to make.
   3. Statutory rules are subordinate, delegated legislation made under the authority of an Act.

   (iii) Judgments are cases or decisions of courts, state courts, special courts, tribunals and other subordinate courts which are often published in law reports. An example is Supreme Court Monthly, Judgments of the Supreme Court, All England Law Reports, Nigerian Weekly Law Reports mentioning a few.

   (iv) **Research Journals**: These are a compilation of academic write-ups which can be used for reference in research and learning, for example, Yale Law Journal, Harvard Law Review; Modern Law Review etc.

B. **Secondary source of law**: These sets of legal sources provide commentaries on the law. Though they are not binding on courts, they help to find a more persuasive primary authority on a subject matter (Aseni, 2005). They are:

   (i) **Commentaries and Treatises**: Commentaries on Law are writings by lawyers, and other law experts where they describe the law arranged in orderly systems, evaluate and criticize and also suggest reforms.

   (ii) **Legal Encyclopaedias**: These are multi-volume sets of books divided alphabetically into major legal subject headings covering either the entire field of law or a broad area. Examples include American Jurisprudence; Sasegbon's forms and precedents; Sasegbon (2005), Halsbury's Laws of England; Forms and Precedents; and The Digest.

(iii) **Legal Dictionaries**: They define both technical legal terms and common words that have special meanings in law. Larger dictionaries often refer to cases where an authoritative definition of an important word, term or phrase has been given by a court. For example, there are multi-volume dictionaries of words and phrases specifically designed to point out cases where particular words and phrases have been discussed. Black's Law Dictionary is a very common dictionary in any law library (Sanni, 2006).

(iv) **Textbooks**: They are a compilation of thoughts of experts on different subject matters of law. Like all other secondary sources, they do not have binding effects in law like primary sources but have some persuasive influence at best, (Kolajo, 2010).

C. **Tertiary Sources**, Tobi (2007).

(i)   Judgment citators.
(ii) Digests of judgments on particular subjects - yearly, consequential, decennial .
(iii) Legal news and reviews.
(iv) Index to statutes.

There are several legal information sources, mainly websites of government departments, the Supreme Court and the High courts are the authentic sources of information. One must not rely on online blogs, opinions expressed through social networks like Twitter or Facebook alone. Legal knowledge should be confirmed for its authenticity otherwise one may end up with complications which are irreversible and may cause harm or injuries to individuals or corporate institutions. The law librarian should be cautious in acquiring or providing legal information. Selection policy and purchasing decisions require not only critical evaluation of subject matters, but also the consideration of the efficacy of particular formats (e.g., print, electronic, online, CD-ROM and microform. Space limitations, users' access, cost and other relevant factors should also be factored into the acquisition policy. The knowledge and use of cost-benefit analysis techniques are essential to the collection management processes (Hazelton, 1993). A law library of international standards is liable to provide information services to legal researchers through online databases, physical books and even journals. However, users need to be well equipped to be able to enjoy these benefits.

Roles of a law librarian

The ideal law librarian is in situ with the values at the heart of the legal profession and completely knowledgeable about everything relevant to legal information, and has all the necessary character traits, attitudes, and skills to be a superbly effective legal information specialist. The law librarian and law libraries play a unique and integral role in shaping the quality of the legal systems, (Kane, 2019). The following are the few essential tasks performed by law librarians:

- Assist in the use of electronic legal resources;
- Provide customized reference services on law-related topics;
- Evaluate the authenticity and accuracy of legal sources;
- Be well-versed in the legal profession;
- Monitor trends in specific legal fields;
- Assist non-professional visitors in accessing the law collection;
- Understand planning, budgeting, and control in the law library.

Pelemo, G. D., Makinde, B. O., & Ogunwande, O. O. (2020). Uses of academic libraries: A case study of Osun State University law students.

18

Among other things, the law librarian has the duty of making available, qualitative legal information at a reasonable cost, and ensuring open and equal access to legal information for all users, present and future. A law library is a place for students to work and study.

The setting of the study area

This paper examined the availability of library resources, frequency and purpose of library use by Law Students at Osun State University, Ifetedo Campus. Osun State University library came into existence during the 2007/2008 session when the school was founded. The library was one of the pioneer structures that were established alongside the university itself. The University is multi-campus with six campuses namely; Osogbo, Okuku, Ikire, Ejigbo, Ifetedo and Ipetu-Ijesa with a faculty library attached to each campus. The Law Faculty of the University is situated at Ifetedo which constitutes the study area for this research.

Methodology

The study employed a descriptive survey design. Primary data was collected by mean of the questionnaire method which was self-developed. The questionnaire was titled 'students' use of libraries among law students at Osun State University'. A total of two hundred law students were randomly selected for the study. In determining the validity and reliability of the instrument, 20 copies of the questionnaire were administered law students at the Obafemi Awolowo University Ile Ife which were not part of those selected for the study. The retrieved questionnaires were subjected to Cronbach alpha test with a view to determining the level of inter-item consistencies. The results of Cronbach alpha test revealed an overall high level of inter-item consistencies of 0.74% Data gathered were analysed by means of frequency counts and percentage distribution. The data were analysed using the Statistical Package of the Social Sciences (SPSS) version 20

Results

This section presents the results of the findings based on the formulated research questions at the onset of this study

Research question 1: What is the frequency of use of library materials among law students at Osun State University?

Table 1: Frequency of use of the library materials

S/N	Period	Frequency	Percentage
1.	Daily	120	60.0
2.	2-3 times a week	50	25.0
3.	Once a week	15	7.5
4.	2-3 monthly	12	6.0
5.	Once a month	3	1.5
	Total	**200**	**100.0**

Table 1 revealed that majority of the respondents, 120 (60%) used the library daily, while 50 (25%) used the library 2-3 times a week, 12 (6%) respondents admitted visiting the library 2-3 times monthly, while only 3 (1.5%) used the library once a month. The implication of these results is that law

Pelemo, G. D., Makinde, B. O., & Ogunwande, O. O. (2020). Uses of academic libraries: A case study of Osun State University law students.

19

students at Osun State University frequently used the library for various purposes.

Research question 2: What are the reasons for using the library materials among law students of Osun State University?

Table 2: Distributions by reasons for using the library

S/N	Reasons	Frequency	Percentage
1.	To borrow library books	60	30
2.	Read library books	66	33
3.	Consult Reference Materials	20	10
4.	Read Newspapers/magazines	30	15
5.	Do class assignment	14	7
6.	All of the above	10	5
	Total	**200**	**100**

As shown in table 2, the highest percentage of the respondents, 66 (33%) visit the library to read library books, 20 (10%) visit the library to consult reference materials, 14 (7%) visit to do class assignments and 60 (30%) came to borrow library books. Only 10 (5%) of the respondents visit the library for all other reasons. For whatever reasons, the result shows that the students visit the library for one reason or the other.

Research question 3: Which materials are frequently used by undergraduate law students at Osun State University?

Table 3: Materials frequently used by undergraduate law students at Osun State University

S/N	Materials	Frequency	Percentage
1.	Textbooks	60	30
2.	Reference materials	46	23
3.	Journals/ Indexes	24	12
4.	Newspapers/ Magazines	30	15
5.	Internet and online databases	20	10
6.	All of the above	20	10
	Total	**200**	**100**

Table 3 indicates that text books account for most library visits with 60 (30%). This was closely followed by reference materials which accounted for 46 (23%), newspapers/magazines accounted for 30(15%), while journal/indexes accounted for 24 (12%).Basically from these findings, it was obvious that more of the materials in the library were frequently used by undergraduate law students at Osun State University.

Pelemo, G. D., Makinde, B. O., & Ogunwande, O. O. (2020). Uses of academic libraries: A case study of Osun State University law students.

20

Research question 4: How do the law students' perception about staff cooperation at Osun State University?

Table 4: Law students' perception about staff cooperation at Osun State University

S/N	Response	Frequency	Percentage
1.	Always	120	60.0
2.	Sometimes	40	20.0
3.	Not cooperative	15	7.5
4.	No opinion	25	12.5
	Total	**200**	**100.0**

Table 4 reveals that 120 (60%) of the respondents perceived that the staff always cooperate with them, besides, 40 (20%) others reasoned that they sometimes enjoyed staff cooperation, while 15 (7.5%) reasoned that the staff never cooperated at all, and 25 (12.5%) had no opinion to share on the matter.

Research question 5: How does the law students' perception about library services at Osun State University?

Table 5: Users' perception of library services at Osun State University

S/N	Responses	Frequency	Percentage
1.	Very good	30	15
2.	Good	40	20
3.	Fair	120	60
4.	Poor	10	5
	Total	**200**	**100**

Table 5 indicates that the largest number of respondents 120 (60%), rated the services rendered to them as fair, while 40 (20%) rated the same services good, and 10 (5%) rated the services and as poor. This implies that different persons will perceive things differently depending on the individuals' preferences. Nonetheless, overall, the majority still perceived the services provided as being fair.

Conclusion

The findings from the current study reveal that law students at Osun State university frequently use the library for various reasons ranging from reading personal materials to borrowing books, journals, law reports, and newspapers or to use the internet. The study further reveals that textbooks are the most use of library materials by law students. This tallies with the study of Knapp in Popoola (2001) who remarked that the maximization of library resources is possible where lecturers and librarians share objectives of visiting the library to consult its resources. This study also established a strong collaboration between the library staff and the students. This was evident in the level of cooperation between the students and the library staff. As recommended by scholars, when this is the case, it will lead to increase utilization of library resources and in turn increase users' knowledge (WIPO, 2012).

Pelemo, G. D., Makinde, B. O., & Ogunwande, O. O. (2020). Uses of academic libraries: A case study of Osun State University law students.

21

Recommendations

Based on the findings of this study,
1. It is so recommended that more library materials should be provided so as to meet the needs of the users.
2. Both librarians and students should co-operate and agree to a unified syllabus that will enhance students' optimum learning by way of library utilization.
3. A user survey should be regularly conducted in the library to know the exact information needs of law students at Osun State University. This survey could be a self-evaluative tool that helps to determine the effectiveness of library facilities to law, which includes the collections and the services rendered by the library staff. The findings of such a study could be used to modify, upgrade and formulate future policies that could bring better law library services.

4. Librarians and the other library staff should be friendly and willing to help students who have problems locating what they need in the library. Also, librarians should work more closely with faculty staff to make students aware of library resources, which is part of the duties of a librarian. This could be in the form of the following.
(a) Current Awareness Services (CAS) to enable users to become immediately aware of new additions to the library collection;
(b) Librarians should organize a library day at the beginning of each session to showcase additional resources made available in the library. This day should be one that new resources are not only showcased to users but the students would also bring a list of materials (if they have any) that the library needs to acquire for better students' satisfaction.

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22

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23

Information sources and parental influence as correlates of career choice among adolescent students in Nigeria

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Abstract

This study investigated career information sources and parental influence as correlates of career choice among adolescent students in Nigeria. A correlation research design was used and15% representing 1,922 SS3 students of 14,414 adolescent students were sampled from 48 public senior secondary schools in South-West Nigeria. Data generated were analysed using frequency, percentage, mean, standard deviation and Pearson Moment Correlation and Regression analysis. The findings of the study revealed career information programmes shown on television as the most career information sources used by adolescent students. Findings also revealed that career information sources use ($r=.461$, $p(.000)<.01$), parental education ($r=.514$, $p(.000)<.01$) and parent's occupations ($r=.501$, $p(.000)<.01$) showed a positive and significant relationship with career choice of adolescent students. The study concluded that career information source, high level of parental education and parents' occupations serve as key determinants of career decisions of adolescent students ($F_{(2,1914)} = 149.441$; $R= .530$, $R^2= 0.281$, $Adj.R^2 = .279$, $P<.05$). Based on these findings, the study recommended that government should provide more career counselors who would be more sensitive to the facilities available for the adolescent students' career choice development.

Keywords: Adolescent students; career choice; career information sources; parental influence.

Introduction

The persistent transformation being experienced by the world of learning has risen to an extent that planning a career at juvenile age no longer runs along a predictable trajectory, since there are so many more elements than in the past that influence adolescent's career. As a result, a career discourse has emerged among researchers that take more sustainable approach to career planning and counseling, and this approach takes a look at the concept of career choice. Career choice is a developmental process, extending over almost one's life span, through which adolescent students develop the capacity for and engage in career choice as part of their total life style. Career choice is a complex decision for adolescent students since it determines the kind of profession that they intend to pursue in life (Okobiah & Okorodudu, 2004). As adolescents try to make career choice while in secondary school, they face the problem of merging their career choice with their abilities and school performance. The choice point is undoubtedly the most critical stage. This is because, making a wrong career decision can mar one's happiness for life as this could result to career maladjustment. Inappropriate career choice may spell doom not only for the adolescent students but also for the entire society.

Today, one does not only need to make due career planning but also exhaustive career research before making career choice so as to adjust to the evolving socio-economic condition. Most adolescent students in secondary schools do not have accurate information about career opportunities to help them make appropriate career choice. Information is the pivot of knowledge for adolescent students in developing countries, particularly in choosing appropriate career in life (Kolawole, 2014). Information use for career choice is a product of multiple factors which include, peer pressure, parental influence, interests, cultural identity, globalization, socialization, role model, social support and available resources such as information and financial support (Hewitt, 2010). Information resources use for career choice can be seen in adolescent students' personal aptitudes, social contacts and parental educational attainment. Most adolescent students are influenced by careers which their parents favour; others follow the careers that their parents' socio-economic status has opened for them. Some choose to follow their position regardless of how much it will affect them, while others choose or take to career that guarantees high income based on their parental influence.

Parental influence plays a vital role in many areas of adolescent students' development. Parents can either be facilitators or inhibitors of their children's psychological development. An important developmental stage of the adolescent student is the growth and development of future aspirations and career goals. This is because during adolescence, parents, peer pressure and occupational factors have considerable influence on the development of future aspirations and career choice of students. Although some career development theories mentioned the important role that parents play in children's career choice, only a few of them went into details on which aspects of parental participation influences career choice development. Even though some researchers have sought to examine the nature of influence that parents have on their children's career choice development, understanding the parents' particular area of influence is a complicated endeavour. A review of literature on this issue highlights the parental influence and how it affects career choices during many stages of life (Whiston &Keller, 2004). Some researches on career development have provided information on the influence of parents' education and occupational status, as associated with career choice development; yet it is unclear how the relationships within the family facilitate or inhibit successful

Kolawole, J. A., Olagoke, D. P., & Ngeme, F. (2020). Information sources and parental influence as correlates of career choice among adolescent students in Nigeria.

25

career choice development. It is in the light of this that this study sets out to investigate the influence of career information sources use and parental influence on the career choice of adolescent students in South-West Nigeria.

Literature review

Adolescents' career choice

The concept of career choice was introduced by Albert Bandura in 1977 when he used social learning theory to investigate personality development (Prideaux & Creed, 2001). Career choice can be defined as a process that describes the choices that a person makes when selecting a particular career. It also helps to identify different factors involved in a person's career decision and provides an understanding of the way these factors have an impact on their career choices (Sharf, 2002).

The term 'career choice' noticeably occurred in 1900 but the term did not become an accepted terminology until 1979. Frank Parsons first introduced the concept in 1909 (Patton & McMahon 1999). He discussed the ways careers are selected in his book 'Choosing a Vocation'. Parsons (1909) suggested that vocational choices should be based on three broad factors: "(1) a clear understanding of yourself, your aptitudes, abilities, interests, ambition, resources, limitations and knowledge of their causes; (2) knowledge of the requirements, conditions for success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work; (3) true reasoning on the relations of these two groups of facts".

These three broad factors of vocational choice provided simple guidelines for individuals to consider when choosing their career and emphasized the importance of individuals having an understanding of themselves, their career alternatives and how to use information for rational career choices (Jones, 1994).

Career information sources

As new information is received and as the people reflect and act on the problem situation, the perception of the situation changes, giving rise to uncertainties. The problem situation is redefined, the adolescent students must seek new information, and the cycle iterates until the problem of career choice is considered resolved in the student's mind. The information structures and processes will have to be as open, flexible, and vigorous as the processes of inquiry and career they support. Choo (2000) said that, in post primary institutions of learning, information is used by students to create knowledge, not just in the sense of data and facts, but knowledge in the form of representations that provide meaning and context for purposive action. Adolescents in the secondary school therefore behave as sense makers who utilize information in action for career decision-making, and information use becomes a hermeneutic process of inquiry, in which understanding is realized through interpretation dialogue, (Birks 2003).

Many information system development projects have focused on improving the quality of data available to students' career decision makers. Projects with such limited focus result in only un-sustained improvements and often fail to achieve their intended impact. Experience suggests three key components to the successful development of a culture of information use. Information use reorienting the student's information system towards career choice is important. "Good information" is accurate, reliable, and readily available in a timely manner, easily accessible for people career choice relevant to adolescents' information needs to support the activities, and usable by intended users. Just as for central users, the "right information" for civil society has to be accurate, easily available, relevant and

Kolawole, J. A., Olagoke, D. P., & Ngeme, F. (2020). Information sources and parental influence as correlates of career choice among adolescent students in Nigeria.

26

understandable. Given the low level of infrastructure and capacity to use information in South-West Nigeria, the system cannot rely on information technology or other resource-intensive mechanisms for accessing data, nor should they be too technically challenging for students.

The use of information entails building capacity to use information for career choice of adolescent students. While this capacity includes technical ability to use information for planning, budgeting, monitoring, evaluating, accessing, and researching career decision, it also includes "soft capacities" such as the ability to use information in dialogue and debate around education. It is counter-productive to concentrate efforts on building capacity in data-driven assessment if the beneficiaries do not receive complimentary skill building to enable them act on this assessment. The result is to engage policy makers to create career choice for students. Okwilague (2000) contends that the use of information for career choice tends to raise the demand for information. Where ensuring the quality of information is largely a technical issue, building demand for information implies a change in the attitudes of individuals, institutions, libraries and secondary school students to make career choice. Demand is built by raising awareness about the benefit of information use, attending workshop, debating and exerting pressure on education actors to use information. This entails understanding the interests of stakeholders including information use, creating incentives for information use for career choice of adolescents. Lack of demand for information

in communities is likely more related to low level of knowledge about the potential benefits of information use than low level of interests. It is possible that communities, unlike school officials, are completely unaware of their rights and responsibilities in education management, especially in the case of systems that have, until recently, been highly centralized.

As with government actors, demand for information use for career choice can be built through awareness campaigns and training, both in education management and civic education, and by understanding the incentives for civil society and adolescent students to use information for career choice exercise (Choo, 2000). This indicates that most students use the information for academic purposes. Noticeably, there were few students who use the information for entertainment and career development. The researcher had anticipated that there were many more students who would be using information for entertainment and career development.

Information use as an operational skill is generally well understood by students, especially those in higher educational institutions. It is noted by the Council of Australian University Librarians (CAUL) (2001) that adolescent students have the ability to locate, access, evaluate and use information in an ethical and socially responsible manner as part of a lifelong learning strategy for making career choice. It described the adolescent as an individual in terms of achievable outcomes that relate to identified information competencies and attributes of the information to facilitate good career choice.

Theoretical framework

Information utilization capacity theory

Information Utilization Capacity Theory developed by Curras (1986) explains that the use of information is dependent on the ability of the user, that is, the adolescent students to

access and use information for career choice. Information utilization capacity theory development model is considered relevant to this research work because adolescent students are expected to use adequate and reliable information for effective career choice in life. The theory was propounded by Curras in 1986 and shows that information

Kolawole, J. A., Olagoke, D. P., & Ngeme, F. (2020). Information sources and parental influence as correlates of career choice among adolescent students in Nigeria.

27

use is important in terms of access which includes physical and intellectual information usage. Information use is dependent on the capacity of the adolescent students to access information and later uses it. The capacity to utilize available and timely information is dependent on certain environmental factors, such as peer pressure, cultural, socio-economic, and parental influence. It also includes the appropriateness of the information, the information channel and the information use for adolescent career choices.

Methodology

The study adopted correlation research design. The multi-stage sampling technique was adopted for the study to achieve a good representation of the population. South-West consists of Six (6) state which are; Ekiti, Lagos, Ogun, Ondo, Osun and Oyo. In the first stage proportionate sampling techniques was used to select 50% of the states in South-West, Nigeria. Three state with highest Local Government Area (LGAs) were selected, these are; Oyo, Osun and Ogun states. Stratified random sampling technique was used to classify the state into LGAs to. There are 31 LGAs in Oyo state, 30 LGAs in Osun and 21 LGAs in Ogun state. In the third stage a proportionate sampling method was used to select 20% of the LGAs in the selected states.

This gave a number of 6 LGAs to be selected in Oyo state, 6 in Osun state and 4 in Osun state. Simple random sampling technique was used to select 3 public senior secondary schools (SSS) which gave a total of forty-eight (48) public SSS. Purposive sampling method was used to select co-educational SSS3 class for the study. Therefore, a representative sample size of 1,920 out of population of 14, 414 adolescent students were used for the study. The survey instrument titled "Career Information Resources, Parental Influence and Career Choice Questionnaire" (CIRPI-CCQ) was administered. Data generated were analysed using frequency, percentage, mean, standard deviation, Pearson Moment Correlation and Regression analysis.

Kolawole, J. A., Olagoke, D. P., & Ngeme, F. (2020). Information sources and parental influence as correlates of career choice among adolescent students in Nigeria.

28

Findings

Respondents information

Table 1: **Distribution of respondents' information**

Respondents' information		Frequency	Percentage (%)
Sex	Male	1,200	62.5
	Female	720	37.5
	Total	**1,920**	**100.0**
Religion	Christianity	910	47.4
	Islam	893	46.5
	Traditional religion	31	1.6
	Others	86	4.5
	Total	**1,920**	**100.0**
Family Structure	Intact	1,490	77.6
	Divorced	401	20.9
	Remarried	29	1.5
	Total	**1,920**	**100.0**
Parental level of education	NCE	687	35.8
	HND	451	23.5
	First Degree	330	17.2
	Master Degree	173	9.0
	PhD	279	14.5
	Total	**1,920**	**100.0**
Parental occupation	Civil Servant	649	33.8
	Traders	553	28.8
	Farmer	432	22.5
	Others	286	14.9
	Total	**1,920**	**100.0**

Table 1 presents the percentage distribution of respondents' information. The findings revealed that 62.5% adolescent students were male while their female counterparts were 37.5%. This indicates that majority of the adolescent students sampled for the study were male. Also, the religious distribution of adolescent students in South-West, Nigeria signified that 47.4% and 46.5% were Christians and Muslims while 1.6% ware traditional worshipers and 4.5% practiced other religions. This result indicates a very close figure for Christians and Muslim, but still majority of the adolescent students in South-West were Christians. Findings also revealed that majority of family structure of adolescent students in South-West Nigeria were from homes that are intact (77.6%) while 20.9% and 1.5% were from divorced and remarried homes. Furthermore, parental level of education of adolescent students in South-West ranged from NCE to PhD with 38% of the majority having first degree and 35.8% and 14.5% were NCE and PhD holders, while 9.0% had Master Degree. Lastly, the parental influence distribution of

Kolawole, J. A., Olagoke, D. P., & Ngeme, F. (2020). Information sources and parental influence as correlates of career choice among adolescent students in Nigeria.

29

adolescent students in South-West Nigeria indicated that majority, that is, 33.8% of the students claimed that their parents were civil servants, while 28.8% were traders, 22.5% were farmers and 14.9% were in other occupations.

Table 2: **Descriptive statistics of information sources used by adolescent students for career choice in South-West Nigeria**

S\N	Career information source used	SA	A	D	SD	$\overline{X}$	S.D.
1.	Television (TV)	832 (43.3%)	453 (23.6%)	593 (30.9%)	42 (2.2%)	2.60	1.15
2.	Magazines	373 (19.4%)	793 (41.3%)	703 (36.6%)	51 (2.7%)	1.88	.81
3.	Newspapers	455 (23.7%)	660 (34.4%)	772 (40.2%)	33 (1.7%)	1.87	.83
4.	Internet	128 (6.7%)	460 (24.0%)	1160 (60.4%)	172 (9.0%)	1.64	.95
5.	Consultation with colleagues (friends)	121 (6.3%)	455 (23.7%)	1171 (61.0%)	173 (9.0%)	1.63	.95
6.	Radio	121 (6.3%)	451 (23.5%)	1184 (61.7%)	164 (8.5%)	1.62	.94
7.	Books	108 (5.6%)	456 (23.8%)	1198 (62.4%)	158 (8.2%)	1.60	.92
8.	Debates	107 (5.6%)	457 (23.8%)	1198 (62.4%)	158 (8.2%)	1.60	.92
9.	Counselors	-	-	964 (50.2%)	956 (49.8%)	1.50	.50
10.	School library	-	-	1919 (99.9%)	1 (0.1%)	1.00	2.28

Table 2 reveals the extent of career information use by adolescent students in South-West Nigeria. The result indicates that 66.9% of the adolescent students agreed that they utilized information heard from television in making their career decision. Therefore, television was ranked more than any other career information sources ($\overline{X}$ =2.60, S.D=1.15). In conjunction with the career information from television, 60.7% of adolescent students claim that they used career information from magazines and 58.1% used newspapers while 30.7%, 30%, 30.1%, 29.4% and 29.4% used career information found from internet, friends/colleagues, radio, books, debates and counselors respectively. But none of the adolescent students used career information from school library. This is expected since no information was available for career choices in school library as indicated by the respondents. School managements are therefore advised to equip their school libraries and allow their students full access to them.

The finding deduced that, among the three available sources that are claimed by the adolescent students as being more available (i.e. counselors, magazines and television) only information got from counselors were not used by adolescent students in making their career choice decision. This could be as a result of unsociable behaviour of counselors allocated for adolescent students in public secondary schools in South-West Nigeria. Television and magazines were claimed to be more used by adolescent students in Southwest. This is not amazing because each household in South-West Nigeria has television sets at

Kolawole, J. A., Olagoke, D. P., & Ngeme, F. (2020). Information sources and parental influence as correlates of career choice among adolescent students in Nigeria.

30

home; therefore, adolescent students are expected to be more pleased with career information programmes commonly showing on television. In addition, utilization of career information from magazines by adolescent students could be as a result of graphical illustrations that are always presented in magazines. However, low utilization of career information from newspapers and the internet by adolescent students could be as result of cost of buying newspapers or accessing internet and literacy level of adolescent students in understanding the grammatical illustration in newspapers. While low utilization of career information from radio by adolescent students could be as a result of low level of their listening ability and non-appealing nature of radio, that is, non-graphical.

Table 3: **Table showing the rating of parental education**

S\N	Parental Education	SA	A	D	SD	$\overline{X}$	S.D
1.	Because my parents are well educated, they often told me what career they wanted me to do.	761 (39.6%)	678 (35.3%)	210 (10.9%)	271 (14.1%)	2.99	.97
2.	Because my parents are highly educated and exposed, they knew which career to choose for me.	771 (40.2%)	672 (35.0%)	213 (11.1%)	264 (13.8%)	2.99	.97
3.	Because my parents are well educated, they knew relevant educational resources to provide to aid my career development.	736 (38.3%)	643 (33.5%)	238 (12.4%)	303 (15.8%)	2.93	1.01
4.	Because my parents are highly educated, they have a good job and so are able to finance my vocational/career aspiration.	725 (37.8%)	649 (33.8%)	251 (13.1%)	295 (15.4%)	2.92	1.01
5.	Because my parents are highly educated, they knew how to assist me in making my career choice/decision.	727 (37.9%)	644 (33.5%)	254 (13.2%)	295 (15.4%)	2.92	1.01

Table 3 reveals the influence of parental education on career choice of adolescent students in South-West Nigeria. Finding shows that most adolescent students in South-West asserted that their parents frequently told them the type of career they wanted them to choose ($\overline{X}$ =2.99, S.D=0.97) and this was as a result of high level of their parental education and exposure ($\overline{X}$ =2.99, S.D=0.97). This implies that high level of parental education and exposure in South-West serve as a key determinant of career choice of adolescent students.

Thus, this has revealed that the educational level of parents enables them to provide relevant educational resources for the adolescent students ($\overline{X}$ =2.93, S.D=1.01) which aids their career development. Findings also show that the educational level of parents of adolescent students in South-West enables them to have a good job and this therefore aids the parents to finance vocational/career aspiration of adolescent students ($\overline{X}$ =2.92, S.D=1.01) which aids adolescent students to make best career decisions. Therefore, the findings of this study conclude that high level of parental education and exposure in South-West serve as a key determinant of career choice of adolescent students.

Kolawole, J. A., Olagoke, D. P., & Ngeme, F. (2020). Information sources and parental influence as correlates of career choice among adolescent students in Nigeria.

31

Table 4: **Table showing the rating of parental influence**

S\N	Parental influence and career choice of students	SA	A	D	SD	$\overline{X}$	S.D
1.	My parents want me to follow in their line of occupation	764 (39.8%)	683 (35.6%)	210 (10.9%)	263 (13.7%)	3.00	.97
2.	I will like to take after my father's career because it gives high wages	734 (38.2%)	642 (33.4%)	243 (12.7%)	301 (15.7%)	2.93	1.00
3.	My mother's occupation influences me to choose my career	719 (37.4%)	634 (33.0%)	257 (13.4%)	310 (16.1%)	2.90	1.01
4.	I will not like to take after my mother's occupation instead I will go for a better one	710 (37.0%)	625 (32.6%)	267 (13.9%)	318 (16.6%)	2.88	1.02
5.	I will not like to take after my father's occupation instead I will go for a better one	696 (36.3%)	602 (31.4%)	295 (15.4%)	327 (17.0%)	2.84	1.04

Table 4 reveals the influence of parental influence on career choice of adolescent students in South-West Nigeria. This shows that, parents in South-West wish their children to be in their lines of occupation. This was confirmed by most of the adolescent students as they concurred that their parents wanted them to follow their line of occupations ($\overline{X}$ = 3.00, S.D = 0.97). This is because parents believe that the best way history could refer to their occupation is when their children take after their career. A significant number of adolescent students strongly have the same opinion that they will like to take after their fathers' career because it will attract high wages ($\overline{X}$ = 2.93, S.D = 1.00). Similarly, many adolescent students claimed that their mothers' occupation influenced them to make career decisions. On the other hand, some of the adolescent students felt that they would not like to take after their mothers occupations (mean = 2.88) and fathers occupation ($\overline{X}$ = 2.84, S.D. = 1.04), instead they would go for better options. It was discovered from the findings that some adolescent students desired to take after their fathers and mothers' occupations; others claimed that they would not take after their parents' occupation. Those that have interest in their parents' occupation gave high wages as their reasons while those against their parents' occupation have their reasons. The findings further revealed that parental influence influenced career choice of adolescent students

Table 5: **Correlation matrix showing the pattern of relationship that exists between career information sources used parental influence and career choice among adolescent students**

	CC	CIS	AIS	PI
Career Choice (CC)	1			
Career Information Source Used (CIS)	.461**	1		
Parental influence (PI)	.501**	.184**	.270**	1

** Sig. at .01 level, * Sig. at .05 level

Table 5 demonstrates the relationship pattern that exists between career information used, parental education, parental influence and career choice of adolescent students. The findings reveal that information use has a strong positive relationship with career choices of adolescents students (r = .461, p < .01) and

Kolawole, J. A., Olagoke, D. P., & Ngeme, F. (2020). Information sources and parental influence as correlates of career choice among adolescent students in Nigeria.

32

this is significant at 0.01. Furthermore, the parental education (r = .514, p < .01) and parental influence (r = .501, p < .01) have been shown to have a strong positive relationship with career choice of adolescent students and significant at 0.01. Remarkably, findings of this study are that information sources used, parental education and parental influence have positive and significant relationship with career choice of adolescent students in South-West Nigeria.

Table 6: **Joint influence of career information source used, parental education and parental occupation on career choice of adolescent students in South-West Nigeria**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	34.154	1.537		22.227	.000
Career information sources used	.739	.034	.449	22.016	.000
Parental influence	-.252	.180	-.148	-1.396	.163

$F_{(5,1914)}$ = 149.441
R = .530
R^2 = .281
Adj R^2 = .279

Table 6 reveals the significant influence of career information sources used, parental education and parental influence on the career choice of adolescent students in South-West Nigeria. The result reveals that career information sources used, parental education and parental influence influenced adolescents' career choices at 0.05 level of significance ($F_{(2,1914)}$ = 149.441; R= .530, R^2= 0.281, Adj.R^2 = .279, P<.05). The result shows that career information sources used, parental education and parental influence significantly and jointly influenced career choice of adolescent students in South-West Nigeria. In the same vein, the Adj. R^2 value of 0.279 signifies tha t 28% of the variation was accounted for by career information sources used, parental education and their occupation. This indicates that career information sources used, parental education and parental influence are predictors of career choice of adolescent students in South-West Nigeria. This finding is supported by Opeke (2002) and Popoola (2006) corroborated that, information sources used significantly influenced career choice of adolescent students.

Conclusion

Adolescent students as main seekers of career opportunities face different challenges in making appropriate career choice. Distinctively, the study revealed that the most career information sources used by adolescent students were career information programmes shown on Television. The study further shows that career information sources used, parental education and parent's occupations showed a positive and significant relationship with career choice of adolescent students. The study therefore concluded that career information source used, high level of parental education and

parental occupations serve as key determinants of career decisions of adolescent students.

Recommendations

The study recommended that government should provide more career counselors who would be more sensitive to the facilities available for the adolescent student's career choice development. Also, information sources should be adequately put in place, made available, so that career choice of the adolescent students can be easily and quickly made.

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34

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Major preservation and conservation challenges facing University of Ilorin Library

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Abstract

The study investigated the preservation and conservation challenges of library resources at University of Ilorin Library. The main purpose of this study was to identify the major challenges faced by the library on the preservation and conservation of information materials. The research is a quantitative research work and research design for this study is descriptive survey. Total enumeration was adopted for the study which comprised 36 respondents. Questionnaire was used for data collection. Based on the findings from this study, the major challenges facing the conservation and preservation of library materials in Unilorin, are inadequate funding and inadequate infrastructure, followed by lack of equipment needed for conservation and preservation. The study recommends improved funding by the University Management which will have a direct impact on the provision of library infrastructure.

Keywords: Conservation; preservation; challenges; library materials; academic libraries.

Ajiboye, O. O., & Aborishade, M. O. (2020). Major preservation and conservation challenges facing University of Ilorin Library.

36

Introduction

Libraries have a responsibility to preserve and conserve information materials in the library. Therefore, preservation and conservation of library materials is an important aspect of library and information management. Their importance and necessity are more paramount in countries where resources are limited and libraries need to balance them with the needs of an ever increasing number of users hoping to use them.

The process of preservation and conservation is applied to safeguard the library materials from further decay and deterioration. Harvey (1993) explained that the terms "Preservation and "Conservation" have been used interchangeably in library literature until the last few years. He maintained that currently, conservation is the more specific term and is particularly used in relation to specific objectives while "preservation" is a broader concept covering conservation as well as actions relating to

protection between "Preservation and "Conservation". He further explained that preservation applies to various strategies for preserving the intellectual content" while "Conservation" is primarily concerned with ensuring that the original artifact is maintained and secure".

Anjaiah (2008) stresses that "the words" preservation and conservation" are often used interchangeably to mean: the process of keeping an object safe from harm or loss, damage, destruction or delay, and maintaining it in a reasonably sound condition for present and future use. He maintained that these two words are different, though interrelated and overlapping connotations. Preservation and conservation of library resources have become a driving force in new service platform of the libraries. Preservation and conservation have been proved to be an important tool for improving services in university libraries. It is important for teaching, learning, research and development of human beings.

Statement of the problem

Library is a repository of information resources for the educational development of human-beings at all levels with its significant contributions to the academic achievement of lecturers and students in schools. Libraries acquire materials to meet the informational or recreational needs of their clientele. It is the responsibility of the library staff to maintain these materials in good physical condition so that they will be available for users at all times.

Materials in many libraries and archives throughout the country are still housed in conditions that leave much to be desired

(Olatokun, 2008). A large portion of information recorded on audio or videotape about important events, people etc., has been routinely wiped out in our electronic media houses (Popoola, 2003). Previous studies have identified lack of funds, lack of infrastructure, and lack of trained conservation librarians as part of the challenges facing conservation and preservation practices in South-Western Nigeria. Few studies have focused on the challenges facing conservation and preservation practices in academic libraries in the north-central zone in Nigeria. Hence, the need for this study.

Objectives of the study

The main purpose of this study is to identify the challenges faced by the university of Ilorin library on the preservation and conservation of information

materials in the library. The specific objectives are to:
1. identify the available printed information resources in the University of Ilorin library;

Ajiboye, O. O., & Aborishade, M. O. (2020). Major preservation and conservation challenges facing University of Ilorin Library.

37

2. identify the major preservation and conservation challenges facing the University of Ilorin library.

Research questions

The study seeks to answer the following research questions formulated in line with the main objectives.

1. What are the available printed information resources in the University of Ilorin library?
2. What are the major preservation and conservation challenges facing the University of Ilorin library?

Literature review

According to the National Library of Australia (2004), one of the major crises facing libraries throughout the world is the rate of deterioration of their collections. Since library materials are composed primarily of organic materials, they are subject to natural deterioration. Olatokun (2008) carried out a survey of the various techniques used in the preservation and conservation of library materials in selected university libraries in Nigeria. Findings revealed that preservation and conservation techniques, though adopted in the university libraries, were not effectively in use although the libraries all had preservation polices. Further results showed that though some of the libraries adopt and use some digital preservation techniques, they are still not effectively used. Other findings revealed that inadequate funding was the most severe inhibitor to effective preservation and conservation activities in the university libraries.

Ovowoh and Iwhiwhu (2010) also investigated the preservation and conservation of library materials in higher institution libraries in Nigeria. The study revealed that there was no written policy in the institutions studied, and decisions on preservation and conservation were arbitrary and inconsistent. Furthermore, the findings revealed that all respondents confirmed that there was the need to have such a policy and that the policy should spell out the percentage of the budget to be used for preservation and conservation programme.

The findings also showed that there were no personnel trained in preservation and conservation of library materials, but all the libraries accepted that non-professionals had received some training in general librarianship.

Ovowoh (2010) as cited in Wasiu and Adekanmbi (2015), carried out a study to assess the preservation and conservation programmes and activities of libraries in Nigeria. The findings revealed that there was no written policy in the higher education institutions studied, and decisions on preservation and conservation were arbitrary and inconsistent. Furthermore, the findings revealed that all respondents confirmed that there was need to have such a policy and that the policy should spell out the percentage of the budget to be used for preservation and conservation programme. The findings also showed that there were no personnel trained in preservation and conservation of library materials, but all the libraries accepted that non-professionals had received some training in general librarianship.

The study of Timothy, Tabawa and Oyinloye (2017) showed that in Bingham University Library, preservation and conservation of library resources need to be improved upon as some of its print resources are being mutilated by users. Other challenges include: poor funding on the side of the University management; lack of preservation policy; and inadequate planning of preserving and conserving of library e-resources.

A study carried out by Ambika and Begum (2017) showed that the main

Ajiboye, O. O., & Aborishade, M. O. (2020). Major preservation and conservation challenges facing University of Ilorin Library.

38

constraints to proper preservation and conservation in Law libraries are lack of funds, lack of qualified conservation librarians, non-committal attitude of staff, and lack of adequate and dependable storage facilities. The study also revealed that very few librarians are conversant with preservation management, thus militating against any comprehensive preservation programme.

Shameenda (2011) investigated preservation and conservation of library materials, techniques and practices in the University of Zambia Library and its two branches. The study highlighted preservation and conservation issues which included managerial and financial considerations including storage and accommodation, staffing levels, policies, techniques and practices in preserving and conserving library materials and the information contained in them in order to ensure long term access to them. The research findings revealed that although the University of Zambia libraries were involved in the long-term preservation of library materials, they did not provide a well-planned preservation and conservation care because preservation was given least priority and conservation programmes were addressed in varying degrees in the libraries. The study further identified lack of preservation and conservation planning, policies and weak commitment from the University of Zambia management on funding of the University libraries. Also inadequate programmes and limited preservation and conservation education and training among librarians were the other forms of obstacles to effective preservation and conservation of library materials in the university libraries. Also revealed was the lack of awareness concerning preventive preservation measures, poor handling and use of library materials.

Popoola (2003) further submitted that until 1980's, preservation and conservation of library information materials were thought to be relevant to rare book materials by librarians and curators of collection of special materials. But, library information materials are bound to deteriorate or breakdown with time through the aging process, and to replace them may be difficult and expensive if not practically impossible. The modern day libraries and information centers are faced with the problem of deterioration of information materials in their holdings. Their information materials have deteriorated to the extent of losing their intellectual contents.

Asiamah (2008) carried out a case study of the Kwame Nkrumah University of Science and Technology Main Library in Ghana. The study was on preserving print and non-print library materials. The findings revealed that the preservation challenges faced by the library include physical building, storage practices, pollution, light and biological agents, security of library materials as well as the poor handling.

Ogunmodede and Ebijuwa's (2013) study revealed that the main constraints to proper preservation and conservation of information materials in academic libraries are lack of funds, lack of qualified conservation librarians, non-committal attitude of staff, and lack of adequate and dependable storage facilities.

Research methodology

The research design adopted for this study is descriptive survey design. The total population for the study is 36 respondents from university of Ilorin main librar y which includes 7 librarians, 6 library officers and 23 library assistants. The study made use of total enumeration consisting of all the population. Questionnaire was the instrument used for data collection.

Ajiboye, O. O., & Aborishade, M. O. (2020). Major preservation and conservation challenges facing University of Ilorin Library.

39

Results and discussion

Data collected was organized in simple table forms to show relative frequency distribution of responses to items using frequency distribution, and descriptive statistics to present and analyze the answers to the research questions.

Table 1: Demographic characteristics of the respondents

Variables	Items	Frequency	Percentage
Gender	Male	19	52.8
	Female	17	47.2
Total		**36**	**100**
Age	20-30	7	19.4
	31-40	12	33.3
	41-50	7	19.4
	51-60	9	25.0
	61 and above	1	2.8
Total		**36**	**100**
Educational Level	SSCE	6	16.7
	NCE	9	25.0
	HND	5	13.9
	BLS	6	16.7
	MLS	6	16.7
	PHD	4	11.1
Total		**36**	**100**
Year of service	1-5	16	44.4
	6-10	5	13.9
	11-20	4	11.1
	21 and above	11	30.6
Total		**36**	**100**
Rank	Library Assistant	14	38.9
	Library Officer	12	33.3
	Ass. Librarian	5	13.9
	Librarian 1	2	5.6
	Senior Librarian	3	8.3
Total		**36**	**100**

Table 1 shows that 19 respondents (52.8%) are male while 17 (47.2%) are female; this implies that there are more male staff than female staff in University of Ilorin library. Seven (7) (19.4%) of them fall within the age bracket of 20-30years, while 12 (33.3%) of the respondents are within the age bracket of 31-40 years. Also, 7(19.4%) of the respondents are within the age bracket of 41-50years, 9 (25.0%) of the respondents fall within the age bracket of 51-60 years and 1 (2.8%) falls within the age bracket of 61 years and above. This shows that majority of the respondents were between the ages of 31-40 years.

Ajiboye, O. O., & Aborishade, M. O. (2020). Major preservation and conservation challenges facing University of Ilorin Library.

40

Six (6) (16.7%) of the respondents have SSCE as their educational background, while 9 (25.0%) possess NCE. Also, 5 (13.9%) of the respondents have HND, 6 (16.7%) have BLS, 6 (16.7%) have MLS while 4 (11.1%) have PhD. This implies that the percentage of PhD holders among the staff is low. Out of 36 respondents, 16 (44.4%) had served in the library for 1-5years, while 5 (13.9%) respondents have served for 6-10 years. Also, 4 (11.1%) respondents have served at the library for 11-20years while 11 (30.6%) served in the library above 20 years. 14 (38.9%) of the respondents are library assistants while 12 (33.3%) of the respondents are library officers. Also, 5 (13.9%) of the respondents are assistant librarians while 2 (5.6%) of the respondents are librarian l and senior librarian among the respondents are 3 (8.3%). This implies that majority of the respondents are librarian assistants.

Table 2: Available information resources (printed materials) at the University of Ilorin Library

	Items	Characteristics	Frequency	Percentage %	Mean	Remark	Total
1.	Reference materials	Available	36	100		Available	
		Not Available	0	0	2.00		36
2.	Newspaper	Available	36	100		Available	
		Not Available	0	0	2.00		36
3.	Magazines	Available	36	100		Available	
		Not Available	0	0	2.00		36
4.	Circulating collections	Available	36	100		Available	
		Not Available	0	0	2.00		36
5.	Theses and dissertation	Available	34	94.4		Available	
		Not Available	2	5.6	1.94		36
6.	Rare/out-of-print materials	Available	27	75.0		Available	
		Not Available	9	25.0	1.75		36
7.	Journals	Available	36	100	2.00	Available	
		Not Available	0	0			36
8.	Government publications	Available	34	94.4	1.94	Available	
		Not Available	2	5.6			36

Table 2 above shows that all the 36 (100%) respondents claimed that reference materials, newspapers, magazines, circulating collections and journals are available in the library. While 34 (94.4%) claimed theses, dissertation and government publications to be available, 2 (5.6%) of the respondents claimed that they were not available. 27 (75.0%) of the respondent claimed rare/out-of-print materials to be available while 9 (25.0%) respondents claimed that they were not available
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Ajiboye, O. O., & Aborishade, M. O. (2020). Major preservation and conservation challenges facing University of Ilorin Library.

41

Table 3: Major preservation and conservation challenges facing the University of Ilorin Library

Items	Characteristics	Frequency	Percentage %	Total
Lack of trained personnel	Strongly Agree	10	27.8	2.64
	Agree	10	27.8	
	Disagree	9	25.0	
	Strongly Disagree	7	19.4	
Lack of preservation and conservation policy in libraries	Strongly Agree	6	16.7	2.42
	Agree	9	25.0	
	Disagree	15	41.7	
	Strongly Disagree	6	16.7	
Little awareness of the importance of preservation and conservation among information professional	Strongly Agree	10	27.8	2.89
	Agree	14	38.9	
	Disagree	10	27.8	
	Strongly Disagree	2	5.6	
Lack of equipment needed for preservation and conservation of library materials	Strongly Agree	13	36.1	2.92
	Agree	11	30.6	
	Disagree	8	22.2	
	Strongly Disagree	4	11.1	
Administrative bureaucracy	Strongly Agree	9	25.0	2.69
	Agree	11	30.6	
	Disagree	12	33.3	
	Strongly Disagree	4	11.1	
Inadequate funding of the library	Strongly Agree	16	44.4	3.06
	Agree	9	25.0	
	Disagree	8	22.2	
	Strongly Disagree	3	8.3	
Inadequate infrastructure	Strongly Agree	16	44.4	3.06
	Agree	9	25.0	
	Disagree	8	22.2	
	Strongly Disagree	3	8.3	

Table 3 above shows that 10 (27.8%) of the respondents strongly agreed with the fact that lack of trained personnel is a major challenge, 10 (27.8%) agreed, and 9 (25.0%) disagreed, while 7 (19.4%) of the respondents strongly disagreed. This implies that lack of trained personnel is a major preservation and conservation challenge facing the University of Ilorin Library.

The findings further show that 6 (16.7%) strongly agreed that lack of preservation and conservation policy in libraries is a major challenge, 9 (25.0%) agreed, and 15 (41.7%) disagreed, while 6 (16.7%) of the respondents strongly disagreed. This implies that lack of preservation and conservation policy in libraries is not a major preservation and conservation challenge facing the University of Ilorin Library.

Ten (10) respondents (27.8%) strongly agreed that little awareness of the importance of preservation and conservation among information professional is a major challenge, 14 (38.9%) agreed, and 10 (27.8%) disagreed, while 2 (5.6%) of the respondents strongly disagreed. This implies that little awareness of the importance of preservation and conservation among information professional is a major

Ajiboye, O. O., & Aborishade, M. O. (2020). Major preservation and conservation challenges facing University of Ilorin Library.

42

preservation and conservation challenges facing the University of Ilorin Library.

The findings show that 13 (36.1%) of the respondents strongly agreed that lack of equipment needed for preservation and conservation of library materials is a major challenge, 11 (30.6) agreed, and 8 (22.2%) disagreed, while 4 (11.1%) of the respondents strongly disagreed. This implies that lack of equipment needed for preservation and conservation of library materials is a major preservation and conservation challenge facing the University of Ilorin Library.

Nine (9) respondents (25.0%) strongly agreed that lack of competent manpower in preservation and conservation library materials is a major challenge, 10 (27.8%) agreed, and 14 (38.9%) disagreed, while 3 (8.3%) of the respondents strongly disagreed. This implies that lack of competent manpower in preservation and conservation library materials is a major preservation and conservation challenge facing the University of Ilorin Library.

Furthermore, 9 respondents (25.0%) strongly agreed that administrative bureaucracy is a major challenge, 11 (30.6%) agree, and 12 (33.3%) disagree, while 4 (11.1%) of the respondents strongly disagree. This implies that administrative bureaucracy is a major preservation and conservation challenge facing the University of Ilorin Library.

Also, 16 personnel (44.4%) strongly agreed that inadequate funding of the library is a major challenge, 9(25.0%) agreed, and 8 (22.2%) disagreed, while 3 (8.3%) of the respondents strongly disagreed. This implies that inadequate funding of the library is a major preservation and conservation challenge facing the University of Ilorin Library.

In addition, 16 respondents (44.4%) strongly agreed that inadequate infrastructure is a major challenge, 9 (25.0%) agreed, and 8 (22.2%) disagreed, while 3 (8.3%) of the respondents strongly disagreed. This implies that inadequate infrastructure is a major preservation and conservation challenge facing the University of Ilorin Library.

Discussion of findings

The study revealed that reference materials, newspapers, magazines, circulating collections, journals, theses, dissertation, government publications and rare/out-of-print materials are the printed information resources available in the University of Ilorin Library.

Based on the findings from this study, the major challenges facing the conservation and preservation of library materials in Unilorin are inadequate funding and inadequate infrastructure. The duo seems to be the strongest with both having the same mean which is supported by Olatokun (2008) whose finding states that inadequate funding was the most severe inhibitor to effective preservation and conservation activ ities in the university libraries.

This is closely followed by lack of equipment needed for conservation and preservation. The study also showed that 69.5% agreed that little awareness of the importance of preservation and conservation among information professional is a major preservation and conservation challenge facing the University of Ilorin Library. This finding is supported by Shameenda (2011), whose finding revealed that, inadequate programmes and limited preservation and conservation education and training among librarians were the other forms of obstacles to effective preservation and conservation of library materials in the university libraries.

The study shows that conservation and preservation policy is not a major challenge which implies that, there are principles and procedures guiding the conservation and preservation of materials in the library, This finding corroborates that of Olatokun (2008)

Ajiboye, O. O., & Aborishade, M. O. (2020). Major preservation and conservation challenges facing University of Ilorin Library.

43

whose study revealed that preservation and conservation techniques, though adopted in the university libraries, were not effectively in use although the libraries had preservation polices. The findings also showed that there were no personnel trained in preservation and conservation of library materials.

Conclusion

The study investigated the preservation and conservation challenges of library resources in University of Ilorin Library. Literature reviewed gives an informative account of the main constraints to proper preservation and conservation in academic libraries. These constraints are: lack of funds; lack of qualified conservation librarians; lack of training of library staff and lack of adequate infrastructure among others. Very few librarians are aware of preservation techniques and management, thus there is the need to maintain the condition of library resources in libraries; orientation for staff, everyday care, and staff trained on preservation and conservation, government funding towards preservation and conservation among many others are expedient.

Recommendations

Based on the outcomes of the study, the researcher recommends possible solutions to preservation and conservation of information resources in University of Ilorin Library.
- There should be improved funding by the University Management which will have a direct impact on the provision of library infrastructure.
- Library personnel should go on periodic training that pertains to the conservation and preservation of library materials. Libraries should organize seminars, workshops, conferences etc., in order to create awareness among library staff about the preservation and conservation of information materials in the library.
- Libraries should endeavor to employ conservationists so that the policies guiding the conservation and preservation of library materials will be correctly interpreted and implemented.

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Ajiboye, O. O., & Aborishade, M. O. (2020). Major preservation and conservation challenges facing University of Ilorin Library.

44

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The challenges of library in promoting research and learning in Imo State University, Owerri

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Abstract

The paper examined the challenges of the library in promoting research and learning in Imo State University, Owerri. The uses and gratifications theory was adopted as framework for analysis. Data were gathered through secondary sources. The findings showed that the library faces some challenges and these include: inadequate funding, poor government support, inadequate accommodation, poor power supply and inadequate computers/internet facilities. Recommendations were made on how to tackle these challenges.

Keywords: Challenges; library; promoting research; learning; Imo State University.

Introduction

The library is the live wire of the university. The library is the repository of information resources (print and non-print materials) that serve the patrons. University library provides materials that are useful in actualization of the intellectual goals and mission of the university. The standard of the library is used to measure the quality and standard of the university it serves.

University library is the single largest academic resources of the last recourse. No university may rise above the status and level of the services offered by her library.

The library provides information which is an indispensable factor for promotion of research and learning. Provision of relevant, reliable and speedy information is very critical to researchers. Okoro (2008) opined that in order to fulfill its role as an information provider, a library must:

1. Have the relevant resources from all formal sources;
2. Provide access to the resources by providing strategies;
3. Have trained staff to facilitate organization and intervene as necessary to promote access and retrieval;
4. Put in place processes for evaluation of services provided.

The National Universities Commission inspects the facilities and resources of libraries during accreditation of programmes as a proof that library is critical and heart of the university. This underscores why it carries 70% of marks allotted for accreditation of programmes. The users of the library in Imo State University are lecturers, undergraduates, postgraduates, staff and researchers.

In Imo State University, Owerri, there is the main library, faculty and departmental libraries. Adequate university library helps in Research, Development and Innovations (RD&I). Provision of quality books, journals, reference materials and e-resources enrich the quality of research and learning. The paper is aimed at achieving the following objectives:

1. To delineate the objectives of the university library;
2. To examine its roles in carrying out research and learning in Imo State University, Owerri;
3. It also examines the challenges facing the library;
4. To proffer suggestions on how to tackle them.

Conceptual clarifications

University: The New Lexicon Webster's Encyclopedic Dictionary of the English Language (2015) defines University as a group of faculties providing higher education and empowered to grant academic degrees. Institution of higher education where academic research is done and students study for degrees.

University library: According to Uchendu (2011) University library is the type of library established to provide services to university. The information materials are used by undergraduates, graduates, students, mature scholars, lecturers and other researchers. University library belongs to the category of academic libraries. According to Librarians' Glossary (2015), academic libraries are those established to serve universities, polytechnics, colleges, schools and all other institutions forming part of, or associated with, educational institutions.

Research: According to the Longman Dictionary of Contemporary English (2015) research means to study a subject in detail, especially in order to discover new facts or test new ideas. Omenukor (2016) defined research as the search for knowledge or any systematic investigation to establish facts. The primary purpose of applied research (as opposed to basic research) is discovering,

Uchendu, E. M. (2020). The challenges of library in promoting research and learning in Imo State University, Owerri.

47

interpreting, and the development of methods and systems for the advancement of human knowledge on a wide variety of scientific matters of the world and the universe. Research therefore, is the process of diligently and systematically inquiring and investigating into a subject in order to discover or revise facts, theories and applications.

Learning: The New Lexicon Webster's Encyclopedic Dictionary of the English Language (2015) defines learning as the process of acquiring knowledge or skill by study, instruction, practice, experience or scholarship. The New Encyclopaedia Britannica (2016) defines learning as the alteration of behaviour acquired through individual experience.

Review of related literature

A lot of literature concerning the roles of university library in promotion of research and learning are covered in books and journals. Some of these are treated here. According to Nwana (2008) the university library, like every other library, is a store house of literary materials (as well as electronic and digital in most recent times) that is essentially a resource facility that is central to all academic units. The special role of universities in research (generating knowledge, interpretations, and skills) makes the library an invaluable facility. Ifidon (1999) succinctly stated that universities perform the functions of teaching, research, conservation of knowledge and ideas and public service. Universities impart knowledge which is power- the power to solve human, social, economic and political problems. The library is vital in the pursuit, promotion and dissemination of knowledge. It helps in providing materials for acquisition of knowledge, research making and helps researchers to keep abreast of current developments in their areas of specialization.

In the words of Kumar (2017), university library plays active role in teaching, learning and research. A university library is a part of a university set-up. Therefore, it exists to serve the objectives of its parent organization. In other words, a university library should aim at the advancement of the functions of its university. By accumulating and organizing books, manuscripts, journals, e-resources and other materials, the university library serves as an invaluable aid in the conservation of knowledge and ideas and as an active force in the teaching, research, and extension programmes of the university. Through direct assistance to the staff, students and researchers, the university library participates in the actualization of the function of the university. Through its bibliographical and other reference services, the library aids individuals who are involved in research, teaching and learning to also make publication.

A librarian in the university performs several functions which include:

- Reference and information service/documentation/ bibliographical services;
- Library orientation and bibliographic instruction;
- Readers' advisory service;
- Administrative and management;
- Consultancy service;
- Conduct research and publications.

Librarians in the university are categorized as academic because they are involved in; teaching functions, research functions, administrative and management functions.

Edoka (2000) stated that the university library performs the following functions:

1. To provide information materials required for the academic programmes of the parent institution;

Uchendu, E. M. (2020). The challenges of library in promoting research and learning in Imo State University, Owerri.

48

2. To provide research information resources in consonance with the needs of faculty and research students;
3. To provide information resources for recreation and for personal self-development of users;
4. To provide study accommodation in a useful variety of locations;
5. To provide protection and security for these materials;
6. To co-operate with other libraries at appropriate levels for improved information services;
7. To provide specialized information service to appropriate segments of the wider society.

Anyanwu (2016) describes library as the life-wire of institutions of higher learning because they help the members of the academic community to achieve the objective of teaching, learning and research.University library is increasingly becoming the lo cation of ICT resources that satisfy the information needs of lecturers, students and non-teaching staff. They provide research materials and cater for the curriculum and recreational needs of the users.

Library and promotion of research and learning in Imo State University, Owerri

Intellectual and research function

The library facilitates the pursuit of knowledge and research in the university. According to Bozimo (2012), university library performs the duties of selection, acquisition, organization and dissemination of information to support the curricula the higher institutions run. University library enhances research by acquiring and providing materials that cover a wide range of disciplines that are offered in the university. These information resources are maximally used by lecturers, undergraduates, post graduates as well as other researchers.

Provision of information and resource materials

The library is regarded as centre of academic activities because all educational activities revolve round it. A well developed and stocked library in the words of Afigwe and Ugwuoma (2014) serves as oil that lubricates the development of the teachers and students at all levels of educational attainment. The qualitative and quantitative library services will enhance in-depth research for both lecturers and students.

Provision of Current Awareness Services (CAS)

The library provides Current Awareness Services (CAS) to lecturers and students, which in turn increases the tempo of research and learning. This involves keeping the library users well informed and up-to date in their areas of discipline. Akidi (2015) succinctly stated that, CAS entails selection and systematic preparation of important information and communicating such information to target users through telephones, library assistants, periodicals, distribution of bulletins and e-mail. CAS also takes the form of periodic listing of publications, monographs and periodical articles.

Provision of reference and advisory services

The librarian provides assistance/ services to users through reference and advisory services. The reference librarian provides useful assistance in the following ways;
1. Helps in locating the catalogues;
2. Confirming for the user whether a material is in the library;

Uchendu, E. M. (2020). The challenges of library in promoting research and learning in Imo State University, Owerri.

49

3. Answering users' queries.

Circulation service

The librarian provides the materials to the users through lending services. Circulation unit ensures that there is charging and discharging of books. Registered users are allowed to borrow books they need for research and study.

Bibliographies and literature search

The librarian enhances research through compilation of bibliographies. The bibliography is usually compiled in some useful order either by classified topics, subjects, alphabetical or chronological order. This is compiled based on the needs of the users.

Provision of ICT resources

The librarian provides e-resources to researchers. The use of information and communication technology (ICT) enhances the retrieval of information resources. Internet offers a rapidly growing collection of information with a wide range of topics in various areas. This enables the lecturers and students to carry out research in the library.

Library user education/library instruction

The librarian provides users with user education/ library instruction or orientation. This involves teaching the users effective way to use the library. These include use of library programme and library tour. Library user education helps students and researchers to make optimal use of the library resources.

Inter-library loan/resources sharing services

The library provides inter-library loan services to users. There is no library that has every material needed. Uchendu (2015) describes inter-library loan services as a process that involves obtaining library resources not available in one library from another library. Libraries usually obtain or exchange materials they do not have from other libraries. A reference librarian usually issues a reference/introductory letter to a client to use another library that has the materials.

Reprographic services

The library promotes research through reprographic services. This is the process of reproducing library documents – books, journals, newspapers and e-resources by photocopying. This saves time of researchers and enables them to get materials that are hard to come by. It also reduces the level of theft and mutilation of information materials in the library.

Provision of variety of information resources

The library provides variety of information resources to users to promote teaching, learning and research by lecturers and students. These include: books, journals/periodicals, reference materials, magazines, newspapers, conference proceedings, reports, dissertations, theses, projects and e-resources.

Theoretical Framework

The Uses and Gratifications Theory

The theory that is useful to explain the study is the uses and gratifications theory. The theory was propounded by functionalist Herta Herezog in 1940. What do library users do with the library? This research builds from the assumption that individuals play an active role in the process of information delivery and are goal oriented or directly in their library behaviour. Uses and gratifications theory is concerned with when

Uchendu, E. M. (2020). The challenges of library in promoting research and learning in Imo State University, Owerri.

58

users decide the type of information that is useful to them. Users' decisions were influenced by their personal interests, desires, values, and habits of seeking gratifications of various needs. This theory is very useful to the study – the role of the library in promotion of research and learning in Imo State University, Owerri.

Problems/challenges of the library in promotion of research and learning

Several problems militate the library in promotion of research in the University. Some of the problems are caused by the following factors:

1. **Inadequate funding:** Inadequate finance greatly hampers library services delivery. There is insufficient fund to purchase all the relevant information materials useful to the patrons. Relevant local and international information materials (books, journals and e-resources) are very costly, unfortunately, the university cannot easily afford the required finance. Usually, the subvention is too small and the institution relies on Tertiary Education Trust Fund (TETFund) assistance which, commonly, takes a long time to access.

2. **Poor government support:** The government is not paying adequate attention to the library. The library is a social agency that provides social services in terms of preservation and dissemination of information. It is not money yielding venture, and the government, usually ignores it. According to Israel and Babayi (2017), the inability of government to adequately support the library for one reason or the other has negative effects on the library services delivery. Government support should come inform of both legislation for library services, financial and other supports which are essential for the activities of the libraries.

3. **Inadequate accommodation:** The library has problem of accommodation. It is not spacious enough to accommodate large number of users. This adversely affects library services and use by patrons. In the words of Uchendu (2019), adequate library buildings and spaces play critical and enormous roles in effective and efficient information services delivery. The university requires a big and state of the art library to accommodate lecturers, researchers, post graduate and undergraduate students. The library is highly used during examination period and the space is not enough to accommodate patrons. There is also dearth of staff offices.

4. **Poor power supply:** There is problem of epileptic power supply, and this hampers library services. There is no guarantee of regular public power supply and this affects research in the university. The library requires constant power supply for lighting, preservation of reading materials, for use of computers/internet facilities and research making. There is no functional generator or solar energy to sustain light in the library.

5. **Inadequate computers/Internet facilities:** Another major challenge is inadequate computers and internet facilities to serve the patrons of the library. Limited technology and obsolete resources hinder effective use of the internet. The internet thrives on mobile telecom technology and the percentage of patrons with no or inadequate access to telecom technology and wireless networks is very high. The ICT unit requires adequate and well trained computer experts to provide services to users.

Uchendu, E. M. (2020). The challenges of library in promoting research and learning in Imo State University, Owerri.

51

Table 1: No of registered library users in Imo State University, Owerri between 2018-2020

S/N	Category of users	No. of registered users
1.	Undergraduates	2,000
2.	Postgraduates	1,500
3.	Staff	1,000
	Total	**5,500**

Conclusion and recommendations

The library plays a vital role in providing the necessary information resources for promotion of teaching, learning and research. The library has been identified as the bank of information and the catalysts for human capital development and pursuit of academic excellence. Information is power, and the library remains vital in the dissemination of information. Lecturers, postgraduate, undergraduate students and researchers in Imo State University, Owerri use the library for teaching, learning and research. Based on the observations from the above discussions, the following recommendations are made.

(i) The library in the university should be provided with adequate funds to purchase books and non-book materials, facilities and equipment, and replace outdated ones. More funds should be provided to buy computers and internet facilities as well as e-resources.

(ii) The government should pay priority attention to the library and provide them with the necessary financial and logistic supports they require.

(iii) The library requires adequate space to accommodate the number of patrons that come to make research, as well as information materials. The new library complex that is under construction should be well completed to accommodate the users, staff and reading materials. This will solve the problem of inadequate reading spaces for patrons particularly during examination period, staff and materials.

(iv) There should be regular power supply to the library in order to enable the staff to provide effective services to users. Library requires lighting, and constant electricity for the use of ICT facilities.

(v) Adequate computers and internet facilities should be provided in the library by university management to enable staff and students to do their research. Efforts should be made to solve the hiccups experienced by staff and students in the use of wi-fi in the library. In the light of this, service providers should provide the necessary services to enable the patrons to make use of internet/ICT facilities.

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52

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The potential role of libraries and librarians in the fight against Covid-19 pandemic in Nigeria

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Abstract

The novel coronavirus (COVID-19) pandemic has spread uncontrollably at an alarming rate to every part of the globe resulting in massive global health crisis and serious socioeconomic damage. Presently, there is neither an effective vaccine nor a confirmed treatment and continuous public enlightenment on correct information about mode of spread and precautionary measures have been the mainstay for combating and preventing the disease. Mis-information/fake news about COVID-19 (infodemic) spreads even more rapidly than the virus itself, hence citizens are encouraged to get their information from trusted sources. The Nigerian Centre for Disease Control (NCDC) recommended protocols for tackling the virus include: wearing face masks; washing hands often; using alcohol–based sanitizers; social distancing (6 ft); and practicing good respiratory hygiene. Libraries all over the world are repositories of information and knowledge, and trusted institutions with access to resources in print, multimedia and electronic formats that could effectively function as providers of accurate information and indeed increase information credibility in the fight against COVID-19. The various actions that libraries in Nigeria could undertake to disseminate factual COVID-19 information are highlighted. The challenges that should be surmounted for librarians to function in discharging their social responsibility were identified. The paper concluded that libraries should seize the opportunity presented by COVID-19 to reassert their role as information ambassadors and mobilize their knowledge, skills and resources to gain more visibility, and relevance.

Keywords: COVID-19 pandemic; libraries; librarians; information dissemination; infodemic.

Babalola, S. O., Bankole, O. M., & Laoye, O. A. (2020). The potential role of libraries and librarians in the fight against Covid-19 pandemic in Nigeria.

54

Introduction

An outbreak of coronavirus disease (COVID-19) caused by infection with a novel strain of severe acute respiratory syndrome corona virus 2 (SARS-CoV-2) first showed up in Wuhan City, Hubei Province, China on December 8, 2019. Due to the unprecedented alarming rate at which it spreads, and the severity of infection, the World Health Organisation (WHO) declared Covid-19 a public health emergency of international concern on January 30, 2020 and by March 11, 2020, it was declared a pandemic (WHO, 2020a). It has caused massive global health crisis as well as serious socioeconomic damage and has been described as the greatest public health disaster of the century. As of November 12, 2020, the number of COVID-19 cases globally stands at 51,848,261 with 1,280,868 deaths (WHO, 2020b). However, infection level in Africa has been very far below projections with total number of cases being 1.38 million by Nov 12, 2020 (WHO, 2020b).

In Nigeria, the index case was detected on February, 2020. Thereafter, incident cases and deaths were initially concentrated in two states (Lagos and Ogun) and FCT, Abuja. The initial cases were imported transmissions (brought into the country by returning travelers from overseas), but this later escalated to community transmission (Amzat, Aminu, Kolo, Akinyele, Ogundairo, & Danjibo, 2020). In Nigeria, as of 12th November, 2020, the total number of laboratory-confirmed COVID-19 cases were 64,728 people and 1,162 deaths (NCDC, 2020). Lagos State has the highest burden of infection (22,198 cases and 220 deaths), followed by FCT (6,322 cases and 82 deaths) and, Plateau (3,705 cases and 33 deaths).

COVID-19 is a respiratory disease and the major route of transmission is by close contact with infected individuals through droplets of saliva or discharge from the nose when an infected person exhales, coughs, sneezes, (WHO, 2020c). It spreads indirectly through contaminated surfaces/objects such as tables and handrails used by infected person. Infected people may be symptomatic (showing symptoms) or asymptomatic (without symptoms) with both groups being capable of infecting others. The clinical signs of COVID-19 include fever, dry cough, sore throat or itching of throat, tiredness, pains and aches, headache, shortness of breath, loss of smell and taste, while some infected individuals experience diarrhoea, nausea or a runny nose.

COVID-19 crisis has ravaged human resources and impacted negatively on all spheres of human endeavours and the projection was that, Nigeria's economy, instead of the anticipated 2% growth in 2020 will rather contract by 3.4% (The World Economic Forum COVID Action Platform, 2020). Ukpe (2020) reported that, Nigeria's Minister of Finance, Zainab Ahmed revealed that the country's earnings of N1.48 trillion for five months (January-May) of 2020 was only 56% of its target as a result of global crash in oil prices and the COVID-19 pandemic. The pandemic has taken its toll on the education sector as educational institutions and schools were under lock and key in over 100 countries for three to four months.

Statement of the problem

COVID-19 has economically and socially disrupted globalization, with the flow of people leading to flow of infection. Librarians as professionals in handling information are well placed to make accurate and timely information about COVID-19 freely and make it equitably accessible to the general public, but they have been scarcely mentioned among the groups involved in the fight against COVID-19. More so, the librarians are trained to handle the infodemic about COVID-19 because they have the skills to sieve through information and identify credible ones. Elsewhere, particularly from the United States, there are reports of librarians playing front line roles in the combat against COVID-19 (Gerber, 2020; Yu and Mani, 2020). However, there is

Babalola, S. O., Bankole, O. M., & Laoye, O. A. (2020). The potential role of libraries and librarians in the fight against Covid-19 pandemic in Nigeria.

55

paucity of information about what libraries in Nigeria are doing in the current fight against COVID-19 crisis. This paper thus presents the roles that libraries could assume to add value to information campaign against COVID 19. It also intends to sensitize the librarians and the general public on the prospective roles of the libraries in adding values to the efforts of other organizations in information campaigns' about COVID 19.

Methodology

Information for this paper was gathered through literature search from databases such as WHO websites, Pub Med, HINARI, EBSCOhost, and ScienceDirect. Search engines such as Google, Google Scholar were leveraged with Boolean operators of AND, NOT and OR for search strings such as COVID-19 and prevention, librarians and COVID -19. The gray literature and information from COVID-19 Presidential Task Force daily briefings as well as Nigerian newspaper publications on the subject were also consulted.

COVID-19 intervention in Nigeria

Currently, there is neither recommended effective line of treatment nor a proven vaccine against COVID-19. This makes the observance of COVID-19 prevention protocols critical. Even when vaccines are available may not completely wipe off the disease within a very short time and there may still be the need to continue to adhere to the prevention protocols.

The Nigerian government inaugurated the Presidential Task Force (PTF) to lead Nigeria's response to the disease. The PTF placed restriction on travelers from 13 COVID-19 high-risk countries from entering Nigeria (Amzat et al., 2020). Contact tracing process was introduced, but the implementation suffered due to non-cooperation by returnees who allegedly gave fake contact addresses and wrong phone numbers at the point of entry (News Agency of Nigeria, 2020). Later on, international flights and local flights were suspended through the closure of airports.

The conventional media such as radio, television as well as social networks such as Facebook, and WhatsApp were used to provide update for the populace (Akinmayowa & Amzat, 2020). The NCDC got the cooperation of the major operators of telecommunication outfits to provide Nigerians with updates on the disease outbreak. The theme of the NCDC campaign on social media was "Take responsibility''. The other notable organisations involved in sensitization about the coronavirus outbreak include the National Orientation Agency (NOA), non-governmental organizations (NGOs), faith-based organizations (churches and mosques), and development partners.

Another measure put in place was the implementation of the lockdown order, and closure of schools, religious worship centers and markets. A four-week lockdown starting from March 30, 2020 was implemented in Lagos and Ogun States and the FCT for four weeks, and inter-state travels were restricted for the whole country (Muanya, Olaiya, & Afolabi, 2020).

Misinformation about COVID-19

In healthcare context, the right information facilitates taking rational decisions and dispels myth, rumours and misinformation about a disease. The proliferation of misinformation about COVID-19 was recognized at the very early stage of the disease, thus it was declared that we were not just fighting an epidemic, but that also we were fighting the infodemic (WHO, 2020d). The Secretary-General of the United Nations, Antonio Guterres on his tweeter declared ''our common enemy is

Babalola, S. O., Bankole, O. M., & Laoye, O. A. (2020). The potential role of libraries and librarians in the fight against Covid-19 pandemic in Nigeria.

56

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2020

COVID-19, but our enemy is also an 'infodemic' of misinformation" or fake news (United Nations, 2020). Misinformation on social media platforms is spreading faster than COVID-19, causing confusion and posing a greater challenge than the virus itself. Barua, Barua, Aktar, Kabir, & Li. (2020) opined that amid a pandemic, the effect of misinformation could be fatal and life threatening because it could generate health anxiety, contribute to stress and mental morbidity, and make people to take ineffective, toxic or unprescribed drugs. To illustrate this, one person in Phoenix, USA died after using chloroquine that was employed for cleaning fish tanks when he heard that chloroquine could cure COVID-19 (Waldrop, 2020). Dr. Mike Ryan of WHO stated that, 'just as there is a desperate search for COVID-19 vaccine, a compelling need also exists for a vaccine against misinformation' (WHO, 2020e). The Nigerian PTF at its daily briefing, apart from enlightening the people also consciously made effort to dispel fake news about COVID-19.

Library and dissemination of COVID-19 information

Access to information is a fundamental human right and in many rural areas, libraries are the only public institutions where people freely access information that they use for making informed decisions, as well as gain understanding on prevalent issues. Bussey (2009) noted that an average person must read, see, and hear same information several times before it is retained and that the library should seize any opportunity that appears to promote itself wherever it could.

The literature is replete with evidences that demonstrate the invaluable role of library in the promotion of healthy living. According to Chisita (2020), COVID-19 crisis has availed libraries the opportunity to showcase themselves that they cannot be pushed aside in the fight against an "infodemic or information disorder". The president of IFLA on 23rd March, 2020, stated the emergence and spread of coronavirus should propel librarians to mobilize and provide a collection of valuable and credible information on the subject in order to give people a source they can trust (IFLA, 2020). Yuvaraj (2020) listed three areas of librarians' relevance in the combat against COVID-19 to include providing awareness on preventive measures, document delivery services during lockdown and supporting researchers dealing with COVID-19. Ali and Gatiti (2020) posited that, every librarian, be it public, academic, medical or specialist should take up the responsibility of sharing factual information about COVID-19. Chisita (2020) submitted that librarians could collaborate with other stakeholders to equip citizens with the vital skills and knowledge to ensure that fake news and misinformation do not thrive. Gerber (2020) stated that, in the United States of America during this pandemic, medical librarians were sometimes classed as essential workers necessitating their working either onsite or remotely and that, during the lockdown when physical libraries were closed, librarians worked virtually to provide services and resources remotely for researchers and the public.

Health information could be prescriptive or general in nature; the clinicians take care of the former, while libraries/librarians and other health professionals should be engaged in the latter by providing unrestricted access to information materials in understandable languages to users. The various strategies that libraries could adopt to dispense COVID-19 related information that will make positive impact on their user communities are discussed below.

Babalola, S. O., Bankole, O. M., & Laoye, O. A. (2020). The potential role of libraries and librarians in the fight against Covid-19 pandemic in Nigeria.

57

Promoting public awareness through collection development

The librarian's role is the acquisition of multidisciplinary, up-to-date and credible information on prevalent issues such as COVID 19, and making it accessible to the public especially those in need of it. Though COVID-19 is novel and research on it has been on in the last one year, collection on the subject in most libraries may be scanty. The collections should not only be restricted to print and electronic library resources (audio books, CDs and digital formats such as e-books) but should include ephemerals such as posters, pamphlets, leaflets, newsletters and information on local resources sourced from health institutions and other local organisations. Newspaper materials on COVID-19 could also be included in library collections. Such collection should be well organized and positioned in strategic areas for easy location and retrieval by users.

There should be diversity in the development of any library collection on COVID-19 so that provision could be made for people of different gender, abilities, socioeconomic backgrounds, family composition /make ups and races. Jenner, Wilson, & Roberts (2020) cited the unique information source at Robert M. Bird Health Science Library of the University of Texas MD Anderson Cancer Center, US that has full text of an illustrated children's book on Coronavirus. Yu and Mani (2020) reported that the medical and health science librarians in the USA, in order to increase the knowledge of people about COVID-19, selected and made available the latest resources on a wide range of topics on clinical treatment (emergency medicine, drug, vaccine, ventilator), personal protection equipment (PPE), guidelines/best practices for healthcare practitioners, epidemiology, consumer health, special populations (children, pregnant women, and people older than 65 years), ethics and law, telemedicine and mental health.

The Public libraries could incorporate works from local authors and local languages in the community in their collections. Several publishers such as SAGE, Springer Nature, Wiley Online and Emerald Insight freely give access to digital content on COVID-19 and what librarians just need to do is to download relevant information from these databases and make it accessible to clients. The regular evaluation of library collection to ensure that all relevant collections are at all time made accessible is also pertinent. There is information explosion with the way publications are coming up on COVID-19.

Partnership and collaboration with health organisations

The work of the librarian is to compile, repackage and disseminate information, but not necessarily the producers. Majority of librarians do not have training on medical issues as part of their curriculum. The partnership with relevant organisations would help them to acquire skills and build the needed confidence to develop and promote COVID-19 collections. Barton (2008) submitted that partnership with other agencies could avail librarians the opportunity to render health information services even when they lack the expertise, knowledge and relevant resources within library buildings. Publications on COVID-19 such as pamphlets, bulletins, newsletters obtained from health authorities could also be displayed, exhibited or circulated in public places for users' consumption. The COVID-19 infodemic further shows the need for librarians to apply their expertise to partner with health entities and other information expert to design, develop, and improve evidence-quality grading systems for online health information (Cuan-Baltazar, Muñoz-Perez, Robledo-Vega, Pérez-Zepeda, & Soto-Vega, 2020).

Babalola, S. O., Bankole, O. M., & Laoye, O. A. (2020). The potential role of libraries and librarians in the fight against Covid-19 pandemic in Nigeria.

58

Provision of reference services

The provision of reference and consultation services via telephone lines, chats, email and other delivery methods should be upheld in libraries while the pandemic lasts. Reference librarians should be ready to acquire and disseminate knowledge on the pandemic through in-person appointment or remote access. The librarians while engaging in health information service delivery must take cognizance of the ethical aspect and adhere to confidentiality, intellectual freedom, and accountability and liability considerations in all areas (Wood, 1991).

Librarians should deliver digital COVID-19 information and teach health literacy skills

Libraries should work towards the digitalization of all special collections including the health-related ones to support research in case of any pandemic. Currently, WHO has a WhatsApp link (https://www.who.int/news-room/feature-stories/detail/who-health-alert-brings-covid-19-facts-to-billions-via-whatsapp) through which they provide factual information, and many libraries have linked their clients with these resources for them to get authentic information and be able to identify fake news and rumours (Ali & Gatiti, 2020). The libraries located in rural areas and even those of urban places could link to the National library and medical libraries (found in tertiary health institutions), where specialist librarians could identify credible COVID-19 information. Yu and Mani (2020) reported that medical librarians in a bid to assist patrons to dispel fake news, misinformation, and disinformation, three libraries in the US designed digital library guides to provide instructional resources for users to evaluate and carry out fact-checking.

Some libraries have displayed media such as bulletin boards and posters placed in conspicuous places within the library settings to publicise and sensitise their clients on important health issues. The libraries could adopt and improve upon the deployment of such services in creating awareness, knowledge of COVID-19 prevention protocols, and the implications of sharing fake content on social media. Health literacy refers to the possession of knowledge, personal skills and confidence to make sound, and healthy decisions in the course of everyday life. There is a plethora of information on COVID-19 on the internet. Librarians can come in here by educating their clients on how to obtain credible COVID-19 information from the internet.

Outreach and collaboration

Outreach refers to various library programmes that take information to rural places and the less privileged minorities, immigrants, asylum seekers and those with special needs such as the physically challenged, the sick and the elderly. Those that have irregular or do not have formal means of communication such as radio and television could also be reached with health information through outreach services. Nkiko and Iroaganachi (2015) opined that outreach services hold great promise of improving the quality of life in Nigerian communities. The materials that librarians can provide to users in outreach include but not limited to book mobile services, books, journals, pamphlets, booklets, newspapers, articles on COVID-19.

Libraries organising seminars and talks on COVID-19

Public and academic libraries in Nigeria are used to organising periodic talks, seminars, counselling and other forms of organized engagement, and such could be deployed for creating awareness on COVID-19. Ali and Gatiti (2020) reported that some libraries have been organising online

Babalola, S. O., Bankole, O. M., & Laoye, O. A. (2020). The potential role of libraries and librarians in the fight against Covid-19 pandemic in Nigeria.

59

webinar and sessions to keep their users informed on library activities and COVID-19 using Google, Skype, Google Hangouts, or Zoom. The libraries could also be involved in

external dialogue by involving the input of health experts, COVID-19 survivors and role models to share information, exchange ideas and experience on the disease.

Design of COVID-19 information for the illiterates

The Minister of Education in Nigeria, Malam Adamu Adamu estimated the illiteracy level to be about 65 to 75 million people out of the approximately 200 million Nigerian population (Vanguard September

22, 2017). The public libraries should plan for those that are unable to read and write by including in their collections, audio visual or pictorial materials. The oral forms are the folk media such as proverbs, riddles, songs, tales, traditional drama, and puppet performances that the library could employ to educate the illiterates.

Constraints to librarians' involvement in disseminating COVID-19 information

There are several challenges that may hinder librarians in Nigeria from disseminating COVID-19 information to the populace. Several authors have noted inadequate funding, poor infrastructures/equipment as major barriers to library services provision in Nigeria, while other factors are highlighted below.

Libraries deal with published information materials, but because COVID-19 is a new disease, most of the documents on the subject are gray literature. The materials could not be catalogued, making it very difficult for usage to be monitored. Adeniyi and Subair (2013) averred that library services can only be easily accessed by clients if the documents therein are described in accordance with standardized cataloguing and classification procedures.

Many people still hold the view that the library is not the appropriate place to look for information relating to health. Barton (2008) reported that clients in UK public libraries lacked confidence about the role of libraries

in providing health information. Also, some people have the impression that, there is nothing you find in the library that you can't get from the internet.

The knowledge of librarians about the COVID-19 would go a long way in determining how effective they will be as information disseminators.

There is the need for information acquired by librarians to be scrutinized for accuracy before they are disseminated to the general public. To overcome these challenges therefore, libraries should collaborate with health science librarians in health institutions. However, Bankole and Babalola (2019) opined that a clear line of demarcation should be drawn between the role of librarians as health information providers and the clinicians' role of core diagnoses and medical advice; and that a misunderstanding of these roles could lead to serious consequences. Majority of public libraries in rural areas are manned by staff not trained in librarianship. Nwokocha (1998) listed personnel problem as one of the constraints to library services utilization in Nigeria.

Conclusion and recommendations

The COVID-19 crisis has posed the greatest social, security and health challenge of the 21st century. The provision of correct and timely information is a major tool for prevention and control of COVID-19. Right

information enables people to make good and informed decisions, actions as well as further equips them with skills to mitigate devastating effects of COVID-19. The library as repositories of information could play leading role in the combat against COVID-19. The librarians in the developed

Babalola, S. O., Bankole, O. M., & Laoye, O. A. (2020). The potential role of libraries and librarians in the fight against Covid-19 pandemic in Nigeria.

68

world particularly the US are already participating in information dissemination against COVID-19, but librarians in Nigeria are yet to fully align themselves to this responsibility.

Libraries should seize the opportunity presented by COVID-19 to reassert their role as information ambassadors and mobilize their knowledge, skills and resources to gain more visibility and relevance. Librarians could embark on collection development of COVID-19 information taking into consideration the cultures and needs of their communities. The library could form partnerships with relevant organisations such as NCDC and WHO to get credible and trusted information which they would then use their expertise to disseminate to their communities. Outreach would make it possible for librarians to take COVID-19 information to the disadvantaged groups such as the rural dwellers. The active involvement of librarians in the COVID-19 battle would help in increasing public trust in information being passed to people.

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61

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Babalola, S. O., Bankole, O. M., & Laoye, O. A. (2020). The potential role of libraries and librarians in the fight against Covid-19 pandemic in Nigeria.

62

Influence of e-resources and open access on the utilization of e-materials among librarians in Nigeria

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Abstract

The study aims to establish the relationship between digital information resources, open access and use of e-resources among librarians in Nigeria. The study adopted correlational research design. The population of the study comprised all the librarians (1,030) in Nigeria working in all categories of libraries (courtesy, Nigerian Library Association Online forum). Total enumeration was adopted for the study due to its relatively small and manageable size. Questionnaire entitled "Digital resources, open access and use of e-resources Questionnaire (DOUEQ)" was used to elicit data. The data generated were analyzed using Pearson Product Moment Correlation (PPMC) and multiple regression analysis. Findings revealed that, high positive relationship exists between digital resources and its use (r = .788, n = 539), and also between open access of information resources and use of e-resources (r = .838, n = 539) among librarians in Nigeria. The finding also shows a positive high relationship between digital information resources, open access and use of e-resources (F (2.150) = 7.352 with an r of 647) among librarians in Nigeria.

Keywords: Digital resources; open access; e-resources; librarians; Nigeria.

Posigha, B. E., Oberhiri-Oruma, G., & Oghuvwu, V. (2020). Influence of e-resources and open access on the utilization of e-materials among librarians in Nigeria.

63

Introduction

The utilization of digital information resources to a large extent may depend on a number of information resources that are digitized and as well as the quantity and quality of the resources available to users through open access. Digitization according to Witten and David (2003), as cited in Posigha (2018) is the process of taking library materials that are in form of books and papers and converting them to digital form where they can be stored and manipulated by a computer. Digitization of information resources produces digital resources or e-resources as end products. Ndor (2007), as cited in Toyo (2017) sees digitization in his own passion as turning information into binary digits. Furthermore, it is the process of translating a piece of information such as books, sound recording, picture or video into bits. However, some information resources are born digital while others are converted from hard copies to digital. Both are referred to as digital resources. As a matter of fact, the idea of digitization of information resources is in part a target towards unlimited access to digital information resources. The influx of digital resources perhaps has shifted the emphasis on close access to open access where the resources are freely accessed.

Open access according to Suber (2015), refers to outputs of research which are distributed online and are free of cost or other barriers. By open access, it means it is freely available on the Internet, permitting any user to read, download, copy, distribute, print, search, or link to the full texts of these articles, crawling them for indexing, passing them as data to software, or using them for any other lawful purpose without financial, legal, or technical barriers other than those inseparable from gaining access to the Internet itself. The only constraint is on reproduction and distribution. And the only role for copyright in this domain is to give authors control over the integrity of their work and the right to be properly acknowledged and cited (Laakso, & Bjork, 2012). Consequently, an increase emphasis on open access among academia is as a result of the limited access to important research findings, large number of digital resources, as well as increasing demand of digital resources among researchers.

The term digital resource is interchangeable with electronic resources in most librarianship literature. This implies that, the concepts have a common definition. According to Joseph and Sornam (2016), these resources require computer access or any electronic product that delivers a collection of data, such as text referring to full text bases, electronic journals, and image collections. The resources also include multimedia products and numerical, graphical or time based as a commercially available title that has been published with intention of being marketed. These resources are delivered on CD ROM, tape, via internet and so on. The resources provide access to current information as these are often updated frequently. The importance of digital information resources in research and development cannot be overemphasized. Digital information resources create opportunities for the resources to be easily accessed and used by distant users simultaneously. Otubelu and Ume (2015) posited that the obvious benefit of digitalization of information resources is that, it enables greater access to collections of all types.

Unfortunately, today users of digital resources are facing challenges arising from inadequate digital resources and limited access. Academic libraries that are positioned to champion the digitization and provision of access are not given the deserved attention to digitization project, as a huge number of print collections remain in print without any initiative or plan to convert them to electronic or soft copies. To make things more difficult, the available digital born electronic resources are published in closed access. A situation that deprives users

Posigha, B. E., Oberhiri-Oruma, G., & Oghuvwu, V. (2020). Influence of e-resources and open access on the utilization of e-materials among librarians in Nigeria.

64

to access and make use of the materials as needed. The question is that, how do we encourage authors to publish their articles in open access for both low and high income users to have access to the materials freely. These challenges are grievously affecting the utilization of resources.

Several studies Joseph and Sornam (2016), Yebowaah and Plockey (2017) have probed into the challenges pertaining to nonchalant attitude towards digitization of information resources, access to digital information and utilization of the resources.

The prominence of these studies is to ensure increased access and effective utilization of information resources. Thus, this study is based on the assumption that, underutilization of digital information resources is as a result of inadequate digitization of information resources and limited access to the resources. Therefore, this study aims to establish relationship between digitization of information resources, open access and utilization of digital resources. Therefore, the following three objectives guided the study.

Objectives of the study

The objective of this study is to determine the relationship between digitized information resources, open access and use of digital resources. Specifically, the study examined:
1. The relationship between digitization of information resources and utilization of digital or e-resources among librarians in Nigeria;
2. The relationship between open access and the use of digital resources among librarians in Nigeria;
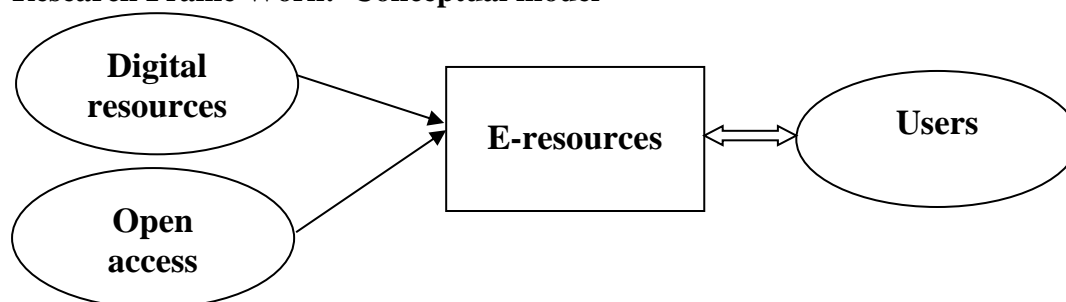3. The relative influence of digitization of information resources, open access and use of digital resources among librarians in Nigeria.

Research questions

1. What is the relationship between digitization of information resources and the use of digital or e-resource among librarians in Nigeria?
2. What is the relationship between open access and the use of digital resources among librarians in Nigeria?
3. What is the relative influence of digitization of information resources, open access and use of digital resources among librarians in Nigeria?

Literature Review

Research Frame Work: Conceptual model

Source: Authors' designed model, 2019

The model demonstrates relationship between digital resources, open access and utilization of e-resources among users. Thus, the model also attributes the tremendous increase of use of e-resources among students, researchers and academia to digitalization of information resources, digital born initiatives, and open access. The

Posigha, B. E., Oberhiri-Oruma, G., & Oghuvwu, V. (2020). Influence of e-resources and open access on the utilization of e-materials among librarians in Nigeria.

65

model also posits that there is likely relationship between digital information resources, open access and use of digital resources.

This study is anchored on this relationship model, because it is carried out to determine the likely existing relationship between digital resources, open access and use of e-resources. Therefore, the research objectives and research questions are guided by the model.

Digitisation of information resources and use of digital or e-resources

Fabunmi, Paris, and Fabunmi, (2006), as cited in Urhiewhu and Emojorho (2015) reported that digitization improves access to library resources. By digitising library collections, information will be accessible to all instead of a group of researchers. Digital projects allow users to search for collections rapidly and comprehensively from anywhere at any time. Digitization makes the invisible to be visible. Several users can access the same material the same time without hindrance. It also removes the problem of distance as users do not have to travel to libraries that have the hard copies of information materials before they can access and use them.

Okongo (2014) studied the access and utilization of digital information services in academic libraries in university of Nairobi. The aim of the study was to assess the extent of access and utilization of digital information services in academic libraries in Kenya with reference to University of Nairobi library. The findings revealed that, majority of the respondents often used the library to access digital information resources mainly for writing class assignments. The study also showed that majority of the respondents rarely approached the librarians for assistance in the library and many respondents were unaware of digital information services. The study revealed major challenges faced when accessing and utilizing digital information to include lack of adequate information skills, lack of awareness, training and poor information infrastructure.

Egberongbe (2016) assessed the use of digital/electronic information resources and services by faculty members of social sciences of three Universities in Nigeria. The study adopted a quantitative research method, using questionnaire survey to collect data on 50 social scientists from each of the faculties. The study revealed non-availability of major sources of electronic information in the social sciences in both the university libraries and faculties; a major barrier to usage was identified as lack of information technology (IT) knowledge to effectively utilize the available resources. Some recommendations were made to include: adequate acquisition of digital resources; improved provision of sources of digital information resources and access; provision of faculty specific user training and information literacy instruction, etc.

Yalusa, Habibu and Akpulu (2017) investigated the utilization of digital information resources (DIR) for academic development in the School of Health Information Management ABUTH, Zaria. The study revealed that while e-text books (53.6%) and Internet facilities (38.0%) topped the most frequently used digital resource materials, irregular power supply (31.8 %) and poor network services (24.8 %) topped the challenges faced in accessing DIR by the respondents. 52.6% of the respondents accessed DIR materials by subscription, 26.0% assessed it by loan while 20.7% was by purchase. This finding suggests that there is under-utilization of DIR because of infrastructural changes. It is therefore recommended that all relevant stake holders should invest heavily to ensure adequate provision of digital resource materials in libraries.

Posigha, B. E., Oberhiri-Oruma, G., & Oghuvwu, V. (2020). Influence of e-resources and open access on the utilization of e-materials among librarians in Nigeria.

66

Open access and use of digital resources

Ilva, Laitinen and Saarti (2016) reported that the open access (OA) movement in scientific publishing has been gathering momentum in the European Union and its member states, partly due to the policies of some of its main research funders. Already we have seen encouraging research results on the effects of openness on the dissemination of scientific outputs.

Similarly, Liu (2012) stated that in recent years, open access is the format of providing unlimited access via the Internet to peer-reviewed scholarly journal papers. It is also increasingly being provided to theses, such as scholarly monographs and book chapters. The articles in open access journals can be obtained more quickly than the one in proprietary journals. Tennant, Waldner, Jacques, Masuzzo, Collister and Chris (2016) attested that, the economic impact of open access is less well-understood, although it is clear that access to the research literature is key for innovative enterprises. Furthermore, open access has the potential to save both publishers and research funders considerable amounts of financial resources, and can provide some economic benefits to traditionally subscription-based journals.

The societal impact of open access is strong in particular for advancing citizens' science initiatives, and leveling the playing field for researchers in developing countries.

Open Access supersedes all potential alternative modes of access to the scholarly literature through enabling unrestricted re-use, and long-term stability independent of financial constraints of traditional publishers that impede knowledge sharing. However, open access has the potential to become unsustainable for research communities if high-cost options are allowed to continue to prevail in a widely unregulated scholarly publishing market. Open access remains only one of the multiple challenges that the scholarly publishing system is currently facing. Yet, it provides one foundation for increasing engagement with researchers regarding ethical standards of publishing and the broader implications of open research.

Okon (2013) investigated the effect of accessibility and utilization of electronic resources by academic staff on productivity at the University of Calabar and the University of Ibadan, Nigeria. The study adopted quantitative approach as research paradigm; with survey and bibliometrics as research methods. The finding of the study revealed that there is significant correlation between accessibility and utilization of e-resources and productivity of academic staff at the surveyed universities ($r = 0.135$; $p = 0.004$), especially at the level of international publication ($r = 0.158$; $p = 0.004$). The study concluded that there is a positive effect due to accessibility and utilization of e-resources on productivity at the surveyed universities.

Use of digital resources

Yebowaah and Plockey (2017) investigated the awareness and use of electronic resources. Their findings revealed that 88.8% of the respondents were users of the library and 65% were aware of the availability of e-resources in the library. This study also shows that awareness of e-resources is high but the utilization of e-resources is low. The study further revealed that inadequate library infrastructure, low Internet bandwidth, and inadequate trained library staff were the major challenges

confronting the use of e-resources of the library. The study therefore, recommends that efforts to improve the use of e-resources in the library should include ways of creating user awareness, training/workshops for users and staff, and responding to the challenges confronting utilization.

Joseph and Sornam (2016) studied the use of e-resources by the faculty members of engineering colleges in Kerala. The purpose of this study was to find out the awareness, availability and the usage of e-resources by the faculty members. The findings show that majority of the faculty members were all

Posigha, B. E., Oberhiri-Oruma, G., & Oghuvwu, V. (2020). Influence of e-resources and open access on the utilization of e-materials among librarians in Nigeria.

67

aware of the e-resources available and majority of them used the e-resources at least once in a week. Generally, availability of e-resources is good except for a few engineering e-packages. Majority of the staff members used desktop computers for accessing the e-resources and the main purpose of using them was for teaching. Unknown password, virus threat, poor internet connectivity, lack of time and restriction to e-resources available in the campus were some of the difficulties they encountered. The study also reveals that almost all the staff members were satisfied with the facilities available for accessing e-resources.

Toyo (2017) investigated the influence of digitization of library resources on the services of academic libraries using John Harris Library, University of Benin, Benin City as a case study. Findings revealed that major reasons for digitization of information resources at John Harris Library included: the need to preserve information resources for future use; to put in place better search and retrieval facilities for library materials; the benefit of having great access to collections of all types of e-resources; and quick and easy methods of delivering services to users. Furthermore, some challenges facing digitization of library resources in academic libraries were identified. These included: deterioration of digital media; funding; inadequate technology infrastructures; technological obsolesce; and constantly changing of hardware and software amongst others. Finally, the study concluded that despite the tremendous benefits of digitization, several challenges still faced digitization processes John Harris Library.

Mwantimwa, Emmanuel and Ndenje-Sichalwe (2017) investigated the utilization of e-resources to support teaching and research in higher learning institutions, Tanzania. This study was conducted to compare the use of electronic information resources in selected universities in Tanzania. The key findings suggest that majority of academic staff and researchers were aware of, had access to, and utilized e-resources to support teaching and research. On the whole, the study found a significant and positive relationship between awareness and access, access and use. The study also found that, there was a need to promote the usage of e-resources through web technologies to enhance the quality of teaching and research.

Methodology

The study adopted correlational research design to investigate the relationship between digitization of information resources, open access and utilization of digital resources. The population of the study comprised all the members (1030 librarians) in NLA-online group forum working in all categories of libraries. The whole population was studied due to its relatively small and manageable size. Questionnaire entitled "Digitalization of information resources, open access and use of e-resources questionnaire (DOUEQ) was used to elicit data from the respondents. The questionnaire was divided into three sections (Digital information resources, open access resources and use of digital resources) in line with the research objectives. The response format ranges from: Agree strongly (AS) = 5; Agree moderately (AM) = 4; Neither agree (NA) = 3; Disagree moderately (DM) = 2; Disagree strongly (DS) = 1.

The questionnaire was administered to the respondents through online, using monkey survey platform. The data collected from the respondents were analyzed using inferential statistics. Precisely, Pearson Moment Correlation Coefficient was used to analyze research question one and two while, multiple regression analysis was used to analyze research question three.

Posigha, B. E., Oberhiri-Oruma, G., & Oghuvwu, V. (2020). Influence of e-resources and open access on the utilization of e-materials among librarians in Nigeria.

68

Data analysis and presentation of findings

Table 1: Summary analysis of the relationship between digitization of information resources and use of digital resources among librarians in Nigeria

N	Correlation Coefficient (r)	Remark
539	.788	High positive relationship

Result presented in table 1 shows the Pearson Product Moment Correlation Coefficient analysis of the relationship between digitalization of information resources and use of digital resources amid librarians in Nigeria. The analysis revealed that, a high positive relationship exists between digitization of information resources and use of digital resources among librarians in Nigeria (r = .788, n = 539).

Table 2: Summary analysis of the relationship between open access and use of digital resources among librarians in Nigeria

N	Correlation Coefficient (r)	Remark
539	.838	Very high positive relationship

Result presented in table 2 shows the Pearson Product Moment Correlation Coefficient analysis of the relationship between open access and use of digital resources among librarians in Nigeria. The analysis revealed that a very high positive relationship exists between open access and use of digital resources among librarians in Nigeria (r = .838, n = 539).

Table 3: Summary regression analysis of the relationship between digitization of information resources, open access and use of digital resources among librarians in Nigeria

Model	R	R Squared	Adjusted R^2	Std. Error
1	.646[a]	.541	.543	5.64669

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5238.351	2	2516.175	7.352	.000[b]
	Residual	4755.662	435	33.024		
	Total	9994.013	437			

Analysis in Table 3 shows a multiple regression analysis of digitization of information resources, open access and use of digital resources among librarians in Nigeria. These variables statistically predict the use of digital resources among librarians in Nigeria, F (2,150) = 7.352 with an R of .646. This indicates that, a positive high relationship exists between digitization of information resources, open access and use of digital resources among librarians in Nigeria.

Posigha, B. E., Oberhiri-Oruma, G., & Oghuvwu, V. (2020). Influence of e-resources and open access on the utilization of e-materials among librarians in Nigeria.

69

Discussion of findings

Research question one sought to establish the relationship between digitization of information resources and use of digital resources among librarians in Nigeria. The finding reveals that high positive relationship existed between digitization of information resources and use of digital resources among librarians in Nigeria. This simply means that digitization of information resources might enhance and as well increase the use of digital resources among librarians. This could be the fact that, digital information resources are easily accessible, thus leading to positive relationship as revealed in the study. In practice, the study established that digitization of information resources has influence on the use of digital resources among the academia. This calls for increase and committed efforts towards digitization projects in libraries in Nigeria.

This finding is in agreement with Fabunmi, Paris and Fabunmi as cited in Urhiewhu and Emojorho (2015) that, digitization improves access to library resources. By digitizing library collections, information will be accessible to all instead of a group of researchers. Digital projects allow users to search for collections rapidly and comprehensively from anywhere at any time. Easy accessibility to digital resources leads to an increase in the use of the digital resources.

Similarly, research question two also sought to determine the relationship between open access and use of digital resources among librarians in Nigeria. Thus, the study was to ascertain if the use of digital resources among librarians was determined by open access. The finding reveals that very high positive relationship existed between open access and use of digital resources among librarians in Nigeria. The finding simply implies that free access (open access) to digital resources may have contributed to the use of digital resources. From the finding, it is expected that research findings published in closed access may negatively affect the utilization of such findings because the materials are not available and as well accessible to majority of users who cannot afford the cost.

In order to avoid such under-utilization of e-resources, researchers are to be encouraged to publish their research findings in open access platforms to increase proper utilization of research findings which should be the main objective of embarking on research activities. Thus, this finding corroborates that of Okon (2013) which reported a significant correlation between accessibility, utilization of e-resources and productivity of academic staff at the surveyed universities ($r = 0.135$; $p = 0.004$), especially at the level of international publication ($r = 0.158$; $p = 0.004$).

Finally, research question three sought to establish the relationship between digitization of information resources, open access and use of digital resources among librarians in Nigeria. From the statistical analysis, it was revealed that a positive high relationship existed between digitization of information resources, open access and use of digital resources among librarians in Nigeria. It could be that digitization of information resources and open access influence the use of digital or e-resources among librarians in Nigeria. One major setback in the use of information resources generally is lack of access to the needed information. This could be one of the reasons why there is wide spread advocacy for open access publication among the academia. This finding is in agreement with Mwantimwa, Emmanuel and Ndenje-Sichalwe (2017) that reported a significant and positive association between awareness and access, open access and use. The study revealed that, there was the need to promote the usage of e-resources through web technologies to enhance quality of teaching and research.

Posigha, B. E., Oberhiri-Oruma, G., & Oghuvwu, V. (2020). Influence of e-resources and open access on the utilization of e-materials among librarians in Nigeria.

78

Conclusion

From this study, there is a high positive relationship between digitization of information resources and use of digital or e-resources. The findings imply that digitization of information resources increases the use of the e-resources. It is also evident that, open access and use of digital resources have a very high positive relationship. The study also ascertained that digitization of information resources and open access jointly have a positive high relationship with the use of e-resources among librarians in Nigeria. Digitization of information resources and open access to a large extent, have increased the overall use of information resources particularly the digital resources among librarians, lectures, researchers and students in Nigeria. Therefore, the implication is that, without an increase in digitization of information resources and free access (open access) to the resources, there may be under-utilization. Thus, the resources in print format and in closed access have denied majority of information users particularly distance users and low income earners to access and use the resources.

Recommendations

Arising from the findings of this study, the following recommendations were made:

1. Digitization forms a base for easy and accelerated access to information resources. In this regard, library administrators, government and other stakeholders in dissemination of information should make policies that will support digitization projects and as well ensure digitization of relevant print information resources in their collection.

2. Open access is a prerequisite for an increased use of information resources. Thus, librarians, lecturers, researchers and students should encourage open access initiative by publishing their research findings in open access for users of information to access the findings of their research. The various levels of government and institutions should also provide research grants to promote open access publishing.

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71

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